

Classroom Management Plan

I believe classroom management is the mechanism that powers the learning process. The primary goal of classroom management is to provide a safe, comfortable, and enriching environment where many students with different personalities and diverse abilities and skills can learn. Only within this environment can I meet the individual needs of my students and engage each one in a successful quest for greater knowledge and skills.

My classroom management plan is designed to prevent problems by combining clear rules, routines, and procedures; consistent consequences; a warning system; an incentive program; applicable and engaging lessons; and good communication.

Classroom Rules

Students will know how I expect them to behave by the following rules. Some specific rules are a level one, two, or three offence if broken. How I handle offences is outlined in my warning/tracking system.

Be prompt and prepared

- Bring all necessary materials to class (level one)
- Sit in assigned seat immediately after entering (level one)

Respect everyone and everything (peers, teachers, school staff, classroom, and school)

- Raise hand and wait to be called on to speak (level one)
- Listen attentively and quietly during instruction (level one)
- Treat others kindly - NO physical force (level three), name calling (level two), teasing (level two), harassing (level two), or putting others down (level two)
- Compliment fellow students
- Use school equipment appropriately – NO vandalism or misuse/abuse of school equipment (level three)

Cooperate and Contribute

- Work diligently - use time wisely, stay on task, choose constructive activities when given choices (level one)
- Follow directions and the rules (level one)

- Assist fellow students
- Accept critique and direction positively

Classroom Routines and Procedures

Agenda/Objectives

At the beginning of each class, I will have the agenda and lesson objectives written on the board for students to read and copy while I check homework.

Homework Check

When students arrive, I will instruct them to put homework on their desks. I will then stamp homework that is complete or obviously attempted. I will collect and grade homework every two to three weeks. Stamping the homework without grading it adds consistency to the class without adding negative feelings and anxiety over having homework graded every day.

Journal Writing

Some days, I will have students write in a math journal. I will provide prompts that may include a math problem to solve, a math concept or process to describe in words and/or pictures, free-writing exercises about math, a story or comic idea to involve characters in a math problem/solution, a joke or riddle idea, etc. I will encourage students to work on their journal outside of class. I will not grade journals. Journal entries will earn bonus points. I will collect journals and award bonus points every two to three weeks.

Notebooks

Students will maintain a loose-leaf notebook for class notes and homework. I will instruct students to use tabbed dividers to separate notes and homework into units. By keeping each unit's notes and corresponding homework together, all of the information they need to prepare for a test will be in one place. The purpose of this notebook is to teach planning, organization, and note-taking skills. I want students to know that they can take charge of their learning. Determination and perseverance have more to do with learning than an innate skill or gene. I will collect and grade notebooks every two to three weeks. A significant portion of the grade will be for having a complete, well-organized notebook. The other portion will be for having correct homework and complete notes, i.e. notes that contain at least the information that I specify must be in the notebook. I will award bonus points for each stamped homework assignment, i.e. homework that was completed or attempted before the homework check.

Class Notes

I will encourage students to take notes in class because notes are good reference materials for completing homework and preparing for tests. I will encourage students to write down anything that they think is important and that might help them with their homework. There will be certain examples, proofs, definitions, formulas, and procedures that I will require them to have in their notebook. I will encourage them to highlight these required notes, so they can be sure to study them when they prepare for a test.

Homework

Homework is critical to doing well in math. It reinforces and enhances what I teach. I will accept and grade homework as long as it is turned in by the unit test, although I will deduct points for lateness. The purpose of doing homework is to learn. I do not want students to forget an assignment just because they missed the deadline.

Because I collect and grade homework every two to three weeks with the notebooks, students will have the opportunity to correct their homework as we discuss it in class. I will encourage students to highlight problems that they have trouble answering and to inquire about those problems during the homework discussion.

Class Wrap-up

I plan to leave a few minutes at the end of each class to summarize the material. I may ask students to write and turn in “three points they learned today,” take a non-graded quiz to assess where they are, or participate in a discussion around the main points. My focus will be to foster higher-order thinking skills by having students analyze, interpret, or evaluate the material.

Consistent Consequences

Students who persistently misbehave despite warnings will suffer appropriate, pre-determined consequences. All consequences will be outlined at the beginning of the year and reiterated, as necessary, in an attempt to alter behavior prior to carrying out the consequence. I will implement a warning/tracking system to allow students to alter their own behavior and to track persistent misbehavior.

I would rather prevent misbehavior than to address persistent problems all of the time, so I will implement an incentive program with reinforcements and rewards to motivate appropriate behavior. By providing appropriate, frequent, consistent, and overt positive reinforcements and rewards, each student will have an opportunity to succeed.

