

## First Days of School Assignment

Name: Obion County Central High School

Grade level/Content Area: 9th – 12th

Number of students in class/grade:

9<sup>th</sup> – 278 students

10<sup>th</sup> – 247 students

11<sup>th</sup> – 238 students

12<sup>th</sup> – 219 students

School Description: Rural

Age of school building: 1959 (50 years old)

Number of students in school: 982 students

Percentage of students with Free/Reduced lunch: Approximately thirty-nine percent

General Daily Schedule Page:

Time/Activity Slots

Before school: 6:45 – 7:40

First Period: 7:45 – 9:15 Honors English III

(break) 9:15 – 9:30

Second Period: 9:35 – 11:00 Regular English III

Lunch: 11:05 – 11:30

Third Period: 11:05 – 1:10 Planning

Fourth Period: 1:10 – 2:50 Honors English III

“First of Year” Parent letter:

English Version on pages 10 – 12

Spanish Version on pages 13 – 15

### Rules & Procedures:

Classroom Rules and Consequences:

Rule #1: Come to Class on Time and Prepared to Learn

All students are expected to come into the classroom before the tardy bell with the proper materials (textbook, basic supplies, etc.), having read or completed the assignment for the day, and with a positive attitude.

Rule #2: Treat All with Respect and Admiration

As students and faculty interact with one another, it is expected that everyone be treated as equally valuable human beings with worthwhile insight and experience. Therefore, in the classroom, we are to respect and admire one another for our successes and our individual challenges. Items that are not ours should not be handled without permission and no one should ever raise their voice in anger against another. Since the class will have many opportunities for open discussion and debate, students will treat one another as they should like to be treated; when an opinion is given that may be debatable, students should object with the feelings of others in mind and with a prepared logical argument supported by pertinent evidence. Students should not speak over others or out of turn but rather listen intently and wait patiently for their chance to present an opinion. Any acts of bullying, disregard for basic human decency, or violence will not be tolerated and taken as a very serious offense. We are to be tolerant and accepting of all people, and this ideology will be enforced and practiced in the classroom.

### Rule #3: Follow Instructions the First Time Given

The teacher is a facilitator of knowledge, and thus it is his or her duty to strive to provide the best education to students. In order for this responsibility to be fulfilled efficiently and with the greatest probability of success, the school system must develop into a network of reliance. Students look to teachers for guidance and instruction, and we are to provide them with fair and structured rules that prepare them to learn under our care. Therefore, just as it is a teacher's responsibility to provide concise instruction to the students so education may flourish in a comfortable but organized environment, students are expected to follow the instructions provided so they may more fully benefit. If instructions given by the teacher are followed the first time they are expressed, students will find the environment to be much safer, consistent, and proactive.

### Rule #4: Do Your Absolute Best

If one gives their all and yet does not reach their goal, one still should be immensely proud of how far he or she has come. The underlying inspiration for a classroom should be to learn. As educators, we cannot expect our students to "get it" every time they try, nor should we demand perfection. By expecting students to "give it their all" instead, not only will the teachers be satisfied by the results, but the students will be generally happier and enjoy the curriculum in a new light. Students can be overwhelmed by the immensity of a task, but when they know they have done their absolute best to complete an assignment, they feel rewarded and are more likely to be determined to reach even greater heights.

#### Consequences:

- First Time: Warning
- Second Time: Writing Assignment
- Third Time: Call Parents and Detention
- Fourth Time: Office Referral

#### A. Teacher's desk, students' desks and storage areas:

Student will not be allowed to touch any items on the teacher's desk unless permission is granted. Students will remain in their assigned seats during the entirety of the class period unless otherwise instructed and should refrain from touching other students' desks as per Rule #2 concerning respect. Storage areas that contain mainstreamed materials, such as supplement textbooks, dictionaries, composition notebooks, etc. are allowed to be accessed at any time if needed with the exceptions of during an examination, lecture, or classroom discussion. Preferably these materials should be obtained in the least obtrusive of times in an orderly and efficient manner; students should not all rush to get dictionaries or textbooks at once, but rather one student from each row should volunteer to get enough for everyone in their row. These procedures will cut down on disruption as well as opportunities for vagrant behavior.

#### B. Storage for common materials:

Students will be expected to bring basic materials to class and be fully prepared for the lesson of the day. However, in those instances in which a student has forgotten some essential item, such as a pencil, paper, colored pen, note cards, highlighter, etc., the teacher will be the provider of such necessary items. Procedures will stand where the students approach the instructor before class about the need of such items, and he or she will be able to obtain said item from a storage bin at the cost of leaving some form of collateral (usually a personal item of the student's, examples being a wallet or cellular device). If the student is suddenly in need of said item during class time, such as if a pencil breaks, the teacher needs to establish a code for the students to utilize, preferably one that is not distracting, like the student raising two fingers, so that he or she may casually continue the lecture while depositing a fresh item on the student's desk.

C. Drinking fountains, sink, pencil sharpener:

I will expect students to take care of such basic manners before the class period begins. I understand, however, that sometimes situations arise in which exceptions need to be made. If a child is in obvious need to get something to drink, in the case of a fit of coughing for example, or wash his or her hands, because of perhaps a spill in class, I will be more than willing to let them do so with minimal distraction. Pencils should be sharpened at the beginning of class or during intercessions in the classroom; no other times will be tolerated since the students are expected to be prepared when they enter the classroom, including possessing an extra pencil or pen in preparation of emergency.

D. Bathrooms:

Students know when entering the classroom that they should be prepared and ready to learn; thus, all bathroom trips should be made before the tardy bell rings. However, one must prepare for unforeseen circumstances. In the classroom, if it is an emergency, such as one becoming violently sick, permission need not be granted. The student needs to explain at his or her return the status of his or her health, but the interruption will be easily forgiven. Other instances that may arise where one is in dire need of a trip to the bathroom may be discussed with the instructor for permission; however, these inquiries must be made at an appropriate time and not during lecture, class discussion, or examinations. In the case of the entire classroom needing to use facilities in the bathroom, such as after a particularly messy activity, students will be sent in two small gender-divided groups (of approximately three) to the closest restroom. Once all members of one group return, the next group may proceed. The teacher will monitor the hallway and the classroom from in between the doorframe.

E. Centers, stations, or equipment areas:

Centers, stations, and equipment areas will only be utilized in those instances where a learning activity demands it. The teacher will instruct the students when they may enter and use these areas. Students will be expected to remain on-task, be respectful of their fellow students and instructor by being considerate and conscientious, and take care to preserve the areas by maintaining cleanliness and appropriate usage.

A. Attention during presentations:

In accord with Rule #2 on Respect, students will know to sit quietly and engage in the presentation while providing positive feedback to their fellow student(s) through applauding at appropriate moments and maintaining eye contact. Talking or other disruptive activities will not be tolerated during the presentation as it would be a violation of Rule #2.

B. Student participation:

Students will be encouraged to participate vehemently as it is essential for students to feel invested in the curriculum. However, the structure of discussion will be orderly during lecture. A student will raise his or her hand to be called on; once called upon by name, the student will be able to speak his or her mind freely. In this way, an individual student may participate in discussion. If the teacher asks the class a general question in a manner that denotes open response, then the class will be expected to respond as one. However, shouting out the answers, thus potentially interrupting another student and undermining Rule #2 is not allowed. Students who need help during any part of class need only to raise their hand and wait to be called on. If it is a question that would be preferred to not be spoken aloud across the classroom, a supplementary gesture is desired so the instructor may know to approach the student's desk to assist. The instructor during class time will almost always be moving around the classroom to survey progress, be immediately available for help, and support the students as needed.

C. Talk among students:

Group work demands interaction, and so my policy is that students are expected to stay focused on the task at hand and not deviate into other conversation. By adhering to this rule, they are respecting their fellow students by not serving as a distraction as well as respecting the instructor and his or her lesson plan. Along with this, inside voices will be used exclusively. In other instances, during classroom lecture or discussion, talking will be discouraged as it is an intrusion on others' abilities to learn. When a classroom debate or open discussion is held, however, students will be encouraged to talk among their debate team members, but only at those points where it is appropriate to strategize and refocus efforts.

D. Obtaining help:

The instructor will move about the classroom for the benefit of his or her students during most of the class period. In this way, he or she will be easily available for those students who need help. To gain the instructor's attention, a student need only raise his or her hand and wait for the teacher to either call his or her name or approach the student's desk. Students must learn patience and understanding as these ideologies are a part of Rule #2. As part of this idea, students may always obtain further help after school or in a scheduled appointment.

E. Completed seatwork:

Students will be provided both a syllabus and a calendar of assignments due dates at the beginning of the year. Therefore, the instructor will highly encourage students if they finish their work early to first work on any homework that has been assigned and then begin working or reading ahead as outlined by the syllabus. Students will have plenty of work assigned to them, but strategies must be considered if a situation arises. If a student has completed the work for the day and the week and has read many of the upcoming selections, the teacher will then instruct the student of his or her options: one, the student may work on homework from another class as long as he or she does not serve as a distraction; two, the student may read a book for entertainment or a book from one of the storage shelves; three, the student may quietly, as a last option, find a place at a center or with an activity that is both rewarding and instructive. There will never be any "down time" in the classroom as it promotes inactivity and delineation from the classroom goal of appropriating a superb education. An unengaged mind is a dangerous mind.

Schedule for introducing and practicing procedures in the first four weeks of school.

Week 1: Introduce which procedures. Review which procedures.

There will be a basic introduction to classroom procedures as outlined above such as raising one's hand to speak, storage access, and other classroom management applications that a student should know. I will inform the students in the first week of the four classroom rules, disciplinary action in accord to the rules, and will provide a syllabus and calendar outlining my expectations of the students for the year. The policies and procedures discussed in the First Days assignment as well as the Classroom Management plan will be outlined and given out to the students as well. My policy concerning bells is that the tardy bell only denotes when a student is late; it does not begin my class. Class begins as soon as a student enters the room with bell work, commonly consisting of vocabulary and writing practice. Although availability to finish the bell work will continue through the tardy bell, I will encourage my students to arrive before the bell, if possible, so they may more fully be prepared to finish their assignment. I will also instruct the students about my procedure concerning the ending bell. In most classes, the bell means students can leave; however, in my class we will work or listen to lecture until the bell rings and sometimes slightly after if necessary. Students will adhere to my instructions concerning not packing up before class

concludes, which includes before the bell rings. I will tell the students that it will not be my intention to have the class run over time, but rather I will make it my goal to end class on time. Students will be informed as to the procedures for participating in group activities and open discussion or debates in class. As per my instructions, students will be numbered off into equal groupings and will efficiently and unobtrusively join their group members in specifically designated places around the room. After introducing the procedures as outlined above (in both categories of instruction procedures and room use procedures and the procedures aforementioned, the students will feel prepared to participate in classroom discussion and movement around the classroom. We will spend time in putting these procedures in experimental practice.

Week 2: Introduce which procedures. Review which procedures.

