

First Days of School Assignment

___ 5 Name:
Grade level/Content Area: 12th/English Literature
Number of students in class/grade: 24/92
School Description: Suburban, urban rural? Urban/Rural (Mix of both)
Age of school building: Built in 1972
Number of students in school: 370
Percentage of students Free/Reduced lunch: 197 (53.2%)

___ 5 General Daily Schedule Page:
Time/Activity Slots: 9
Before school: 7:25
Homeroom: 7:55-8:05
First Period: 8:09-8:59 English 12
Second Period: 9:03-9:53 Planning
Third Period: 9:57-10:47 AP English
Lunch: 11:39-12:05
Fourth Period: 10:51-11:39 English 12
Fifth Period: 12:09-12:59 Tutoring
Sixth Period: 1:03-1:53 English 12
Seventh Period: 2:00-2:55 U.S. History

Time Periods MS, HS (Block, 6 or 7 period day)

___ 20 “First of Year” Parent letter. Include copy in another language (This letter should introduce yourself, tell about the class, tell about your expectations for the students (assignments, behavior, homework), invite the parents to contact you (and give information). This is a good time to explain the management system and, if you choose, ask the student and parent to sign a contract. I would make sure to be excited about the students and passionate about the subject.

Dear Guardian,

My name is [REDACTED] and I will be instructing your child’s Honor’s English IV class this year. I am a first year teacher that has recently graduated from U. T. Martin with degree in secondary English making me highly qualified to teach this course group. This class will focus on accomplishing state standards while simultaneously allowing students to learn the life skills necessary for their success in life.

I expect students to give me 100% in the classroom, complete all given assignments, behave in a respectable manner, and treat their fellow classmates with respect.

I am a firm, but fair director in the classroom that will always listen to a student's reasoning before passing judgment on happenings that require disciplinary actions. All students will have some freedom in my classroom; however, they are to understand that I am the ultimate authority in the room.

I am ecstatic to have the opportunity to teach these promising students this year and hope that the students will enjoy their time in my class as much as I'm sure I will.

This Letter is to be sent back signed as an understanding of my general rules and expectations in the classroom. I welcome any and all questions and can be contacted via e-mail at [REDACTED] or school phone after class hours between 3:00-4:30 pm at 123-4567 Ext. 891

Spanish Letter

Estimado Guardian,

Mi nombre es [REDACTED] y I se instruye Inglés de su hijo de Honor de la clase IV de este año. Soy un profesor de primer año en que se ha graduado recientemente de UT Martin con título en Inglés secundaria me hace altamente calificados para enseñar a este grupo, por supuesto. Esta clase se centrará en el cumplimiento de los estándares del estado y al mismo tiempo permite a los estudiantes a aprender las habilidades necesarias para su éxito en la vida.

Espero que los alumnos me dan 100% en la clase, completar todas las tareas asignadas, se comportan de una manera respetable, y tratar a sus compañeros de clase con respeto.

Yo soy una empresa, pero el director de feria en el salón de clases que siempre va a escuchar el razonamiento de un estudiante antes de pasar juicio sobre los sucesos que requieren de acciones disciplinarias. Todos los estudiantes tendrán cierta libertad en mi salón de clases, sin embargo, que hay que entender que yo soy la autoridad máxima en la habitación.

¡Estoy muy emocionado de tener la oportunidad de enseñar a los estudiantes prometedores de este año y esperamos que los estudiantes disfruten de su tiempo en mi clase de la medida de lo que estoy segura que sí.

Esta carta es para ser enviado de regreso firmado como una comprensión de mis reglas generales y las expectativas en el aula. Doy la bienvenida a cualquier pregunta y puede ser contactado vía e-mail a [REDACTED] o por teléfono después de las horas de clase entre 3:00-4:30 pm en 123-4567 ext. 891

Rules & Procedures:

__ 20 Classroom **rules** and **consequences** (What are your three to five rules?) (What consequences will you have for rules not followed?)

Rules

1. Have everything required for participating in class (Ex. Pencil, paper, book, etc.)
2. All Homework is to be completed on time and turned in during the beginning minutes of class.
3. Blatant verbal and/or physical disrespect to a teacher or fellow students will not be tolerated.

