

CLASSROOM MANAGEMENT PLAN

Teacher: Sharpe School Year: 2012-2013 Room No.: 10 Grade Level: 5th

School-wide Expectations

1. *Be Responsible*
2. *Be Respectful*
3. *Be Ready*

Location to Post School-wide Expectations

In front of classroom so expectations are visible to all students.

Structuring For Success

I need a:

- Tightly Defined Classroom Management Plan
- Slightly Defined Classroom Management Plan
- Lightly Defined Classroom Management Plan

Attention Signal

Raise arm and say, "I need attention in 5...4...3...2...1" Wait for all students to respond.

Classroom Rules

1. *Keep hands, feet and body parts to self.*

Rationale for Rule:

Keeping hands, feet and body parts to yourself shows respect to others. When people keep their hands, feet and body parts to themselves, materials don't get lost or damaged, students aren't disrupted and there is less chance of anyone being provoked or getting hurt.

2. *Complete work neatly and by time due.*

Rationale for Rule: *Part of being responsible and ready is getting work done on time and completing work neatly. Getting work done on time provides students extra practice. The teacher then has the opportunity to review the work, determine whether or not all students have mastered the skill and provide feedback to each student. Completing work neatly, makes it easier to read, when work is getting corrected. We also show pride in our work when we complete work neatly.*

3. *Stay in seat during instructional times.*

Rationale for Rule: *Staying in your seat during instructional times keeps everyone safe and working hard. When students leave their seats and move around the classroom while other students are trying to work, it may become disruptive. It is also difficult for the teacher to teach when students are moving about the classroom. The teacher needs to have everyone's attention and seated so (s)he can make sure students are paying attention and able to respond to questions that are being asked.*

4. *Follow teacher directions the first time*

Rationale for Rule: *When a teacher doesn't have to spend a lot of time waiting for all students to follow directions, there is more time for teaching, which means more learning can occur. Learning to follow directions the first time is an important skill that will make you successful in school and successful on a job. Following a teacher's directions shows respect and lets the teacher know that you are in school to learn and do your best. Someday, you will have a job and your boss will expect you to follow his or her directions just like your teacher does now. People who are able to follow directions and work hard, are much more successful in school and on the job.*

5. *Be in your seat with all necessary materials when the bell rings.*

Rationale for Rule: *The bell ringing is a signal to the teacher that it is time for instruction to begin. We want to use every minute of class time for instruction and not waste any time. When students are in their seats with all the materials they need during that instructional time, the teacher has more time to teach and students have more time to learn.*

Location to Post Rules

In front of classroom so they are visible to all students.

Location To Post “What If?” Chart

(“What If?” Chart completed and attached to Classroom Management Plan)

Next to classroom rules

**Behavior Expectation Matrix for Classroom Procedures/Routines and Transitions
(completed and attached to Classroom Management Plan)**

Check when completed and attached

**Lesson Plans For Classroom Procedures/Routines and Transitions
(completed and attached to Classroom Management Plan)**

Check when completed and attached

Procedures For Acknowledging Behavior In The Classroom GOAL: 4:1 Ratio of Interactions

- *I will focus on acknowledging students using a 4:1 ratio whenever they are demonstrating compliance with rules, school-wide expectations, and classroom procedures.*
- *I will prompt mild misbehavior, by acknowledging other students in the classroom for their appropriate behavior.*
- *I will provide praise that is descriptive and contingent on the behavior.*
- *I will use intermittent rewards such as special privileges for the whole class and special jobs both in and outside the classroom.*
- *I will use the school-wide tickets for students demonstrating responsible, respectful, and “ready” behaviors.*
- *If necessary, I will create a class-wide motivation system that includes “Mystery Motivator.”*

Procedures For Correcting Misbehavior (including teaching that may be necessary)

Keep voice neutral and business-like.

Teach (at a different time if necessary) any behaviors that a student or students are unaware of, or do not have ability to demonstrate.

Practice correcting behavior fluently and explicitly

Avoid harsh, sarcastic, critical corrections

Beginning and Ending Routines

Classroom Entry Routine: *As students enter the classroom, I will stand at the door and greet them. Students will go to their assigned seat, and begin the “bonus points” activity and their independent “work” check if they have had an assignment to complete with the exception of Language Arts and Math.*

If I notice any student in need of behavioral support upon entry, I will ask that student to “check in” with me as others are entering. This will allow me an opportunity to defuse any potential behavior issue and determine what the student may need in terms of support.

When all students have entered the classroom, seated, and completing their morning task, I will complete the general “housekeeping” tasks (i.e., attendance, lunch count, announcements). Once the general housekeeping tasks are complete, I will circulate and collect any homework assignments that were due (excluding Language Arts and Math). I will check to make sure each student completed their Language Arts and Math assignments. Students will check their own work during those two academic periods. I will provide the solution to the “bonus activity” and students will check their work. Within 5 minutes of the bell ringing, we will begin Language Arts.

