**Effective Classroom Management Plan**

2016­2017

*Essential Features*

Teacher Durocher \_ Grade/ Subject 7th grade science

School Mt. Tabor \_

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| **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 school­wide 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:  Our school has overall expectiations for behavior that we all use in our classrooms. They are stated throughout the building, and they are clarified in specific situations, like hallways, classrooms, bathrooms, recess, lunchroom, etc… They are TABOR!  TEAMWORK: Take pride in the building and school grounds. Cooperate and collaborate. Be inclusive. ACHIEVE: Plan for your future. Do your best. Ask for help.  BE SAFE: Take responsibility for your choices. Use positive gossip.  ORGANIZE: Use your planner and StudentVUE. Keep your binder and locker clean. RESPECT: Use kind words and actions. Be an ally. |
| 3­5 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:  TEAMWORK: Encourage others to succeed. Work together in group activities. ACHIEVE: Do your best. Ask for help. Use advisory time wisely.  BE SAFE: Create a positive environment. Be an ally. Use materials correctly. ORGANIZE: Use your planner. Keep your binder clean. Make time for homework. RESPECT: Use kind words and actions. Honor teacher’s authority. Pay attention. |
| Plan is in place to teach, and re­teach classroom rules throughout the school year, including after breaks in the school calendar. Rules are quoted when students need to be redirected:  We have taught the TABOR guidelines in advisory class, and we refer to them regularly in our classrooms.  We will revisit/reteach after major breaks. |

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| 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:  In my classroom, when a rule is broken, here is the course of action:   1. Student is redirected and reminded of the rule. 2. Student is warned again. 3. Student’s seat is changed. 4. Student is on a time out, and a parent contact is made, I give a detention. 5. If the behavior continues, a referral is written. |

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| **ORGANIZATION** |
| Attention signal is identified:  *Signal is audible, visual and portable*  My signal is 5­4­3­2­1. By the time we get to 1, students should be quiet and attentive. |
| 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:  My classroom is divided into two halves. The first half has desks with chairs attached. They are in rows all facing the teacher. We always begin instruction on this side of the classroom. After instructions are given and students know what the expectations for the science lab are, they move over to their specific lab table. All desks have a color on them, and each color is assigned to a corresponding table in the lab. All materials are easily accessible, especially lab materials, they are on the lab tables. |
| Policy and procedure for tardies /absences:  Absences: When students are absent, it is their responsibility to find out what they missed. They have many ways to accomplish this. They can check the whiteboard, which has the plan for the week. They can ask a friend, they can ask the teacher, and they can access my website which I update daily with the classwork and homework.  Tardies: When students are tardy, I record the tardiness in synergy. After 3 tardies, I have a conversation with the student to try to get to the root of the problem, and a detention is issued. If the tardiness continues, a referral is issued, and there is a phone call home. |
| Policy and procedure is in place for turning in assignments: |

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| When an assignment is due, I make the announcement for students to turn in the assignment, and they turn it in to the class inbox for their period. |
| Grading policies and procedures are established and communicated:  In science, we use proficiency grading. Grading is based on learning compared to a standard. Students are either exceeding, proficient, developing or not meeting the standard. Students received a syllabus on the first Friday of the school year which outlined the grading breakdown in synergy. The syllabus was also sent and emailed home to families. |
| Daily schedule is prominently posted:  The daily schedule is posted in the front of the room on large hot pink paper. |
| Daily and monthly assignments are posted:  Each Monday, the weekly assignments and learning targets are posted for the whole week. Students record them into their planners along with any homework for the week. I also keep and update a calendar on my website with daily assignments and homework assignments. |

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| **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? |

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| A plan is in place to teach the expected procedures for all specific transitions and routines at the beginning and throughout the year:  I lay the groundwork for these procedures and transitions early in the school year, and I reteach them all throughout the year as necessary. For example, I model a proper time to ask to use the bathroom and to get up and move around the classroom. Because we do so many group activities, there is a structure to the group work. Each student has a role and the roles rotate for every activity. The roles are explicitly taught and used daily. |
| A plan is in place to teach behavioral expectations to new students:  As new students assimilate to the classroom, the behavior of the students around them helps guide them. I talk to them explicitly about certain class policies. |

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| **ENCOURAGING ALL STUDENTS**  Ratio of Interactions:  *Teacher exhibits of at least four positive for every one negative interaction* |
| Plans for class­wide motivation systems are in place:  I often vocalize the good behaviors I see students engaging in daily. For example, I acknowledge that Student A is writing in her planner without having been prompted to do so, thank you Student A. Thank you, Student B for giving me your full attention when I asked for it. There will always be negative interactions too, but the majority of teacher/student interactions are positive.  There is no extrinsic motivation plan in place for my students. Students generally respond well to the structure and routines created in my classroom early in the year. As a result, there are not a large quantity of negative interactions. |