Consequences by offence

1. Verbal warning

2. In class work (clean board, pick up trash, clean bulletin board, etc.)
3. Write-offs
4. Office referral

___ 20 Room Use Procedures: Address your expectations for student use:

A. Teacher's desk, students' desks and storage areas (What is your procedure for these areas of the classroom?)

TD- Students will not touch anything on said desk. They will only touch something with direct permission and may only approach when seeking help from the facilitator.

SD- This is the student's personal space and it may be used as he/she sees fit, within reason. Students still may not write/draw on the desks or make permanent changes. Distractive uses are also prohibited.

SA- Not for students' general use. Students may approach at will to retrieve class texts, dictionaries, etc.

B. Storage for common materials? (What materials and when can students use them?)

Storage will contain spare items such as pencils, paper, pens, clips, etc. Students may not use this area for any reason. Items may be borrowed only with direct permission and supervision from the facilitator.

C. Drinking fountains, sink, pencil sharpener (What will be your procedure for students who want to use these items?)

Drinking fountain- Students must ask to leave the classroom for use. X number of permission slips will be given out at the beginning of the year to limit the number of uses unless an emergency occurs.

In Class Sink- Students may only use this to wash hands and only with teacher's verbal permission.

Pencil Sharpener- Students may get up to use during work time. It is suggested that the students have an extra near to hand. Must not be done in a distractive way (Dancing, Talking on the way, Etc.)

D. Bathrooms (What will be your bathroom system? Include both whole class and individual situations.)

Bathrooms- As a class in general students must go before the bell. Individually students must provide one of the permission slips that were given at the beginning of the year.

E. Centers, stations, or equipment areas (When will these areas be used? What are the rules for these areas?)

These will only be used during special activities and even then only with permission. Rules will vary depending on the assignment.

However, focus on the project, care for accessories, and proper respect for the students' environment must be a constant.

__ 20 Instruction Procedures: Address your expectations for students:

A. Attention during presentations (How will students behave during classroom presentations?)

B. 100% attention must be given. Talk only when asked, or when asking a question. Only exception will be note taking, sickness, or bodily functions.

C. Student participation (How will students ask a question, contribute to a discussion, receive help?)

Most of the classes will always be open for discussions, questions, and opinions. Students are expected to contribute to show understanding of the content. No question will be considered stupid. Questions simply for the sake of being disruptive however will not be tolerated. Do not interrupt the instructor or another student while they are in the middle of a sentence. During lecture a question may be brought to attention by raising one's hand. Rules during debate will vary and thus be clarified beforehand.

D. Talk among students (What will be your policy regarding student talking during activities?)

Acceptable after all work is done unless directed otherwise. Volume must be kept at an acceptable level or privilege will be restricted.

(Entire class must be done with given assignment.)

E. Obtaining help (What will happen when students are at their seats and need your help?) Raise hand. If the student is not in the

teacher's line of vision then saying the teacher's name with hand still raised is acceptable after a sixty second time laps.

F. Completed seatwork (What will students do when they have completed their work before others?)

Read a book, work on other assignments, and talking is acceptable as long as it is with the facilitator's permission. Talking privilege will be taken away if noise level exceeds acceptable volume echelon.

__10 Schedule for introducing and practicing procedures in the first four weeks of school. You will probably want to consider procedures like ending class, bellwork, group work, and other procedures not included above.

Week 1: Introduce which procedures. Review which procedures. Go over course expectations and introduce letter to parents. Seating arrangements, general rules, consequences, and emergency procedures should also be covered. General room procedures.

Week 2: Introduce which procedures. Review which procedures. Students will now be settled in so introduce instruction procedures. Signed letter is due on that Monday as well. Bell work and class beginning/ending procedures will be covered as well. General rules and consequences regarding room and environment shall be included as well.- Review week one on Monday.

Week 3: Introduce which procedures. Review which procedures. Introduce group work and rules. Regulations and treatment of workstations and each other should also be reviewed. Review week 2 on Monday.

Week 4: Introduce which procedures. Review which procedures. Cover anything I have forgotten or that I think should be emphasized. Everything should be covered by this point. Review all three weeks on Monday.

