

CENTER FOR TEACHER EFFECTIVENESS

The **Source**
For Staff Development



CALL FOR TRAINERS!

Thank you for responding to our call for trainers. At the Center For Teacher Effectiveness (CTE), we love what we do and we are extremely proud of the positive impact our program has on a teacher's effectiveness in the classroom as well as the positive impact our program has on student learning. We teach teachers how to teach like never before so that their students learn like never before. An important side note about the personnel here at CTE, is that we are all “active duty” teachers/educators – and that is precisely the type of trainer we are seeking.

EXTRA! EXTRA! READ ALL ABOUT IT!

A recent publication in Leadership praises the positive impact our trainers make in schools – it follows. . .



Order ORDER IN THE CLASSROOM

Students are not coming to school ready to learn or knowing how to behave. A consistent classroom management system can save instructional time and improve the school climate.

We have witnessed an array of classroom management skills over the course of a combined 24 years as administrators. In numerous discussions we have had with new teachers, the leading cause of frustration is student discipline/classroom management. Almost half of all new teachers leave the profession within five years, while it takes about three to seven years for teachers to develop skills that enable them to consistently improve student achievement (Haycock, 2006).

After reviewing five university teacher preparation programs, we have concluded that classroom discipline is briefly addressed, with very little direct instruction about specific skills for managing student behavior. In addition, the social/emotional component of learning, which is the basis for effective classroom management, is not covered adequately. Even teachers with outstanding technical skills may not be able to impart their expertise if there is no order in the classroom.

We cannot assume, even at the high school level, students are equipped with all of the necessary tools to function adequately in a classroom. Students are not coming to school ready to learn or knowing how to behave.

At the middle and high school levels students typically have more than five different teachers, each with their own set of expectations.

To think that students can be told once, at the beginning of the school year, how to assimilate in a classroom is like telling them only once how to perform the operation of long division and then expecting them to remember it all year long without re-teaching. How about the learners who function more in the visual or kinesthetic realm and process information differently than auditory learners?

Teachers will not be effective as instructional leaders unless they connect with students on a human level, accept students with “unconditional positive regard,” set appropriate limits and communicate high expectations. Relationships are a keystone to well-run classrooms. The wise words of Madeline Hunter ring true: “Kids don’t care how much you know until they know how much you care.”

More than 33 years of research underscores the importance of effective classroom management techniques. Teaching rules and procedures are high on the list of most important skills found throughout all research on classroom management.

Kathleen Cotton (1990) summarizes it this way: “Effective managers teach behavioral rules and classroom routines in much the same way as they teach instructional content, and they review these

By Kelly Graham and Elsbeth Prigmore

frequently at the beginning of the school year and periodically thereafter. Whether it's kindergarten or 10th grade students, we cannot ever assume in school settings today that children arrive ready and willing to behave.”

One of the major flaws in some classroom management systems is that the teacher gives numerous chances, requests or warnings – all of which waste academic instructional time. The multiple exchanges with the same students reinforce the same behavior in other students. In essence, there are multiple opportunities to misbehave when students are not taught to self-correct at the first directive. If all students are systematically taught through a direct instruction model how to follow classroom rules and routines, multiple warnings and repeated requests can be eliminated, thus saving valuable instructional minutes.

The adolescent brain and decision-making

Brain research finds that decisions are often generated from primarily the emotional center of the brain rather than the frontal cortex, at the adolescent stage of development. Adolescents are supposed to test limits as an age-appropriate response to their environment. Conflict is an essential part of growing up. Teachers have been taught to be tolerant.

If tolerance carries over to the social/behavioral aspect of the classroom, situations can reach an unbearable limit. When this occurs, either a threat is made that cannot be enforced, the behavior is ignored and the structure of the classroom erodes, or a statement is made that hurts the feelings of the student. A frustrated teacher can give away his or her authority by sending a student to the office for low-level issues that have escalated to the next level.

The research of Adelman and Taylor (2008) clearly demonstrates the necessity of social/emotional learning and how it contributes to academic performance. Whenever conflict or disruption in the classroom gets in the way of a student's learning or the learning of others, it has to be addressed immediately and consistently.

Addressing only academic goals for students is never enough. When social and behavior skills are taught in conjunction with academic skills, there is more time for instruction as the year progresses. Just as students have a chance to self-correct with academic challenges, they must also be given the chance to self-correct by receiving instruction for appropriate ways to behave in the school setting.

Pioneer High School has the highest at-risk 11th and 12th grade students in the district – those in jeopardy of not obtaining a diploma. There is a sense of urgency to address the needs of this population as efficiently as possible. Less than ideal parenting is not an acceptable excuse for the lack of student learning.

How many times have we, as administrators, addressed a situation where a staff member has sent a student to the office for a situation, such as failing to bring a pencil to class, that escalated to defiance? Thanks to an investment in a “Time to Teach” training from the Center for Teacher Effectiveness, there are no discipline referrals or queens on our campuses. Staff members know they must address low-level classroom disruptions and prevent them from

becoming “no-win” situations. As a result, we have experienced a significant decrease in discipline referrals, including out-of-school suspensions and in-house suspensions.

At our continuation high school we have also experienced an increase in passing rates on the California High School Exit Exam and other student achievement measures. Furthermore, the school has experienced an overall positive systemic cultural change.

Social-emotional learning is effective for all students, regardless of socioeconomic or grade levels. At Olympus Junior High, a school located in a more affluent area, the “Time to Teach” skills were initially introduced to just one teacher. Because of the resulting positive changes with the most challenging students on campus, other teachers took notice. Eventually, the entire school adopted these skill sets for students and found more time for instruction because student behavior was conducive to academic learning. The students have learned, through a direct instruction model, appropriate behaviors in a school setting.

What makes the training effective is the extensive research used to design effective and engaging lessons by minimizing problem behavior. The brain's learning mechanism utilizes similar pathways, whether it is learning appropriate social-emotional behavior or academic skills. Teachers who seek to provoke positive emotional responses in their students and deliver meaningful and significant lessons promote maximum learning and retention. In turn, students are less likely to lose focus, become inattentive and misbehave.

Modeling civil and respectful behavior

As adults who remain in a thinking state vs. an emotional state while dealing with student discipline issues, we model civil and respectful behavior. The result is more buy-in from the student for school rules and routines. Overall school climate is improved because students do not feel mistreated and unheard.

Whatever discipline approach or classroom management system is followed, it is critical to consistently and diligently honor and uplift the dignity of every single student and adult in order to get to the business of optimal learning. ■

Reference and resources

- Adelman, Howard & Taylor, Linda. (2008). School Mental Health Project/Center for Mental Health in Schools. UCLA Department of Psychology.
- Cotton, Kathleen. (1990). *Summary of Research*. Hayden Lake, ID: Time to Teach Resource Manual.
- Haycock, Kati. (2006). *Fact Sheet: Finding and Keeping the Teachers We Need*. Alliance for Excellent Education.

Elsbeth Prigmore is a principal in the Shasta Union High School District in Redding, past president of the ACSA Shasta County Charter and ACSA Region 1 Board Member At Large. Kelly Graham is national director of the Center for Teacher Effectiveness and a principal in the Eureka School District in Roseville.



THE DIFFERENCE WE MAKE!

Feel free to Google and contact these professionals to confirm accuracy.

SCHOOL-WIDE RESULTS (DATA)

"During my first two years as principal of Clark Street Elementary School, we experienced over 300 office referrals and over 150 out-of-school suspensions! This year we implemented CTE's strategies and so far we have only had two office referrals in six weeks!"

John Hargrove, Principal, Clark Street Elementary, North Carolina

"Lawton Public Schools is a lower socioeconomic school district in Oklahoma that services 17,000 Pre-K through 12th grade students; over half of which are minority. Twenty-nine of our thirty-five schools were trained using CTE strategies, affecting more than 11,000 children. Following training, we experienced a 16% decrease in suspensions and office referrals, and a dramatic decrease in pupil enrollment for Behavior Intervention and Behavior Disorder classes. We have also seen a 9% increase in test scores and none of our schools are on the school improvement list for No Child Left Behind."

Billy Davis, Executive Director Elementary Education, Lawton Public Schools, Oklahoma

"We have used CTE's strategies for eighteen years! These strategies allowed me to get into the classrooms and help teachers instead of having to deal with a line of students awaiting discipline intervention. Time To Teach truly delivers on its promise to gain back valuable teaching time that is so often lost to matters of discipline."

Lynette Hedden, Retired Principal, Richland, Washington

"The number of student referrals in our middle school has dropped 30% on average, every year over the past three years. It is because of CTE that I can say with pride, "Every day I teach!"

Keith Johnson, Teacher/Technology Director, Reading Community Schools, Michigan

"I have seen some of my students move up from Special Education and Title Programs to achieve at grade level performance. My referrals have been eliminated. Students that were never able to do so before are now meeting benchmark standards and making dramatic gains in reading and writing fluency. After 19 years as an educator, I finally have Time To Teach with care and compassion."

Libba Sager, Elementary Teacher, Toledo Elementary, Oregon

"I have seen a 15 point gain in math and science scores on the state standardized test, which helped our school meet its AYP/API, and I have not sent a single student to the office all year. Time To Teach has helped me successfully teach second language learners,



children with ADD, ADHD, Tourettes, learning disabilities, disenfranchised youth, and impoverished students."

James Turner, Middle School Teacher, Lompoc, California

"At Lompoc Valley Middle School, the referral numbers for class disruption were reduced by 62% using CTE's strategies, and Lompoc High School's referral numbers were lower than those of the rival high school for the first time ever."

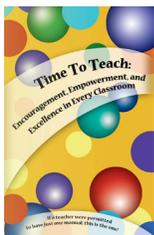
Carrie Chase, High School Counselor, Lahainaluna High School, Hawaii

"Pioneer Continuation High School has our district's highest number of at-risk 11th and 12th grade students. Using CTE's blueprint, we saw school suspensions drop from 39% to 18% over a three year period, in-house suspensions cut in half, and significant increases in passing rates on the California High School Exit Exam and other student achievement measures. Overall, the school has experienced a positive, systemic cultural change."

Elsbeth Prigmore, Principal, Pioneer Continuation High School, California

Our Belief. Time, it has been said, is the coin of learning. Yet every teacher has known the frustration of losing valuable instructional time to matters of discipline, just as every student has known the frustration of losing valuable learning time to matters of discipline. For some teachers and for some students, the amount of time lost is very great. CTE promotes a highly effective classroom management program that was initiated over 30 years ago with the help and guidance of Dr. Madeline Hunter and Coach John Wooden, both of UCLA. This program is proven to restore that lost time to teachers and students in a way that is simple, fair, and mutually respectful. We are seeking several qualified teacher trainers in your state! We expect these individuals will enjoy their work with us, and that they will stay on for many, many years.

This is a very comprehensive document that we provide to you today. As teachers ourselves, we know that you are an information seeker. This document will help you to learn a great deal about us, and ultimately to determine if we may be the right "fit" for you. We want you to know as much as possible about our heritage, our philosophy, the positive impact we have, and ultimately we hope you find us to meet your high academic standards. For you to accept us is the first step in this process. Next, we will evaluate you as a teaching professional.



Now then, in the spirit of information exchange we ask you read the first chapter of one of our books: *Time To Teach: Encouragement, Empowerment, and Excellence in Every Classroom* . . .



CENTER FOR TEACHER EFFECTIVENESS (CTE)

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DEDICATED TO THE PRINCIPALS, TEACHERS, AND
SCHOOL PERSONNEL ACROSS AMERICA WHO TEACH
AND CARE FOR CHILDREN...
YOU ARE HEROES.



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FRONTISPIECE

Time, it has been said, is the coin of learning. Yet every teacher has known the frustration of losing valuable instructional time to matters of discipline, just as every student has known the frustration of losing valuable learning time to matters of discipline. For some teachers and for some students, the amount of time lost is very great. This book describes a program proven to restore that lost time to teachers and students in a way that is simple, fair, and mutually respectful. We believe that it can be effective for you in your unique situation. We have set out to explain it to you as clearly as we can, in the hope that it will help you expand your “time to teach.”

Rick Dahlgren
Judy Hyatt



ABOUT THE AUTHORS



RICK DAHLGREN is well-known nationally and internationally for the practical value of his published materials, and for his powerful presentations to teachers at workshops and conferences. He is a very dynamic educator who has published numerous books for teachers and parents over the past decade. **Rick Dahlgren has worked with tens of thousands of new and experienced teachers to help them develop strategies for dealing with challenging students in their own classrooms!** His experience in elementary, middle, and high schools, as well as at the university level, have helped him develop very innovative ideas which are helping teachers everywhere. He regularly presents at national, regional, and local conferences and for schools and districts and his seminars always receive universal praise.