There will be a review session over the procedures as outlined the proceeding week. Those procedures that need readdressing will be reaffirmed in practice. This week will be spent running through emergency drills that are set forth by the school system and the process of exiting the building in an efficient and calm manner. There will also be some emphasis placed on movement of the entire class down the hall and to the bathrooms for those instances where a group of people may need to use the sinks. There will be an introduction to other emergency procedures that may prove to be relevant in particular classroom settings, such as if the teacher suddenly becomes incapacitated, if a student is experiencing a seizure or becomes injured, or in the cases of choking, allergic reaction, or diabetic shock, to name a few examples.

Week 3: Introduce which procedures. Review which procedures.

The initial procedures outlined in week one will continue to be put into practice and reviewed if necessary. Those processes introduced in week two will also be reviewed. Week three will serve as the chance to introduce procedures concerning a substitute teacher and how rules that are in place with a regular instructor transcend to the substitute, especially Rule #2. Students will be encouraged to assist the substitute in becoming versed with normal classroom behavior, discouraging any acts of problem-making in their peers, and helping with typical classroom procedure such as roll-taking or group activities. Students will also be informed as to the procedure of informing the instructor at his or her next day to return how the class period went with the substitute and events or actions that transpired that should be changed.

Week 4: Introduce which procedures. Review which procedures.

Week four will serve as a strict review period in which all of the previous week's procedures are reviewed and the students are evaluated on how well they have retained the classroom management system as presented by the instructor. At this time, individual procedures that may surface or be unique to the students of the class (such as those with special needs) will be introduced and practiced. The remainder of the school year may be a time to continue bringing into practice certain procedures that may have to arise, but by week four, the students should be efficient and certainly close to a one-hundred percent yield in implementing the procedures. This will be assessed through the various practice sessions held over the four weeks as well as a written exam concerning those items contained within the syllabus and the outlined student copies of the First Days and Classroom Management documents.

## PLANS FOR FIRST 2 FULL DAYS OF SCHOOL:

Before the bell:

Posted outside of the classroom door are the room number and the instructor's name. The student desks are arranged in traditional rows facing the front white board and the teaching podium.

The podium is set off to the right side of the white board for easy access to the instructor. On each desk is a paper name plate for the students to be able to come in and easily find their assigned seat. At different corners of the room reside a bookcase, a storage closet for supplies, and the teacher's desk catty-cornered at the back wall. All of these pieces of furniture are out of reach and placed at a comfortable distance from the students' desks. The teacher will take this time to make sure his or her lesson plan is laid out comfortably on her desk, that she has the updated roll-sheet, appropriate copies of the syllabus, various documentation, and calendar, and that the subject textbooks are within reach to be allocated to students.

The white board, at the upper left-hand corner, has the following written:

English (subject matter), Date

Please take a textbook and place it under your desk.

Complete your Pre-Work assignment and then wait patiently for further instruction."

In the upper right-hand corner there is the following structure of heading a paper on a lined, laminated sheet:

"Heading for All Papers:

Full Name

Teacher's Name

Course Name

Date

Subject of Paper"

The trashcan is placed near the door as is the pencil sharpener. A bulletin board near the front of the classroom has in large letters "Homework Folders" where there are six different colored folders are stapled to the board, five of which are labeled with the days of the school week.

Initial greeting:

The instructor will greet the students at the door, telling them to sit where their name plate is positioned after taking a textbook off the top of the pile near the door, and hand them a document containing the following text:

"Good (Morning/Afternoon) Class. Welcome back to school! My name is [redacted] and you are in Room (number) for English (subject matter). Every day before class begins you will have an assignment called Pre-Work. For today's lesson, please complete the following assignments:

- 1) Using the composition notebook you were instructed to bring to class today, write the definition of the word Exculpate and use the word in an originally created sentence. You may use the dictionaries in the front bookcase; however, you must return them once you have finished this assignment.
- 2) After completing the Vocabulary Pre-Work, your second assignment is to write at least one half-page in the spiral notebook you were instructed to bring to class today on the following prompt: 'What are my expectations for this class?'

Thank you for your cooperation. With a positive attitude and an open mind, we can make this year the best it can be."

(Less than One Minute for Each Student) (From 7:30 to 7:45 AM)  
(Pre-Work should take no longer than 7:52 to complete)

Introduction:

The instructor will begin the class at 8:00 by introducing himself or herself, telling the students to continue to work on their Pre-Work during the roll-call, and proceeds to call roll, making sure to take note of name changes and pronunciation. As the instructor calls roll, he or she tells the students to raise their hands and say, "Here" when their name is called. He or she asks the students to

tell the class one interesting fact about themselves and their text book identification number after their name is called. It is permissible to explain what information is needed or where it might be located, but such details need only be stated once. The students will return the textbooks back under their desks and then receive both a syllabus and calendar.

(Introduction, Roll-Call, Pre-Work will take at most until 8:00)  
(Textbook Assignment and Document Distribution will take at most until 8:10)

Initial presentation of procedures/policies:

The teacher will begin by explaining in detail the four rules of the classroom which will be posted on large posters at the front of the classroom. As she speaks about the basic procedures including student interactions and participation in class as described above under the first week of procedural explanation, she points out the passages that explain the procedures in the syllabus as they will be outlined in some detail. She will also, while speaking, hand out the copies of the outlines of the First Days and Classroom Management documentation. She takes time to further go over the concept of the Pre-Work and the structure of the heading of papers. She takes some time to practice with the students these procedures and explain some other aspects of the syllabus, including upcoming assignments and paper or project guidelines. The students are encouraged to address the syllabus and calendar after class as a reference for those assignments to be completed before the next day. She informs the class that they will be expected to take a short examination over the information presented in the syllabus and documentation.

(Procedural Explanation will take at most until 8:30)  
(Assignments and Syllabus will take at most until 8:40)

Information about course:

The instructor will lead into the information about the course discussion as he or she is discussing some of the assignments the students will be expected to complete over the semester. It is important that the teacher not only express his or her excitement and passion about the subject, but also stress the importance of the students' participation in lessons. The instructor will briefly tell the students what major short stories, books, authors, or concepts the class will elaborate further upon as well as possible reasons why these selections in literature were made. He or she may ask the class for a general consensus about their opinions on the selections or the syllabus, and alterations may be made if the students express that the literature has been assigned to them before in an extensive study in another class. It is highly important in the structure of curriculum to gain feedback from the students, especially once the semester has ended, so that in the future the teacher may know what route is best to take. The teacher needs to go onto explain the importance of students remaining organized and reviews the materials that are necessary to have as originally specified in a letter to the parents of those students attending the class. The students will be informed that by the beginning of next week, if they do not possess the essential materials, such as their composition notebook, spiral notebooks, and three ring binders, points will be taken off from their grades. The teacher will also cover the grading rubric of her class both for essays and other forms of independent practice. She assures the students they will be more comfortable in the expectations of the class by the end of the week.

(Classroom Basics will take at most until 9:00)

Other activities:

The last part of the class will be spent in an activity called, "Interrogate the Teacher." This activity calls for the students to utilize the procedures of interaction that were introduced in order to ask questions of the teacher to learn more about him or her. The teacher tells the students that they

are open to ask any kind of question about her life, hobbies, experiences, academics, thoughts, and feelings as long as it is appropriate for a school setting in an environment that maintains the Second Rule. The teacher responds honestly to questions, giving every student the opportunity to raise his or her hand and participate, and may choose to ask the students questions as well.

(Interrogate the Teacher will take at most until 9:10)

End of period:

The last part of the class period will consist of the teacher writing the students' homework on the board. They will be expected to complete a reflective writing assignment of at least two pages on the prompt, "What are my future goals leading up to ten years from now?" The teacher then will ask the students to clean up any paper or trash around their desks and deposit it in the trash bin as they exit the room. He or she will express great excitement for the next day of class time and bids the students a fond farewell. She thanks the students for their hard work and their engagement in the day's lesson. The bell should ring right around the time the teacher stops speaking.

(9:10 – 9:15)

Before the bell:

Just like the proceeding day, the instructor is positioned right outside of the classroom to greet the students as they arrive. She tells them to sit in their assigned seats, look to the white board for instruction, and begin their Pre-Work. Student name plates are still resting on the desks and the room is in the same order as the day before. The white board has the following instructions in the upper left-hand corner:

English (subject matter), Date

Please turn in your writing assignment concerning your future plans in the folder on the bulletin board labeled 'Homework.' Sit in your assigned seat and begin your Pre-Work for the day."

The heading format is still in the upper right-hand corner. However, now under the left hand side directions there is a line and then a title that says "Pre-Work and Assignments." Under this title the instructions are as follows:

"Vocabulary Pre-Work: Define and Write an Original Sentence for the word Descry.

Writing Prompt Pre-Work: Write at least a half-page on the prompt, "My greatest challenge in English classes has always been..."

"Homework for (Date):

(The reading selection and writing assignment will be listed here according to the syllabus)."

(Less than One Minute for Each Student) (From 7:30 to 7:45 AM)

(Pre-Work should take no longer than 7:52 to complete)

Beginning of period:

As the students complete their Pre-Work, the instructor will take roll according to who is missing from their assigned seats without interrupting the students. He or she will clarify the absent members of the class with the students present. He or she greets the class and asks them to put away their composition books and spiral notebooks. The instructor will ask the students if they all turned in their homework in the folder on the bulletin board. He or she stresses that this manner will be the process everyday for turning in homework. He or she assures them that their homework will be graded by the next school day. The teacher will ask the students to name the four classroom rules as specified yesterday. The students will be told the general plan for the day so that they are prepared for class to begin.

(Introduction from 7:52 to 8:05)

Initial activity:

The teacher will take this time to go over the Pre-Work written prompt responses with the students so that they make take the chance to share with the class and facilitate discussion. In this way, students are continuing to share themselves with the class and establishing community with the teacher and fellow peers. It is important to begin this process early so that more chances for opportunity for useful open debate are available. The teacher will also take this time to introduce procedures and review the idea of the Pre-Work and assure that all students are aware of what the Pre-Work exercises entail. Practicing beginning classroom procedures is very importance to set a precedent for how the remainder of the class will be run, so all procedures should be thoroughly practiced and discussed at this time. The teacher may also choose at this time to conduct a short-pop quiz following the introduction and review of the procedures.

(Lecture about the personal reflections will last at most until 8:35)

Review of procedures:

Depending on how well the open discussion and lecture progressed, the teacher may choose to serve some more practice in how to properly conduct interaction between students and teacher. It is important to review procedures introduced in the last class by asking the students what they remember and know of your personal policies. Be animated but serious about the implementation of these policies. Be sure and ask after the discussion of such procedures, just as you did the proceeding day, whether students have any questions. At the end of the discussion about procedures, the instructor will conduct a short oral pop-quiz over some basic policies discussed. The students will be instructed to provide a heading on a clean sheet of paper and answer the questions in complete sentences. The teacher will finish the last question, ask if any need to be repeated, and ask the students to pass their papers to the person to their left until the papers reach the first row closest to the wall. The teacher will collect these and place them on her desk as she begins explaining the next activity.

