

Comparison of Popular Classroom Management and Discipline Books Available - 2015

Teachers and schools today have a great variety of options to consider when it comes to classroom management and discipline books, programs and systems. Each option has its own unique advantages and/or disadvantages. The table below compares some of the most commonly used approaches across a series of criteria.

Leading Classroom Management and Discipline Approaches - 2015	Transformative Classroom Management - Shindler	First Days of School - Wong	Assertive Discipline - Canter	Beyond Discipline – Kohn	Teach Like a Champion - Lemov	Conscious Discipline - Bailey	Positive Behavior and Intervention Supports (PBIS)	Restorative Justice
Comprehensive approach to Classroom Management and Discipline	YES	Some/Mixed	YES	Some/Mixed	Some/Mixed	Some/Mixed	Some/Mixed	NO
Provides practical strategies to create a high function classroom in any school	YES	Some/Mixed	Some/Mixed	Some/Mixed	Some/Mixed	Some/Mixed	Some/Mixed	Some/Mixed
Step-by-Step system for creating the student-centered, self-directed, classroom community	YES	NO	NO	Some/Mixed	NO	YES	NO	NO
Step-by-step process for creating a collective class social contract	YES	Some/Mixed	Some/Mixed	Some/Mixed	Some/Mixed	Some/Mixed	Some/Mixed	Some/Mixed
Practical strategies to create 100% attention and engagement	YES	YES	YES	NO	YES	Some/Mixed	NO	NO
Provides support for a student discipline system	YES	Some/Mixed	Some/Mixed	Some/Mixed	Some/Mixed	Some/Mixed	Some/Mixed	YES
Takes an integrated approach to management, instruction and assessment	YES	YES	YES	YES	YES	Some/Mixed	NO	NO
Systematically encourages school climate quality improvement	YES	NO	NO	YES	Some/Mixed	YES	Some/Mixed	Some/Mixed
<i>Recommends only practices that promote healthy outcomes in the long-term.</i>	YES	NO	NO	YES	Some/Mixed	YES	NO	YES

YES = Addresses area purposefully and thoroughly.

Some/mixed = Treatment of this area is either incomplete or includes problematic content

NO = Either does not intend to address this area or treatment is very minimal

Transformative Classroom Management (TCM) Compares Favorably

As seen in the table above, the fundamental principles and practical explanations included in TCM compare favorably to other approaches. TCM can be used in any school to increase the function and quality of the class. It is practical and provides step-by-step explanations. One feature that makes TCM unique is its clear and concrete explanation for how to create the high function student centered (vs. teacher-centered) classroom community. TCM provides a roadmap for improvement and regardless of the starting point, using TCM any classroom can move up to higher levels of function, ease, emotional well-being and performance.

TCM is valuable for teachers at all points in their career and schools in any situation

Teachers Preparation textbook or supplement – TCM provides the how-to for pre-service teachers who need to know what to do to hit the ground running, but also understand what it means to create the high functioning classroom and their students' social and emotional well-being defined by a psychology of success. TCM is a complete treatment of classroom management and discipline so it works as a stand-alone and complete resources.

New Teacher In-service and resource – TCM provides new teachers the go-to resource they need to begin their growth as a teacher with high functioning principles and practical strategies to be effective right away. They can achieve high function very early and they do not have to wait until Christmas to smile.

Experienced Teacher enhancement – TCM provides teachers of any experience level ideas to move to the next level of performance. It also helps the experienced teacher better recognize the strategies and habits that they employ currently the may best be modified or ceased. The teacher style matrix is helpful for any teacher to self-assess their basic intentions and how they might reconceive their goals as a classroom manager.

School Improvement Resource – TCM outlines the practices and principles for moving a school to the next level. Combined with the ASSC pathway, TCM is the roadmap to a clearer understanding of what "good" looks like, and the GPS to knowing what to stop doing, change or do more of. For schools that are already good, TCM outlines how to move from the common practices that define schools that are stuck at adequate and help them move to excellent. When TCM practices were used in schools consistently, the achievement in those schools represented over a 90tile level of academic performance and level of school climate.