PLANS FOR FIRST 2 FULL DAYS OF SCHOOL:

__ 25 DAY 1 Complete Plan (as in secondary text p.75-83)
Include **description of activities, sheets, etc.**

Before the bell: Will be in the classroom at least 25 min. before the homeroom bell preparing for class. Door will be left open so that students may enter if questions need to be asked. Preparations for class will be made. As I will be preparing for class I may be anywhere in the classroom or I may have stepped out for a few minutes in which case a student should sit and wait quietly.

Homeroom: I will introduce myself to what should be nervous students beginning the year. I will quickly go over what I expect out of them as a homeroom class. When I finish this I will make myself available to any student that has any questions regarding where they should go, who they should see, etc. Students will then be expected to read over the letter they will take home to their guardian in order to better understand the expectations they will find in my class.

Before the bell: Will stand outside the classroom where I can help direct students as needed and hand everyone a card with a random number on it.
Initial greeting: I will introduce myself and assure everyone what class they are in and if they should be there.
(5 min.)

Introduction: I will again state my name. I will then inform them that the number on the card defines their seating arrangement and how that procedure works. Students will then move to their newly assigned seat. Role will then be taken (I want to try this)
(10 min.)

Initial presentation of procedures/policies:
I will verbally go over the general classroom rules and consequences. Students will be told what to do in case of a natural or unnatural emergency. Students will be warned that there will be a review of these procedures at a later date.
(15 min)

Information about course:

Pre prepared Syllabus will be handed out and key points such as grading policy, daily/weekly routines, class goals, etc. will be emphasized upon. All questions will be answered.

(18 min)

Other activities: None

(n/a)

End of period: I will wish the class a good rest of the day and give general directions to anyone who is totally lost. Students are not allowed to leave until the bell has sounded and I have verbally dismissed the class.

(2 min)

___ 25 Day 2 Complete Plan (as in secondary text p.75-83)

Include **description of activities, sheets**, etc.

Before the bell: Will be in the classroom at least 25 min. before the homeroom bell preparing for class. Door will be left open so that students may enter if questions need to be asked. Preparations for class will be made.

Homeroom: Will ask the students if any big news has happened (Personal: New baby sister. World/local news: Global warming solved?) (Discuss). Help any students that are in need of it before seeing them off to first period.

Before the bell: Will be at door welcoming students as they come in.

Beginning of period: Ask if any important news has occurred (Personal: New baby brother. World/local news: World peace declared?). How does it affect our class? (Bell work alt.)

(8 min)

Initial activity: Welcome everyone and ask if everything went well the day before.

(3 min)

Review of procedures: Ask if there is any question about what we went over the day before and ask if there are any questions.

(7 min)

Activity (diagnostic test, first step to working in groups, new procedures, fun introduction to subject, test on procedures, feedback on homework, etc):

Go over class beginning/ending procedures (Quick run-through if time is available). Use today's activities (interactions with the class) as an example.

Cover bathroom, water fountain, sink, desk, storage, etc. procedures.

(30 min)

End of period: Wish the students a good day and answer any last minute questions.

(2 min)

__ 150 TOTAL

TEACHER EDUCATION 305
CLASSROOM BEHAVIOR MANAGEMENT ASSIGNMENT

___ **15 pts ROOM TRANSITIONS**

- A. Beginning of class period (What will be your routine to bring students to the class and open class each period?)
- B. Leaving the room (What will be your procedure?)
- C. Returning to the room (What will be your procedure?)
- D. Ending the day (What will be your routine to end the day and for students to leave the classroom?)

___ **25 pts Select one transition** above (A-D) and complete CHAMPS Transition Worksheet.

Include Transitions Worksheet Here. (25 pts)

CHAMPS Transition Worksheet

Transition:

B. Leaving the room (What will be your procedure?)

Conversation

Can students engage in conversations with each other during transitions?

No, not at all.

If yes, clarify how (so that they are keeping their attention on completing the transition).

Help

How do students get questions answered? How do students get your attention?

Because I will not be in the classroom I will either have someone else watching over the class whom questions may be directed at; or if I am just outside the door talking to someone then they may write down their question to ask me when I become available.

Activity

Explain transition. What will be different afterwards? (e.g., change in location, use of different materials, etc.) Include time criteria (i.e., how long it should take).

If I must temporarily leave the classroom for any reason the students are expected to remain quiet, respectful, and should not leave his or her seat. Ideally I will never be out of the classroom for more than five minutes.

Movement

If the transition itself DOES NOT involve getting out of seats, can students get out of their seat for any reason during the transition?