(Procedural Review from 8:35 until 8:50)

Activity:

The instructor will tell the students that the next activity is called “Stranger Introduction.” He or she numbers off the students in groups of two and tells them to take a blank sheet of paper and something to write with to different stations around the room. He or she will explain the rules as being that each student must interview the other in his or her group. They are to ask simple questions such as their full name, age, hometown, etc. They are also to ask, however, three very strange questions, such as what would be the scariest place for you to get stuck in, if you could be any piece of furniture what would you be and why, or what celebrity would you hate to swap lives with, etc. They have only ten minutes to complete the activity for both members of the group. The students will then stand at the front of the class and introduce their fellow student by reading the responses they were given.

(Stranger Introduction Activity until at most 9:10)

End of period:

The instructor will point out the independent practice assignment on the board and emphasizes that the students do their absolute best on their work. He or she encourages the students to take notes as they read the selections, and the teacher shows appreciation for the hard work

completed during the day. He or she bids the students a fond farewell and asks that they clean up their area before leaving the class. The students leave, not at the bell, but once the teacher says that it is appropriate for them to pack up and exit the classroom. The teacher will make the students go through the leaving procedure as many times as it takes for them to correctly execute it. This particular practice will be extended to the remainder of the year.

(9:10-9:15)

October 11, 2009

To the Guardian(s) of \_\_\_\_\_:

School is back in session! My name is \_\_\_\_\_ from -----English Department. I am proud to say that I will serve as your student's instructor, mentor, and guide through the next semester in \_\_\_\_\_. It is always a pleasure to greet new students and form an effective and beneficial network with their community and family members. It is my hope that we all can support one another throughout the year alongside the school system so students may obtain the most superb education possible.

It is truly a privilege to instruct your student about English, Language, and Literature. English, especially writing, has been my passion since when I was the age of the students I now teach. Therefore, I have confidence that my enthusiasm and love of English will translate to those students who are willing to listen and learn. Rather than demanding perfection or total comprehension, I expect my students to try and do their absolute best in all facets of the curriculum, including but not limited to class-work and independent practice. By actively encouraging hard-work and determination in our students, we can bring about positive outcomes for all parties involved. I want to promote a comfortable environment in and out of the classroom with plenty of opportunities for maturation.

The most necessary rules to follow in my classroom are those tied with respect and honesty. It is always my policy to hold open debates and discussions, to expose students to a wide array of experiences and understanding, and to foster creativity through written and verbal expression. In effect, students must be willing to participate and share their ideas with their classmates in a respectful and disciplined manner. It is important to maintain an open thread of communication between my students and their family and myself. I would appreciate it greatly, therefore, if you and your student would review this letter together and then complete the contract expressed below:

*Student's Agreement:* I understand the responsibilities expected of me in \_\_\_\_\_

classroom as well as those of the school and of my guardian(s). I will be a respectful, honest, and enthusiastic student and will complete any work assigned to the best of my ability. When I do not uphold my end of the contract, I will therefore be knowingly and willingly subjecting myself to disciplinary action as pertaining to my digression.

Signature \_\_\_\_\_

Date: \_\_\_\_\_

*Guardian(s)' Agreement:* I understand the expected responsibilities as outlined by Ms. \_\_\_\_\_ of my student and as well as those of the school. I will try my best to play an active role in my student's education which will ensure his or her interest and enthusiasm in obtaining an education. I will have open communication with my student's instructor so that I may chart the progress my student is making. If I fail to uphold my end of the contract, I realize I will be subject to disappointing my student and neglecting to maintain awareness of their future.

Signature \_\_\_\_\_

Date: \_\_\_\_\_

*Instructor's Agreement:* As the student's instructor, I will perform my dutiful commitment to providing the best education possible. I will be a perpetual source of support and an enforcer of ethical responsibility. I will constantly update the students and guardians of academic progress and of upcoming events. I will be an exemplary role model for the students by holding true to my promises, being accepting of criticism or punishment, and being a practitioner of right thought and action. If I do not uphold these values as an educator, I will be the recipient of student and guardian beratement as well as disciplinary action administered by the school system.

Signature \_\_\_\_\_

Date: \_\_\_\_\_

Please sign and date under the above section that pertains to you if you have read, understand, and comply with the terms outlined in the agreement.

Final Note:

I will return the signed contract to you after it has been recorded in my records. Please take care to refer to it as the year progresses. My contact information is listed below. If you are willing, please fill out the following information so I may open up some form of communication with you during the year. This step is essential in the process of granting your student the best possible education. Detach the slip below and return with your student. Thank you so much! I appreciate your cooperation and I hope we all will have a fantastic semester.

Ms. -----

Home Phone: ----

Cell Phone: --

School's Office Phone Number: 731.536.4688

Email: --[@ut.utm.edu](mailto:--@ut.utm.edu)

School Room Number: Room 151

----- Detach Here -----

Please Print All Information Provided:

Full Name: \_\_\_\_\_ Student's Full Name \_\_\_\_\_

Email Address: \_\_\_\_\_

Home Phone: \_\_\_\_\_ Work Phone: \_\_\_\_\_

Cell Phone: \_\_\_\_\_

Mailing Address: \_\_\_\_\_

Address

City

State

Zipcode

Check Which Form of Communication is Best to Use to Reach You:

Email

Home Phone

Cell Phone

Work Phone

Mail/Postal Service

11 De Octubre De 2009

Al guarda de \_\_\_\_\_.

¡La escuela está detrás en la sesión! Mi nombre es señorita -----del departamento inglés de la central del condado de Obion. Soy orgulloso decir que serviré como el instructor, el mentor, y guía de su estudiante con el semestre próximo pulg \_\_\_\_\_. Es siempre un placer saludar a nuevos estudiantes y formar una red eficaz y beneficiosa con sus miembros de la comunidad y de la familia. Es mi esperanza que todos podemos apoyar uno otro a través del año junto al sistema escolar así que los estudiantes pueden obtener la educación más magnífica posible.

Es verdad un privilegio mandar a su estudiante sobre inglés, lengua, y la literatura. El inglés, escribiendo especialmente, ha sido mi pasión desde entonces cuando era la edad de los estudiantes que ahora enseño. Por lo tanto, tengo confianza que mi entusiasmo y amor del inglés traduzcan a esos estudiantes que estén dispuestos a escuchar y a aprender. Más bien que comprensión exigente de la perfección o del total, espero que mis estudiantes intenten y hagan su absoluto lo más mejor posible en todas las facetas del plan de estudios, el incluir pero no limitada clase-trabaja y práctica independiente. Activamente animando duro-trabaje y determinación en nuestros estudiantes, podemos traer los resultados alrededor de positivos para todos los partidos implicados. Deseo promover un ambiente cómodo dentro y fuera de la sala de clase con el un montón de oportunidades para la maduración.

Las reglas más necesarias a seguir en mi sala de clase son éstas atada con respecto y honradez. Es siempre mi política para llevar a cabo discusiones y discusiones abiertos, a los estudiantes de la exposición a una amplia gama de experiencias y de la comprensión, y a la creatividad foster con la expresión escrita y verbal. En efecto, los estudiantes deben estar dispuestos a participar y a compartir sus ideas con sus classmates en una manera respetuosa y disciplinada. Es importante mantener un hilo de rosca abierto de la comunicación entre mis estudiantes y su familia y misma. Apreciaría grandemente, por lo tanto, si usted y su estudiante repasarían esta letra juntos y después terminan el

contrato expresado abajo:

*Acuerdo del estudiante:* Entiendo las responsabilidades esperadas de mí en ms Sala de clase del [REDACTED] así como los de la escuela y de mis guardas. Seré un estudiante respetuoso, honesto, y entusiástico y terminaré cualquier trabajo asignado al mejor de mi capacidad. Cuando no mantengo mi extremo del contrato, por lo tanto me sujetaré con conocimiento y dispuesto a la acción disciplinaria como referente a mi digresión.

Firma \_\_\_\_\_

Fecha \_\_\_\_\_

*Acuerdo del guarda:* Entiendo las responsabilidades previstas según lo contorneado por el señorita [REDACTED] de mi estudiante y así como los de la escuela. Intentaré mi mejor para desempeñar un papel activo en la educación de mi estudiante que asegurará su interés y entusiasmo en la obtención de una educación. Tendré comunicación abierta con el instructor de mi estudiante de modo que pueda planear el progreso que mi estudiante está haciendo. Si no puedo mantener mi extremo del contrato, realizo que estaré conforme a decepcionar a mi estudiante y a descuidarlo mantener conocimiento de su futuro.

Firma \_\_\_\_\_

Fecha \_\_\_\_\_

*Acuerdo del instructor:* Como el instructor del estudiante, realizaré mi comisión dutiful a proporcionar la mejor educación posible. Seré una fuente perpetua de la ayuda y de un enforcer de la responsabilidad ética. Pondré al día constantemente a los estudiantes y a guardas del progreso académico y de acontecimientos próximos. Seré un modelo ejemplar del papel para los estudiantes siendo verdad a mis promesas, siendo el aceptar de la crítica o del castigo, y el ser un médico del pensamiento y de la acción derechos. Si no mantengo estos valores como educador, seré el recipiente del beratement del estudiante y del guarda así como la acción disciplinaria administrada por el sistema escolar.

Firma \_\_\_\_\_

Fecha \_\_\_\_\_

Por favor la muestra y la fecha bajo sección antedicha que pertenece a usted si usted ha leído,



## Classroom Behavior Management Assignment

### ROOM TRANSITIONS

#### A. Beginning of class period:

It will be my daily pleasure to greet all of my students at the door. In this way, if students have an immediate question concerning the day, I will be available to them. Also, my presence will serve as a reminder, before the students even enter the door, that they are expected to be prepared for the class. By prepared, I mean that students will not only have the materials that are necessary for the day (which will be explicitly outlined in both the syllabus and at the ending of each class meeting for the following day) but also to be prepared to learn, meaning that they are fully informed from the chosen independent study as to what will be discussed, they have completed their homework, and most importantly they are ready to adhere to the four rules of the classroom including leaving all elements of emotional confrontations, ie. drama, at the door.

If the class is the first period class, we will adhere to the procedures necessary with the first period classes; students will be expected to listen quietly to the announcements, stand and say the Pledge to Allegiance, be respectful of others during the moment of silence, and immediately following, be prepared to learn without unnecessary transitional distraction. The other classes as well as the first period class will be aware of the procedure for announcement interruptions; students will be expected to immediately quiet at the sound of an intermittent announcement, wait until its unfolding has ceased, and then return to work as if no intermission had occurred.

