



Effective Classroom Management Plan

2016-2017

Essential Features

Teacher Dalina A Howard

Grade/ Subject DHH 6-8

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:

In the classroom we support the school wide expectations of Teamwork, Achieve, Be Safe, Organize and respect. We spend the first week of school reviewing what Teamwork, Achieve, Be Safe, Organize and Respect look like so that every student not only knows what the words mean but what they look like as a learner demonstrating each of them.

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:

Students have helped to develop our classroom rules:

1. Listen when the teacher or others are speaking to ensure I receive the message.
2. I will show respect for adults, classmates, myself and the tools I use in school.
3. I will be on time and ready to work.

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:

When a student breaks a classroom rule rules are retaught but first asking what classroom rules are and which one they are not following. Second they are asked to explain how they need to change their current behavior to follow classroom rules. If more instruction is needed it is done on a one on one basis to fit each student's individual needs.

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:

1. Student redirect
2. Student restates rule
3. If student continues they are pulled aside for one on one conversation
4. If student continues then the student will call home with the teacher.

ORGANIZATION

Attention signal is identified:
Signal is audible, visual and portable

Students attention will be gotten by flashing lights or a hand wave to catch their eye.

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 currently in small table groups and will be moved as necessary. Students input on how they feel they can learn best is taken into consideration when rearranging furniture.

Policy and procedure for tardies /absences:

Students are responsible for any missed work due to tardies or absences. If tardies become a continued problem students will not be allowed to leave the room during passing periods.

Policy and procedure is in place for turning in assignments:

There is a blue basket next to the door to turn in all assignments or notes sent home for parent signature.

Grading policies and procedures are established and communicated:

Many assignments will be given a complete mark rather than a grade. When grades are given students will do a self- rating on the assignment based on the requirements and then a teacher rating. This will be a process done with each student based on the core subject area.

Daily schedule is prominently posted:

Students are able to tell the schedule and what expectations are being focused on based on their subject lessons.

Daily and monthly assignments are posted:

On the far right corner of the white board all assignments will be written. Long term projects have a drawn out timeline to help students know when they have to complete each portion.

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?
- **Help-** How do students get their questions answered during the activity? How do they get the teacher's attention?
- **Activity-** What is the activity? What is its intended objective/ end product?
- **Movement-** Under what circumstance, if at all, can students move about during the activity? e.g., Can they sharpen a pencil?
- **Participation-** What does appropriate student work behavior during demonstrate their full participation?

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

Any new routine is drawn with the students prior to them being expected to follow it.

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

If new students are added during the year they will be brought through the same process as their peers to help them understand the classroom expectation and school expectations.

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:

The teacher encourages all students to participate and in doing so will offer positive feedback for efforts that are made throughout the day. Students will have opportunity to work together for class wide opportunities such as class field trips or other class rewards.