

The Administrative Team - The Key To Success

The school Administrative Team must function as a unit that brings together classrooms, unstructured time, activities, schoolwide needs, and administrative support and intervention. **Administrative leadership in the teaching, mentoring and assisting of staff, evaluation of personnel and processes, and providing the enthusiasm, motivation and incentive for excellence** are all direct benefits. Site administrators cannot leave these important items to chance. A "School Plan" to ensure consistency must be operative within the school and this program will guide the administrative team through the development and implementation process.

This program is customized to meet the specific needs of administrators. Any of the components list below can become the primary focus of the training. The training format is a one-day workshop or a multi-day retreat environment focusing on the Principal, Assistant Principal or the entire Administrative Team.

The components of the program are as follows:

- The school mission/vision
- Teacher response styles
- Classroom plans and procedures
- Monitoring/evaluating teacher classroom plans
- Schoolwide management system
- Administrative support
- Procedures for implementation and roadblocks
- Know what to do to improve instruction
- Know what to do with unmotivated students
- Know what to do with aggressive, violent and confrontational students
- A well defined school safety program
- Parent involvement and conferencing skills
- Substitute teacher program
- Intruders
- Public relations procedures

Great Teachers Make Great Schools

This program is designed to assist teachers in learning practical strategies necessary to improve their professional self-esteem and the self-esteem of their students. Participants will be able to utilize behavioral strategies to improve their attitude and behavior in the classroom through the use of positive language and cognitive behavioral visualization.

Great teachers understand what teaching is all about. They . . .

- have a mission
- are proactive not reactive
- take an interest in kids
- have problem solving skills
- do not take excuses from kids
- put kids first (not the bulletin board)
- give respect to get respect
- work as a team with other teachers
- have expectations and never go away.

The outcomes from this component are as follows:

- Teachers will be able to set effective goals to help maintain a high motivational level in the classroom.
- Utilization of cognitive behavioral strategies to reduce stress/burnout.
- Utilization of teaching strategies designed to effectively motivate students.
- Utilization of time management skills to increase teacher effectiveness and success in the classroom.
- An understanding of how teachers' negative expectations (attitudes) affect performance in the classroom.
- Know how to assist students to take increased responsibility for academic performance, behavior and positive peer interaction thereby increasing student achievement and self-esteem.
- Utilization of proven classroom strategies to increase students' positive attitude.
- Teachers will learn the importance of peer support to develop solutions to problems encountered in their teaching day.

Successful Behavior Management Strategies

This program establishes a safe and orderly environment in the classroom and schoolwide that stops negative behavior, increases learning time, develops positive relationships and teaches students responsibility. **Reduction of disruptions in the classroom, increased student on-task behavior, fewer referrals to the office and more administrator time for instructional leadership** are all direct benefits.

The staff will learn to develop and implement individual classroom discipline plans, work together with colleagues on a schoolwide program and work with their student's parents toward managing and preventing behavior problems.

The components of this program are as follows:

- Teacher response styles
- Role-plays that define student behavior and teacher responses
- Roadblocks
- The Classroom Management Plan
- The Schoolwide Management Plan
- Specific directions for appropriate behavior
- Redirecting techniques
- Paradoxical responses
- Proactive planning
- Chronic and severe behavior
- Posting behavior plans in all classrooms and throughout the school
- Consistency and follow-through
- Stopping negative behavior and reinforcing positive
- Crisis intervention
- The "Administrator Support System"
- The importance of parental involvement
- Working together as a team

Winning with Challenging, Unmotivated Students

Respect, loyalty and fairness are the key components of this program. Learn techniques to reach the defiant, challenging and unresponsive student. **A reduction in teacher/student confrontation, a decrease in office referrals for students with a pattern of behavior problems, a decrease in overt violent behavior and increased academic effort by students who have lacked motivation** are all direct benefits.

