

Classroom Management

Classroom Charter*

What We Expect From Our Teacher	What My Teacher Expects of Me	What We Need From Our Classmates
<ul style="list-style-type: none">• Give Dojo points regularly• Be helpful• Comfortable learning environment• Give rewards sometimes	<ul style="list-style-type: none">• Be respectful• No fighting• Ready to Work• Follow the school rules	<ul style="list-style-type: none">• Be respectful• Be friendly• Be helpful• Don't be disturbing

*Teacher and students collaborated to create charter.

Facilitation & Safety

In my class, the desks are arranged in groups. There are six groups with 4 to 5 desk in each group. Students work in groups because it creates a learning environment where students have a higher potential to produce stronger academic achievement (Johnson, Johnson, & Smith, 2006). Students will sit together in assigned groups to prevent students from straying off task. I will walk around the room, checking for understanding, and make sure students are staying on task. Students will be reminded of classroom expectations before starting group work. If students are not working together as a team, groups may need to be changed, or other actions may be necessary. Students are assigned to groups based on MAP scores. After using the strategies of adult proximity and compliment positive behavior, if a student remains disruptive, the following will occur.

1st Warning,

2nd Lunch next to the teacher

3rd Phone call to parents*

4th Administration will be contacted.

(*Students are given chances to self-correct before call parent and being written up)

It is the routine when students come in the room they are to read the board for instructions or complete the Daily Dose presented on the Promethean Board. The Daily Dose is not only a bell ringer activity, but it allows for me to have time to take attendance as students are on task doing independent work. Engaging students as soon as they walk in the door derails disruptive behavior. A timer is set for each task, to keep students focused and on task.

Assigning roles or tasks in groups, "offer an opportunity for high quality, focused interactions between group participants. Participants are more likely to stay on task and pay closer attention to the task at hand when their roles in the collaboration are clear and distinct" (Washington University in St. Louis, n.d.).

All group expectations are reviewed before group work beings. Students are also reminded that if they have a question or need help clearing up a conflict, they must ask group members first before

raising a hand to ask me for help. They are only to raise their hand and not to get up and walk around the room, disrupting other groups unless given permission.

As students work on a task, Dojo points will be distributed. Dojo points are a reward system to reinforce positive behavior. As students accumulate, Dojo points the tiered earn rewards.

Johnson, D. W., Johnson, R. T., & Smith, K. A. (2006). Active learning: Cooperation in the university classroom. *Edina, MN: Interaction Book Company.*

Washington University in St. Louis, Center for Teaching and Learning (n.d.). *Using Roles in Group Work.* Retrieved from <https://teachingcenter.wustl.edu/resources/active-learning/group-work-in-class/using-roles-in-group-work/>.

Stone Mountain Middle School's PBIS Expectations

S – Strive for Excellence

M - Model Positive Behavior

M – Motivate Yourself & Others

S – Support Safe Practices

Stone Mountain Middle School's Student Honor Code

Attitude

Be respectful to all of my peers, the Stone Mountain Middle School staff, and any visitor in our school

Attendance

Come to class on time and prepared to learn

Achievement

Work hard each period to meet that day's standards, and if unable to do so, ask my teacher for help in meeting the performance standards.