

- ◆ I will tolerate no student stopping me from learning.

any behavior that is not in his or her others.

and reap the benefits, or misbehave

APPROPRIATE BEHAVIOR

SCHOOL

- ◆ Attend every day
- ◆ Be prepared with proper tools
- ◆ Be on time
- ◆ Cooperative and considerate of others
- ◆ Dress appropriately

JOB

- ◆ Work every day
- ◆ Be prepared, ready to work
- ◆ Be on time
- ◆ Treat co-workers with respect and work as a team
- ◆ Dress appropriately

A DAY'S WORK FOR A DAY'S PAY

DISCIPLINE

CODE OF CONDUCT — MARKETING EDUCATION

I am glad you are in my Marketing Education class. My name is John Doe. I have been the instructor here for nine years. I truly enjoy my job as your instructor. Here are some of the requirements I feel will make me a good instructor.

1. Be prepared to teach everyday.
2. Be on time.
3. Be as professional as possible.
4. Treat all students with respect.
5. Give clear directions for assignments.
6. Encourage participation in DECA.
7. Listen to any problems that students may have with projects.
8. Be prepared to modify teaching methods as needed.
9. Follow rules and regulations of this school.
10. Strive for perfect attendance.

Signed by Instructor

As a student of my Marketing Education class, I trust you have already decided to be a marketing specialist. Here are some requirements I feel will make your job as a student easier.

1. Be prepared to learn everyday.
2. Be on time.
3. Be as professional as possible.
4. Treat all students and the instructor with respect.
5. Work diligently on all assignments and projects.
6. Participate in DECA.
7. Ask questions about assignments or projects whenever necessary.
8. Be prepared to modify or improve learning habits.
9. Follow rules and regulations of this school.
10. Strive for perfect attendance.

Signed by Student

As a parent or guardian of a student in the Marketing Education class, I trust you will encourage the student to do all the things mentioned above. Also, I encourage you to stay in contact with the instructor.

Signed by Parent

DISCIPLINE

CODE OF CONDUCT

OBJECTIVE 1: Develop a discipline code.

Complete the blanks on this form to create a code of conduct usable in your classroom. Refer to the examples from the PIVOT unit on Discipline.

I am glad you are here in my _____ class. My name is _____ . I have been the instructor here for _____ years. I truly enjoy my job as your instructor. Here are some of the requirements I feel will make me a good instructor.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Signed by Instructor

Date

As a student of my _____ class, I trust you have already decided to be a/an _____. Here are some requirements I feel will make your job as a student easier.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Signed by Student

Date

As a parent/guardian of a student in this class, I trust you will encourage the student to do all the things mentioned above. Also, I encourage you to stay in contact with me throughout the year.

Signed by Parent

Date

COACHING FORM

Name of Student _____
Problem _____

ACTION TAKEN:

A. Verbal Notice _____ Date _____ Student Initials _____

B. Verbal Notice _____ Date _____ Student Initials _____

C. Verbal Notice _____ Date _____ Student Initials _____

D. Teacher-Pupil conference: Student Initials _____
Date: _____
Time: _____

COMMENTS:

E. Teacher-parent conference Student Initials _____
and/or telephone call:
Date: _____
Time: _____

COMMENTS:

F. Counselor-pupil conference: Student Initials _____
Date: _____
Time: _____

COMMENTS:

G. Principal-student conference: Student Initials _____
Date: _____
Time: _____

COMMENTS:

H. Principal-parent conference Student Initials _____
and/or telephone call:
Date: _____
Time: _____

COMMENTS:

COACH AND COUNSEL PROCESS

First Step

Coach and Teach - suggesting alternatives to help alleviate the problem

Second Step

Explain how you have coached and suggested ways to alleviate the problem:

"Now I am telling you verbally that you need to take measures to correct this problem now. If you will please initial this verbal reminder form, I will be putting this information in a holding file before turning it into the office."

Third Step

If problem continues:

A teacher-pupil conference should be held for student to make decisions.