Teachers are given proactive intervention strategies to increase student success, self-respect and the ability to resolve conflicts. They will learn how to build positive relationships with at-risk students and gain support from their parents.

The components of the program are as follows:

- Defining challenging and unmotivated students
- Raising teacher expectations to succeed with all students
- Response - ability
- Trusting relationships
- Paradoxical responses
- Holding accountable
- Management plan
- Positive reinforcement
- Confrontations
- Identifying special needs and knowing remediation technique
- Dealing with difficult students on a daily basis
- Diagnosing, teaching, profiling, communicating, refocusing
- Setting up a supportive learning environment
- When everything else fails

Turning All Parents Into Partners

Learn effective, ongoing communication techniques for working with all parents to ensure a positive relationship between home and school resulting in greater student success.

More effective parent/teacher problem solving conferences, reduction in negative parent interactions, increased positive support for teachers' academic and behavior programs and teacher empowerment are all direct benefits.

Teachers are given the skills to effectively communicate with parents so that they can work together toward the best possible education of their children.

The components of the program are as follows:

- Parent behaviors
- Simulation role-play
- Concern, professionalism and confidence
- Educator roadblocks
- Parent roadblocks
- Consistency and follow-through
- Expectations and contact
- Telephone communication techniques
- Three-way coaching
- Face to face conferencing
- Disarming criticism
- Language foggers
- Getting commitment
- Helping parents with their children

Implementing, Monitoring & Follow-up Consulting

Consulting and monitoring days ensure the Comprehensive Behavior Management Program is implemented completely and correctly. This time is critical for the program to have a lasting effect.

Consistency, paying attention, insistence, monitoring, clarifying, assisting, refocusing, applauding, parent conference role modeling and encouraging are all key components.

The components of the program are as follows:

The following is a list of activities that can be part of a consulting / monitoring day. However, it is critical, that the specific format and activities be developed in conjunction with each individual school's administration and program management committee.

- Work with staff members one-on-one
- Visit and observe in classrooms
- Coach teachers individually
- Meet with new teachers as a group
- Observe the staff conducting parent conferences
- Meet with Administrators
- Meet with support personnel
- Meet with Safety / Discipline Committee to develop an implementation plan
- Meetings with staff during prep times
- Lunch time and before school meetings with staff
- Shortened day with a staff meeting (workshop presentation)

Violence Prevention for a Safe School

Paying attention to the security needs of the school to minimize the opportunity for violence with a safety plan that includes crisis intervention, teamwork and behavior management is the focus of this program. **The staff knowing how to remain calm and confident during a crisis, prevent arguments from turning into fights, communicate behavior expectations to students, and develop and utilize a crisis intervention plan** are all benefits.

Administrators are taught to look at their school site through critical eyes -- regarding safety and order. This program addresses the issue of violence in our schools and provides some practical techniques to prevent violence.

The components of the program are as follows:

- Anti-social behaviors
- Paradoxical Responses
- Foggers
- The bully
- Weapons
- Fights
- Confrontations
- Intruders
- Keys to compliance
- Safe and unsafe profiles
- Webbing
- Teamwork
- Crisis Intervention Team
- Minimizing Violence
- A School Safety Plan developed and operational
- Security throughout the school
- Conflict Management

Safety on the School Bus

Behavior Management Strategies for Bus Drivers

Bus drivers are very important to the climate and culture of a school. They are often the first and last contact a student has with the school. Yet most drivers have little or no training in how to interact with children. Bus drivers need to know how not to be manipulated or to argue. They need to be able to demonstrate fairness and to get and give respect.

School bus safety cannot be minimized. When bus drivers are given strategies and techniques for working with children of all ages, it contributes to the success of the schoolwide program.

During this training program, bus drivers will learn practical, no nonsense skills for maintaining safety and order on the bus.