At the beginning of class, students will be assigned Pre-Work including vocabulary practice and written prompts for response. This is especially important in transitions between classes and the first period class since students will be tempted to not begin work immediately following the break period between classes and the time before first block. The Pre-Work will always be written in the same place on the board every day and students will be aware of the procedure of the Pre-Work. They have until a few minutes after announcements to complete all of the work. The vocabulary practice will be written as an entry in the students' composition notebooks under the corresponding alphabetical assignment; in other words, the student's composition notebook will serve as a fully working alphabetical listing like a dictionary where an original definition and working sentence are placed following the Word of the Day. The students will also be expected to respond to a variety of writing prompts having to do with current events, genre-associated creative prompts, five-paragraph essay type prompts, prompts deviated from quotes and other literary genres. In a spiral notebook the students were instructed to purchase at the beginning of the year, the students will write at least a half-page in response to the particular prompt. Both of these bell work assignments will be briefly discussed immediately following the expired time for work. The students will know this before hand, as will they also be informed that these two daily assignments will be collected periodically as checks along the semester. Therefore, the students are aware of the time they are given to complete the assignments in class which does not allow for distractions or mischief-making if they hope to receive part of the daily in-class participation grade.

The beginning of class, following going over Pre-Work, will be devoted to discussing the particular independent practice from the night before or, as in the instance of the first day of school, establishing procedures and formulating instructor to teacher introductions. Also the very beginning of class will be used as a review session as a set of sorts for the lesson of the day. Again, in adherence to this rule, the first days of school will be an exception.

#### B. Leaving the room

In the case of the entire student population having to leave the classroom to perhaps go to the library, computer lab, or another classroom, the students will adhere to the classroom rules, especially Rule #2, and keep in mind that other classes will be in session when moving down the hallways. Therefore, students will be reminded that it is a privilege to have the opportunity to leave the classroom and all should remain silent in order to respect their fellow students and those students and teachers in other classrooms. Before leaving the classroom, students will be reminded of the procedure for leaving the classroom in an orderly fashion; the students will be aware that the row closest to the door will stand, move in a single line to the doorframe where the teacher will be standing, and at her signal, move into the hallway without speaking to wait for the next row of students to stand and join them. The teacher will need to stress that at each failure to adhere to the procedural rules the process will start over. Therefore, students will not only be made answerable to the instructor, but also it will become an understood rule that students will monitor one another.

Students will be told to move down the hallways in an orderly fashion, meaning in a singular straight line; if the students are generally unwilling to cooperate in leaving the classroom, the teacher may implement various methods to ensure their ability to move in a straight line such as keeping all students to one side of the hallway and having them practice moving in military fashion (at turns the instructor will serve as the deviation point) or, if possible, having the students keep one hand outstretched towards an unobstructed wall along the way to the junction point where their fingertips must remain contact with the wall. Again, the instructor will tell the students that infractions will cause the entire class to return to the beginning junction point and begin moving again to the destination. Too many infractions, three returns to the beginning in the hallway, will cause the students to not be able to leave the classroom for that day. Only one warning will be delivered before starting over back at the classroom.

In the case of a small group of students needing to leave the classroom, such as after a particularly messy activity where hand washing is necessary, the students, in their groups, will be selected by the instructor (preferably in groups no larger than three) to make their way into the hallway. They will be aware of the procedure of movement having to do with Rule #2, meaning they will not speak when they are in the hallway. The instructor will monitor their progress as well as the behavior of the students in his/her classroom from the doorframe.

In the case of a single student needing to leave, the instructor will have explicitly stated at the beginning of the year that students should not have to leave her classroom for any reason, including trips to the bathroom or drink dispenser, because said activities are to be conducted before or after class and not during the class. In the case of emergency, such as a student feeling sick or a particularly bad fit of coughing, the student is allowed to leave as

necessary and then at his/her return explain the reasons for his/her departure to the teacher at an opportune moment as to not interrupt his/her fellow students.

Students who are called out of the class for any reason, including by administrative officials, will be instructed to be as unimposing upon the progression of the class and be sure to take a hall pass with them. The student, after the announcement has been made for his/her presence, will take the hall pass up to the instructor to be signed; this process will not need vocal explanation since the teacher will be informed by the announcement, and so the instructor will be able to continue lecture during the transitional process. In any of these instances, the students are aware that they will continue to adhere to procedure for remaining quiet in the hallway. If the student does not have his/her hall pass with them, the instructor will have outlined the procedure for the student in the chance of an announcement. It is the student's responsibility to have the tools necessary to leave the classroom in preparation for the possibility of its occurrence. Therefore, the student will be informed of the procedure for not having his/her agenda; the procedure is that the student will remain seated and not leave the classroom. This will be a subtle cue to the instructor that the student does not have the availability to leave the class. The instructor, at the next possible non-interrupting juncture in class time, will assign a student of redeemable qualities and honesty to escort the student down the hallway. The instructor will pick a different escort each time, although hopefully the infraction will not be repeated. The escort will be told that he/she will be possessing of a hall pass and take the student to the destination. This will serve as the end to the escort's responsibility to the student and he/she will return promptly to the classroom as per the expectations and responsibility of the position elected by the instructor.

In the case of emergency situations, such as a fire drill, the students will refer to the exiting procedures as outlined in the procedural list and adhere to the same rules for leaving the classroom as a whole class. The only difference will be for the students to follow implicit instructions provided by the teacher as they progress down the hallway as to where they will exit the building as well as how far they will be positioned from the building. Although the teacher will not conduct the procedure of the classroom returning to the original starting area if infractions occur for the sake of safety, the teacher will express to the students the high importance of adhering to the procedures, even in practice with emergency situations, and offending students will be given a writing assignment reflecting on the importance of procedures in emergency situations when observed not adhering to procedure either to or from the classroom. The same student will be given the responsibility next time a drill is performed for leading the group and being an example for other students to model themselves. If the same student continues to be uncooperative in participating in the procedures, the teacher has made it a rule that he/she, in light of such a serious procedure having to do with safety, will send the offending student to the administrators to be properly reminded of what could happen if procedure in emergency situations is not adhered to.

### C. Returning to the room

The same procedures for leaving the classroom will be adhered to for the class' return to the classroom. The students will be expected to adhere to the procedures for formulating a structured line to leave their current destination and maintaining the ordered single line down

the hallway. The students will be reminded to adhere to Rule #2 in keeping silent during the transition. Just as in coming to the classroom infractions will cause the procedure to begin again, so too will returning to the classroom. The students, if uncooperative, will continue the movement procedure until after the bell rings for class to end if necessary. They will be aware that they will not be dismissed to leave until they have managed to return to the classroom without infraction and have sat back into their assigned seats. The teacher will then have the chance to dismiss the class as long as they are adhering to the rules of the transitional period of leaving the classroom.

For students having to return in small groups to the classroom, the same rules will apply as those for leaving the classroom. They will adhere to the procedures dealing with Rule #2 and therefore be respectfully quiet at their return. As soon as all of the departed students have returned, the next group will know it is their turn to stand and leave the classroom. This procedure will continue until all students who have the need to leave have done so. Students, at their return, will return either to their seats or the designated group areas.

As to not interfere in the escort's education excessively, the escort will return after taking the student to the destination. The teacher, however, will have the responsibility to keep a running tab of how long the student called into administrative presence is missing and check up with the office on what they were called in for as to ensure that the student was not wasting time. As a secondary vessel through which students will monitor themselves, the instructor, as part of the procedure for leaving with a hall pass, will emphasize the importance of being responsible in having the administering professional at the place where they are called sign and place a time at the moment they clear the student to depart. If the student needed an escort, it is the student's responsibility to receive a written note from the administering professional in the situation stating the time of release as well as a signature.

#### D. Ending the day

Students will be informed at the beginning of the year that the bell system with the school, if in place, is for the use of the teachers only and not as a dismissal system for students. The bell is informative for when the teacher needs to end or wrap up his/her lesson and not an inclination for students to rise from their seats. As part of the procedure, students will have practiced waiting for the teacher dismissal rather than the bell. The teacher will inform the students when they are allowed to leave. Along with the dismissal procedure, students are not allowed to "pack" in preparation for the end of class. They will remain seated and quiet, listening to the lecture or completing the activity, and only once the teacher has instructed the students that they are dismissed are they allowed to place books and other materials in their bags. This procedure is in place not only to cut down on distraction but to also utilize the sparse time given to instructors for emitting the ending points of his/her lecture. It will be understood that the instructor will be respectful to the students' time by not letting them out late if it can be helped, but the students will also be respectful to the teacher's lesson by remaining engaged until dismissed.

## CHAMPS Transition Worksheet

### **Transition:**

The transition concerns the beginning of a class period as students are entering either at the beginning of the school day or after a transition from one class to another (refer to the procedure outlined above).

### **Conversation**

Students, once they enter the classroom, are discouraged to speak so as to get the Pre-Work assignments completed before time is called for in-class work. The procedure may change as the teacher surveys the work-ethic of the class as the semester continues and sees whether or not his/her students are able to remain on task and complete all of the work with efficiency and quality while speaking casually among peers.

However, as is common at the first class period, once announcements are emitted over the intercom students should remain completely silent except to say the Pledge to Allegiance. After announcements, students should know that they need to remain quiet in order to complete their Pre-Work and to set a precedent for the behavior in preparation for the teacher's instructions to begin the class period.

If the instructor chooses to allow his/her students to speak during the Pre-Work section of the beginning of class, then the Pre-Work will serve as a focusing agent and goal for students to complete in a set time established by the instructor. The instructor will also have to inform the students that the privilege to speak during the Pre-Work will be revoked at the first evidence of students not working on their assignments or the deliverance of less than permissible quality of work.

### **Help**

The instructor will be standing at the door as the students are changing and entering classes to greet and serve as a tool of information for the students. If the students would like to speak with the teacher before class begins, such as during the transition before the first class at the beginning of the day or in between classes, the teacher is available to be approached easily while surveying the hall and the classroom from the doorway. The teacher will promote his/her availability during this time to answer questions concerning the last class period, the procedures for the day, or concerning independent practice, among other topics.

During class, as the Pre-Work begins, the students need only to raise their hand silently during the procedure to capture the instructor's attention. Although the instructor at this time will be taking role, he or she will still be available to answer individual questions. It is his/her responsibility to multi-task and survey the class while conducting the completion of necessary documentation. During this time the teacher will be accessible for questioning pertaining to the subject matter and task at hand.

### **Activity**

The students in this transition will be either moving from classroom to classroom or be making a movement into the first period class of the school day. While out in the hallway and classroom, students will be held to the same rules and standards of safety, dress code, and other administrative rulings as outlined in the teacher manual for the particular school. However, it is not feasible to have specific procedures for room to room transitions outside of a classroom period, and so students will be likely free to move as they please during the minutes they are allowed to go to lockers and deal with other business.

It will be up to the instructor to set in place procedures for having students coming to class prepared and ready to learn. This means students will be required to have materials in place and all outlying business affairs solved (such as going to the bathroom or fountain as well as administrative/guidance meetings if possible).

The students will not only be changing subjects, meaning changing materials needed in backpacks, thus the need for the locker break transition, but also they will be changing locations, meaning time is necessary to account for walking. It is understood most schools only have a transitional period, between classes, for approximately eight minutes with variations being more or less depending on need. Therefore, the school system will set the time, and the instructor's responsibility is to uphold the ideal time for students to arrive at the class without being late.