Warning/Tracking System

Effective classroom discipline requires patience, respect, good role modeling, a firm attitude, control of anger, and consistency. My warning/tracking system will ensure that I exhibit these behaviors.

Success and forgiveness will be a recurring theme of my warning/tracking system. All students will start each class with three merits no matter what happened the previous day. Merits will be represented by tickets and will be available at the front of the classroom. Each student will take three merits upon entering the classroom and will write his or her name or initials on each one. If a student misbehaves, I will first use proximity to make the student aware that he or she is off-track. If my presence does not motivate the student to alter his or her behavior, I will implement the following procedure based on three levels of offences:

Level One Offense

For the first offence of level-one rules, I will take away one merit and turn it into a demerit by writing the date and offense on it.

Level Two Offense

For the second offence of level-one rules, I will take away a second merit and turn it into a demerit. For the first offence of level-two rules, I will take away two merits and turn them into demerits. I will also ask the student to move to a seat next to my desk for the duration of the lesson or assignment.

Level Two Offense

For the third offence of level-one rules, I will take away a third merit and turn it into a demerit. For the second offence of level-two rules, I will take away the final merit and turn it into a demerit. For the first offence of level-three rules, I will take away all three merits and turn them into demerits.

When students receive three demerits, I will implement a school-level punishment that may involve either a referral to the office or a phone call home. The three demerits will remain on file at my desk until the consequence has been carried out.

Incentive Program

I want students to feel confident in my classroom and secure with their fellow students and with me. The purpose of my incentive program with respect to classroom management is to foster confidence and security. I will reward both consistent success and improvement.

A student's confidence is based on his or her past successes and on how secure he or she is in being successful in the future. My incentive program is simple and attainable with clear goals and expectations to provide students with many opportunities for success. A student's security is based on his or her past classroom experiences and on his or her expectations of being treated with respect in the future. My incentive program promotes positive interactions among students by rewarding behavior that fosters respect and security.

My program is based on a token economy where students earn tokens for meeting target behaviors. Students will have opportunities to earn tokens during each class. Students will know which behaviors warrant tokens, and they will understand the rewards and cost structure of the incentive program. Tokens will be represented by points, stickers, tickets, or markers such as beans, buttons, marbles, or game pieces. Tokens are different from merits and cannot be converted to demerits. I want students to value the desired behavior, not the token. Therefore, I will not give tokens to students who ask for them.

Behaviors that Earn Tokens

I will encourage behavior that is conducive to the learning process and considerate of others by distributing tokens to students who exhibit the following behaviors:

- Sitting in assigned seat immediately after entering
- Raising hand before being called on to speak
- Listening attentively and quietly during instruction
- Assisting a fellow student
- Complimenting a fellow student
- Accepting critique and direction positively

Token Rewards and Cost Structure

The token earning period is two weeks. At that time, tokens may be used to purchase rewards. Any unspent tokens carry over to the next earning period. They cannot be lost, so students can save some of their tokens for a large reward.

- 50 tokens: homework pass
- 40 tokens: teacher's assistant for a week
- 30 tokens: 5 extra points added to an assessment

- 20 tokens: tangible rewards based on what students value
- 10 tokens: lunch with the teacher

At the end of each quarter, I will reward students who have consistently earned 30 or more tokens in each token earning period or who have made consistent progress throughout the quarter. Students will have a choice of one of the following activities:

- Pizza and games
- Popcorn and movie

Applicable and Engaging Lessons

Students will know what I expect them to learn and how each lesson applies to them by the following lesson points:

- Lesson objectives
- Lesson applications
- Appropriate examples and practice problems
- Investigation and Analysis (question and answer)
- Review for assessment

Communication

If classroom management is the mechanism that powers the learning process, then communication is the oil. Without good communication, classroom management will come to a “screeching halt.” Each student will get a copy of the Classroom Rules and Classroom Routines and Procedures at the beginning of the year. I will require them to read and sign the document and to have their parents read and sign it.

In addition to clear classroom rules, routines, procedures, and lesson points, I plan to communicate with students and their parents both in areas where students excel and struggle. I want to promote the good behavior that is outlined in my Classroom Rules. If parent contact works to deter poor behavior, then it will also work to promote good behavior. Contact with parents will involve notes and phone calls home.

I will hold a conference and develop a behavioral contract for a student who continues to exhibit poor behavior despite the implementation of warnings and consequences. I will also involve parents so

they can assist their child with encouragement and reinforcement at home. I will make a plan that outlines the student's responsibilities, my responsibilities, and the parents' responsibilities in helping the student to succeed. The student, his or her parent(s), and I will sign this contract. I will hold conferences periodically to assess the student's progress and to make my interpretation of his or her progress known.