Routine for tardy students: *Students who are tardy will “log in” on the tardy folder. They will check the box indicating whether their tardy is excused or unexcused. If their tardy is excused, they will tape their tardy slip from the office onto the folder. The student will begin participating with whatever the rest of the class is engaged in. When there is an opportunity for me to check the tardy folder I will check the folder to determine whether the student has an excused or unexcused tardy. If the tardy is unexcused, the student will be required to stay in the classroom for 2 minutes before going to lunch.*

Routine for students who have been absent: *When a student has been absent, they will go to the folder next to the bulletin board entitled, “Assigned Work for*

(date).” The student will copy assignments needing completion into their school assignment agenda. Before the end of the day, the student will need to have me review their agenda. Once all assignments have been entered into their agenda, I will initial their agenda which indicates all assignments have been recorded in their assignment agenda. The number of days the student will be allowed to have all assignments completed will be equivalent to the number of days they were absent i.e., student was absent 3 consecutive days, they will be allowed 3 consecutive days to complete their assignments).

Routine for students who come to class unprepared (all necessary materials, and assignments):

If a student does not have a pencil, they can borrow a pencil from the “road kill” can (pencils and pencil stubs found in and around the school). If they need paper, the paper will be placed next to the “road kill” can. If they do not have their textbooks or workbooks, they will sign one out from the “borrowers” shelf. Students who must “borrow” materials will lose locker privileges after the third occurrence of borrowing.

Routine for checking each student’s assignment agenda: 20 minutes before dismissal, students will be provided with a “study” time. This time will be utilized as an independent work time to allow me to check assignment agendas and get students ready for dismissal. If a student does not have any work to complete (finishing all work neatly and accurately early), they will be allowed to assist as a “checker” or engage in a classroom job. “Checkers” will assist any student(s) with questions on assignments they are working on or check some of the student’s independent work. I will be circulating through the classroom to review “assignment agendas” and make sure that each student has recorded each assignment in their agenda. If there are no students requiring assistance and no jobs for students who finish work early, they may choose one of the options from the “free time menu.” If a student does not engage in an activity from the “free time menu”, they will be required to sit in their seats and do independent reading.

Routine for dismissal: Students will learn that the bell is a signal for me to get the students ready for dismissal. Once all announcements have been made, and anything being sent home has been distributed, I will begin dismissing students by rows. Students will need to sit quietly and wait for their row to be dismissed. Rows that will be dismissed first, will be rows that are sitting quietly, have all their materials organized or put away, and are facing me.

Procedures for assigning classwork and homework: *During the first month of school, I will model how assignments should be entered into an “assignment agenda” by writing each assignment on the board at the end of each instructional period. As students become more proficient in accurately completing their assignment agendas, I will fade this prompt out. Assignment agendas will be checked regularly until each student is able to consistently and accurately complete their assignment agendas and submit completed work on a regular basis.*

Procedures for collecting work: *All work outside of Language Arts and Math will be collected first thing in the morning after students are all seated and I have completed the general “housekeeping” tasks.*

Procedures for checking student work and providing feedback: *Whenever students are working independently I will circulate and check how well students are able to independently complete their work. This time will be essential for me to determine whether all students are mastering skills and can independently perform tasks. I will focus on lowest performers first. If I notice a pattern of errors with most students, I will provide more scaffolded support by gaining attention, and informing students that I need to teach the specified area a little bit better. I will reteach to the whole class. If I notice that a small group of students are struggling with certain tasks, I will continue instructing that group of students in a small group, while the other students work independently.*

During Language Arts and Math all students will check their own work as a comprehension strategy. All work will be completed in blue ink. Students will check their work with red ink. Errors will be crossed out in red ink and correct answers will be written in red ink either above or below the incorrect response. Once the lesson is complete and independent work begins, I will circulate to assist some students and collect the work that students checked and corrected.

All other work will be submitted into the “work complete” basket. Once my student assistants have corrected the work and I have provided feedback on the work, I will enter percentages and/or grades. I will place the work into each student’s folder.

Procedures for keeping records and providing feedback to students: *My goal is to have work returned and provide feedback to students by the next day or at the*

latest, two days after completion. I will have student assistants correct some work, to meet this goal. All work will be graded and recorded, then returned to student with feedback. I will make a note of students who are not at mastery, and work with them in a small group. Students will be expected to correct essential errors in all subjects and “fix up” messy work.

Procedures for assignments that are late or missing: 10% of the total possible points will be deducted from every late assignment. Students will have one week to turn in assignments, if an assignment has not been turned in within a week, the student will receive a zero for that assignment. A family contact will be made (note home, email, phone, text) to inform the parent that their son/daughter is falling behind on their classwork. Students who do not consistently complete their work will be asked to attend a conference with me and their parents. If conferencing with the student and parent does not resolve the problem, the student will be referred to the Behavior Response Team.

Procedures For Independent Work Periods

Any new or difficult tasks will always be presented by having me model completion of the task or model a “think aloud.” Guided practice of each task will be provided and once I am able to determine that students are responding to each task with about 90% accuracy, they will complete the tasks independently. If some students struggle with the tasks, I will work with those students either in a small group or independently. Independent work times will not exceed 30 minutes. Some tasks will be completed with a partner, some tasks will be completed independently, and with some tasks students may choose to work with a partner or independently.

The classroom procedures for each subject will be posted and visible to all so they will know exactly what is expected of them.

If a student needs help during independent work they can quietly ask another student, make note of their question and then continue working until I am available. Students may also display their “red” card indicating they need help, then continue working until I have an opportunity to help them.