JUDY HYATT **has been a classroom teacher of English and Language Arts since 1960. She has taught in rural and urban high schools, an inner city junior high school, and – for the past 22 years – a**



small town middle school. In addition to teaching, she has been active in amateur theater, human rights, and her professional association. In 1993 she was chosen Coeur d'Alene, Idaho's, Teacher of the Year. In 1995 after attending an in-service presentation and meeting Rick Dahlgren, she began piloting Time To Teach! in her own classroom; concurrently, other teachers in the district did the same, and today the program is used with great success at all levels throughout her district.



FOREWORD

Research as well as daily headlines proclaim that aggressive and violent behaviors are increasing among children and youth in America's schools. We are all alarmed by the increasing numbers of youth who confront their parents, teachers, and school personnel with persistent, threatening, and destructive behaviors. In the aftermath of recent tragedies in American schools, it is all too clear that violence corrodes the educational process and threatens the safety of both students and teachers.

We do not pretend to have the secret to preventing such tragedies, whose causes are multiple and complex. But we do believe that good disciplinarians – at home and at school – promptly address minor problems in order to prevent major ones. Contemporary teachers realize that good discipline begins with the “little stuff.” Yet there is very little research or attention focused on the low-level behaviors impacting every classroom almost every minute of every day – and often preceding far more challenging and aggressive behavior! We feel that such neglect must be corrected. This program shows how prompt attention to the “little stuff” can prevent the “big stuff” – that is, how good timing is the key to effective discipline.

“Time To Teach” contains both theories and techniques. The theories will provide an understanding of low-level behaviors and how they impact children. The techniques will demonstrate how those behaviors can be eliminated. Additionally, the techniques can help you manage a wide range of behavioral challenges with confidence and satisfaction.



Time To Teach

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CHAPTER 1

TIME TO REFLECT ON OUR BELIEFS



BELIEF #1: TIMES HAVE CHANGED.

Anyone old enough to have a teaching certificate is aware of the many ways in which life has changed for American kids. The past fifty years have brought rapid changes in family structure, in our knowledge base, in technology, in the media, in demographics, in political decision-making, in economic and class structures, in parenting and in pedagogy. The consequences of these changes are varied and complex.

Many outcomes of the change are positive. For example, most students in the nineties are light-years ahead of those in the fifties in terms of how much they know and what they can do. (Judy and her teaching teammates agree that their seventh-graders are writing papers and designing projects far beyond anything that they themselves did even in high school.) Because formerly taboo subjects are being addressed, today's kids are also much better equipped to protect themselves from social ills like addiction, sexual abuse, racial discrimination, etc. And thanks to tremendous strides in pedagogy, their teachers can call on a wealth of research-based strategies to ensure that learning is really taking place.



Of course there is a debit side. For whatever reasons, from exposure to mass media to distraction by family problems, today's kids do not always pay attention as well as their grandparents did. Certainly, they are not always as compliant as their grandparents were in the classrooms of yesteryear, when teachers listed major problem behaviors as “talking out of turn, inappropriate noises, chewing gum in class, not putting paper in the waste basket, and running in the halls.” Sadly, teachers of today have identified their major concerns as “drug abuse, alcohol use, pregnancy, teen suicide, rape, robbery, assault, gang warfare, and guns in the classroom.” Problems like these can create disruptive environments that threaten children's academic and social success. We believe that we must capitalize on the positive outcomes of change while doing everything possible to eliminate the negative ones. We further believe that maximum learning can take place only when students know how to pay attention and behave themselves *and* want to pay attention and behave themselves. Time To Teach! describes a discipline program that is already fostering maximum learning in diverse classrooms across the country.



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BELIEF #2: TEACHERS ARE DOING AN INCREDIBLE JOB.

Contemporary teachers are doing a better job than ever before, even as they face new and greater challenges. We are amazing people who are somehow able and willing to juggle an overwhelming number of tasks and still help kids learn. Not only do we teach; we also parent, nurse, counsel, and lobby for children, to name just a few of the roles from an ever growing list of expectations placed on us. Carolyn Warner's "Litany" is the best list we have seen of some of the roles assigned to teachers over the past half-century.

THE LITANY

Give specialized instruction for the hard of hearing, the blind, the developmentally disabled, the mentally challenged, and the gifted (and be politically correct while doing so); develop special programs for at-risk students; build respect for the worth and dignity of the individual; do eye testing; schedule inoculations; assist bladder control; maintain health records and age certification data; attend faculty department/grade meetings; attend professional workshops; work on an advanced degree; volunteer to supervise extra-curricula activities; participate in fund-raising; collect money to rebuild the Statue of Liberty; stress the prevention of drug, alcohol, and tobacco abuse; promote physical fitness and good nutrition habits; eradicate head lice, scabies and other diseases; inculcate morals, ethics and values; maintain order and teach self-control; provide pregnancy counseling; monitor restrooms, playgrounds, hallways, parking lots, and the cafeteria; discourage food fights; break up fist fights; pray that there are no knife fights; develop individual and civic responsibility; eliminate gender bias and sex discrimination; promote ethnic and racial tolerance; develop an appreciation of other people and other cultures; protect civil rights; help develop political know-how; teach sex education and AIDS prevention; provide suicide counseling; give First Aid instruction; train students in pulmonary-coronary resuscitation; teach the principles of free enterprise; teach management of money, property, and resources; assist in career planning; develop skills for entry into a specific field; teach etiquette and telephone manners;



do job placement; serve hot breakfasts and lunches; dispense surplus milk; teach driver training; stress bicycle, automobile, and pedestrian safety; keep up with the latest educational trends and be ready to implement them; know the latest education “buzz” words; assist with bilingual language development; instruct in speed reading; encourage metric education; promote computer literacy; purchase enrichment materials with your own money; counsel students with small problems; counsel students with major problems; protect student privacy; communicate with parents; detect and report child abuse; follow due process procedures; unteach the 4 food groups; teach the pyramid and that broccoli is good; build patriotism and loyalty to the ideals of democracy; instill an understanding of our country’s rich heritage; develop the ability to reason; encourage curiosity and a thirst for life-long heritage; develop the ability to reason; encourage curiosity and a thirst for life-long learning; develop skills in the use of leisure time; promote a feeling of self-worth; teach pride in work; avoid religion; and teach reading, writing, and arithmetic.

*Permission to reproduce given by Carolyn Warner,
former Arizona Superintendent of Public Instruction*

How many of us, upon revealing our profession to a new acquaintance, have heard, “They couldn’t pay me enough to do what you do!” (And how many of us have wanted to reply, “They don’t pay me enough, either”). When we encounter teacher bashing, we need to remember that most people are in awe of our courage and our abilities. We owe no one any apologies. We are doing an outstanding job under very difficult circumstances. This book describes a program that is helping outstanding teachers do an even better job, helping struggling teachers find their groove, helping new teachers shine, and helping administrators provide a fun, safe and orderly environment for the children of their community...all while having more fun at the same time!



BELIEF #3: “KIDS DON’T CARE HOW MUCH YOU KNOW UNTIL THEY KNOW HOW MUCH YOU CARE.”



Madeline Hunter said it first, and research, personal experience, and common sense all reiterate that students need to feel known, liked, and respected before they can accept instruction. Another way of looking at it is that a classroom with positive feeling tone is a better learning environment than one that is negative. That's why we present a strong, positive approach to discipline, an approach that allows for mutual respect. That's why our program is about students learning to take personal responsibility rather than about teachers punishing kids. That's why we will be talking about contingent and non-contingent interactions. That's why teachers and students using this program are liking themselves and each other more, even as kids are being held accountable for appropriate behavior.



BELIEF #4: GOOD DISCIPLINE IS A MATTER OF GOOD TIMING.

Just as there are “teachable moments,” there are also “correctable moments.” We believe that a key to good discipline is timing, and that the time to discipline is very early in the “chain of behavior” – before minor infractions become major ones. This program describes in detail how to achieve good timing consistently and explains why this is important.



BELIEF #5: CONFLICT IS AN ESSENTIAL PART OF GROWING UP.

Children are designed to pinpoint our weaknesses. That is their job. They are good at it. Expect it. Throughout their school years, students will continually challenge each other and us. This is not to say that they are bad or misguided, but that they naturally seek areas of uncertainty in order to determine the limits within which they must operate. This is a necessary and healthy part of social and intellectual development. In order to maintain our professionalism and sanity, we must remember that “challenging” behavior is only a manifestation of this internal question that all children and young adults ask: “Do you care enough about me to let me know what is right and what is wrong?” Time To Teach! helps teachers provide a predictable environment with clear limits and expectations,



consistent and effective discipline, and adequate supervision, while at the same time turning the inevitable and frequent challenges into opportunities for learning – and, incidentally, seeing those challenges decrease in frequency as students “get the message.”



BELIEF #6: PARENTING AFFECTS BEHAVIOR.

All teachers know that, for good or bad, what children have learned at home carries over into school. Furthermore, good parenting happens in families of all kinds in all communities, without regard to race or ethnicity, religion, economic status, or family structure. We see the results of excellent parental guidance in children across all levels of our society, just as we see the results of poor or non-existent parenting across all social levels. We also see many parents who fall somewhere in between expert and incompetent, most of them very sincerely wanting to do better but not always sure how. Under this program, students who have been taught to behave appropriately can enjoy a peaceful academic environment while the other students are learning – at school – the appropriate behaviors that were not taught at home.



BELIEF #7: WE CANNOT USE POOR PARENTING AS AN EXCUSE FOR NOT TEACHING.

“God grant me the serenity to accept the things I cannot change and the courage to change the things I can,” begins the prayer. We cannot change the way children have been parented (although sometimes we can very positively affect the way they are parented in the future.) Nor can we change biological or psychological factors impacting children’s behavior. We certainly cannot discriminate against those children deprived of effective parenting or handicapped by physical or emotional injury. All children deserve the very best education we can deliver. Regardless of the origin of a problem, teachers can do a great deal to help a student be successful. Not only can we enjoy and appreciate the children who have already learned to be respectful, motivated, and responsible, but we can also teach the disrespectful to be respectful, the unmotivated to be motivated, and the irresponsible to be responsible. Teachers using Time To Teach! are doing just that.



BELIEF #8: PROBLEM BEHAVIOR CAN ENTRAP US.

We believe that problem behavior is captivating in nature – in other words, we often cannot resist the temptation to take turns when dealing with intractable students. Typically, problem students exhibit a sequence of behaviors (e.g., off-task – arguing – defiance – physical aggression) that is not only frustrating, escalating, unsafe, and deleterious to academic performance, but also engages us in a very predictable exchange. Engaging in this dynamic is like climbing a set of stairs. The parent or teacher plays an active role by warning, warning again, and warning yet again. Up the stairs they climb, adult and child together, each taking a step in turn, each step more reinforcing for the child, more frustrating for the adult, and less productive for everybody.

Eventually the climbers reach the peak, or the “unbearable limit,” which will always be a lose-lose situation for the student, the teacher, and the class. We believe that learning time is too valuable to be spent waiting for teacher and



student to reach the top of that staircase. Time To Teach! shows us how to get where we want to go without even starting to climb those stairs, much less reaching the unbearable limit at the top.



BELIEF #9: CURRICULUM COMES FIRST, BUT DISCIPLINE DOES, TOO!

An excellent teacher of classroom management wisely advises, “When your discipline falls apart, take a look at your curriculum.” If you are losing the whole class, chances are good that they are bored or frustrated or unable to see relevance in their work, and that you need to adjust your unit or lesson plan. The finest disciplinarian in the world is not a teacher without something to teach and the skill to teach it. Among all the tasks that teachers juggle, two are paramount: curriculum and discipline. Neither is more important than the other.

We also assert that neither can be effective without the other. Obviously, sound curriculum is supported by effective discipline. This book is not about curriculum. It assumes that teachers either have mastered their curriculum and their methods of instruction, or are working toward that mastery. There are many fine curriculum resources, but this is not one of them. This book is about how good discipline can promote learning in your classroom, thus giving you more Time To Teach! (True story: after implementing this program in her classroom, one teacher added so much teaching time that she was scrambling to beef up her lesson plans!)



BELIEF # 10: SELF-ESTEEM MATTERS.