The instructor's greatest concern should be how long they will allot for students to enter the classroom and begin the Pre-Work. Students should immediately know the procedure for entering the classroom and know ahead of time the expectations of the completion of Pre-Work. Therefore, students should take at most two minutes, once entering the classroom, to collect necessary materials (removing items from the backpack like notebooks and writing utensils as well as collecting a dictionary from the back bookshelf), sit down in their assigned seat, and begin writing. Students who are caught not immediately getting to work should be reminded of the procedures. If infractions continue, students will then be held to the preset consequences.

### **Movement**

The transition only includes the students entering the classroom to sit in their seats and begin Pre-Work in preparation for the class and to set a precedent of behavior for the instructor to begin class. However, since the vocabulary assignment subset of the Pre-Work has a use of a dictionary, students will be allowed to both get a dictionary and return a dictionary. However, as part of the Pre-Work procedure, dictionaries will be either returned before the time ends for work on the Pre-Work or at the end of class. Under no circumstances are students allowed to rise from their seat to return the dictionary once the teacher has begun the introductory material of the class time following the Pre-Work.

Once the students have sat down to begin their Pre-Work they will only be allowed to rise from their seats to get a dictionary. Other than that movement, the only exceptions would be in case of an emergency. If the students would like to ask the teacher a question, they will follow the procedure of quietly raising their hands in order to patiently wait for the teacher to arrive at their desks.

Students will not be allowed to perform multiple duties except for those outlined above which is limited to obtaining a dictionary. If they wish to do another action, they will raise their hand and ask the teacher to assist them with the task. It is the responsibility of the student, first, to be prepared for circumstances that may arise, such as in the instance of a pencil breaking, by having an extra writing utensil. However, if necessary, the teacher will be able to grant the student a pencil if the student follows the two-finger procedural sign for telling the instructor he/she is in need of such an item.

### **Participation**

Students who are participating appropriately will not only be on task with the Pre-Work and be able to complete the assignments effectively and with quality in the time allotted, but they will also be either silent as per the procedures outlined for beginning class or they will be respectively

talking quietly among one another if the instructor finds it acceptable for a particular class to be given the privilege.

Students will also now be moving unnecessarily around the room and will be prepared for the class before entering the room. They will remain quiet throughout the announcements and wait patiently for the instructor to begin the introductory information for the class.

Students will raise their hands and patiently await teacher input if they experience difficulty or have a particular question pertaining to the subject at hand. All rules will be followed as outlined at the beginning of the year and the students will turn into a working family of intellectuals who are striving for a higher attainment of education rather than spending expansive amounts of time dealing with disciplinary situations.

Students who are not showing appropriate behavior in response to the procedures for beginning the class will be disrespecting both their fellow peers as well as the teacher. They will not adhere to the procedures of transition outlined by the instructor by committing such acts as speaking when talking is discouraged, not completing the Pre-Work, and moving about the room without permission.

### **SMALL-GROUP INSTRUCTION**

#### **A. Getting the class ready**

When it comes to small-group activities, students will either be given explicit and simplistic oral directions concerning the goals and assignments associated with the activity or, with more complex activities, students will be provided handouts before the activity begins and they are split into groups so that they are aware of the procedures. The teacher, while handing out the worksheet, will orally explain briefly what the worksheet goes into detail concerning.

Also, in accord with the activity, students will be given different team responsibilities or jobs so that they know exactly what is expected from them on an individual basis. If the students are informed as to what the end project is expected to cover before the activity begins, then they will be able to keep a clearer picture in mind of the goal they are aiming for.

#### **B. Student movement**

Students will be either pre-assigned group members (the members change with every activity) or they will be numbered off by the instructor as to make a certain number of groups in accord with how many students he/she desires in a single group. The instructor then will tell the first group to move to a referenced area before anyone else is allowed to rise. After the first group have moved to the area and set their desks in a circle or semi-circle, the instructor will allow the second group to move to a selected area. This process will continue until all groups are properly positioned at points around the room, far enough from one another to not serve as distractions, but also close enough that when it is time for response and assessment no group is excluded from the teacher to student interchange.

#### **C. Expected behavior in the group (What are the rules for the group?)**

Depending on the activity, the procedures for speaking will deviate slightly as will the responsibilities outlined for the lesson. However, as a general rule, most activities held by the instructor will allow respectful levels of speaking as to make the best use of the team work.

Since they will be relying on one another's interaction in the group to receive grade marks, it is the student's individual responsibility to fully complete the tasks associated with his/her job. The student will be expected to work effectively, efficiently, and amiably in a team where he or she will be held one-hundred percent accountable for his or her interactions with fellow team members and for the completeness of his or her individual team responsibility.

Students will be sure to adhere to the Second Rule and remain respectful of his team members as they work together to accomplish a final goal. It is first up to the team members to keep the group on task; this responsibility will only fall to the instructor if no other procedures among group members prove to be effective. The work will be largely independent in accord with the group and the members will adhere to the policy of "ask three, then me" when questions arise: if a student has a question, he or she will try and glean the answer from three (if possible) group members and only then will he or she raise a hand for assistance.

Students are expected to remain in the group until the activity is at its proper conclusion and the instructor dismisses the students to move their chairs back to the appropriate positions and return to assigned desks. Students will clean up after the activity in their group area and work together to efficiently return to their individual seats without excessive talking.

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?)

Students are expected to remain patient when waiting for assistance through raising his or her hand and being respectful of how busy the instructor may be assisting another group. The procedures will remain the same for gaining the teacher's attention, and only after the student has asked the question of her group members without assistance may he or she rely on instructor assistance.

Transitions to and from group activities are to be conducted quietly and with precision as to avoid wasting time. Students are at no time, unless otherwise directed, allowed to rise from his or her seat for any reason, exceptions being medical emergencies.

### **CHAMPs Classroom Activity Worksheet**

#### **Activity:**

The activity will be referred to as a Shortened Short Story Relay. The students will be given individual worksheets detailing their particular responsibilities for the group. Once the students have decided among themselves which team job they will have, the students who are given the responsibility of character creator or setting stylist will work independently to fulfill their responsibilities. While they are writing, the other group members will begin the preparatory work for their responsibilities.

The story sketchers will be allowed to appropriate the materials needed for sketching a scene (printer paper, magazines, pencils, pens, coloring tools etc.). The plot planner will begin by listing the six parts of plot (exposition, conflict, rising action, climax, falling action, dénouement) and a basic definition or explanation of each part. The storyteller, at this time, will make sure everyone is on task and remaining in the realm of time allotted for the responsibilities.

After the character creator and setting stylist are complete with their descriptions for the story, following all of the aspects presented on the worksheet, they will hand their notes to the plot planner who will begin crafting a story around the character(s) and setting in accord to the structure he or she established earlier for plot. The character creator and plot planner will listen if the plot planner has any difficulty or questions concerning the aspects of their individual roles. The story sketcher will read over the character and setting notes and begin preliminary sketches and brainstorming. The storyteller will continue to keep track of the time remaining and keep the group on task.

Once the plot planner has a basic story, the sketcher will take all three sheets, character, setting, and plot, and envision one scene to sketch. As he or she does so, the character creator, setting stylist, and plot planner will support him or her and answer questions as he or she has them. They will also help the storyteller in the preparation to re-tell the story as it is created. The storyteller will take extensive notes so that the story flows clearly and makes sense when retold.

Once the class has finished, the storytellers from each group, one by one, will stand at the front of the room and retell the story. The story sketcher will stand to one side of him/her and hold up his/her drawing of the scene. The students in this activity will be assessed on their creativity, ability to work in the group, and the completeness of the finished project of the activity.

### **Conversation:**

Students are allowed to discuss amongst one another to help in the creation of the short story. Much of the information will be written, but further elaboration and discussion to identify a final plot arc is encouraged as a way for the students to express creative muse and work together to create a final short story project. However, all discussion should be limited to the finishing of the activity and deviations in conversations from the activity will cause the instructor to invoke the consequences of the classroom. However, it is encouraged that all group members work together to help one another, although they should not perform responsibilities of their peers for them. All members of the group are able to converse with the other members concerning the story; however, these members may only discuss once their individual responsibilities for preparation of the creation of the story are complete; for example, as the character creator and setting stylist are working individually, the plot planner, scene sketcher, and story teller have their own individual assignments to complete before interactions with their group members are necessary and desired. Generally the talking should be kept to a minimum until the story teller has his/her turn to work on the responsibilities associated which will necessarily determine interactions between him/her and the group members.

Group members should not talk to members of other groups. Such interaction is highly discouraged until the activity is at its conclusion and the final projects have been presented. The instructor will monitor if this activity occurs and commit proper consequences.

Once the story teller is ready to elaborate upon the collaborative efforts of the group, he/she should lead the subject of the discussion and pointedly ask questions of each individual member in accord to his/her responsibility. Other group members should sit quietly until called upon or asked for reactions by the story teller. They need to listen attentively to be prepared to defend and reflect upon the activity. Even when asked by the story teller to speak, students must be respectful of one another's chance to speak and so should wait until one speaker is done before adding any additional comments.

These conversations should be kept to only a few minutes towards the conclusion of the activity and serve as only supplementary material for the story teller to integrate into the presentation

of the lesson. Otherwise, if the story teller is prepared to efficiently tell the story, conversation is not necessary unless for the sake of clarity.

Conversation during the presentation of the lesson is highly discouraged in accord with the student audience. The only one talking should be the chosen story teller. The expectations for the audience are to remain attentive and respectful of fellow students.

**Help:**

The students will direct themselves in this activity and all of the instructions will be included in the handouts for the individual responsibilities as well as the instruction for the final goal to be attained, as stated explicitly in an oral fashion by the teacher. However, if students are in need of assistance, they will implement the “ask three, then me” ideology. After asking three students, if they are still lacking an answer, then they may raise their hand and patiently wait for the instructor to attend to them. The instructor will be expected to be walking around the class and surveying the progress, and so he/she will be easily accessible.

While waiting, the students will know the procedure for continuing to work despite having a question. One can still be productive and continue to be an asset to the group while lacking an answer having to do with one aspect of the activity. The student will not be kept long as it is just as much a responsibility of the teacher to be prompt and effective in assistance as it is a responsibility for the students to remain respectful while waiting. It is pertinent that the students remain on task despite there being a question.

**Activity:**

The final goal associated with this project is for each group to have developed a short story together to have the story teller present to the class along with the sketch designed by the scene sketcher. Through this activity, students will understand the importance setting, plot, and character play in creating images and a final story for an audience to enjoy. They will also see how a story can be collaboratively made despite differences in writing style or visualization of an idea. The activity will strengthen their understanding of how the elements of a short story truly affect the outcome of the story.

The students will also gain confidence in the completion of a group project, a sense of pride, and for the story tellers and scene sketchers, the students will gain useful skills and practices in speaking in front of a class. While working in the group, students will be able to utilize their social skills and abilities to work as a group and commit to a project while learning how best to manage time and utilize each member’s particular talents to the best of his or her abilities.

**Movement:**

Students are not allowed to move from their seats during the activity, with the singular exception being those students who have the scene sketcher responsibility. They are allowed to go to a center to get appropriate materials for sketching a scene. However, the student is only allowed to leave his/her seat once to get the proper materials, so he or she must have the premeditation to think of what materials he or she might need to complete the sketch. After all groups have presented and the members are beginning to clean the areas around the group places and move desks back into place, the scene sketcher will be allowed to return all materials to the center.