Decision Making Day

- A. Greet associate.
- B. Be sincere and say something positive.
- C. State specific problem.
- D. State reason why, possibly using a business example.
- E. Ask if student "sees" the problem and understands consequences.
- F. Ask student why problem is happening.
- G. Listen to determine cause.
- H. Ask student what he/she will do (work together to form a solution).
- I. Ask student to write his/her action plan on the form provided.
- J. Re-emphasize when improvement is to be made and the consequences if improvement doesn't happen by that date.
- K. Make it clear you want him/her to succeed.
- L. Let the student know you're available for help.

* **Give copy of action plan to student and employer, if applicable.**

Fourth Step

Follow-Up

- A. Watch for improvement.
- B. Praise/encourage improvement.
- C. Try to catch him/her doing something right.

THE COACHING PROCESS

STUDENT _____

State specific problem (Please give all details, including dates).

T
E
A
C
H
E
R

State why problem is happening.

S
T
U
D
E
N
T

How I plan to correct the above stated problem (please indicate dates and an understanding of the consequences if correction is not made).

S
T
U
D
E
N
T

Verbal Reminder

Written Reminder

Decision-Making Day

Signed by Student

Date

DISCIPLINE

PUNISHMENT GUIDELINES*

The use of student punishment is appropriate only when discipline has failed. Punishment is not discipline, but it is a means to discipline.

No effort will be made in the monograph to enumerate "kinds of punishment" which the shop teacher could use in handling disciplinary problems. The following guidelines or suggestions, however, can be helpful.

- a. Punishment is administered only after all related facts have been secured and pertinent causes have been studied.
- b. Slight irregularities in student conduct must not be taken too seriously.
- c. Punishing an entire group of students for the unsatisfactory behavior of one student must be avoided.
- d. Punishing student on the "spur of the moment" is an unsatisfactory practice. Allow time to "think things over."
- e. The use of ridicule or forms of punishment that permit the student to lose his self-respect should not be employed.
- f. The repeated use of threats of punishment must be curtailed.
- g. Lowering the achievement grade of a student as punishment for unsatisfactory behavior is not recommended.
- h. Assigning additional study or "busy work" as punishment is not acceptable when disciplinary problems arise.
- i. Avoid the practice of shouting at a class or at an individual student in an attempt to maintain order in the shop.
- j. Punishing unruly students in the presence of others must be avoided.
- k. Maintain a reasonable "sense of humor" when disciplinary problems arise.
- l. Referring minor disciplinary problems to the principal's office must be avoided. He should, however, be consulted in serious cases.
- m. Inflict corporal punishment only when absolutely necessary, and only where permitted under the policies of the board of education.
- n. Immediate conferences with parents should be arranged in serious cases of unsatisfactory student behavior. The following are some examples of such disciplinary problems:
 - (1) Cases involving possible suspension or expulsion from school.
 - (2) Lack of interest or progress in schoolwork
 - (3) Juvenile delinquency
 - (4) Criminal tendency
 - (5) Continuing unexplained absences.
 - (6) Immoral behavior

*Fitz, Clair F. and William A. Williams. *Organization and Administration of School Shops*. The Pennsylvania State University, 1971.

DISCIPLINE

PRESENT YOUR CODE OF CONDUCT TO YOUR CLASS

When your code is complete and has been approved by your administrator, present it to your class. Discuss the details of your code, then display a discipline poster.

Write your rules, consequences, and rewards on a large poster.

Laminate the poster so positives can be changed weekly and adjustments to your rules or consequences can be made.

Display the poster in a prominent location in your classroom. Be sure it is visible from the back of the room.

All students and visitors will then be aware of your discipline standards.

CLASSROOM RULES	
1	_____
2	_____
3	_____
4	_____
5	_____
REWARDS	
1	_____
2	_____
3	_____
4	_____
5	_____
CONSEQUENCES	
1	_____
2	_____
3	_____
4	_____
5	_____
LEE CANTER'S ASSERTIVE DISCIPLINE	