Current researchers widely accept the premise that self-esteem is significantly associated with personal satisfaction and effective functioning. Perhaps the greatest combination of studies ever conducted on the antecedents and consequences of self-esteem was produced in 1967 by Stanley Coopersmith of the University of California, Davis. Coopersmith studied the conditions that lead an individual, child or student to value him or herself. He found that *parental warmth, clearly defined limits, and respectful treatment* were clearly the antecedents to high



self-esteem. Coopersmith found that young people high in self-esteem were happier and more effective in meeting environmental demands than were persons with low self-esteem. How sad that there has been so little investigation of classroom or school-wide models which cultivate happier and more effective students while holding them accountable for behaving appropriately. . .until now!

Time To Teach! supplies teachers with the appropriate tools for building a classroom with clearly defined limits, mutual respect, and warm emotional support. These are the conditions necessary to foster high self-esteem. Above all, though, our major intent in the Time To Teach! program is to supply children with the building blocks of self-esteem – one of which is taking personal responsibility for one's own behavior. From these building-blocks children can construct social and educational success (e.g., better concentration, better work, better grades, less bickering, less fighting, etc.). Students will find themselves with far more time for learning.



BELIEF #11: STUDENTS DO NOT NECESSARILY KNOW HOW TO BEHAVE.

One of the most unchallenged assumptions in schools today is that expected or desirable behaviors are already a part of the student's behavioral repertoire. We do *not* accept the notion that all children know how to behave when they arrive at school. This is a faulty assumption, and to accept it is deleterious to youth at large. There are some children who come to school unsocialized and unaware of expectations and who may negatively affect your classroom. It is not our job to judge these students, but it is our job to welcome them and then teach them the school expectations. Yes, we teach expectations at school and – furthermore, after more than three decades we now know that teaching expectations in the first days of school is as important as teaching academics. The results are impressive. At the end of the year, our children have learned more, teachers have taught more, and both are happier.

Various discipline systems are reactive in that they are employed in reaction to student behavior. Once the child behaves in a particular way, the teacher implements the



strategy. In Assertive Discipline, negative consequences follow undesirable behavior and positive consequences follow desirable behavior. In Positive Discipline, strong reinforcement is given for appropriate behavior. In problem-solving approaches, occurrences of problem behaviors set the occasion for the students to make better choices about behavior. In general, all approaches have the same intended outcome of increasing pro-social behavior. However, we need a more proactive model to teach students better ways of responding *before* they engage in inappropriate behavior. Time To Teach! is such a model.



BELIEF # 12: CLASSROOM RULES AND ROUTINES NEED TO BE SYSTEMATICALLY TAUGHT.

Even the most eager-to-please, well-behaved children imaginable do not know how to act in our classrooms until we have taught expected behaviors. Time To Teach! provides specific methods and strategies for “teaching to” expected behaviors. We give up the first week, and in some schools – weeks – teaching our students from K-12 every behavior they will need in order to be successful in their school setting. Understand that we have traded teaching academics in the first week(s) of school in favor of teaching expectations or behaviors. We have seen again and again the value of time spent at the beginning of the year in truly teaching – not just explaining – expected behaviors. We now teach more and our students learn more. We are happier and our students are happier. Our school buildings are calmer, and our parents are more satisfied.



BELIEF # 13: TEACHING SUCCEEDS WHERE PUNISHMENT FAILS.

It is our conviction that punishment alone does not change behavior over the long term. A student may choose to “behave” in the presence of a punitive teacher in order to avoid a consequence, but what happens when that teacher is no longer present, whether in the classroom or in the student’s life? All too often, the student repeats the undesirable behavior in spades, and when student and teacher get involved in a confrontation about punishment, where does it end? Often, the student winds up in the office



(or worse), and the teacher in emotional burn-out. We assert that the time to punish needs to be transformed into Time To Teach!



BELIEF # 14: WE NEED AN EFFECTIVE CONSEQUENCE FOR LOW-LEVEL MISBEHAVIOR.

If punishment does not work, then clearly we need something that does. Time To Teach! includes a simple, respectful, instructional discipline method used successfully in thousands of classrooms across America from grades K-12. REFOCUSING is a shorthand name for the seminal consequence used in the Time To Teach! program. We have seen for ourselves that it is the most powerful solution there is to problem behavior.



BELIEF # 15: AN EFFECTIVE DISCIPLINE PROGRAM TEACHES RESPONSIBLE BEHAVIOR.

We believe that discipline programs promoting anything other than independent behavior in children are doomed for failure. Authoritarian, or heavy handed, approaches lead to resistance and rebellion, and permissive, or wishy-washy, approaches lead to disrespect and chaos in the classroom. Both are doomed to fail. We can no longer subject our children to these “junk science” systems of discipline which have no empirical validation, do not promote self-esteem, do not improve teacher satisfaction, and do not improve academic performance. Time To Teach! methodology is based upon an *authoritative* approach to child management which, in short, means that we will always give our students a choice – and then honor that choice. If our students choose wrong, we will be there for correction. If our students choose right, we will be there for acknowledgement. It is that simple.



BELIEF #16: WE CAN MAKE A DIFFERENCE TO EVERY CHILD.

Teachers have amazing power for good in the lives of children. We need to trust our own powers, to hone



our already considerable skills, to give proven methods a chance, and to trust in our own abilities to teach and our students' abilities to learn. In the realm of discipline as well as in the realm of academics, truly it is Time To Teach!

END CHAPTER ONE SAMPLE

**RETURN TO CALL FOR TRAINER
INFORMATION**

CENTER FOR TEACHER EFFECTIVENESS

The **Source**
For Staff Development



You now understand that the Center For Teacher Effectiveness' major area of concentration is redefining teaching and learning in schools and providing highly useful professional teacher staff development – **and also that we proceed with a common sense, practical approach.** For the last two decades, CTE has been producing and sponsoring high quality, in-depth training programs especially designed for education professionals, but which are also of great value and interest to parents. Many thousands of educators attend our seminars every year throughout the United States and Canada. Our program is proven in practice, and is presented by outstanding teachers around America. We have been nick-named the "Tools for Tomorrow not just Theory For Thought™" company as our seminar emphasis is placed on highly practical training which can be immediately implemented when participants return to their own schools.

Let's face it. Teachers have the hardest job in America. You are heroes. Among all the tasks that we juggle, two are paramount; curriculum and discipline. Neither is more important, nor can one be effective without the other. Our program gives teachers the solution to effective classroom discipline and classroom management so that they can have more Time To Teach!

Should we choose you, you will be presenting one of those rare seminars that will be both highly useful and also very entertaining. Your innovative ideas will be helping teachers everywhere and your presentations at national (optional), regional, and local conventions and schools and districts will receive universal praise. Your participants begin the day with courteous giggles, move through more chuckles and into side-splitting belly laughs as our sought-after experts share anecdotes, ideas, and most important, **solutions** to classroom and school-wide discipline. Tall order to fill? No worries. We will teach you how to do all of that and more.

WE ARE LOOKING FOR****

- Master Teachers
- Lead Teachers
- Mentor Teachers
- Principals
- Specialists
- All Gifted educators
- Retired experts
- Retiring experts



All of our teacher trainers have two things in common – K-12 experience, and they are great teachers. We know well that teachers enjoy listening to and learning from other top-notch professionals who “walk the walk,” so to speak.

WHAT’S THE CATCH?

YOU!

We need a top-gun, trainer in your state right now to help us keep up with an ever growing training demand!



All Past Training's 2004-Current

- *Capacity reached in all trainings (closed). REGISTER IMMEDIATELY to avoid waitlist for upcoming training!*

When and where is the next training?

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CURRENT TRAININGS



OR

NAVIGATE TO OUR WEBSITE:

[HTTP://WWW.TIMETOTEACHTRAINER.COM](http://www.timetoteachtrainer.com) (SEEKING-TRAINERS TAB)



THE PROOF IS IN THE PUDDING...

It is one thing to hear our thoughts about this great opportunity. After all, we are the ones offering it. It is quite another to speak directly with one of our trainers. When we decide on you as a finalist we will give you contact numbers and names of other trainers, many of which have been with us for quite a while. For now, though, listen to this:

FROM: DR. JOANNA FAULK, NATIONAL & REGIONAL TRAINER (DISTRICT ADMINISTRATOR)

"I am writing to tell you about two of my recent seminars. As you are aware, these were my 5th and 6th seminars this year. The turnout was awesome! And even more important, post conference evaluations indicate that nearly every participant felt this was, by-far-and-away, the most useful seminar they had ever attended! I profited more than a typical month's salary for two days work... and I know I could have done even better, but was swamped with questions and inquiries before, during, and after the seminars.



Finally - and this is the really amazing part - I should be invited into at least 3-5 schools to conduct follow-up, on-site trainings. Of course you already know my daily fee for these follow-up seminars. I just cannot believe how rewarding it all is, both personally and professionally! Thanks so much!"

Joanna Faulk – current & long time trainer

FROM: DR. DAVE CATTOI, NATIONAL & REGIONAL TRAINER (K-12 TEACHER/COLLEGE PROFESSOR)

"I presented two breakout sessions at a regional Association Of Principals conference last week. My sessions were well attended - in fact were standing room only. I spoke to well over 150 principals in both sessions. Both the turnout and response to my presentation was incredible. I sold every book I took with me! I could have sold the same amount the second day if I had enough materials with me. Mine was the last seminar on second day and many people had to leave fairly quickly, but I gave out order forms to more than 50 people that day. I already have 2 confirmed school trainings and 6 more tentatively set if we can settle on mutually agreeable dates."

Dave Cattoi – current & long time trainer



TEN KEY BENEFITS OF WHY TEACHERS LOVE YOUR SEMINAR!

1 Improve Classroom and School Discipline With These Key Strategies

Learn how to “teach to” classroom and school-wide expectations and routines, which will improve your student’s performance...everywhere in the school building! Classroom-and school-wide proven techniques you can use immediately in your building.

2 Learn How to Arrange and Position Students for Maximum Achievement... Inside and Outside of The Classroom

Arranging students properly in the classroom can make the teacher the focus of attention. Proper arrangement in lines and in “shared areas” is also critical. How, when and why arrange students for maximum performance.

3 Positive and Effective Communication Skills

Teachers: Learn how to assertively communicate with your students and detect and avoid conflict...Strategies to increase teaching time and finish all tasks important to you.

4 Use Proven Methods to Deal With Serious Challenging Behavior

Learn how to quickly, quietly and effectively deal with the “out-of-control” student... Eliminate acting out by identifying “triggers” and intervening early.

5 Learn How to Use “REFOCUS”

Learn to easily use the most powerful solution to problem behavior ever developed...Identify and avert problem situations before they happen...Use techniques to confidently meet challenging student behavior with positive results

6 Identify Environmental Conditions That Hamper Student Performance

Learn how noise, crowds, heat, waiting, and other external factors can generate misbehavior... What you can do to minimize these distractions so you can teach.

7 Build Positive Relationships

Learn how to “teach with passion and manage with compassion”...How to respond calmly and consistently... Strategies to identify and eliminate reaching an “unbearable limit” in your classroom.

8 Learn to Reward Your Students in More Motivating Ways

Learn why traditional reward systems actually set “traps” for future misbehavior...Strategies to detect and correct these problems by keeping your students intrinsically motivated.

9 “Hook” Students With a Wide Array of Prompting Procedures

Master four basic prompting procedures that will put you at the center stage when you need it...Engage the “easy to teach” as well as the “reluctant learner” with these simple yet powerful techniques.

10 Receive Invaluable Materials

You will receive an extensive resource handbook filled with techniques and strategies for successfully managing your classroom and school, as well as all other materials following the training.



YOUR PARTICIPANTS WILL ALSO LEARN HOW TO:

- ✓ **stand their ground or walk away...** how, when, where, and why to see and take the right course of action
- ✓ face the “out of control” student: **five immediate steps they can take to gain control**
- ✓ **start teaching any student with confidence** and success
- ✓ **be a master teacher where** they are in control of important teaching time
- ✓ **stop students from draining teaching energy**
- ✓ handle, even benefit from negative classroom situations that arise
- ✓ **organize their classroom to create healthy routines** and relationships
- ✓ administer “emotional first aid” – **save themselves when they feel their frustration level building**
- ✓ **establish trust with children** from kindergarten through 6th grade
- ✓ **use REFOCUS, a powerful solution to problem behavior**
- ✓ predict problem situations in the classroom long before they reach an unproductive stage and avert them entirely
- ✓ **meet challenging students head-on** and reach mutual understanding
- ✓ avoid being “their own worst enemy” . . . **back away from strategies that don’t work**
- ✓ identify and eliminate their students’ “triggers” and theirs, too!
- ✓ stop letting misbehavior overrun important teaching time with **routines and strategies they can use tomorrow**

AS A CERTIFIED TRAINER, YOU WILL OFFER THE COURSE FOR ONE SEMESTER COLLEGE CREDIT

Once you have been trained, you are an accredited Center For Teacher Effectiveness trainer who can offer our seminar for college credit. **Our acclaimed program is accredited by partner institutions of higher education and is offered at universities across America!** As a trainer, you are eligible to offer our course to your participants for college credit. We also use **Occidental University** which is fully accredited by the Western Association of Schools and Colleges and is NCATE accredited (same as UCLA, USC, etc, etc...).