For no other reasons, besides that of emergencies, are students allowed to leave their group and move around the classroom. If students are experiencing a difficulty where they have broken a pencil, they know the two finger procedure in order to obtain the attention of the teacher to grant

him/her an additional writing utensil. Other business, including bathroom and drink breaks, is not allowed during class time. If they wish to rise from their seat for another reason, such as obtaining a resource, they will need to gain permission from the instructor by raising their hands.

Once the students have completed the lesson, the two presenters are allowed to rise from their desks with permission from the instructor to stand at the front of the room and share their project. There will be no need for the students to hand in papers since the presenters will have all of the materials and handouts from their group members to turn into the instructor with the completion of their presentation as they are standing at the front of the classroom.

### **Participation:**

Expectations of the instructor that show a student's proper participation in the group include:

- The student respects his or her fellow classmates and team members.
- The student maintains an inside voice when working.
- The student is both an active participant and listener in his or her team.
- The student remains focused on the goal at hand, ie. the creation of a short story.
- The student asks three of his or her members if he or she has a question before asking the teacher.
- The student does his or her responsibility *only* and not any other team member's responsibility since he or she will be held accountable for his or her work.
- All students are mindful of the time constraints placed on the completion of their assignment and adhere to the deadline.

Students will also show proper adherence to procedure by being able to follow and complete all instructions listed on their individual handouts and their ability to present and create a quality final project as the result of the activity. The students will also have the chance to conduct team and individual written assessments as an independent practice that will highlight what they achieved as a group, their reflections, as well as any problems they may have met in the group. The work placed in the group will be evident from the final story result as well as from the notes and worksheets completed during the activity that will be handed into the instructor after the presentation.

If a student is not adhering to the expectations as outlined above or is going against the procedures of the activity by not participating in the group as a productive and effective member, then the instructor will have to invoke consequences. Visual misbehavior as well as the assessments of his/her fellow team members in the individual assessments will be enough epistemic support for the instructor to be able to distinguish a productive and non-productive imparter in a group. After implicitly stating the rules of the class, the teacher will expect the students to be able to follow procedure.

## **GENERAL PROCEDURES**

### **A. Distributing materials**

At the beginning of the year on the first day of school the students as they enter will collect a text book and place it under their desk to wait for further instruction. The instructor will then assign the book by having the students, as their name is called with role, state the number of the book.

As the year progresses, the same procedure will be implemented; the instructor, as he/she is standing to greet the students, will instruct them as they enter to collect the necessary materials and books placed strategically on a nearby table. The same instructions will be written on the white board beside the Pre-Work of the day.

If the materials are too numerous to effectively leave to the student's individual collection, then the instructor may choose to implement various student helpers throughout the year (changing with each task) to assist in the process of passing out the materials.

#### B. Interruptions or delays

As an effective instructor, one must be always prepared to modify plans and accommodate for interruptions. If for some reason the instructor needs to draw his/her attention momentarily from the class, then he/she should be able to quickly establish a work set in accord with the lesson that the students can work on for the short time he/she is indisposed. He/she should never leave the classroom nor lose basic eye contact with the class as a whole. Visitors, therefore, should understand the procedures associated with whatever needs to be said can be spoken in a hushed voice within the classroom perimeter. Therefore, as a part of creating lesson plans, it is the teacher's prerogative to set aside considerations of additional work that can be easily explained that ties in with and supplements the material in the case of emergency.

However, it is my belief that an effective teacher will be a positive role model to his/her students and not show rudeness or disrespect in detracting time away from his or her students, especially with matters that can be taken care of at a later time. Sometimes, however, urgency may be at hand. But, an effective instructor will prepare for these times while also trying to avoid the situations altogether. For example, personal cellular devices should always be turned off or made silent, especially in a high school setting where cell phones possessed by students are usually associated with an offense against a school rule. One should show courtesy and understanding to his/her students in order to expect at least the same courtesy and respect.

If the interruption is severe enough for set-backs, then the teacher will modify the following lesson to accommodate for expressing the missed information from the day before. All of these circumstances should be severely avoided to maintain professional reputation as well as an authoritative and respected position to one's students.

#### C. Bathrooms

Trips to the bathroom will not be permitted as the students will know that the expectation as set forth by the instructor will be that all business of this matter will be taken care of before and after class time, not during. These restrictions are put in place for safety as well as to help cut down on interference in learning.

However, in the case of a viable emergency, students are allowed to leave class without explanation (in the cases of stomach sickness, serious unplanned menstruation issues, etc.) where the student, at his/her return, at the next available moment will come to the teacher and explain the reason for his/her departure.

#### D. Library, resource room, school office:

As previously stated, it is the rule of the classroom that all outside business is taken care of before or after the class period and not during. However, if absolutely necessary, the student will have to present a hall pass to be signed and timed by the instructor along with

presenting a viable reason for the interruption. These pleas to leave will only be accepted at appropriate times during the class such as before class begins or at the end of class. If asked during lecture, group activity, or various other classroom activities, the permission will be immediately rejected as it will be contradicting the First and Second Rules.

If the student is called to the office during the class through an announcement, he/she will, as per pre-set procedures of respect in such a circumstance, not interrupt the progression of the class and take a hall pass with them. The student, after the announcement has been made for his/her presence, will take the hall pass up to the instructor to be signed and timed; this process will not need vocal explanation since the teacher will be informed by the announcement, and so the instructor will be able to continue lecture during the transitional process. In any of these instances, the students are aware that they will continue to adhere to procedure for remaining quiet in the hallway.

If the student does not have his/her hall pass with them, the instructor will have outlined the procedure for the student in the chance of an announcement. It is the student's responsibility to have the tools necessary to leave the classroom in preparation for the possibility of its occurrence. Therefore, the student will be informed of the procedure for not having his/her agenda; the procedure is that the student will remain seated and not leave the classroom. This will be a subtle cue to the instructor that the student does not have the availability to leave the class. The instructor, at the next possible non-interrupting juncture in class time, will assign a student of redeemable qualities and honesty to escort the student down the hallway. The instructor will pick a different escort each time, although hopefully the infraction will not be repeated. The escort will need to have a hall pass and take the student to the destination. This will serve as the end to the escort's responsibility to the student and he/she will return promptly to the classroom as per the expectations and responsibility of the position elected by the instructor. The student who was called will be sure to have the hall pass or a note timed and signed by the administrative professional in the situation in order to return to the classroom.

The teacher will keep track of the time from where the student left the room to when he/she returned and check later with the administration if the time differential is substantial enough to have interceded on the student's learning for the day. In this way, the teacher does not have to know specifically what the student was called out of class for, but she will be able to approach the administration about whether the meeting necessarily extended to such an extreme amount of time or if the student was purposefully wasting time skipping class.

#### E. Cafeteria:

The students will keep in mind the procedures associated with whole-class movement as outlined previously under the title of Room Transitions (Leaving the Room and Returning to the Room, pgs 18 – 20). They will remain quiet and progress down the hall in an orderly manner. Depending on the procedures and rules associated with the school system, the teacher may or may not have the availability to attend to the students as they leave or return from the cafeteria. If this is the case, the instructor will still emphasize the importance of maintaining the procedures despite his/her lack of presence. He or she will also state that, if the school's rules are to have other teacher observers in the cafeteria, then he/she will have the observers

comment on the behavior of the students. If the behavior is less than acceptable, the teacher will ask the administration if it is permissible for him/her to escort the students to and from the cafeteria as to cut down on disciplinary infractions. He or she will therefore then conduct the same procedures as previously outlined for whole-group movement to and from destinations.

Behavior in the cafeteria should adhere to school standards as well as generalized behavior rules. Students should remain respectful of one another and not raise their voices unnecessarily. Students will not be able to leave the cafeteria until the entire room is dismissed at the appropriate time, nor are students allowed to eat their lunches in other classrooms as it is against school policy and rules for safety. Throwing food, furniture, or other physical expressions of excessive emotion will not be permitted as per school policy. Although the cafeteria is a place of more casual interaction, the expectations should still be the same, especially for humane interactions among the students. In accord to classroom procedures, the instructor's students will realize that what they do, if an infraction, reflects negatively on all of the people around them including themselves. Therefore, in accord to Rule #2 the students will not commit any violations of respectful treatment of themselves and others.

#### F. Playground

Although there are not playgrounds in high school settings, any situation in which students are lead from the classroom to another location as a whole will adhere to the procedures outlined under Room Transitions (Leaving the Room and Returning to the Room, pages 18-20). Behavior should follow the Second Rule where students are conscientious of how their actions reflect on themselves and others and where they respect themselves, their peers, and authority figures as equally valuable.

#### G. Fire and disaster drills

These procedures were obtained from Obion County Central High School and in a classroom setting would be explicitly explained and practiced by the students with the instructor. They would have a copy given to them of these rules outlined along with a map of the school including the exit procedures.

The school's procedure for a fire drill is as follows:

A signal of three short, successive electronic bell sounds will signal the beginning of a drill or fire alert. Upon hearing the fire alarm signal, students should be familiar with the exit procedures and immediately begin to follow these procedures. Teachers are to make sure that all students are out of their classrooms. Teachers should take their roll books. The last person out of the room should turn off the lights and close the door. The class should exit along a pre-assigned route but be aware of an alternative route. When the class arrives at their assigned destination, the teacher should check the roll and make sure every class member is accounted for. The office staff will take the visitor sign in register and exit the building. For special circumstances, people who are in restrooms should leave the building to the nearest exit and then make their way to the assigned area so the teacher can check the roll. Students eating in the cafeteria will go to their designated safe area for that particular

class period. Students should be orderly in their exit, and once outside, they should remain with the group and quiet so that further instructions can be heard.

The school's procedure for a school intruder is as follows:

If an intruder is in the building, a special alert, "Intruder in the building" will be given. Once the signal has been given by the administration for an intruder alert, teachers will check to assure all the classroom doors have been locked. The instructor will remain in the classroom with the class and will leave the classroom only after being authorized to do so by school administration or law enforcement personnel. The administration will notify outside classes of the alert and direct them to safe areas.

The school's procedure for an earthquake is as follows:

Upon hearing the earthquake signal, all students should seek shelter underneath their desks or any heavy object to protect themselves until the earthquake is over. Teachers will have students move away from windows or large objects that may fall. The class and teacher will remain in the classroom under protective cover until administration notifies them to exit the building in accord to the fire evacuation plan. Teachers are responsible for checking rooms as they exit the building to assure that all students have cleared the building. Class members and their teachers will stay together and seek a location away from the building and away from all power lines. As soon as possible, the teachers will check roll and see that all students are accounted for. The teacher will remain with the class until reentry to the school building has been approved, teachers are directed to take the children elsewhere, or the students have been picked up by parents or authorized persons.