No. The only exceptions include disaster scenarios, emergency situations, or health predicaments.

If yes, what are acceptable reasons?

If the transition itself involved out-of-seat movement, can a student go elsewhere, for example, to sharpen a pencil?

No, they may not.

Participation

What behaviors show that students are participating in the transition fully and responsibly?

They are quietly sitting in their chairs waiting for me to return while not plotting anything.

What behaviors show that a student is not participating appropriately in th

Out of seat movement, loudness, distractive actions, and general misbehavior.

_____ **15 pts SMALL-GROUP INSTRUCTION**

- A. Getting the class ready (How will students know what they are going to be doing?)
 - 1. I will verbally inform the class what we will be doing before any action is taken.
 - 2. Weekly/daily goals written on the board
 - 3. Confer with the syllabus
- B. Student movement (What is the procedure for students moving from their desks to the group area?)
 - 1. Group areas will designated by the digression of the facilitator. Students are not allowed to take action/move until permission is given.
- C. Expected behavior in the group (What are the rules for the group?)
 - 1. Each student will have their own task which they are responsible for (reporter, note taker, etc.)
 - 2. Cooperation is essential.
 - 3. Abstract thinking
- D. Expected behavior of students out of group (What are the rules? What will students do to get your attention while you are working with students in the group?)
 - 1. Cooperate with fellow students
 - 2. Stay on task
 - 3. Don't distract members of your group or that of others.

_____ **25 Using the CHAMPS Classroom Activity Worksheet** as a guide, describe the cooperative learning activity from your 302 lesson plan to complete the CHAMPS Classroom Activity Worksheet. (25 pts)

CHAMPS Classroom Activity Worksheet

Activity:

Students will identify the rhyme scheme of a poem, complete a provided incomplete poem, and finally create their own original version to share with the class.

Conversation:

Can students engage in conversations with each other during this activity?

Yes. In fact it is required to complete the assignment.

If yes, about what?

They may talk about anything regarding sonnets. I realize that this is a broad view; however, as long as I am able to keep them on task I believe that it is necessary in order to reach their full creative potential.

With whom?

Only their partner and teacher.

How many students can be involved in a single conversation?

Only one, the assigned partner.

How long can the conversation last?

Until the assignment is complete or silence is called.

Help:

How do students get questions answered? How do students get you attention?

Students are of course allowed to ask questions about anything they are confused about. Students are however required to followed standard procedure (see above)

If students have to wait for help, what should they do while they wait?

Continue on with another part of the assignment. Students are encouraged to write down their question so that they do not forget.

Activity:

What is the expected end product of this activity? (Note: This many vary from day to day.)

Students should have been able to accurately identify the rhyme scheme a sonnet, completed another sonnet, and finally the group should have created their own original sonnet.

Movement:

Can students get out of their seats during the activity?

Yes

If yes, acceptable reasons include:

Pencil: Yes

Restroom: Only in an emergency

Drink: Only in an emergency

attention on the assignment so no.

Hand in/pick up materials: Students should focus all of their

Other: Emergency procedures, to give presentation,

Do they need permission from you?

No, but it should not be an issue if they focus on the assignment given. If it becomes an issue between the entire class, said privileges will be taken away; alternately individuals will be taken care of individually according to the provided course punishments (See above).

Participation:

What behaviors show that students are participating fully and responsibly?

An interested tone, laughter and good will in manageable bursts (The collage kids did it!). Accomplishing the assigned work. Relevant discussions between partners.

What behaviors show that a student is not participating?

Excessive loudness, distractive attitudes, attention seeking, unnecessary mobility, arguing, fighting, not talking what so ever.

20 GENERAL PROCEDURES

- A. Distributing materials (How will you distribute books and supplies to your students? How will you distribute books and supplies students will need throughout the year?)

Handouts and other accessories will be given to the first person in each row and passed back. Texts will most likely be assigned by a recorded number.

- B. Interruptions or delays (What will be your procedure if you are interrupted by a visitor or phone call?)

Students are expected to remain calm and quiet. All conversations are expected to cease and students are expected to stay in whatever seat they are sitting at. If appropriate they are to keep working on the assignment if possible

- C. Bathrooms (What will be your procedure for students going to the bathroom?)