MORE ABOUT OUR NATIONALLY ACCLAIMED TRAINING

You offer a **strategy packed** course that is presented to groups of as few as 10, and up to 2,000 educators. The Center For Teacher Effectiveness produces, promotes, and shares highly effective and practical classroom management strategies and school discipline ideas. Schools, districts, and teachers that undergo CTE’s nationally acclaimed training routinely report a surge in: teacher job satisfaction; student on-task time; test scores; parent and community involvement and support; and on and on...



For example, one of our trainings was so successful for an inner-city school in Denver, that Denver Public Schools had us train for all of their schools! One of the original pilot schools won an award from the Governor of the state of Colorado (see enclosed testimonial).





YOU WILL TEACH OTHERS HOW TO HAVE HIGH PERFORMING, ON-TASK, AND HAPPY STUDENTS

LISTEN TO WHAT TEACHING PROFESSIONALS AROUND AMERICA HAVE TO SAY ABOUT OUR PROGRAM...



Note: We purposefully submitted current testimonials from educators on the national and local level, who have been using our program for many years. We believe that when a school district spends money on books or training, then those materials and trainings must endure the test of time.

In other words, our classroom and school-wide management training provides benefits to teachers and schools for years and years to come. And, we can prove it.



NATIONAL ASSOCIATION OF ELEMENTARY SCHOOL PRINCIPALS

Committed to Our Children—Our Schools—Our Future

To My Fellow Educators,

It gives me great pleasure to write a testimonial and letter of recommendation for the *Time To Teach* program! This innovative program has truly been a gift to children and teachers in two different K-6 elementary schools in Billings, Montana where I have served as the Principal.

Beginning late in the 1996-97 school year, two of my staff members came excitedly back to school on a Monday with news of a program that they felt would be a great complement to our school's efforts to make comprehensive changes to our school climate and instructional effectiveness. They had attended a weekend voluntary professional development activity that generated this excitement in them. From that small beginning started a process that got awareness to the rest of our staff, widespread acceptance and a very successful implementation that helped transform our school from one on "school improvement status" to being recognized as a Distinguished Title I School by the U.S. Department of Education in 2001. In my 26 years of being a principal, I had rarely seen such an effective program that became even more effective than others due to its acceptance by all staff members. Enhanced school safety, quality "time to teach" and significant academic improvements were the most noteworthy observable and measurable gains from this innovative program. During the past school year, after being assigned to another district school, *Time to Teach* was accepted by all the staff and school-wide training for all staff made a significant difference in enhancing quality learning time for students and quality teaching time for the staff at this school as well.

I have also seen it work in many other schools across America and visited with extensive numbers of principals and teachers who value its effectiveness in making school a more memorable and meaningful experience for all students.

Feel free to call me to validate this experience. I am convinced that if you adopt this quality program, the students and staffs of your school district will benefit immensely.

Sincerely,

Darrell Rud, President

National Association of Elementary School Principals
2001-2002



Montana State Reading Council

TerraBeth Jochems
MSRC Conference Chair, 2001
MSRC President, 2002
317 Quiet Water Ave.
Billings, MT 59105

International Reading Association

Garfield School (406) 255-3843 jochemst@billings.k12.mt.us FAX (406) 254-1990 Home (406) 248-7213 mjti@wtp.net

To Whom It May Concern:

"Time to Teach" is a powerful, respectful, effective discipline program in which all students learn how much teachers care about them-- their safety, their needs and their learning potential.

The educators and staff at Garfield Elementary School had become used to their school's frightening reputation. Year after year, the number of office reports for disrespectful and violent behaviors in this high at-risk, low-income school climbed well into the hundreds, while the reading scores scraped the bottom quartiles on standardized tests. In 1996, the staff exclaimed, "Enough!" and searched for a school-wide discipline program that would change these desperate statistics. I, along with a team of teachers, attended Rick Dahlgren's "Time to Teach" seminar and there we ended our search. "Time to Teach" is an educator's dream because it uses research-based strategies and best practices:

- *expectations for behaviors are explicitly taught and modeled
- *all staff members are empowered with consistent strategies
- *students are treated with care and dignity even during a disciplinary action

Rick Dahlgren is known to say, "In God we trust--everyone else, bring your data." Well, in one year of implementation of "Time to Teach," office referrals decreased from hundreds to under sixty. More time on task for students helped our reading increase, as well. Combined with our reading program, "Time to Teach" enabled us to go from only 34% of students reading at or above reading level to 98% reading at or above reading level in three years' time. "Time to Teach" truly changed Garfield's reputation; saved the staff's sanity and, I believe, the future of our children.

Sincerely,

TerraBeth Jochems
Reading Specialist, School District 2
President, Montana State REading Council



**UNDERSTANDING, RESPECTING,
AND HONORING DIVERSITY IS
IMPORTANT.**

**SO SAYING, WE HAVE
DEVELOPED A SET OF
STRATEGIES AND A DISCIPLINE
MODEL THAT WORKS
EXTREMELY WELL FOR ALL
CHILDREN.**

A WORD ABOUT THIS FROM

Julie Cajune...Indian Education Coordinator. . .



Julie Cajune
Ronan/Pablo Schools
421 Andrew NW
Ronan, MT 59864

To Whom It May Concern,

Greetings from the Flathead Indian Reservation. My name is Julie Cajune and I work as the Indian Education Coordinator for School District # 30. I have been in the field of education for over 15 years, working as a classroom teacher in grades K-16, and as a curriculum specialist. As a tribal member I have had a particular interest in issues of multiculturalism, equity, literacy, and social justice. These particular interests were the focus of my graduate studies and my work in schools for the past 9 years.

As a member of the school's administrative leadership team, I was fortunate to be included on a three day training on the school's discipline program, Time to Teach. I had attended a short presentation on the program earlier in the year, and felt that it seemed to be a model that would work with an Indian student population. After attending the three day training, I found myself convinced that if our teaching staff could learn and implement the program strategies, we could begin to make a difference for Indian students. This is why I believe this.

In Indian families and communities children are regarded with the same respect that is afforded to adults. Most often children are taught by example and discipline is thought of as guidance and direction rather than punishment. Time to Teach operates on a similar belief.

Traditional teaching is done through demonstration, modeling, and practice. The Time to Teach program incorporates this teaching style as the foundation in teaching behavioral expectations. Often teachers assume that children come with the same cultural norms and take little time to directly teach the cultural rules of the school. Direct instruction of expectations and appropriate behavior is critical for students with different linguistic and cultural backgrounds.

Perhaps the most important reason that I embrace the Time to Teach program, is that it is based on the belief that all children deserve to be treated with dignity and that is critical to show students that you care. Educational institutions in America have a continuum of history with Indian children that ranges from shaming to abuse. Many Indian students feel disenfranchised from schools that have not only devalued their families and communities, but have often portrayed them in negative and inaccurate ways. Indian students today are one



generation removed from the boarding school era where the labor of children (their parents and grandparents) literally ran the school. These memories are living and recent. It is imperative for teachers to gain the trust of the Indian student if they expect that student to learn from them. The basic principles that Time to Teach is built upon support and meet the needs that I perceive among Indian students. Schools in America have failed Indian people. Time to Teach offers a philosophy and practice that has the promise of changing that. It has made me feel hopeful as I believe that it gives teachers and other school staff practical and powerful tools to meet the needs of many students that they have been unable to reach.

I have already recommended the Time to Teach program to several colleagues of mine who work in Tribal Contract Schools. I recommend that you take consider what this program has to offer your teachers and students. That could be summed up in one word - hope.

Please feel free to contact me personally. My work number is (406) 676-3390.

Kind Regards,

A handwritten signature in black ink that reads "Julie Cajune". The signature is fluid and cursive, with a large initial 'J'.

Julie Cajune
Indian Education Coordinator



**ADMINISTRATORS,
INSTRUCTIONAL LEADERS, AND
PRINCIPALS HAVE SEEN
FIRSTHAND - TIME AND AGAIN -
THE POSITIVE IMPACT TIME TO
TEACH HAS ON A SCHOOL
BUILDING OR DISTRICT...**

A WORD FROM THESE LEADERS...



9255 South Cedar Hill Way
Littleton, CO 80124
www.timetoteach.com

Michelle Rahn

Toll Free: 1-866-228-7189
Fax: 303-662-9097
rahn4@juno.com

Keturah Thompson, Principal
Edith I. Starke Elementary
730 South Parson's Avenue
Deland, Florida 32720

To Whom It May Concern:

We implemented "Time To Teach" this year as a way to help our students develop self correcting skills for their misbehavior. It has proven to be more than "another behavioral program", because it has provided our students and teachers with specific skills and techniques to monitor behavior and spend more time actually working on class assignments.

Teachers have found that there is more "time to teach"! Students have found a dignified manner to address their behavior. Our trainer, Michelle Rahn, has provided ongoing support for our implementation and continued success with "Time To Teach".

It is a program that really works and provides "time to teach".

Keturah Thompson

CENTER FOR TEACHER EFFECTIVENESS



DENVER PUBLIC SCHOOLS

900 GRANT STREET / DENVER, CO 80203
TELEPHONE (303) 837-1000



HARRINGTON ELEMENTARY SCHOOL
2401 EAST THIRTY-SEVENTH AVENUE / DENVER, CO 80205
TELEPHONE (303) 333-4293

To Whom it May Concern,

We have been using Time To Teach at Harrington Elementary School in Denver, Colorado for the past five years. The program has been tremendously successful at our inner-city school. If it can work well here, it will work well anywhere!

Our population of students are low socioeconomic. 96% qualify for federal free or reduced lunch. 76% of our students are Hispanic and the rest are African American. The neighborhood is also highly mobile so our mobility rate is over 100%.

What Time To Teach has done for our school is to create a common language and vision about how we interact with our students. This vision and language extends to every adult in our building whether they are paraprofessionals, teachers or facility managers. The result is that we all interact with all children in the same way. We truly have become a village raising our children versus individual teachers and their individual classroom kingdoms with different and sometimes conflicting rules. We all now speak the same language.

Time To Teach is based on the premise that we no longer assume students are coming to school with the knowledge of how to behave at school. Instead, we teach our expectations up front so that every student has the possibility of being successful. From the beginning of the year teachers model the teach-to's and students practice them

Refocus is the most powerful tool in the Time To Teach program. Refocus gives students the opportunity to examine their misbehavior and make the necessary adjustments so they can continue with the learning process. Refocus is not punitive, rather it allows students the chance to be self reflective about the changes that need to be made in order to be a successful learner. It also keeps teachers and students from "going up the ladder" of frustration when misbehavior occurs. Behavior is the weakest at the beginning and Refocus is designed to cut it off there before it has a chance to escalate.

Those are just a few components of the Time To Teach program. The program is successful. It is based on what we know about good parenting and it enhances self-esteem. Time To Teach prepares students to be successful in school and also in their life journey. I have been in education for over 30 years. I have seen every discipline program out there. Time To Teach is what we use at our school because it works!



Yours in Education,

A handwritten signature in black ink, appearing to read 'Sally R. Edwards', is written over the typed name.

Sally R. Edwards, Principal
Harrington Elementary School
2401 E. 37th Ave.
Denver, CO 80205
(303) 333-4293

To Whom It May Concern:

“From the first minute on of listening to Rick we were all hooked. You can tell he and his trainers have spent many, many years in classrooms. They walk the walk, and talk the talk. We liked him so much we had him train in ALL of our schools... and the results have been astonishing.”

Rick Dutton,
Director of Education, Denver Public Schools



To Whom It May Concern:

It is a pleasure to recommend the Time to Teach program to anyone who is looking for a discipline program that will take minimal time for training and implementation.

