

Classroom Management Plan
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1. My teaching subject area and anticipated grade level:

Math (and, hopefully, Business and Technology), high school (preferably 11th and 12th grade)

2. Attention to procedures. Use a statement to explain your procedural expectations for each of the following:

a. How are students to signal that they want your attention and help?

To get my attention, students should raise a hand – bending at the elbow, and raising the hand to shoulder height (i.e. there is no need to raise the entire arm up into the air above the shoulder). Students should not call out my name, or make any other sound, as part of the attention getting signal.

b. How do you call on students during question and discussion sessions?

When beginning with a new class, I will ask the students to raise their hands (see technique described above) and I will call on them. This will be partly for my own benefit, providing extra opportunity to learn the students' names, and to help identify which students aren't going to be natural contributors to discussion. Once the class has some experience with each other, I will allow more "unstructured" discussion, where the students can learn more on their own how to participate politely in a large group discussion.

c. How and when are students to enter and exit the classroom?

Enter: I will start a 5 minute timer at the tardy bell. The students will have this time to go to the student mailboxes to turn in assignments, pick up returned work, pick up handouts, etc. There will be a warm-up or review exercise displayed that they should then take their seat and work on. When I decide to change to change seating assignments, the warm-up exercise will be on each desk, and the students will find their new seat assignment by working the problems on the desks, and whichever desk has the answer that matches their student ID number is where they will sit.

Also, if I have enough room, I'd like to have storage boxes along one wall in the room where the students drop off backpacks, purses, etc and only take to their desks what they will actually need during the class.

Exit: Students will be allowed to exit only when they have been dismissed by the teacher. Students are expected to be quiet, polite, and orderly while they gather their belongings and proceed to the exit.

d. How are students to obtain the materials for instruction?

If they will fit, any materials being distributed for a specific day's lesson will be placed in the students' mailboxes to be picked up during the entry procedure. If they won't fit, the materials will be handed out when needed.

e. How are students to store their personal items?

As indicated in c., if I have enough room, and school policy allows, I would prefer to have storage boxes (it seems so *elementary* to call them "cubby holes") somewhere in the room where students put all extraneous items (backpacks, purses, etc).

f. What are the procedures for going to the drinking fountain or bathroom?

I imagine that individual school policy may dictate what I can and can't do in this area, but if I'm given leeway, my procedures would be:

If it's a bathroom emergency, at any time, just get up and go, as quietly and unobtrusively as possible.

During designated parts of the class time (official breaks, group activity time, seat work time, etc), students may request (see procedure above for getting the teacher's attention) and be granted permission for a bathroom visit.

Use of these privileges will be monitored, and abuse will have consequences.

g. What are the procedures during class interruptions?

If the teacher is interrupted, the students should continue their current learning task as normal. If needed, the teacher will give other directions for the students to follow during an interruption. In general, I will have an "on-going assignment" in each class, that students can be quickly redirected to during some types of interruptions.

h. What are the procedures for tardies or early dismissal?

A student coming in late will be expected to quietly follow the regular entry procedures, take his seat, and follow along with the current learning activity as best as possible until a natural break occurs, and I can take a minute to determine the reason for the tardy, and to get the student caught up.

Students will be expected to inform me at the beginning of a class period if they expect to be called out of class during the period, so I can anticipate the dismissal, and provide the student with anything that may be needed for the following day. When it is time to go, the student should get my attention to remind me of the need to leave, and when acknowledged, quietly gather belongings and exit.

Unanticipated early dismissals will be handled as an interruption.

i. What are the procedures for turning in homework?

Homework will be turned in via the student mailboxes, during the regular entry procedure.

3. List of student behavior expectations that I will present to my class (no more than five):

Rule 1:

RESPECT

Who: Each other, the classroom, the teacher, and most importantly, yourself

When: All the time

Where: Everywhere, of course. I specifically expect all of us demonstrate this respect in the classroom during class time.

How: Follow all instructions completely

Observe all classroom safety procedures

Be "nice or neutral" in your interactions with others

Demonstrate academic integrity

(taken from "Policies and Procedures, Mr. Grass's Class")

<http://teacherslounge.editme.com/files/HighSchoolProcedures/Classroom%20Procedures%20-%20HS.1.doc>

Rule 2:**BOUNDARIES**

Part of being respectful (See Rule #1), is respecting the various boundaries that exist in the classroom.

- The school's "space": the books, desks, chairs, tables, walls, floors, and other equipment in the room belong to our school, and collectively we need to show respect for it and take care of it.
- Mr. O'Connor's "space": the desk, table, and computer in the front of the room should not be touched without specific permission and directions.
- Each other's "space": do not touch, use, borrow, or take anything that does not belong to you without permission. Be absolutely sure you really do have permission.

4. Explanation of consequences for broken rules:

Consequences are used for any disruptive or disrespectful behavior in class. You are old enough to know how to act.

1st offense – Warning

2nd offense – Personal conference with Mr. O'Connor

3rd offense – Penalty Box/Parent Phone Call

4th offense – Administrative Referral/Parent Conference

Note: I reserve the right to skip consequences for major offenses or repeat offenders. I also reserve the right to make the punishment fit the crime. For example, if you are drawing on one of the desks or class tables, you will get to come after school and clean all of the desks and tables in the classroom.

(derived from "Policies and Procedures, Mr. Grass's Class"; see URL above)

5. How procedures, rules, or consequences may vary (if at all) according to grade level taught or according to any other criteria, such as in team teaching:

At higher grade levels (e.g. 11th and 12th), I would expect the students to have a great degree of self-control, and would start giving them a higher degree of independence.

In a team teaching situation, I would need to compare my policies and procedures with those of the other teachers on the team, and come up with a unified set to be used during the team teaching period.