Students are expected to go before class. They may not go during class unless it is an absolute emergency. Patterns will be watched closely.

D. Library, resource room, school office (What will be the procedure for students going to these areas of the school?)

Library/resource room- students will only be allowed to go to this location if I am with them and even then they must ask to begin utilizing the resources found in these two places.

School office- If called students may make their way there on their own. If it is a serious disciplinary action the student escorted and chaperoned until someone higher ranking dismisses you. When going to the nurses' office it would be advisable to send a voluntary assistance, in order to increase the students chances of a safe arrival.

E. Cafeteria (What will be your routine for students going to and returning from the cafeteria? What are your rules for behavior in the cafeteria?)

Students are not dismissed from the class until I give the word. This being a high school setting I am confident that the students can make their way there on their own once dismissed.

F. Playground (What will be your routine for students going to and returning from the playground? What are your rules for behavior on the playground?)

These students will be too old for the playground and will not be allowed to attend.

G. Fire and disaster drills (What is your school's procedure?)

This greatly depends on the class I am provided with as well as the school's policies. Regardless the students are expected to behave calmly, not panic, and follow my instructions to the best of their ability.

H. Classroom helpers (Will you have classroom helpers? If you will, how will you choose them?)

I doubt I will have any adult assistance. As far as student helpers go I don't plan to take that farther than to have the front row students collect paper/hw assignments.

15 ASSIGNMENTS AND WORK REQUIREMENTS

A. Posted assignments (Where will you post your assignments? What will be your procedures regarding assignments? Will students need to copy the assignment in their notebook, etc.?)

Daily assignments will probably not be found in the syllabus. However it should be available on the board under weekly/daily goals as mentioned above.

B. Standards for form and neatness (What will be your requirements for written work?)

Must be legible. Any work in question will be counted as an incorrect. Student's are welcome to challenge me in an attempt to change my mind.

C. Make up assignments (What will be your procedure?)

According to my standards a student will have three more days to turn in an assignment that wasn't turned in on the due date. Sickness and sports are exceptions to this rule. Please be aware that most schools have their own late assignment rules now.

D. Late or incomplete work (What will be your procedure?)

According to my standards a student will have three more days to turn in an assignment that wasn't turned in on the due date. Each extra day will cost the student 10% of the assignments grade. Sickness and sports are exceptions to this rule. Please be aware that most schools have their own late assignment rules now.

____ **25 pts MANAGEMENT PLAN AND MONITORING: COMPLETION OF ASSIGNMENTS.** Complete CHAMPS Classroom Management Plan Worksheet.
(25 pts)

Classroom Management Plan

Classroom Management Plan for

Level of Structure: H M L

Guidelines for Success:

1. Always respect my students and their lifestyle. This also includes race, gender, religion, etc.
2. Be the one in charge. I am their teacher and the bearer of the law, not their friend. Despite this, let them know that I am a person they can come to and trust if they are in dire need of help.
3. Don't spend the entire class period standing in front of the class teaching a lesson, mingle with the class and get to know them as individuals.
4. Praise the students when they deserve it. Acknowledgement can go a long way in my experience.
5. Keep my class teaching style varied and interesting. It will keep me from becoming predictable and force the students to pay attention instead of getting swept up in the drudgery of daily routine classes.

Rules:

1. Arrive on time with all materials

2. Follow directions
3. Stay on-task during work times
4. Treat others as you want to be treated.
5. All work it to be turned in on time.

Teaching Expectations:

Honestly I expect to get as much from my students as they get from me. I understand that they have a life outside of my classroom and that it will influence every move they make in my classroom. I also expect at least seven things to go wrong daily with varying degrees of complications resulting from them. This will keep me on my toes and I'm sure my estimations won't disappoint. Despite these things I expect my class to behave appropriately and familiarly. I do not intend to choke my students to death with overly strict rules and disciplinary actions; however, I do expect them to know where the line is and not take things too far. I want my classroom to be a fare and comfortable environment where learning new things about English literature can be both fun and unbiased. I expect my teaching strategies will continue to evolve until the day of my environment and can only hope that I do not fail those whose education I have dedicated my live to.

Monitoring Procedures:

1. Regular scanning of the students to keep "in touch" with what the students are doing at all times.
2. Keep a regular daily/weekly objectives list on the board. It will be the students responsibility to check and see what is due and when.
3. Make regular walks around the classroom and look for anyone who seems guilty.