Three years ago, Rick Dahlgren introduced this program to staff members at Ashley Elementary School, which is a title I school in Colorado. After teacher training, it was obvious that this method of classroom management was an effective manner to afford students in grades 1-5 the opportunity to make choices about improving their behavior. The Time to Teach program helped develop high expectations and provided teachers with a consistent method of reinforcing good behavior in the classroom, hallway, auditorium, lunchroom, and playground. Parents were consistently involved and informed immediately if incidents occurred.

The goal at Ashley School was to provide a safe learning environment without saying or repeating demeaning phrases to students. As teachers consistently established specific expectations and allowed students to practice them over a period, discipline problems declined, because most students felt empowered. They knew that it was their choice to improve and to learn with their classmates.

Time to Teach does work for teachers who want more time to teach in their classrooms.

Sincerely,

Wanda Lydia
Principal



Ronan-Pablo Schools

K. William Harvey Elementary
Drawer R - Ronan, Montana 59864-0580
406-676-3390 Ext. 3300
Fax: 406-676-3319

"Helping Every Child Achieve"

To Whom It May Concern:

I am writing to express my appreciation for "Time to Teach" and to tell of the tremendous benefits we have seen from its implementation in our district. Please feel free to use this letter as you see fit in promoting "Time to Teach". I would encourage all school districts to train their staff members and adopt it.

We adopted "Time to Teach" five years ago and both elementary schools effectively implemented it by training all staff members including cooks, bus drivers, and custodial staff, and by involving the community. The middle school and high school have seen the success we have had at the elementary schools and have formally adopted the program. They will be implementing it this coming school year.

We have a very diverse rural community on an Indian Reservation. 60% of our students are Native American. This is also a ranching and farming community. Some discipline programs tried in past years were not effective and weren't accepted by the parents. With "Time to Teach", we are experiencing tremendous community support. The emphasis on unconditional positive regard and not singling out individual students with put down statements has been noted by the Indian community as a positive part of the program. All parents appreciate the positive, preventive approach, the low level interventions, and the time spent on teach-to's. The teachers have noticed an increase in quality teaching time in their classrooms by following "Time to Teach".

"Time to Teach" has offered us what we needed, a very comprehensive but common-sense approach to classroom management that is student-centered yet effective. Now we don't have "little things" escalating into "big things". We have witnessed that specifically teaching-to expectations, modeling them and practicing them with students has a positive impact not only on student behavior but on student learning.



I believe "Time to Teach" has been one of the most important programs that we have adopted. It helps make the other things we do better. Ineffective repeated warnings have been eliminated as well as the reward system where students earn points or candy or extra privileges. Students are expected to act appropriately because they know what proper behavior looks like and because it is the right thing to do. We now have a positive school climate, overwhelming parent support, and staff appreciation for having more quality time for instruction. These things allow us to have more success with our main academic curricula.

The common language that all adults in the school setting speak coupled with informed support from the parents has also been a benefit to our schools. "Time to Teach" fits very naturally with our counseling program, family support efforts, and conflict resolution plan. We just rewrote our transportation handbook to incorporate "Time to Teach" into bus discipline. The bus drivers will all be specifically trained in the program, will do "teach-to's" and refocus appropriately as fits their unique situation.

The entire school learning environment in both elementary schools has improved since the adoption of "Time to Teach". This program unites staff members and involves the community.

The workshops that were provided and the principals and teachers who came with Rick Dahlgren to tell about their personal experiences and successes have provided excellent training opportunities for all our staff members and interested parents.

I feel strongly enough about this program that I have spoken to and will continue to speak to other colleagues in nearby school districts and at state-wide conferences about the benefits of attending "Time to Teach" training sessions and of implementing this program in their schools.

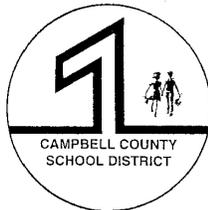
Sincerely,

A handwritten signature in cursive script that reads "Jim Gillhouse". The signature is written in black ink and is positioned above the typed name and title.

Jim Gillhouse
Principal



THOUGHTS FROM ADMINISTRATORS WHERE OUR PROGRAM IS ADOPTED DISTRICT-WIDE. . .



DEPARTMENT OF HUMAN RESOURCES

P. O. Box 3033 • 307/682-5171 • FAX 307/682-6619
GILLETTE, WYOMING 82717-3033

Mark A. Higdon, Ed.D.
Superintendent

Larry Heslep, Ed.D.
*Associate Superintendent
for Instruction*

Ed Wright, Ed.D.
*Associate Superintendent
for Instructional Support*

George E. Mathes, Jr.
*Assistant Superintendent for
Instruction/Human
Resources*

Roxy Williams CPS
Administrative Assistant

Meldene Goehring CPS
Secretary

Crystal Volk
Secretary

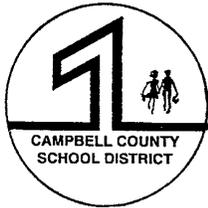
Glenda Warne
Secretary/Receptionist

Rick Dahlgren, last fall, brought "Time to Teach" training to Campbell County School District. This program has proven itself to be very successful for our teachers at both the elementary and secondary level. I have heard nothing but positive comments from our teaching staff regarding this program. So far there have been over 800 staff members who have benefitted from participating in this in-service program. As part of my duties with the District, I have the opportunity to supervise the substitute teachers. We have required all of these individuals to go through this training. I feel this has led to their increased success in the classroom. Parents have had very complimentary comments regarding this program as well. I can recommend Rick and the Time to Teach program without reservation. If you need any additional information, please let me know.

Sincerely,

George E. Mathes, Jr.
Assistant Superintendent for Instruction/
Human Resources

CENTER FOR TEACHER EFFECTIVENESS



1000 West Eighth Street - P.O. Box 3033 - FAX (307) 682-7941 - (307) 682-5171
GILLETTE, WYOMING 82717-3033

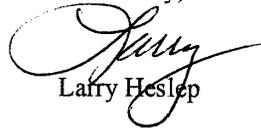
Mark A. Higdon, Ed.D.
Superintendent of Schools

Teaching Effectively — Learning Successfully

Larry Heslep, Ed.D.
*Associate Superintendent
for Instruction*

Last fall Rick Dahlgren introduced "Time to Teach" at our opening district staff meeting to over 600 teachers. The interest generated by his presentation was extraordinary. Over 800 employees participated in the "Time to Teach" training. The feedback I have received from the schools and staff has been very positive regarding this program.

Sincerely,



Larry Heslep



PROFESSIONAL STAFF DEVELOPMENT
525 West Lakeway Drive - Phone (307) 687-1666 - FAX (307) 687-7063
GILLETTE, WYOMING 82718

Teaching Effectively — Learning Successfully

Carrylann Goens
Director of Staff Development

Lyla Downey
Director of Technology

Cindy Lemm
Staff Development Secretary

Cynthia Rigsby
Technology Paraprofessional

Mary Pat Anderson
Technology Paraprofessional

Shane Miller
Communications Specialist/Analyst

Kelly Bush
Electronics Master Technician

Brett Dayton
Electronics Technician

...cern:

This letter is in regards to *Time to Teach*. We felt a strong need for a classroom management program that could be implemented easily and “fit” with other programs we already had in place. It is so much more than a discipline program. Like most districts, we knew we had to sell the program as a compliment to other programs to avoid the “this year’s new thing” syndrome. I will admit that when I was first approached by two principals about offering the program, I was a little skeptical....it seemed too good to be true. Our initial cadre of 10 trainers included both secondary and elementary teachers, one building principal and myself. With that many trainers, we felt we would be able to offer a more flexible training schedule that would meet the needs of our staff. We offered a “kickoff” session before school which was an optional session. Never in my wildest dreams did I think we would get the response that we did. Veteran teachers of 20+ years said it was the best in-service they had in their tenure with our district. We are extremely proud of the professional development opportunities we provide for our district, but without a doubt this is the single best training we have ever offered. I actually offered so many sessions that I nearly depleted my instructor fees budget first semester. One of our associate superintendents found me more money because they felt so strongly about the success of the program. Between August and October, we trained over 700 employees in this program. We included *Time To Teach* as part of our Orientation Core for new teachers and for all of our substitute teachers. The remaining participants attended on a voluntary basis. Sound too good to be true? If I hadn’t kept the records myself, I would find it hard to believe. Teachers that I feel are the “cream of the crop” praise the program because it has literally given them more time to teach their content and a process that treats all students fairly and with dignity. One foreign language teacher admitted that by the end of first semester she was a full month further in her curriculum than in previous years. She attributes that to the fact that *Time To Teach* eliminated the pesky behaviors that used to consume so much time.

I can’t say enough about the success we have experienced using this program. Admittedly, some teachers are skeptical at first, but once they see how easy it can be implemented and what a difference it can make in the whole classroom climate, they usually buy into the program. I think I speak for our entire leadership team in saying that I would highly recommend this program to any school or district.

Respectfully,

Carrylann Goens
Carrylann Goens



PRONGHORN ELEMENTARY

3005 Oakcrest Drive
Gillette, WY 82718-5901
Phone (307) 682-1676 Fax (307) 682-0061

Stephen L. Fenton
Principal

Dear Friend in Education,

In all my years in education, I have not yet come across a belief system where students' dignity remains intact and teachers remain in control until recently.

With great pleasure, I offer to you an opportunity that Rick Dahlgren and the Center for Teacher Effectiveness will be presenting. His nationally acclaimed Time To Teach workshop will be in your area that you and your teachers do not want to miss!

When I first heard the framework of Time To Teach I was immediately hooked! As I see it, Time To Teach connects many of the varied management programs into one, easy to use strategy.

Time To Teach allows the teachers to remain in control and requests the assistance of the administrator only in severe cases. As a building administrator, I see classrooms calmer, teachers less stressed, students knowing emphatically what is expected. The bottom line is Time To Teach has improved the climate and culture in our school! In fact, during summative evaluations this year, numerous teachers have brought up unprompted how positive the implementation of Time To Teach in their classroom has been. In fact, I see what we are doing eliminating the need for principal to worry about diversity as Time To Teach honors the uniqueness of every student in every room.

Time To Teach is not a program that is pre-packaged and so sequential in nature that it eliminates the creative juices of the teacher. Time To Teach emphasizes building relationships, maintaining those relationships throughout the course of the year while holding students accountable to high levels of expectations.

Teachers no longer come to me saying, "I don't know what to do with this student" as Time To Teach gives teachers a framework to deal with kids equally, fairly and with dignity.

What started out as a dozen teachers attending one of Rick's presentations has turned out to be one of the fastest growing, largest impacting, staff development opportunities in our school district as seen. In fact, over 800 educators have been trained in less than a year! I encourage you and your staff to learn more about the outstanding discipline strategies that work.

Steve Fenton

Steve Fenton
Elementary Principal





MEADOWLARK ELEMENTARY

816 East 7th Street
Gillette, Wyoming 82716-4430
Phone (307) 682-4740 Fax (307) 682-4649

Barry L. Jankord, Ed.D.
Principal

To Whom It May Concern:

It gives me great pleasure to write this testimonial about a framework I have been taught and because I support the beliefs, I ultimately have become a trainer. The implementation of Time To Teach solidifies my belief in classroom management, developing relationships, holding students accountable and ultimately gives me more time to cover all of the objectives, therefore preparing students well for mastering the district's standards.

As a classroom teacher, I have always believed that developing relationships with the students in my room was paramount. In addition, I am a strong believer that students need structure, and learn best when expectations are clearly communicated, practiced and enforced within the classroom. Since we know that teachers cause learning, it is critical that classroom expectations be taught, just as any academic subject would. Time To Teach provides a framework that allows teachers to teach classroom expectations and hold students accountable to these expectations.

Over the years, I have been exposed to numerous learning opportunities in the Effective Schools movement and I find that Time To Teach aligns perfectly with several of the correlates: Safe and Orderly Environment, High Expectations for Student Success and Opportunity to Learn and Student Time on Task. It is powerful to see how the implementation of Time To Teach easily assists with what Dr. Lezotte has found to be true in effective classrooms.

As Basil S. Walsh said, "We don't need more strength or more ability or greater opportunity. What we need is to use what we have." Time To Teach allows me to use what I have to enhance my classroom and cause students to learn successfully.