The components of the program are as follows:

- How to develop a school bus behavior management plan
- Procedures for dealing with common school bus problems such as fighting, throwing objects, noise, students out of seats, etc.
- How to keep confrontations from turning into fights
- How to get students to follow directions
- How to effectively use positive reinforcement
- How to utilize foggers
- The importance of respect, loyalty and fairness
- How to ensure safer rides for students and drivers
- Increased bus driver confidence resulting in less job turnover
- Know how to reduce the opportunity for vandalism
- Working more effectively with bus driver colleagues and other school staff
- Effectively using a crisis intervention team

Raising Expectations Motivating the Non-Worker

A major concern among teachers, kindergarten to the 12th grade, centers on students who, for whatever the reason(s), do not put forth the effort in classes, work below their potential, produce incomplete work, and/or just do not work at all. What can teachers do? What can principals do? **They can turn students around with the techniques found in this training.**

During this workshop, participants will explore the practical, procedures that have been tested and proven to produce results. They will know how to use these techniques to analyze, diagnose and prescribe a learning plan for all students, even the most unmotivated.

The components of this program are as follows:

- What Identifies a Non-Worker
- Teacher Preferences
- Paradoxical Responses
- Teacher Behavior and Role
- Preparation
- Manipulations and Foggers
- Compliance Determiners
- Supportive Learning Environment
- Classroom Discipline Plan
- Language and Appearances
- Being Proactive / Assertive
- Specific Directions
- Collaborative and Independent Thinking
- Setting Instructional Direction
- Motivation and Reinforcement
- Respect, Loyalty, Fairness
- Getting Commitment from Parents
- Parent-Teacher Conference
- School and Home

Parenting Skills Workshop

Positive Behavior Management

This two-hour workshop for parents gives participants the opportunity to learn to deal more effectively with their children's behavior problems at home and at school. The program emphasizes the importance of recognizing the good our children do and it teaches ways to provide meaningful positive reinforcement. Effective communication strategies are taught.

The approach used helps parents take the guesswork out of managing their child's behavior by providing them with a simple, straightforward approach for solving the everyday challenges of raising children.

The components of the program are as follows:

- Communicating with your children
- How to end arguing
- How to avoid power struggles with your kids
- How parents can establish rules for behavior
- Importance of positive support when children behave appropriately
- Building relationships with your kids
- How to talk to the school when your kid is in trouble
- Effectively communicate with teachers
- How to turn the parent/ teacher conference into a win/ win situation
- Ideas for parents to help keep their kids safe

Raising Expectations

There is No Traffic Jam on the Extra Mile

In this program educators are given proactive strategies for working with **difficult and unmotivated students**. Participants learn behavior management skills that will work with all of their students and specific strategies to deal with **difficult** students on a daily basis. They will gain a greater understanding of how to increase students' positive attitudes leading to increased academic success.

The staff knowing how to **set up a supportive learning environment, avoid student confrontations, deliver specific instruction, effectively manage their classroom, and stress reduction** are all direct benefits of this program.

The components of the program are as follows:

- Teacher Behaviors
- Paradoxical Responses
- Foggers
- Disruptive Behavior
- Confrontations
- Tough Kids
- Crisis Intervention
- Teamwork
- Behavioral Strategies
- Parental Involvement
- Supportive Learning Environment
- Positive Reinforcement Strategies
- Motivation and Reinforcement
- Setting Instructional Direction
- Time Management to Increase Teacher Effectiveness
- Respect, Loyalty, Fairness
- Being Proactive/ Assertive
- Empowering Teachers

The Character Way

Creating Positive Change in School Cultures, Staffs, Students, and Learning Communities

In this program, educators are given all the tools to implement an award-winning character education initiative that changes the school culture to a positive, safe place where adults and students alike celebrate working and learning together.

Participants learn what character education is and is not, how to integrate it into the curriculum so it is not viewed as just another add-on to an already “filled to capacity” teaching day, and how to use it to create safe, well-managed classrooms where student disruptions are eliminated! Participants receive a binder of suggested activities to help them implement character education across all grade levels and curricular areas throughout the year. The positive results of the program are shared through student work samples, discipline statistics, standardized test results, visual aids, and teacher and administrator testimonials. Participants will also learn a ten-step process to implement and sustain the program over time. Suggestions are included for involving parents and community members in the character education process.