Encouragement Procedures:

Class

I can think of several different ways to do this. I can have a very lively teaching environment that stimulates action and hands on action. My type of questioning is important as well. I want to make my students think about their answers; however I don't want to overload them ether. Different types of aids can encourage classroom participation as well. The use of videos, music, and pictures being the most often. The creation of a unique project could be just the tool that would create a sense of family or comradeship within the class. It this was effective it would benefit the class as a whole as well as individually.

Individual

Individual praise can be a huge help if the student is just shy. By slowly building up the confidence of a shy student they can eventually overcome their shyness and participate more regularly in class. It is also important not to belittle a student under any circumstances. Any disabilities a student may have must be taken into consideration and accounted for. If a student is struggling due to a teaching strategy I could add things that could help that student better understand the material. Again videos, pictures, and sounds come up as the most common aids. Perhaps one of the biggest things that could help encourage a student is if they were to find that they aren't the only ones out there having trouble or whatever the problem may be. Finding that they have comrades within the class that they can depend on can be one of the biggest moral boosters. Written feedback-notes on papers are simple but affective.

Possible Corrective Consequences:

6. Proximity management- moving near the student, the 'teacher look'
7. Verbal admonishment or "hot" word
8. Keep messages brief
9. Time management- Taking away time from a preferred activity
10. Reflective writing
11. Discussion with the student
12. Office/parent referral

Procedures for Managing Student Work

1. Procedures for Assigning Class work and Homework:

All assignments will be written on the board each day in the weekly/daily section. The homework assigned will be described and well covered before it is sent home. No homework will be assigned that the student hasn't gone over yet or at the very least is not perfectly capable of doing if enough effort is put forth

2. Procedures for Managing Independent Work Periods

A. Anytime a student is developing a pattern of not completing work, I will meet with the student privately to determine if the work is beyond the student's ability. If so, I will modify assignments or adapt instruction to help the student be successful.

B. I will not schedule seatwork periods that last longer than 30 minutes without creating some change in activity that allows students to move about somewhat.

C. During the first two weeks of school, I will directly teach students how to behave during independent work periods.

D. I will provide guided practice (doing 10 to 25 percent of the assignment together as a class-wide teacher-directed activity) before expecting students to complete any new type of task independently.

E. When students have questions, they can flip up a "???" flag that I will have on each desk.

(Since I was unsure what do with independent work periods a big thanks goes out to Mr. Wong for teaching me one of life's most valuable lessons: "STEAL STEAL STEAL")

(www.studentservices.pps.k12.or.us/.../ClassroomManagementPlan.pdf)

3. Procedures for Collecting Completed Work

On a bookcase in the corner will be a paper tray with the students' class number. This is where completed work is meant to go. On the day assigned work is due I will announce that the first person in each row is to collect their row's papers and they will put it in their respective paper tray. If the first chair is empty then it will move on to the second, then third, etc.

4. Procedures for Keeping Records and Providing Feedback to Students

Grades will be entered into both the standard computer program and a personal paper grade sheet I will keep in case something should happen to the system. This is where I will keep notes of absentees and other irregularities such as not turning in their work. If I see a pattern I will talk to the student followed by his/her guardians if improvements aren't apparent.

Procedures and Policies for Dealing with Late/Missing Assignments

My personal policy is that the student has three days he can turn in an assignment late losing 10% of the overall grade each day it is not presented. A pattern will be watched for and action taken if one is identified. This is most likely a null point as most schools now have a standard late policy. Of course sickness and sporting events are an exception to this rule.

_____ **10 pts FEEDBACK**

A. Grading policy (What will happen if a student fails to complete assignments?)

They will be deducted for each question/activity not completed. If a pattern is present then I will sit down and discuss the situation with the student and see what needs to be done. More drastic actions, such as contacting guardians, will be taken if and improvement is not seen.

B. Sending material home (What will be your procedure?)

I will pass out the assignment and then thoroughly go over it with the class in an attempt to prevent any confusion. I will be sure to avoid any work I feel the students aren't ready for.

C. Grading disputes (How will you handle a grading problem?)

I feel that it will be important to listen to the student's point of view. If they have a valid point I will consider changing their grade; however, it will have to be without a shadow of a doubt.

 150 Total