Sincerely,
Nancy A. Fenton
Nancy A. Fenton





ACCOLADES FROM TEACHERS AROUND THE WORLD (LITERALLY)

- "Five blue stars! The Center For Teacher Effectiveness taught us how to be firm, yet fair with our students. I feel confident that I can handle literally any event in my classroom...in a positive fashion."
Deb Ptasky (Ohio) Counselor
- "What a wonderful seminar. What a useful seminar! CTE has the most powerful solution to problem behavior I've ever heard of. I wish I would have learned this stuff in college."
Mick Endley (Florida), 2nd Grade Teacher
- "My principal requested that I attend the CTE seminar...quite frankly because I was on professional assistance. After struggling for two years with discipline issues I finally have a plan that will work for myself and my students. I sincerely thank you from the bottom of my heart..."
Anonymous, (Oregon) New Teacher
- Wow! "Learn how to draw a line in the sand" in your classroom, have high standards and happy students. What more could you ask for?!
ABCnews.com
- "I am a thirty year veteran. I thought I'd seen all...done all. However, I learned more today about successfully managing my classroom than I have in thirty-seven years of experience. Maybe I'll sign on for another five years!"
Jim Nolstad, (New York) Classroom Teacher (6th grade)
- "What a great lesson in humanity! This is the third time I've been to a "CTE" seminar and I learn so much more every time! They give you Tools for Tomorrow, not just Theory for Thought."
Roberta Sugura, (New Mexico) Principal
- "Funny, warm, personable--with a vast knowledge of how to run an effective classroom!"
Kori Meredith, (Sydney, Australia) Middle Grade Teacher
- "Funny. Very, very funny. Informative. Very, very informative. Just what I expected from a CTE seminar, and they delivered."
Hope Kaye, (Washington) Special Education Teacher
- "This CTE seminar took a very complex issue (classroom discipline) and reduced it to an understandable, very easy set of strategies that any classroom teacher can use. I can't wait to start school on Monday and try this out!"
Andy Smith, (Oklahoma) High School Math Teacher



DEDICATED TO TEACHER SATISFACTION

We are the only sponsor to stand behind our programs with such a strong performance guarantee - and lifelong commitment. If an individual school is not satisfied with a training program or product, we will provide a 100% prorated refund of the training fee on the spot...no questions asked.

We are successful because we make teachers successful. We regard it as a privilege to serve teachers and are committed to doing whatever it takes to ensure our teachers are 100% satisfied. All of us at CTE gauge our success by our teachers' success. We judge ourselves individually and collectively based on how our teachers are fulfilling their teaching objectives and how their students are reaching their learning objectives. Based on this commitment, we are proud to have achieved the highest level of teacher satisfaction in continuing education courses anywhere!



NINETY-EIGHT PERCENT TEACHER LOYALTY

Ninety-eight percent of attending teachers say they plan to attend another CTE training, and ninety-nine percent will recommend our training to other teachers! Why? Because we measure quality not by the inherent success of our programs themselves, but by the degree to which those successes meet teacher needs. We teach only those programs that research has told us our teachers want. We also work closely with our teachers, after the training, to refine and enhance their classroom management techniques. Together, we continue improving student behavior and performance, and improving the feeling tone in their classrooms and schools.



WHAT WE TEACH IN OUR CLASSROOM & SCHOOL- AND DISTRICT - WIDE TRAININGS

CTE trainers are also active duty K-12 teachers and administrators who are reshaping America's college preparatory classes - while living "in the trenches" on a daily basis.

EFFECTIVE CLASSROOM BEHAVIOR MANAGEMENT: ESSENTIAL ELEMENTS

- ✓ Trust: how to establish it, with children from kindergarten through 12th grade!
- ✓ How to teach with passion manage with compassion
- ✓ Stand your ground, or walk away? How to see the right course of action!
- ✓ Three vital "ingredients" for creating a rewarding, successful classroom

CLASSROOM ARRANGEMENT AND POSITIONING OF STUDENTS

- ✓ Score big by rearranging your classroom "setup"
- ✓ Build a relaxing, high performing, classroom environment
- ✓ Channeling the force: how arranging your classroom can improve motivation and direction

SELF-CONTROL

- ✓ Respond with a level head, even if you're ready to "blow a fuse"
- ✓ Adapt to classroom changes – rapidly and effectively
- ✓ Stick with tough challenges when solutions don't come easily
- ✓ Follow through on plans and turn "good intentions" into classroom reality
- ✓ Bring more discipline into your classroom - create healthier routines and relationships
- ✓ Emotional "first aid" – save yourself when you feel your frustration level building



REFOCUS™

- ✓ Learn about the most powerful solution to problem behavior ever developed!
- ✓ Make, literally, any event a positive one
- ✓ Predict a problem situation way before it reaches an unproductive stage – and avert it entirely!
- ✓ Meet challenging students head on and reach a mutual understanding

TAKING IT CLASSROOM-WIDE AND/OR SCHOOL-WIDE

- ✓ Build a classroom of students or school that consistently performs at its best
- ✓ Reward your students in more motivating ways
- ✓ Detect and correct performance problems
- ✓ Keep your students focused on top priorities
- ✓ Turn difficult students into allies
- ✓ Become a respected member of your school staff
- ✓ Learn how noise, crowds, heat, waiting, and other external forces can generate misbehavior
- ✓ Be the expert and make it happen school-wide!

SERIOUS AND CHALLENGING BEHAVIOR

- ✓ Dispel common assumptions about conflict
- ✓ How to avoid being "your own worst enemy"
- ✓ Stress and anger: Identify and eliminate your "trigger", and theirs too!
- ✓ Facing the "out of control" student: Five immediate steps you should take to help gain control

OVERALL:

- ✓ Eliminate Arguments
- ✓ Discipline with success: Teach students to take immediate responsibility for their own behavior
- ✓ Say good-bye to classroom management approaches that make more work for you, the teacher
- ✓ Create a predictable nurturing classroom that fosters learning, while engaging reluctant learners
- ✓ Be the boss and earn respect at the same time
- ✓ Extend the "honeymoon" period



- ✓ Learn how to teach expectations and academics simultaneously, and enjoy your best year ever
- ✓ Increase positive behavior
- ✓ Wipe out misbehavior
- ✓ Arrange your classroom to minimize disruption
- ✓ Capture student attention
- ✓ "Hook" kids with an array of powerful, energizing prompting procedures

EACH SEMINAR ATTENDEE RECEIVES...

- ✓ A detailed Resource Handbook
- ✓ Materials that can be reproduced immediately for classroom use and staff development
- ✓ Critically important teaching techniques that will make them shine!
- ✓ The solution to creating a happy, fun, and high performing classroom
- ✓ The coveted Time To Teach! list of essential skills possessed by highly effective teachers
- ✓ Step-by-step guidelines to improve student behavior and maximize student learning

CENTER FOR TEACHER EFFECTIVENESS

The **Source**
For Staff Development



“REMARKABLY EFFECTIVE CLASSROOM DISCIPLINE STRATEGIES THAT WORK”

1-Day Course Outline

An Overview: One-Day Seminar For Your School or District

Presented by You
(Your Name)

...We train you how to teach others all of this...

8:00 - 8:30 **Registration**

	(continental breakfast, seating, sign-in, school business, etc...)
8:35	Begin
8:35 -10:00	Time To Teach! Implementing and Maintaining a Positive School Climate Philosophical Assumptions – Beliefs 1. Kids don't care how much you know until they know how much you care <ul style="list-style-type: none">• Styles of Interaction-



	<ul style="list-style-type: none"> ○ Authoritarian ○ Permissive ○ Authoritative ● A discussion of the literature <ol style="list-style-type: none"> 2. Conflict is a natural part of social and intellectual development <ul style="list-style-type: none"> ● Understanding Conflict -- student-student, student-teacher 3. Problem behavior is captivating in nature <ul style="list-style-type: none"> ● How to avoid the pitfalls 4. Good discipline/classroom management is only a matter of good timing <p>Self-Control</p> <ol style="list-style-type: none"> 1. Paraverbal communication 2. Nonverbal communication 3. Avoiding power struggles
10:00-10:15	Mid Morning Break
10:15-11:45	<p>Time to Teach!</p> <p>Effective Classroom Management: Essential Elements</p> <ol style="list-style-type: none"> 1. TLC (Teaching Expectations/Looking for Performance/Consequencing Behavior) 2. Unconditional Positive Regard <p>T.L.C.</p> <ol style="list-style-type: none"> 1. Identifying classroom routines 2. Task analysis of classroom rules and routines 3. Teaching classroom rules and routines <ol style="list-style-type: none"> a. A discussion of the literature 4. Maintenance of classroom routines <p>Misbehavior outside of the classroom</p> <ol style="list-style-type: none"> 1)The Problem 2)The Solution <ol style="list-style-type: none"> a)Establishing Common or Shared Area Routines b)Ecological Analyses <p>Unconditional Positive Regard</p> <p>Communicating with students</p> <ol style="list-style-type: none"> a) Contingent and noncontingent interaction



	<p>REFOCUS™ - A lesson in how to reactivate troublesome students</p> <p>Using Prompts</p> <ul style="list-style-type: none"> a) Start-Up requests b) Begin-Again requests c) Shut Down Requests d) Uses of each
11:45-1:00	Lunch
1:00-2:00	Review What If's
2:00-2:10	Mid Afternoon Break Standing "pair share"
2:10-3:45	<p>More Classroom Strategies</p> <p>Classroom arrangement and positioning of students</p> <p>Prompting Procedures (Capturing Student Attention)</p> <ul style="list-style-type: none"> a) Questions b) Statements c) Gestures d) Physicals <p>Additional Questions</p> <p>Conclude</p> <p>ABSOLUTES (optional)</p>

CENTER FOR TEACHER
EFFECTIVENESS

The **Source**
For Staff Development



“REMARKABLY EFFECTIVE CLASSROOM DISCIPLINE STRATEGIES THAT WORK”

4-Day “Train-the-Trainer” Course Outline

An Overview: Four-Day Seminar You Will Be Presenting For Schools and Districts

Presented by You
(Your Name)

...We train you how to teach others all of this...



DAY ONE

7:30 – 8:00	Registration/Welcome
8:00 – 12:00	<p>Introduction – Time to Teach!</p> <p>Implementing and Maintaining a Positive School Climate Philosophical Assumptions - Beliefs</p> <p>1) Kids don't care how much you know until they know how much you care Styles of Interaction- Authoritarian Permissive Authoritative A discussion of the literature <i>Hot Seat</i> (I Do (instructor teaches), We Do (group feedback) You Do (participant teaches))</p> <p>2) Conflict is a natural part of social and intellectual development Understanding Conflict -- student-student, student-teacher <i>Hot Seat</i> (I Do (instructor teaches), We Do (group feedback) You Do (participant teaches))</p> <p>3) Problem behavior is captivating in nature How to avoid the pitfalls <i>Hot Seat</i> (I Do (instructor teaches), We Do (group feedback) You Do (participant teaches))</p> <p>4) Good discipline/classroom management is only a matter of good timing <i>Hot Seat</i> (I Do (instructor teaches), We Do (group feedback) You Do (participant teaches))</p>
12:00 – 1:00	Lunch
1:00 – 4:00	<p>1) Effective Classroom Management: Essential Elements</p> <ul style="list-style-type: none"> a) Identifying classroom routines b) Task analysis of classroom rules and routines c) Teaching classroom rules and routines



	<p>1) A discussion of the literature d) Maintenance of classroom routines</p> <p><i>Hot Seat</i></p> <p>(I Do (instructor teaches), We Do (group feedback) You Do (participant teaches))</p>
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DAY TWO

<p>8:00 – 4:00</p>	<p>1) Classroom arrangement and positioning of students</p> <p><i>Hot Seat</i></p> <p>(I Do (instructor teaches), We Do (group feedback) You Do (participant teaches))</p> <p>2) Communicating with students</p> <p style="padding-left: 20px;">a) Contingent and noncontingent interaction TLC (Teaching Expectations/Looking for Performance/Consequencing Unconditional Positive Regard</p> <p><i>Hot Seat</i></p> <p>(I Do (instructor teaches), We Do (group feedback) You Do (participant teaches))</p> <p>3) Using Prompts (Start-Up and Begin-Again requests) -Vs- Shut Down Requests</p> <p><i>Hot Seat</i></p> <p>(I Do (instructor teaches), We Do (group feedback) You Do (participant teaches))</p> <p>4) Self-Control</p> <p style="padding-left: 20px;">a) paraverbal communication b) nonverbal communication c) avoiding power struggles</p> <p><i>Hot Seat</i></p> <p>(I Do (instructor teaches), We Do (group feedback) You Do (participant teaches))</p>
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DAY THREE

8:00 – 4:00	<p>6) REFOCUS™ - A lesson in how to reactivate disengaged students</p> <ul style="list-style-type: none"> a) I do, we do, you do b) Role play until skill is mastered <p><i>Hot Seat</i></p> <p>(I Do (instructor teaches), We Do (group feedback) You Do (participant teaches))</p>
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DAY FOUR

8:00 – 4:00	<p>School-Wide Management</p> <ul style="list-style-type: none"> 1) The Problem 2) The Solution <ul style="list-style-type: none"> a) Establishing Common or Shared Area Routines <p><i>Hot Seat</i></p> <p>(I Do (instructor teaches), We Do (group feedback) You Do (participant teaches))</p> <ul style="list-style-type: none"> b) Ecological Analyses c) Developing Absolutes d) Building a Village
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DAY FIVE (DAY FIVE ADVANCED TRAININGS)

8:00 – 4:00	<p>Group Exercise</p> <ul style="list-style-type: none"> 1) Developing a shared area routine (hallway or assembly behavior, etc) <ul style="list-style-type: none"> a) Choosing an area of need b) Task analysis c) Developing a lesson plan d) Writing the lesson plan <p><i>Hot Seat</i></p> <p>(I Do (instructor teaches), We Do (group feedback) You Do (participant teaches))</p>
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	<p>teaches)</p> <p>2) Serious and Challenging Behavior</p> <p>a) Responses to Chronic misbehavior</p> <p>1) Management -Vs- curative response</p> <p>3) Emergency plan for aggressive behavior</p> <p>4) Administrative Intervention</p> <p><i>Hot Seat</i></p> <p>(I Do (instructor teaches), We Do (group feedback) You Do (participant teaches)</p>
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Total Contact Time: 32-40 hours



CALL FOR TALENTED TEACHERS

DETAILED DESCRIPTION

PRELIMINARY BUSINESS:

You have arrived here because you believe you are a great teacher – passionate, skilled, and you are excited about the possibility of training other teachers.