The school's procedure for a bomb threat is as follows:

For the instructor –

A fire alarm will signal. The teacher will quickly scan the room for an unusual package(s) as you exit the room with your students. If what appears to be a bomb is found, do not touch it. Evacuate the area and notify the person in charge. The class and teacher will use fire drill procedures for exiting the building. The teacher will evacuate at least three-hundred feet from the building and will be notified if relocation is necessary. The instructor will check the absentee list for possible clues and communicate any findings to the administration. Teachers will see that all students are accounted for. Students eating in the cafeteria will go to the designated safe area for that time period. An announcement will be made to indicate when students and teachers will return to the building.

For the person receiving a bomb threat call –

Use the bomb threat checklist:

- Don't hang up the phone and use another telephone to call the police.
- Record the exact words used by the caller.
- Ask, if possible:
  - What time is it set for?
  - Where is it?
  - What kind of bomb is it?
  - What will cause it to explode?
  - Did you place the bomb?

- Why are you doing this?
- What is your name?
- What is your address?
- Where are you calling from?
- What is the telephone number you are calling from?

The person receiving the call should make every attempt to prolong the conversation, identify background noises, interrogate the caller, and determine the caller's knowledge of the facility. The person should immediately notify the principle or person in charge who will alert police and the central office.

The school's procedures for a tornado are as follows:

The signal will be announced, "This is a tornado drill; please exit your classroom." Upon hearing the tornado drill or severe weather alert signal, students will leave the classroom and be seated on the floor in the hall nearest to their classroom. All students must be against the hallway walls, facing the wall and crouching low, and cover the back of their heads with their hands. The students will protect their heads and make themselves as small enough a target as possible. They will keep away from the ends of the hallways as well as glassed areas in the hall. Teachers will collect the attendance book and classroom keys. They will check that all students are present and notify the administration of missing children. They will remain with their students at all times and remind the students that they should remain quiet and listen for further instructions. The announcement from the school administration will indicate when teachers and students are to return to their classrooms.

#### H. Classroom helpers

Classroom helpers will be chosen randomly throughout the year depending on the need of the instructor. Each person will have an equal opportunity to assist the teacher in some way. As previously explained, in some instances student escorts will be necessary to take fellow students to destinations. These escorts will be considered and chosen based on whether they have previously served as well as the trustworthy nature of the person (including whether the two students can be trusted to not lollygag down the hallways).

Other responsibilities for classroom helpers may be collecting and passing out ungraded papers, turning off lights for PowerPoints and other electronically presented presentations, teacher's aide before or after class to assist with bulletin boards, etc.

It will be outlined in the syllabus provided to students at the beginning of the year that student/classroom helpers will have a great deal of responsibility and expectation associated with the completion of their job. Therefore, the students will understand that they will not only have to follow all classroom rules, but also serve the teacher as efficiently as they can. Procedures will be outlined with each individual job as they are seen as a need before the year begins by the instructor for the particular classes.

## **ASSIGNMENTS AND WORK REQUIREMENTS**

### A. Posted assignments

Independent practice assignments will be posted every day in the lower right hand corner of the white board as well as on an electronic database if available through the school system. Students will be expected to write the assignment due dates in their agendas/planners. Due dates and standards for assignments will be placed in detail in the syllabus and calendar provided at the beginning of the year. Changes and modifications to these documents will be explicitly explained by the instructor as to fully make students aware. Copies of lesson plans, the accomplished goals, worksheets, and various other documents will also be left in folders labeled with the days of the week for reference.

Students will turn in their independent practice from the night before in the folder on the bulletin board labeled "Homework." The work will be collected from the folder by the teacher at the beginning of class at the conclusion of the announcements or at the conclusion of the Pre-Work. Since there will be so many vessels through which students are informed about the standards and assignments to prepare for the class on each day, the teacher will expect them to complete all assignments or at least be informed of them. Therefore, a student will have no excuse for not doing an assignment in accord with not being aware of the standards or the due date of the work.

With Pre-Work, students are expected to keep up with the daily assignments and update their two journals (vocabulary and writing) daily. Therefore, the students will not be surprised when the instructor conducts a checkpoint for completion at unannounced days of the semester. This will serve as part of their daily participation grade as well as a project grade. Students will never be given busy work nor will they not have ample notification of an upcoming due date.

#### B. Standards for form and neatness

Written work in class can be written in cursive or print, but the choice must be a constant throughout the particular assignment and both types of writing must be legible. It is the student's responsibility to write in such a way that the instructor will be able to read the work. If the instructor cannot read the work, after class he/she will call up the student and ask him/her to read the particular word, sentence, or phrase. If the student cannot easily read his/her own handwriting, then the teacher will remind the student that he/she should be considerate and clean up the writing. Fewer points will be taken off if the student is able to dictate the written assignment as it is written verses if the student him/herself is unable to read the writing. The teacher's procedure will include the phrase "I will grade what I can read" meaning those sections that are illegible will be as if the student wrote nothing in those places at all.

Written work outside of class will adhere to the most current standards of MLA formatting. These works must be typed unless otherwise directed. These guidelines will be outlined and handed out to the class as part of the syllabus. Points will be taken off for instances where the form is broken or disregarded.

Written work will always have the same form of heading which will be displayed at the front of the room as a laminated poster. The heading will be that of the MLA standards, and all papers, Pre-Writing exercises, etc. will be headed in such a fashion unless otherwise directed by the instructor.

### C. Make up assignments

Students who have missed a day of class or more, if excused, will be allowed to make up the work within three days of the first day back to school. The student will not have a need to contact the teacher at his/her return, but rather he/she need only to go to the assignment bulletin board to receive the assignments from the days he/she was absent. All documentation and instruction will be included in the corresponding folders. If the student has a particular question concerning an assignment, he/she may ask classmates before or after class or the instructor will always be available before and after class for assisting students. Once these assignments have been completed, the procedure outlined to the students will be to turn the make-up work in the same folder as the rest of the homework, but write "ABSENT" at the top of the page. The instructor will check the attendance records to confirm the absence. If turned within the three day period, the student will receive full credit for the assignment. If not, the assignment will be held to the procedures of late or incomplete work.

### D. Late or incomplete work

Incomplete work will be graded for what is present in the assignment, meaning missing information as per the specifications will deduct points from the overall grade. Students who fail to turn in an assignment at all will receive a grade of a zero to be changed to a grade of fifty percent with the submission of the work at most by the end of the year. If no assignment is ever submitted to obtain a grade, then the zero will remain.

Late work will have one letter grade detracted from the grade for each day that it is late. For example, if a student turns in an assignment deserving of a 100 percent grade but the assignment is turned in one day late, the assignment earns the score of a 90 percent. However, if that same student turned in the same paper five or more days late, then that paper would receive no greater than a 50 percent; the paper after four days would receive a failing grade of a 60 percent, so after five days or more, the paper can get no higher than a 50. These numbers would change with the variation of what the original score *would have* been if turned in on time.

All work, whether late or incomplete, will be submitted in the same folder labeled "Homework." The teacher will know from his/her records the status of the work in accord to the student, ie. whether it is late, due to absenteeism, or incomplete.

## Classroom Management Plan

Classroom Management Plan for *High School Level English III*

Level of Structure:  H  M  L

Guidelines for Success:

1. Follow Directions at All Times
2. Raise Your Hand and Wait Patiently
3. Stay on Task in Your Own Space

Rules:

- Rule #1: Come to Class on Time and Prepared to Learn
- Rule #2: Treat all with Respect and Admiration
- Rule #3: Follow Instructions the First Time Given

4. Respect the Rights and Properties of Others
5. Come Prepared to Learn with a Positive Attitude and Proper Materials

Rule #4: Do Your Absolute Best

### **Teaching Expectations:**

The teacher will expect the students to not only follow all the rules of the classroom, but be aware of the basics of the procedures outlined in the documentation provided at the beginning of the year so that it can more effectively be implemented during the semester. He or she will remind the students of the procedures and rules as the semester continues, but after substantial practice, procedures will become second nature, and the instructor can truly become an effective facilitator of learning. The teacher will also expect the students to try their best, as rule three states, and have a great determination in all they do to succeed. Therefore, it is the teacher who will expect his or her students to be able to complete all assignments in accord to the measures placed on the lesson plans, in light of creating a better atmosphere for stimulation, especially since all students will be more than appropriately informed of upcoming assignments and due dates. Students will also be expected to be able to work amiably, effectively, and efficiently in a group of various numbers in order to achieve a pre-set goal of learning.

### **Monitoring Procedures:**

There are several modes of monitoring that will serve effective in the instructor's classroom. Since the instructor's expectations and rules include respect and responsibility, the greatest tool the instructor may have is students' self-motivation and peer monitoring, as in those group members who will continue to keep the group on task for the sake of achieving the goal. However, the teacher will constantly be moving around the classroom, to individuals and groups, so that he/she is easily accessible for assistance if a problem arises as well as a discouragement to acting up in class since one's presence is usually enough to stifle thoughts of mischief.

Assessment will also serve as a vessel of monitoring since through assessment techniques the teacher will be more aware of whom in class needs additional help or may have not been completing the work in accord to specifications.

### **Encouragement Procedures:**

Class:

The class will be encouraged to complete assignments, adhere to the rules, and follow procedures through the implementation of engaging and entertaining activities that correlate with the current subject matter. Also, they will find a sense of pride and community by being a part of the classroom standards.

One way in particular that encouragement can be brought forth is through the use of centers, filled with interesting and engaging activities about a particular subject matter. Students, showing proper adherence to the classroom standards, will therefore earn the chance to use the centers as part of their learning experience.

Maybe a more immediate and effective way to encourage the class is through open praise. If the entire class turns in an assignment complete and on time, the teacher should make a point to say a few words concerning how proud he/she is of the class for following the standards. The same can be said of expressing pride with any achievement the class may accomplish such as adhering to classroom procedures.

Individual:

Individually praise can also be very effective, either directly, or through the “eavesdropping method.” Some students only desire the chance to show that they too can succeed, and when they do, the instructor has a responsibility to show pride in what the student has learned.

Using centers is also another way that individuals can be shown encouragement for participating in the classroom standards. If a student wants to use a center in order to promote learning and personal growth, they will have earned the opportunity, which will make the experiences all the more personable.

Also, individuals who show excellent skills as a role-model of the classroom standards will be chosen, or given the choice, of a particular classroom job to fulfill. Such possible responsibilities are outlined above in further detail.

### **Possible Corrective Consequences:**

First Time: Warning

Second Time: Writing Assignment

Third Time: Call Parents and Detention

Fourth Time: Office Referral

### **Procedures for Managing Student Work**

#### 1. Procedures for Assigning Class work and Homework:

The instructor will always write independent practice assignments in the same place on the white board at the front of the class. However, he or she will not do so until the homework has been referenced orally in class as to prevent students from being distracted by the chance to get a head start on the homework before the lesson has begun. Commonly, students who are given the knowledge of what will be required of them for the next day will work on the assignment during the class period. But, students will already possess the knowledge through the detailed assignment calendar and syllabus; the assignment may just not have listed instructions for completion or implicit detail as to bypass these issues of students not paying attention in class because they attempt to complete the homework during class as to avoid having to do it at home.

