

Effective Classroom Management Plan

2016-2017

Essential Features

Teacher: **Roger Groom**

Grade/ Subject: **6th/8th Grade Science**

School: **Mt. Tabor Middle School**

CLASS RULES AND EXPECTATIONS

Guidelines for Success are prominently posted, taught and referred to when discussing classroom behavior. Guidelines are overall guiding principles for student attitudes and behavior. If school-wide expectations or ***Guidelines for Success*** are in place, they are used in the classroom, as well. Students can identify guidelines when asked and can describe the meaning of the guidelines:

Overall Guidelines:

T = Teamwork: take pride in building and school grounds

A = Achieve: plan for your future, and ask for help

B = Be Safe: take responsibility for your choices, and use positive gossip

O = Organized: use your planner, and keep you binder and locker clean

R = Respect: use kind words and actions, and be an ally

3-5 Classroom rules, positively stated and posted prominently and linked to your *Guidelines for Success*. Rules are observable and refer to specific behaviors. Rules are observable behaviors teacher expects all students to exhibit (or not exhibit) in the classroom:

Classroom Guidelines:

T = Teamwork: encourage others to succeed, and work together in group and activities

A = Achieve: do your best, ask for help, and use Advisory time wisely

B = Be Safe: create a positive environment, be an ally, and use materials correctly

O = Organized: use your planner, keep your binder clean, and make time for home education

R = Respect: use kind words and actions, honor teacher's authority, and pay attention

In addition to the school-wide overall and classroom guidelines, I also post "Be Honest" and discuss the need for honesty in all situations, even if it's difficult to do so.

Plan is in place to teach, and re-teach classroom rules throughout the school year, including after breaks in the school calendar. Rules are quoted when students need to be redirected:

Taught at beginning of year as part of normal activities, both in Science and Leadership classes, and in Advisory. Rules are reviewed after Winter and Spring breaks.

Hierarchy of consequences for rule violations are identified and directly taught to students. Rule violations and other misbehaviors are corrected calmly, consistently, briefly, and immediately. Consequences will be given at the lowest level considered necessary to change the student's behavior:

As stated in my behavioral policy, there are warnings, movement to another part of the room, removal from room if behavior does not stop. If warnings do not curb specific behavior, then time will be spent with me at a prescribed time and a call home.

ORGANIZATION

Attention signal is identified:

Signal is audible, visual and portable

"If you can hear my voice, clap once. If you can hear my voice, clap twice." Statement is repeated until class is quiet.

Desks/ room arranged so that all students are easily accessible by the teacher and necessary materials and supplies are accessible to students in an orderly fashion:

Desks are arranged in groups of 4 with ample room in between for movement. Materials are all placed where they are easily accessed by students. Tubs are provided on all desks for commonly used supplies and will be filled with necessary materials for activities. Science labs have supplies either placed in separate tubs in lab area, or resource managers control picking up and returning supplies to designated spots.

Policy and procedure for tardies /absences:

Tardies: Students are expected to be in seat when bell rings and have done the required actions on the overhead projected daily to-do list. Students walking in after bell rings must present a pass or I will record their name on a list. Students have 2 'free' tardies, and given warnings to be on time. The 3rd and subsequent tardies result in spending 30 minutes detention at a prescribed time with parental notification. If tardies continues to be a problem, student is referred to office for future violations.

Absences: Students are expected to be responsible for making up missed work, either by turning in what was already due, or completing assignments given in absence. I keep a daily calendar on my website that students check when they walk in the door after being absent. The calendar notes what was done on each day, what handouts were given, what home education was assigned, and due dates for any assignments. Students then go to the Assignment Crate, organized by date, and get the handouts they need. If the calendar does not provide enough information on what to do, they ask a groupmate, and if they need additional help, they see me during Advisory to work out revised completion deadlines or to make-up labs.

Policy and procedure is in place for turning in assignments:

In-trays are on shelves right as students walk in the door. On the overhead will be posted to turn in a specific assignment, which they do in the in-trays. Students have a few moments to turn in

work, and then I collect them so as to minimize students trying to complete home education during class time.

Grading policies and procedures are established and communicated:

Grading policies are explained in Policy and Behavioral Policies Newsletter which required parent/guardian signature. There is an additional lengthier letter that explains the grading policies in more detail.

Daily schedule is prominently posted:

Written on front whiteboard for each class.

Daily and monthly assignments are posted:

There is a "Current Assignment" flipchart pad at front of room which displays due date, assignment title, grade (either 6th or 8th), Effort vs. Academic assignment, and the date assigned. As more assignments are given, the top sheet of the flipchart stand is kept, moved below the pad, and posted for reference. Furthermore, any assignment given is written in planners, and posted on my website calendar.

CLASSROOM PROCEDURES

Expectations are presented in a written format and are communicated to students before each activity.

For each common routine and transition, expectations are established that address teacher's expectation for:

- **Conversation-** Under what circumstances, if at all, can students talk to each other during the activity?
 - Discussed before each activity. Groups are told when they can discuss something with one another, in labs they are supposed to talk to each other, and other than that, they need to raise their hands or I will call on students randomly.
- **Help-** How do students get their questions answered during the activity? How do they get the teacher's attention?
 - During classroom instruction, students raise hand. During labs, there are group roles and the Team Communicator will call me over if the group cannot answer someone's question.
- **Activity-** What is the activity? What is its intended objective/ end product?
 - Discussed before each activity, posted on PowerPoint
- **Movement-** Under what circumstance, if at all, can students move about during the activity? e.g., Can they sharpen a pencil?

- Students may get up and move freely as long as it doesn't interfere with classroom instruction.
- **Participation-** What does appropriate student work behavior during demonstrate their full participation?
 - Students raise hand, or I have individual cards I sometimes use to randomly call on students (unless on IEP/504 that specifies not to be called on in front of a class). During group discussion times, everyone shares their ideas while others listen.

A plan is in place to teach the expected procedures for all specific transitions and routines at the beginning and throughout the year:

There is a plan to do this, and is very clearly explained at beginning of year and consistently reinforced all through the year.

A plan is in place to teach behavioral expectations to new students:

New students always establish their Science Notebook so they have the same materials students have, especially in the Notebook Appendix. In there are Science Lab rules and procedures that require parent/guardian signatures, and we meet during Advisory to review all papers and expectations. Additionally, they will be required to get a parent/guardian on the Policy Newsletter.

ENCOURAGING ALL STUDENTS

Ratio of Interactions:

Teacher exhibits of at least four positive for every one negative interaction

Plans for class-wide motivation systems are in place:

If the class is working well, I will compliment them and praise them for using worktime effectively and responsibly.