

Effective Classroom Management Plan

Teacher	School Year	Rm #	Grade Level(s)
Theresa Kahl	2019-2020	516	9-12

The level of structure I anticipate establishing is (Questionnaire):

HIGH	MEDIUM	LOW
	X	

Structure and Organization	
<p>Your school's school-wide expectations or values are prominently posted, taught, and referred to when discussing classroom behaviors? These are overall guiding principles for student attitudes and behavior. <i>What are the school's values and how do your classroom rules align to them?</i></p>	<p>3-5 classroom rules are positively stated and posted prominently. These rules are observable, refer to specific behaviors, and are age appropriate. <i>Rules are behaviors the teacher expects all students to follow in the classroom at all times.</i></p>
<p>Our CHS Mission Statement: ...to develop... and EMPOWER...lifelong learners who possess real-world skills, academic knowledge, and positive character.</p>	<p>Our Expectations: BE Present BE Respectful BE Empowered</p>

Attention Signal (visual, auditory, engaging)
Asking for attention at the front of the class.

Procedures for Managing Student Work
Procedures for assigning classwork and homework:
Work will be announced in class.

Procedures for collecting completed work
Work will be collected in class.

Procedures for keeping records and providing feedback to students
Students should check Student Vue regularly.

Procedures and policies for dealing with late and missing assignments
Daily work will be assigned regularly. It is expected for students to complete assigned work by the following class period. While late work is highly discouraged, it will be accepted up until the day of the unit test.

Students can make up work from excused absences, including school related and suspension. The student have the number of days absent to make up work missed. Teachers have the right to not accept work from unexcused absences.

Procedures for Managing Independent Work Times

Students are to work independently when asked. Teacher will circulate around the classroom to check in if students need assistance.

Teach Expectations for Activities, Transitions, and Procedures

For each classroom activity and transition, expectations are clearly defined, posted, and taught explicitly.

Consider the following when developing your instructional expectations:

Conversation – Under what circumstances, if at all, can students talk to each other during an activity?

What voice level is expected?

Help or Participation – How do students get their questions answered or participate during an activity?

How do they appropriately get the teacher's attention?

Activity – What is the activity? What is its' intended objective / end product?

How do students know this for each activity?

Movement – Under what circumstances, if at all, can students move around the room during an activity?

e.g., Can they get up and sharpen a pencil?

Participation – What does learner behavior look like in the classroom during learning times?

Entering the classroom and opening activity (see Opening and Closing Routine checklist)

Students should report to their seats and be ready for directions as soon as the bell rings. We will generally begin the period with a warmup, video/audio message, target check, or class activity.

Teacher led instruction

Students are to pay attention to teacher and ask questions at appropriate times.

Group Work

Students are to contribute to group work, speak respectfully to one another, and ask questions, if necessary

Independent Work

Students are to work independently and not be a distraction for others.

Transitions

Students are to transition quickly and take cues from teacher.

Obtaining materials

From teacher, teacher website, or online textbook

End of day/period and exiting classroom (see Opening and Closing Routine checklist)

Students are expected to continue working until the end of the period. Students are expected to remain in their seats and not pack up until they hear a bell.

In-classroom breaks

Students are expected to remain in the classroom unless it is an emergency. Students are given 4 virtual "Free Passes" for the trimester and must sign out (with their iPad) via the QR code and get the official Hall Pass. These passes are for emergencies only.

Interacting Positively to Encourage All Students

Intentional plan to build relationships with and among students to encourage student voice, a strong classroom community, and successful school behaviors. Use a high ratio of (5:1) of acknowledgements to corrections, authentic, non-contingent interactions, and culturally-responsive community building culture and activities.

Community building activities/structures as part of the classroom routine

Teachers use a variety of grounding exercises to create relational capacity. Teachers will have professional development on a variety of AVID strategies designed to build classroom culture.

Plan to build connections with families

Parents are encouraged to keep up with students on ParentVUE, come to Back to School Night and Conferences, Parents should email teacher with questions. Teacher will contact parents when concerns arise.

Culturally responsive, class-wide and individual motivation systems

Individual conversations, Student and staff shout outs, rewards, using media to highlight student successes. Use equity lens to ensure inclusive student recognition.

Correct Misbehavior Fluently

Include interventions for both early-stage misbehaviors and chronic rule violations. Rule violations and other misbehaviors are corrected calmly, consistently, briefly, and immediately. Consequences should be given at the lowest level considered necessary to change the student's behavior.

Early-stage, low level, corrective practices

Proximity Control, nonverbal and verbal cues

Proactive responses for chronic rule violations

Asking to speak with student outside of the classroom, phone call home