The syllabus will allow students to get ahead in readings and be prepared to know exactly what to expect from the lesson plans on specific days. However, during class students will know not to be participating in activities that may be of disrespect to the instructor and his or her peers in accord with Rule #2, including reading or working on the homework assignment. The instructor may want to emphasize that homework is to be done at home while class work is to be done in the class.

The assigning of class work will be conducted similarly to that of homework. There will be more reliance on the teacher orally explaining the class work, however, and the white board will not be used to list the work. Students, in most instances, will also receive printed instructions or

worksheets as supplements to the oral instructions provided by the teacher. The teacher will explicitly explain what is expected of the students in their class work after providing a lesson plan set that will prepare them for the activity.

## 2. Procedures for Managing Independent Work Periods

The students will understand that it is their responsibility to work amiably, efficiently, and effectively in groups while always keeping in mind the rules of the classroom. The teacher will monitor the activities as they unfold, always serving as a constant reminder as he/she walks around the class to remain on task. He/she will serve as a disciplinary reminder to students to complete the task at hand, if necessary, and to remain focused. The teacher will have spaced the groups out enough so that movement between them is not obstructed as to be more effective.

The teacher will also move around the room during all activities just in case a student or group is in need of further explanation or assistance. Although the students will be mostly leading their own activities and helping one another both monitor progression and focus as well as comprehension, there will be times that the teacher will need to explain the concepts again if not made clear the first time.

The instructor will always select the group members either randomly by numbering, numbering with the purpose of having stronger students placed with challenged students, or pre-assigning group members as might be the case with more complex or detailed projects. In this way, the teacher will attempt to bypass the problems associated with students choosing their own members, being that the students will choose their friends rather than choosing those members that they can most effectively work with.

Assessment will be a major part of the teacher's monitoring process; students will commonly be asked to write up individual and group reflections commenting on the success and failings of their group as a whole and individuals. These reflections will be conducted in such a fashion as to maintain ambiguity. Students will know, in accord with Rule #2, said reflections are to be objective and factual, not stemmed with emotion or pointless blame. It will be a tool used by the instructor to see from another perspective how well the groups are mobilizing and working together to complete their individual and group responsibilities.

If it is determined that the students do not seem to have the ability to monitor their own focus and remain on task, the activities will be guided by the teacher, step by step, until progress is shown to have been made with students be able to work together and monitor one another's assistance in the group. In this way, the instructor is not detracting from the learning experiences of the class on the basis of the behavior problems, since the curriculum is still present, but he/she will be directly leading the activity through an arduous and sometimes tedious step-by-step process not as entertaining to the students as working on their own.

## 3. Procedures for Collecting Completed Work

Completed homework will always be turned in before the announcements begin or before the Pre-Work time has ended in the folder on the bulletin board labeled "Homework." This will give students enough of a chance to settle in and turn in their work while beginning the preparations for the day's activities.

However, if problems arise with the bulletin board, such as students are copying work from the folder or taking work out of the folder that has been placed within, then the teacher will inform the students of a new procedure. Also, if students are shown to not be doing their Pre-Work during the assigned time and instead are doing homework so that they may turn it in before the teacher collects it, a new procedure will be introduced. The procedure will be that students will, in accord with Rule #1, be prepared to come to class by not only having all of their materials, but will also hand their homework to the teacher at the door. They will know to already have the work out of their backpacks and in their hands as they walk up to the classroom as to cut down on potential traffic

problems. This procedure, once in place, will be implemented for the remainder of the semester as to prevent further temptation from rising once again.

During class, all work will either be given to the teacher at the conclusion of each group or individual's presentation at the front of the class, or the teacher will ask the students to pass their work to their left through the rows of desks so the instructor will be able to collect the work at the end row. If there seem to be difficulties with this method, such as students beginning to talk or other disruptions, the instructor will remind the students of the rules and put in place stricter procedures such that students will have to again practice passing to their left by placing the work on their fellow student's desk. This procedure will be practiced until it can be effectively implemented. The teacher will serve as the monitor of this process as well as the conclusion as he/she collects the papers at the end row.

#### 4. Procedures for Keeping Records and Providing Feedback to Students

The teacher will keep all records of student achievement and work grades in the provided grade book from the school system. He or she will also electronically keep a school database as well as a student accessible database updated with recent grades. Other records will be written in specified areas of charts for information, such as the information pertaining to students leaving the classroom or disciplinary action records. Absentee records will also be marked both on paper and through an electronic database provided by the school system.

The teacher will be careful to keep all written records in a lockable drawer during class and will only remove the items if it is necessary to reference or update them. Students will not be allowed to look at any of the written records. Students will likely for the electronic database have a password in order for their parents or guardians to look at their grades as well as themselves. The instructor will emphasize the importance of following procedure when logging under the electronic database name and how important it is for students to keep their information secret and to log out at the end of each session.

As per the grading records, students will also, as part of their binder grade, have an assignment chart where, as they receive papers, they will mark in the assignment name, the date completed along with the date received, and finally the grade given to the assignment. It is their responsibility to keep up with this record and its completion will be a part of the systematic grading of their binder. Periodically the instructor may choose to take ten minutes out of the class period to go over what assignments should be listed on the sheet as to keep students updated and reassure them. The instructor will also keep an updated list including the assignments along with the due date of the assignments and the day he/she returned the work. Teachers may choose to do this process on the computer and make the listing accessible to students. However, an important part of the binder is for students to keep *all* of their assignments organized and placed within so that if there is a grade dispute, the teacher will be able to fix the problem. If they do not keep up the listing or the contents of their binder, grade disputes with the instructor will not have viable epistemic standing.

#### 5. Procedures and Policies for Dealing with Late/Missing Assignments

As per the procedure of students turning in assignments in the homework folder, both for absenteeism as well as late work, the instructor will have record of when the assignment was due, if the student was absent (which will also be included at the top of the assignment written by the student) and when the assignment was turned in. He or she will keep personal records of all grades as well as due dates and dates turned in and returned.

If the student's work is late, he or she will know that there will be a grade penalty of one letter grade for each day late in accord with what that assignment would have received if not

turned late (see below under Feedback (Grading Policy)). The student will also keep accurate records of when the assignments were turned in as well as the grade that was received for it. Since the students will be possessing of many vessels through which they receive information about assignments and due dates, there will be no exceptions to this rule. Students will be expected to be responsible and make priorities, and so, in that realm, students will also be aware of the procedures involved with late work.

Students will be informed by the instructor at the beginning of the year that assignments that are missing should always be completed and turned in before the final of the class. The grade received for these assignments that are severely late beyond the due date, will always be a fifty percent. However, students who fail to turn in an assignment at all, even after these opportunities to do so, will receive a zero.

In order for these procedures to be effective, the instructor needs to explicitly go over the process and information with the students as well as provide a written explanation of his/her grading policies. The instructor's responsibility is to remain organized and continually update records.

The instructor will not only provide letter grade/percentile feedback, but he/she will make it his/her mission to almost always provide written feedback on the assignment. Words of encouragement and advice will always be helpful to the student when looking for ways to improve. If a student asks the teacher before or after class about an assignment he/she completed, the teacher will provide oral input and help the student understand his/her reasoning behind the grade that was given. In this way, students will feel as though they can approach the teacher for assistance.

## **FEEDBACK**

### **A. Grading policy**

Incomplete work will be graded for what is present in the assignment, meaning missing information as per the specifications will deduct points from the overall grade. Students who fail to turn in an assignment at all will receive a grade of a zero to be changed to a grade of fifty percent with the submission of the work at most by the end of the year. If no assignment is ever submitted to obtain a grade, then the zero will remain.

Late work will have one letter grade detracted from the grade for each day that it is late. For example, if a student turns in an assignment deserving of a 100 percent grade but the assignment is turned in one day late, the assignment earns the score of a 90 percent. However, if that same student turned in the same paper five or more days late, then that paper would receive no greater than a 50 percent; the paper after four days would receive a failing grade of a 60 percent, so after five days or more, the paper can get no higher than a 50. These numbers would change with the variation of what the original score *would have* been if turned in on time.

These grading policies and procedures are strict because of how much notification the students will receive under the instructor involving assignments. Also, since the instructor is allowing the students the opportunity to turn in work for a grade, even if it is a failing grade, there should be no reason why those students who genuinely are concerned would not do so since giving a grade of a zero is so detrimental. A grade is better than a void and those students who care will understand while those who do not will take the zero either way. The

teacher will post grades and return papers promptly both in person as well as through an electronic database if available.

All grading policies are made to be modified in accord with the school system's guidelines. Ultimately it is the administration that will influence the grading record, and so as an effective teacher, one must be able to adapt as needed.

Parents and guardians of students will all receive personalized letters from the instructor to invite them to meet at periodic times throughout the semester (more than just midterm and finals) to discuss grades. The school system's policies on sending notifications to parents concerning grades is debatable, but letters will also be sent out encouraging parents or guardians to check his/her particular student's grades on the electronic database if available. In this way, students may feel more motivated both at home and at school with multiple facets of people telling him/her to work on improving his/her academic weaknesses.

Commonly, letter grades will be delivered on a seven point scale, although there may be changes made. The instructor needs to be aware of these and other changes to grading policies as they are made.

#### B. Sending material home

Students will know that in order to be most effective in the instructor's class he/she will have to prepare to take home all materials needed to complete the assignments. Since the students will be well informed as to what the assignments will be and what materials they entail through oral and written explanation, the teacher's procedure concerning these situations will be to assure the student of the importance of listening to and following direction for independent practice.

If the material happens to be time or signature sensitive, such as midterm reports or various parental letters throughout the year, it will be the policy of the teacher, and sometimes the school system, to send a copy with the student, stressing the responsibility they have to complete the process just as they would complete an assignment, as well as sending a copy to the parent through the mail. Parents can also be informed of various necessities, such as needs for signatures, through an electronic database of announcement listings stating that the students will be bringing home material to be handled by a parent or guardian.

Although it would not be appropriate to have such materials reflect on the grades of students, the instructor may have the administration involved if the student will not have the material returned and it is of significant importance to be returned.

#### C. Grading disputes

Since both the student and the teacher will have explicit records detailing the assignments, due dates, turn in dates, return dates, and grades, there should not be disputes between what the students have listed in their binders and the teacher's various records both written and electronically.

However, if a student would like to submit a complaint for a grading dispute, he or she will know the procedure to do so; the student will have to provide, before or after class and not during, their binder with the assignment listing information fully complete as well as the original assignment contained within. The teacher will then have to compare notes to his/her

grade book, compared with his/her records of whether the assignment was turned in late. If the student cannot provide these items contained in the binder, then the procedure is that the instructor cannot change the grade with a dispute. It is the student's responsibility, as it is the teachers, to update grade and assignment information as well as keep original documents for reference by the teacher. If these evidential items are not in possession of the student nor of the instructor, then the grade cannot be altered from that contained within the grade book until such evidence is presented.

The instructor will provide a listing of this and other procedures to the main office. If the dispute becomes more serious, then the administration will know exactly what the instructor's policy is as well as what the students are expected to do concerning keeping records of their own grades.