

Guidelines for Developing a Classroom Management Plan

1. Rules

- Develop no more than five rules for your students.
- Whenever possible, state rules positively.
- Rules should be specific and observable. ("Keep hands, feet, and objects to yourself" is observable. "Be respectful" is not.)
- Visibly display rules in your room.

2. Rationale

- Provide a rationale for each rule.
- Seek student input when discussing rationales.

3. Rewards

- Describe the rewards for complying with the rules.
- Rewards should be age-specific.
- Develop a list of meaningful rewards – or get your students to help develop the list.

4. Consequences

- For each rule, develop a consequence that describes what should happen if a student violates that rule.
- Consequences should be logical and age-specific.
- Make sure that you are willing to follow through with assigning your consequences.
- You should consider a step system of consequences that begins with milder consequences and then progresses.
- Note: Rules, consequences, and rewards should be in alignment with school policy.

5. Procedures

- Be sure that your procedures align with the rules to avoid a “disconnect” between rules and the procedures you use in daily activities.
- Plan to teach your rules (with rationale), consequences, and rewards in addition to your procedures.

6. Parent Information

- Share rules, rewards, and consequences with parents.
- Decide how best to share the information.

Class Rules	Rationale	Consequences	Rewards
<p>1. Be on time. A tardy will result in a 1st offense.</p> <p>2.. Do not talk while the teacher is instructing.</p> <p>3. Be prepared and responsible for your learning materials.</p> <p>4. Be kind</p> <p>Substitute Clause:</p> <p>Obey, respect, and do not give substitute teachers a difficult time.</p>	<p>1. Following directions can help with safety and make sure you are doing your work correctly.</p> <p>2. The teacher has important things to say to give the lesson. There are plenty of opportunities throughout the day to speak to friends without it being while the teacher is talking.</p> <p>3. The Chromebook you are given is an integral part of your lessons in class. You must be prepared with the materials required for learning.</p> <p>4. Disregarding the way your actions or words affect others is bullying. This reckless behavior is intolerable.</p> <p>Substitute Clause:</p> <p>Because substitutes serve the school in a valuable way, they are to be treated as honored guests at the school. A good substitute is a privilege and an asset. Therefore, treatment of subs as pushovers demonstrates an intolerable perspective. Immediate parental contact on a 1st offense and referral to office on 2nd.</p>	<p>1st Offense = Required Teacher-Student Meeting (a short time of meeting with the teacher to discuss expectations), OR 20-minute Tutorial Mandate. (basically, a good opportunity to assign a one-on-one formative assessment, and if it's the students 1st one it doesn't really need to be the full 20 minutes.)</p> <p>2nd Offense = Parental Contact. (I call home or contact home and explain the students behavior and the expectation, and end by asking if there is anything I can help the parent with.)</p> <p>3rd Offense = Referral to office.</p> <p>QUESTIONS TO SELF:</p> <p>How/What is the best way to carry out these consequences? Do I enforce the same day and make the student miss the bus? or plan a date ahead?</p> <p>SEE SCHOOL POLICY</p>	<p>I am not sure what rewards I should develop. Search notes to see what you've written.</p> <p>1. All homework in on time –10 free points</p> <p>2. Special privileges include:</p> <ul style="list-style-type: none"> -time for independent reading - see what students suggest <p>3. Positive message to the parent.</p> <p>4. Name on the Good Behavior Grid(chance at a reward)</p>