# Teacher:

**Swantreca Taylor (English) & Nikita Panton (Reading)**

**School**

**Year: 2016/2017**

**Grade**

**Level: 7th & 8th**

# Level of Structure: Low Medium X High

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| **Guidelines for Success:**Be responsibleBe courageous and do the right thing Always try and do your best Cooperate with othersTreat others with respect, including yourself | **Posted Rules:**Classroom Expectations1. Enter silently, sit and begin warm-­‐up
2. Keep all hands, feet and objects to yourself
3. Stay on task and do your best
4. Use kind words and language, in a kind tone
5. When the bell rings, the teacher dismisses you
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| **Attention Signal:**Non-­‐verbal hand raise gesture will indicate a voice level 0 for all students. |
| **CHAMPS Expectations for Classroom Activities and Transitions:**All activities and transitions will be “CHAMPed” out using our interactive CHAMPS board. |

**Encouragement Procedures (Motivation):** CLASSROOM CONSEQUENCES **ACCEPTABLE BEHAVIOR**

1. Verbal praise
2. A note/call home to parent express students success
3. Student recognition in the classroom
4. Student certificates or prizes

**Correction Procedures for Misbehavior (both early-­‐stage corrections and rule violation consequences):**

CLASSROOM CONSEQUENCES

**UNACCEPTABLE BEHAVIOR**

1. Verbal reminder
2. Student/Teacher conference
3. Parent-­‐Teacher-­‐Student Conference + Detention
4. Office referral or administration actions

Note: All will be documented and stored in students’ folder.

**Beginning and Ending Routines:**

## Routine for how students will enter the room:

7th Grade English: Teacher will greet students verbally and/or non-­‐verbally (smile, pat on the back, etc.) as they enter the classroom. Students will proceed to the shelf to retrieve their binder before sitting down.

8th Grade English: Students will already be in the classroom from previous reading class. After verbal prompt, row by row (at teacher’s discretion), students will retrieve their binder from the shelf and begin warm up/bell ringer.

7th Grade Reading: Students will already be in the classroom from previous English class. After verbal prompt, students will begin warm-­‐up/bell ringer.

8th Grade Reading: Teacher will verbally greet students as they enter the classroom. Students will immediately sit down to begin their warm up. Any student who displays a negative disposition will be pulled aside to have a mini power talk with the teacher before entering the room.

## Routine for how students will be instructionally engaged while attendance is taken and for how opening business is conducted:

Reminder of CHAMPS expectations will be addressed before attendance is taken. Warm up/bell ringer will be displayed on the board or projector with a timer for completion of activity. The warm up will be done at a voice level 0, with teacher assessible for questions. Teacher will CHAMP out procedures for participating in class discussion of bell ringer. Attendance will be taken while students are actively engaged at a voice level 0.

## Routine for dealing with tardy students:

Students who report to class tardy will put their tardy slip in the admittance basket, immediately sit down, and silently read the agenda on the board to see where we are in our lesson. Any students who enters the classroom without a tardy slip will be directed to the appropriate location to get one.

## Routine for dealing with students who come to class without necessary materials:

Anyone who doesn't have necessary supplies can borrow them from the teacher for the duration of the class period. However, before using borrowed materials, students must place their badge on the teacher’s desk. If this becomes a continuous occurrence, teacher will conference with the student and/or contact parent for awareness.

## Routine for dealing with students returning after an absence:

Students will be instructed to place absence/admittance slip on teacher’s desk and get missed assignments out of the "missed work" binder. All completed assignments should be placed in the "completed assignments" bend.

It is the student’s responsibility to obtain work missed.

## Routine for wrapping up at end of day/class:

Following the agenda located on the board, students will have 2-­‐5 minutes to complete their exit ticket. This sheet will be used for students to rate their understanding of the lesson and/or answer a lesson-­‐related question.

## Routine for dismissal:

Upon completion of their exit ticket, students will remain seated until teacher dismissal. As students are exiting the classroom, they will place their exit ticket in the appropriate folder hanging on the wall.

# Procedures for Managing Student Work:

## Procedures for assigning classwork and homework:

Students will be taught to write all classwork and homework assignments in their planner. One mini board in classroom will serve as a posted reminder for assignments and due dates.

## Procedures for collecting completed work:

Completed assignments should be placed in the "completed" bend by students during warm up or exit ticket session of class.

## Procedures for keeping records and providing feedback to students:

Grades will be recorded by hard copy grade and put into Skyward. Students will receive a printout of their grades every 3rd, 6th and 8th week of each grading period. Personal notes will be written for any students who may need to turn in missed assignments. Students will be taught to highlight any low performance grade(s) or incomplete assignments. Parent signature indicating awareness will be encouraged. These slips will be handed

out during exit ticket session to minimize distractions.

## Procedures and policies for dealing with late and missing assignments:

Students are expected to submit completed work on the day that it is due. Assignments turned in ONE day after due date will receive a maximum grade of 70. Assignments turned in TWO days after due date will receive a maximum grade of 60. Assignments turned in THREE or more days after the due date will received a maximum grade of 50. After one week from the due date, late assignments will not be accepted.

# Procedures for Managing Independent Work Periods:

There will be work four stations in our classroom; reading center, technology center, independent work, and small group. Teacher will CHAMP out expectations for independent work before the students begin. Any student who chooses to deviate from that guideline will be redirected to the CHAMPS board. Teacher may use proximity control, or relocate the student closer to teacher.