This document will answer all of the questions that are important to you. In many ways, we think you will be pleasantly surprised to learn who we are, indeed what we are offering, is just as promised in previous correspondence with you! Now then, let's go forward and get the information to you.

Generally, teachers interested in training for us have four questions right out of the gate. We would like to address those four issues right now, which will allow your mind to follow the plan we submit to you – unencumbered, and with a positive spirit.

1 **Frequently Asked Question #1**
Everyone wants to know how much he or she “will make.” You have heard the maxim, “You get what you pay for.” We believe in that maxim. If we were seeking ordinary folks with ordinary talent, then we would offer ordinary pay. We are not seeking that type of person. We are seeking the very best teachers, and thus, we offer the very best remuneration. When we say “best”, we mean a level of pay commensurate with what the “best” corporate trainers earn. We will be more specific on this matter, later on.

2 **Frequently Asked Question #2**
We are also often asked if one has to “invest” to become a part of our team. No. That is not how we operate. Our business is not for sale, therefore we would not ask you to invest in our company.



3

Frequently Asked Question #3

The most frequently asked question is, “Can I continue teaching while training for CTE?” **We hope you do!** Yes. Being a CTE trainer is set up perfectly for the fulltime teacher. In fact, all of our current trainers are “active duty” teachers, or administrators. The opposite of this question is “Can I train fulltime?” Some teachers ask if they can train fulltime. Yes, but because of the income potential most teachers keep their teaching job and train “when they can,” and some of them make more at this than at teaching.

4

Frequently Asked Question #4

Many teachers wonder if they will be “certified.” After completing our training, you are certified to offer our seminars for graduate elective credit through any of a number of universities that we use. We will also see to it that you to become certified to offer the seminar in your state for professional hours (e.g. clock hours, professional hours, CPDU’s, etc).

INTRODUCTION:

Thank you for taking time to examine this large and informative file. We know you are busy and your time is valuable, and it means a great deal to us that you took time to read about us.

If you are the talented teacher we are seeking, and you find yourself aligned with our core beliefs, then we want to *immediately* speak with you on the telephone.

This document contains specific instructions on how to set up a brief telephone conference with one of our Directors. He or she is an active duty teacher and also trains for the Center For Teacher Effectiveness. He or she will ask a few questions about you and will answer any questions that you have!

BRIEF HISTORY:

We here at the ‘Center’ believe that teachers are amazing people who are doing a better job than ever before – even as they face new and greater challenges in the contemporary classroom. Among all of the tasks that teachers juggle, two are paramount: curriculum and discipline. Neither is more important, nor can one be effective without the other.

Center For Teacher Effectiveness presents trainings to schools and districts that are packed full of techniques and strategies that make the “discipline problem” easy to conquer, and will allow every single one of the participants to go back to their own classroom and teach like never before. In our nationally acclaimed in-service, CTE presents some of the most humorous and heartwarming stories blended with powerful, time tested, proven and practical strategies that fan the flame of enthusiasm and rekindle the love of teaching of in-service participants. This is *the best* in-service being presented anywhere in America. If chosen, you will present this program to other teachers in your state and around America (your option). You will quickly become known as an expert by presenting:



TIME TO TEACH!

ENCOURAGEMENT, EMPOWERMENT, AND EXCELLENCE IN EVERY CLASSROOM!

My name is Karey Kaastad, and I am the Director of National Training at the “Center.” I am also a part time teacher. The “Center” is rapidly becoming the leading provider of teacher education, training, and staff development in the United States and Canada. Our major area of concentration is providing highly useful keynotes, staff developments, in-services, and one-, two-, and four-day seminars for teachers, schools, and districts.

Our innovative ideas are helping teachers everywhere. Our presentations at national, regional, and local conventions, as well as at schools and districts, **receive universal praise.**

TEACHERS WHO TAKE YOUR COURSE BRING THESE SKILLS AND STRATEGIES BACK TO THE CLASSROOM

- ◆ Doable incentives and strategies that can keep unmotivated students on-task
- ◆ More effective methods of giving instructions
- ◆ Skills for evaluating causation and quick cure claims
- ◆ Stand your ground, or walk away? How, when, where, and why to see and take the right course of action
- ◆ Face the “out of control” student: 5 immediate, action steps you should take to help gain control
- ◆ How to establish trust with children...from kindergarten through twelfth grade
- ◆ Specific techniques to stop students from draining teaching energy
- ◆ How to avoid being “your own worst enemy”...back away from strategies that do not work
- ◆ Powerful strategies for helping behaviorally and emotionally sensitive youngsters
- ◆ Methods for creating healthy routines and relationships that bring more organization to the classroom
- ◆ Start handling, even benefiting from negative classroom situations that arise

AND MUCH, MUCH MORE...



You have been to seminars before. It's a "hit or miss" endeavor. The Center For Teacher Effectiveness has been nick-named the "Tools for Tomorrow *not just* Theory For Thought" company, because our classroom management training emphasis is placed on highly practical ideas which can be immediately implemented when participants return to their classrooms. Yet, our training is highly motivating. **We not only train...we entertain!**

We take "hit or miss" right out of the equation and strike a bull's-eye training performance that is highly informative and fun. Your audience of teachers will love it. Guaranteed.

We have earned a sterling reputation and impressive school client list by being exceptionally good at what we do.

Yours in education,

Karey Kaastad, Director of National Training

WHAT TO EXPECT:

So far, you have demonstrated a great deal of "stick-to-itiveness," by reading all of our information and continuing to the next step. That kind of follow through is important, and all successful people possess such qualities. Teachers like you bring enthusiasm, professionalism, and integrity to our program.

CTE enjoys a sterling reputation across America, mainly because we will pursue those teachers of the highest 1) moral, 2) professional, and 3) ethical standards – and also those who also have great passion for education and helping others, and teachers who also possess superb speaking and training abilities.

After you finish reviewing what we have to offer, it will be our job to evaluate you. We will ask that you submit your resume to your Director, along with a two page essay on why you want to train other teachers, and why you will be an exceptional trainer. Our committee will meet, discuss your materials and then if we choose to go forward you will receive a call from Headquarters.

A MESSAGE FROM THE CTE TEACHER

Dear Colleague In Education:

We can as professionals assist other teachers in powerful ways, by training them how to work effectively with all students. We can give them more Time To Teach!

Our trainings are specifically designed for educators who are looking for answers, and are filled with information that every teacher can use to understand, engage, and effectively teach all students in their own classrooms... like never before!

I hope you are eligible and interested in becoming one of our elite trainers. CTE is pursuing the very best educators America has to offer to present ideas and strategies, which help children and other teachers, everywhere!

It is possible to teach the disrespectful to be respectful, the unmotivated to be motivated and the irresponsible to be responsible. Indeed, we will teach you how to teach others to "teach with passion...and manage with compassion."

Warmest Regards

CTE Teachers!



The SOURCE for
Classroom Management

OUR COMPENSATION is at the top

of the
education industry

and can be far better than
that earned by corporate
trainers.

**We will share our
compensation package
with you**

when you have
successfully completed
your interview with one of
our National Directors.





NOW THEN, WHAT ELSE CAN AN ASSOCIATE DO?

EDUCATIONAL CONFERENCES

You are well aware that there are hundreds of educational conferences in your state every single year...all kinds of different themes – all throughout the year. The superb news is that no matter what the conference theme our powerful classroom management strategies are always welcomed as timely and important breakout topics by conference organizers...even sought after. They are also well attended.

For example, an Associate in Nebraska just presented two breakout sessions at a reading conference in Omaha. The conference organizer had to keep adjusting room space as the teachers attending the reading conference were signing up in droves to learn how to successfully manage their reading students. Our Associate in Ohio presents to standing-room-only crowds at the Ohio Association of Elementary School Principals each year. Each year he receives rave reviews. Each year they book him for the next conference. Each time he presents it leads to many on-site trainings, in schools and districts across the state of Ohio. Read the letter he wrote to us following one of those breakout trainings in Ohio:

*To: Director of National Training
From: Chuck DeWayne, CTE Associate*

"I presented in two breakout sessions at the Ohio Association of Principals conference last week. My sessions were well attended - in fact were standing room only. I spoke to well over 150 principals in both sessions. The turnout and response was awesome! I sold every book I took with me - over \$1500.00 worth of materials! I could have sold the same amount the second day if I had enough materials with me. Mine was the last seminar on second day and many people had to leave quickly, but I gave out order forms to more than 50 people that day. I already have 2 confirmed school trainings and 6 more tentatively set if we can settle on a mutually agreeable date - all at my daily rate of \$2100.00 per day, plus expenses."

A Message From The Center For Teacher Effectiveness:

Read and then reread the previous passage and then you do the computations.

Associates apply to present breakout sessions at conferences of their choice. Perhaps you want to present at conferences near your home, or a specific conference theme of your choice (i.e. special education, reading, technology, etc), or conferences on certain dates that correspond to when you can present, or at a conference you were already planning on attending! It costs nothing to present at conferences – except for your time, and now you know how profitable it is. Equally important, it is fun and professionally rewarding to share ideas that will help those teachers who have come to listen to you!



All of us have attended such conferences. We listen to the keynote speaker and then scramble out of the keynote hall in search of the best breakout session. As you know, it is extremely important to get to that room as soon as possible to get a good seat. The good breakout sessions fill rapidly. Ours do. In fact, it is not uncommon to have crowd spill over into the hallway, which is a bit annoying for the people in the room and for the conference organizers, but always great news for the Associate!

No matter what the conference theme (i.e. reading, writing, special education, technology, math, Cherish the Children, Renaissance, etc, etc) every teacher is there to learn more about their topic – but also every one of the teachers there, regardless of their level of teaching expertise, would love the opportunity to learn how to be a more effective teacher. You will be presenting at that conference! You will be in the conference bulletin. We have taken all the guesswork out of successfully presenting at these conferences. We have been presenting the following list of high-interest breakout session topics for years. They have been successful for us, and they will be successful for you.

Read over the following titles and breakout descriptions and you will understand why teachers flock to these sessions. Presenting at conferences is a smart strategy because it leads to many, many on-site trainings.

SUCCESSFUL BREAKOUT SESSION TOPICS (THESE ARE JUST A FEW!)

1. REFOCUS™: The Most Powerful Solution to Problem Behavior

At the core of our nationally acclaimed program is the strategy of REFOCUS™, and it is unquestionably the most powerful solution to problem behavior ever developed for the classroom teacher. By effectively using REFOCUS, the classroom teacher will have fewer disruptions to teaching, more Time To Teach and more energy and fun than ever before. You will learn that when behaviors are addressed early and consistently, without giving multiple requests and repeated warnings, your classroom will run smoother than you ever thought possible!