The Character Way is based on a character education program developed by the presenter and her staff at Emerald Middle School in El Cajon, California, in 1995. The program was acknowledged recently with two coveted awards for excellence: a Safe Schools Award in San Diego County and a California School Boards Association Golden Bell Award.

The Character Way program components include:

- A positive impact on the vision, safety, and culture of your school
- Unsafe school checklist
- Contents of *The Character Way* program including targeted student behaviors, ten monthly character themes, cross-curricular activities, student work samples
- Clarification of the role of administrator, teacher, parent, student, and community in implementation
- Ten-step action plan for implementation
- Tips for securing teacher buy-in and sustaining program over time
- *The Character Way*: The foundation for school-wide and classroom discipline plans
- Student recognition and reward incentives
- Integrating service learning
- Celebrating successes and easy, ongoing program assessment and evaluation

The School Working Together – Teamwork

The purpose of this program is to build a cohesive team at the school site. This **Team Building Program** defines and teaches a process that is found within successful institutions, among and between individuals and groups, and provides the ingredients for setting goals and effectively managing the culture of the school. Participants will learn successful teamwork techniques for building wellness and collegiality into a faculty with a focus on the mission of the school.

Educators learn how to transform conflicts into win/win situations.

The components of this program are as follows:

- The uniting of a faculty
- Committing to the meaningful school mission
- Identifying and working through the problems within the school culture
- Understanding the nature of conflict
- Foggers and paradoxical responses
- Making differences acceptable
- Knowing the win/win philosophy
- Knowing the skills needed for conflict resolution
- Knowing how to come face-to-face with conflict
- Forming a communication laboratory
- Establishment of relationships so conflicts are resolved for the good of individuals and groups
- Getting faculty buy-in
- Knowing how to yield willingly
- Understanding the significance of time, trust, loyalty and respect

Managing Conflict

Conflict is inevitable. It is a part of the life experience. The "Win/Win" approach offers a most viable option that provides all parties involved in the conflict (no matter what age) a successful resolution.

The Conflict Manager Program (for students)

This program is designed for students as a tool for teaching conflict resolution. A group of students are selected to become Conflict Managers. They serve their school by helping other students resolve conflicts. The program includes:

- staff training for the "conflict manager" leadership team
- training the student "conflict managers"
- planning for an introductory assembly to teach the program to the student body
- implementation resource materials

The Communications Laboratory (Team Building for Staff)

This program is designed to bring a staff together through a practical process for resolving conflicts. The "communication laboratory" brings together in a controlled setting, for a specified period of time, individuals or representatives of groups in conflict. The laboratory enables them to negotiate the differences stemming from their adverse positions and join in a common approach to create the conditions for change and the changes both groups seek.

In this program, the underlying Mission of the school is utilized as a key element in resolving conflict.

The “Behavior Management” Committee

A well-organized and responsive Management Committee is a key component of a successful on-going Comprehensive Behavior Management Program. It is our recommendation the committee be composed of the following positions:

- A teacher from each grade level
- One Administrator
- Two representative from support personnel (office & custodial)
- Student Leader (especially in Secondary Schools)
- One parent

The Management Committee will meet on a regular basis with the administration and consultant to monitor implementation of the Safe School Program and make recommendations for improvement.

The Goals for the committee are as follows:

- Develop and implement a schoolwide safety plan
- Develop and implement a positive reinforcement system schoolwide
- Develop and implement a campus pride program
- Develop an on-going communication plan for parents and the community surrounding the school
- Develop a plan for the introduction of program to the students
- Serve as a communication network for the entire staff for the purpose of monitoring and improving school safety
- Build consensus for the schoolwide program among the staff