2. Absolutes???: Absolutely!!! Draw a Line in the Sand!

The backbone of any good discipline plan includes not accepting certain behaviors, EVER! Absolutes: What are they? Who makes them? How do you guarantee their success? Effectively creating absolutes throughout your classroom and school will enable your discipline program to work and ensure more Time To Teach as well as more community and administrative support than ever before. Learn why students, teachers, parents, and community members love Absolutes...and learn how to create them!

3. Disruptive Students: Always early, Never Sick!

In every classroom in America, there is at least one child that makes the teacher wonder, "If only he or she was not in my class, this year would be great!" Have you ever noticed that these are the children who NEVER miss school? Our strategies will help you recognize the needs of these students and supply you with strategies to reduce problem behavior immediately. Learn things today that will help you in your classroom tomorrow.

4. Why Doesn't My Discipline Program Work? Abolish "Cottage Industry" Discipline Plans!

Learn how traditional discipline plans create more work for you, the teacher! Never again, rely on gimmicks and tricks to promote positive behavior in your classroom. Besides, when you put a child's name on the board and tell him that after three "checks" he loses recess. . .the message is clear. "Go ahead, misbehave three times, the first two are free." Practice makes permanent and not perfect. . .and by letting misbehavior occur "two times" you are strengthening the pattern of events you were trying to eliminate to begin with!??? Let us show you a much more powerful strategy.



5. TLC: Much More Than Just Tender Loving Care!

TLC is more than you might think. Although tender loving care is an essential part of every child's life, there is more needed to run a highly effective and fun classroom. **TLC** provides a way for teachers to; **T**each expectations, **L**ook for performance (monitor), and **C**onsequent behavior. The most unchallenged assumption in American schools is that children are arriving to school ready and willing to behave. We assert that many students do not know how, and are not ready to behave. Let us show you how to teach all of your students the skills they need to be successful learners...BEFORE INSTRUCTION STARTS. .and then let the learning begin!

6. Hug 'em...Or Hang 'em...What To Do With Noncompliant Students?

Be careful which approach you use in your classroom. There are drawbacks to both the authoritarian (heavy handed) and the permissive (wishy-washy) style of classroom management. In the authoritarian classroom, the teacher response is typically to "hang," or punish, the student for noncompliant behavior. This type of environment can lead to resistant and rebellious behavior. On the other hand, in the permissive classroom the teacher believes that giving big warm hugs will cure every child's ills. Ignoring misbehavior, however, can lead to chaos and disrespect in the classroom. There is a better alternative. We believe that caring can be orderly, and our approach gives kids choices and then holds them to those choices.

7. Teach With Passion, Manage With Compassion

Time, it has been said, is the coin of learning. Yet every teacher has known the frustration of losing valuable instruction time to matters of discipline, just as every student has known the frustration of losing valuable learning time to matters of discipline. For some teachers and for some students, the amount of time lost is very great. Our strategies are proven to restore that lost time to teachers and students in a way that is simple, fair, and mutually respectful.

8. Violence in Our Schools Today...~~What Can We Do?~~ What We Can Do!

Research as well as daily headlines proclaim that aggressive and violent behaviors are increasing among children and youth in America's schools. We are all alarmed by the increasing numbers of youth who confront their parents, teachers, and school personnel with persistent, threatening, and destructive behaviors. In the aftermath of recent tragedies in American schools, it is all too clear that violence corrodes the educational process and threatens the safety of students and teachers. Our program contains both theories and techniques. The theories will provide an understanding of low-level behaviors, and how they impact children, classrooms, and teachers. The techniques will demonstrate how those behaviors can be eliminated.

FOLLOWING THE BREAKOUT...

These breakout sessions generate a ton of interest. Expect groups of educators to flock to the front of the room as you conclude the 45-90 minute breakout session. Some are excited teachers, others are principals or decision makers. Regardless of the job description of those standing around you, the two questions that you will hear are; 1) "Do you ever come to a school and train?" ("how much" usually follows), and, 2) "Do you have any materials with you?"

All of our Associates have three or four boxes of materials conveniently stacked beneath the tables, or materials displayed on a table somewhere in the room because they know the participants will ask for them.

On some days, you just cannot bring enough materials (as happened to Chuck DeWayne in the example given above). Indeed, the most frustrating part of presenting successful breakout sessions (this is a good problem) is that it is hard to sell materials to people fast enough so that they can get to the next session.



Selling thousands of dollars worth of books is not unheard of following a breakout session. However, that is but the tip of the iceberg.

Recall question #1 directly above. “Do you ever come to a school and train?” The answer, of course, is yes. That is what we do. On-site trainings carry a fee of \$1500.00 to \$3900.00 per day (set by you and the Director (\$1500.00 is a minimum)), plus all travel expenses. When you do an exemplary job of presenting your strategies at conferences, you will be asked to train on-site at school buildings. That is a fact.

Depending upon the size of the breakout session crowd, it is not uncommon to receive 3-5 requests – often more – for on-site trainings. Many times a principal will request a date and time on the spot. Other times, you will receive calls from administrators of teachers who listened to you speak...immediately and sometimes months later!

ON-SITE TRAININGS (ONE-DAY)

We have already shared the “suggested” daily fee you will charge when training at a school building. To begin with, we allow your Director to adjust it to your comfort level (but never below \$1500.00).

When you train on-site for one school in a district, the word spreads. Our program usually has a powerful enough impact on a building that the word spreads quickly within the district. Principals and administrators, parents and teachers talk. When things are going good, others want to know why. It is very common to train in one school within a district, and then be invited back to train in other buildings over the years. It is also common to retrain at previous schools as staffs attrit and change over the years. One way or another you will be asked to come back and retrain in buildings where you have previously trained, or train in buildings where you haven't.

SUPER SEMINARS

These are fun. Invitational's are seminars conducted in upscale hotel banquet rooms. You receive brochures in your mailbox at school advertising seminars like these all the time. Well, now you will be doing it with our help and guidance! Your Director will schedule these events.

HOW DO YOU MAKE THE TEAM?

Please understand that professional qualification is somewhat difficult. We are looking for very well respected, hard working, articulate, compassionate teachers who love to smile, tell a story or two, who are engaging personalities. Our program will make you shine. . .it is a fact. But, you have to have a bit of luster to begin with! Frankly, the most important element to us is your personal and professional capability.

Reread the preceding paragraph again. Search your soul. Be honest with yourself. Have we described you? If so, there is a very good chance we will accept you.

IF WE CHOOSE YOU, WHAT ARE YOUR OBLIGATIONS.

If everything that has been said sounds too good to be true, it is not. However, we will expect much of you if we choose you and compensate you as outlined. We have high standards.



An invitation means we have chosen to see you in action and we are interested in you becoming a trainer for us. The next step is for you to determine if you will go forward.

You have learned that we are giving the right teachers a truly extraordinary chance to make a mark professionally, but also a tremendous financial opportunity. We have provided **real and typical** information to let you glimpse inside this wonderful corporation.

THIS IS AN INVITATION ONLY SEMINAR. AN EXCITING FUTURE STANDS BEFORE YOU.

After you get the invitation:

- You arrange and pay for your own travel. Do not worry! – we have logistics staff that can help. We travel everywhere, all year long and know how to get the best travel prices. We will send you all of those tips! This can be an inexpensive trip. **Note:** Although it is a working trip, there will be time for exploring and we suggest you bring your significant other.
- There is a mandatory, nonrefundable, training fee. That fee covers your training fee in a facility with the program developer and national and international trainer and keynote speaker, and author of five educational books, as well as a team of National Directors (current national trainers) who went through this very same training and who have been successful for years! The ~~^æ^ ÁãÁ~~ training fee is \$675.00.



YOU SHOULD CONSIDER THE NEXT TRAINING...

Bottom line, many of our trainers are training and earning within weeks of undergoing our training.

If you apply and are selected as an Associate trainer you will first be trained in our program and will practice it in your classroom (or school if you are an administrator or specialist) until you are an expert. Having some time to do that is imperative! It will get you ready for trainings sooner!

You will learn the program inside and out. The nice thing about being an Associate trainer is that the program you have been taught will help you excel in your classroom like never before. You will be teaching at peak performance and, likewise, your students will be learning at the same pace.

As an Associate trainer you will have the option to train – or not. Occasionally, you may be asked to train on a school day and if you have a personal or professional day that you can take that is not in conflict with your district policy then the training day will be yours. More often, you will be asked to train on “off” hours such as 1) evenings, 2) Saturdays, 3) a day or two or more on a spring break, 4) during summer break, etc....

Private time is private time. We honor the desires and needs of all human beings. You will never be **expected** to train but will always be **offered** the chance to do so. One of you will always be eager and willing. We know that.

To be an Associate trainer is an opportunity to have a profound impact on the teaching profession within your state. It is an opportunity to make a “larger” contribution to your profession, and to be paid for doing so.

“OUT OF THE BOX” CREATIVE WAYS TO BECOME AN ASSOCIATE

We didn’t think of these strategies. Teachers who have become Associates did.

One Associate took the materials they received directly to the directors of curriculum (elementary and secondary), and told them that they would present a program to their school staff on state-in-service days, or early release days, in the evenings, or on Saturdays, etc, and that they would offer the staff college credit for taking the courses. Attendance, of course, was optional. The Associates only stipulation was that every teacher have a book. Two large middle schools wanted the training and together they bought over 400 individual books from the Associate at \$20.00 per book. What a great idea! In turn, the Associate will train in schools helping other teachers for years to come. The Associate can offer his course for college credit. The teachers in this district love it! It helps them in so many ways. It helps them earn the units they need for certificate renewal, it helps them move up the salary schedule, and most important...it helps them to teach like never before!

Here is another creative strategy, but for this one you will have to recall our daily on-site training fee. One Associate asked the district to pay for his training (we would have never thought of this strategy, and honestly would have been too bashful to ask, but we are always amazed how motivated teachers find creative ways to do this).

The Associate talked to leaders of the district and offered to train her staff on statewide in-service days, early release days, etc.... The Associate agreed to present one school training at no cost, which CTE agreed to. The Associate offered waive entirely his daily fee if the school district would pay for the Associates training (in this case the travel to ~~class~~ and the training fee).



The school leaders agreed that this was a great idea, because to send the Associate to be trained was only to cost about \$840.00 dollars. The school district paid for the Associates training and received a highly prized and powerful training (valued at over \$5000.00)! A win-win idea all the way around.

TO PROCEED

As a matter of courtesy and professionalism, we will not contact you again. But we do want you to contact us!

We respect your privacy. It is up to you to initiate further discussion. Interested teachers often make immediate contact after reading this document because the possibilities are exciting and endless, and yes, lucrative.

You may have many questions at this time. This is natural.

Rather than writing back and forth, we ask that you call and ask your questions. We can cover much more ground that way. You will speak with one of our Director's from the CTE who has personally trained thousands of educators over the past decade.

You have read the large file we initially sent you (or which you accessed via the internet), including a book chapter, and have learned about our heritage, history, and philosophy – and now you have an understanding of the Associate trainer position now open.

If you are the top-notch teacher we have alluded to throughout our presentation thus far, then we are eager speak immediately with you. Your personal contact telephone number is at the end of this document.

CLOSING

There is prestige in being an Associate trainer. You provide a long lasting and positive impact on our educational system.

The best applicants will be selected on a first-come-first-serve basis and when we have identified the correct number of Associates, the interviewing concludes. No exceptions made.

YOUR TURN

The next step is yours. Teacher, if you are super talented then we urge you to apply to become an Associate trainer today.

Many are called upon...few are chosen. Are you the one?

Our "call for trainers" has produced a swell of interest in this phenomenal position, **and has also peaked interest in our program and our trainings in your state.**

Regardless of which path you chose, we wish you the very best of luck in your personal and professional endeavors as well as in your decision making process.



Yours in education!

Warm Regards

Karey Kaastad

Karey Kaastad, Director of National Training
Center For Teacher Effectiveness

THE NEXT STEP IS ON...

THE NEXT PAGE!

Thank you for reading this lengthy document. I know how busy you are and I want to express my sincere gratitude to you for making time to investigate this opportunity.

Please immediately contact the person who told you about this opportunity or who placed the advertisement about this opportunity.

**Contact that person after watching the webinar to schedule a phone chat/interview. You must watch the entire webinar to qualify for an interview. Sorry, no exceptions.*

During the phone chat we will answer all of the questions that are important to you. If you haven't already, [click here](#) to watch the webinar.

Yours in education,

Richard G. Dahlgren

President & CEO,

Center For Teacher Effectiveness and Time To Teach!