

TEACHER EDUCATION 305
CLASSROOM BEHAVIOR MANAGEMENT
ASSIGNMENT

By:

First Days of School

__ 5 Name: Obion Central
Grade level/Content Area: U.S. History

Number of students in class/grade: 31/266

School Description: Rural

Age of school building: 1 year old

Number of students in school: 916

Percentage of students

Free/Reduced lunch: 27%

__5 General Daily Schedule Page:

Time/Activity Slots

Before school: – S.O.S.(student help) 7- 8

First Period: 8:00 – 8:55

Second Period: 9: -9:55

Third Period: 10:00 – 10:55

Lunch: 11:00 – 11:55

Fourth Period: 12:00 – 12:55

Fifth Period: 1:00 – 1:55

Sixth Period: 2:00 – 2:55 bus release 3:00 all released

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

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

Letter to Parents

August 2009

Dear Parents and/or Guardians,

Hello! My name is _____ and I am your child’s new U.S. History teacher. I am very excited about the opportunity to getting to know you. I am looking forward to a productive year with you and your child.

I am looking forward to getting to know your children and working directly with them in the classroom to facilitate their exploration, discovery and learning of history. I will be sending a package that includes handouts of class policies, grading policy, class assignments, upcoming test schedules and some fun history web sites to visit. All handouts and information will be given in your child’s class as well. Please make sure that test dates are marked on your calendars to help your child prepare in advance for a test. I believe that with your involvement with your child in our classroom will only enhance his/her achievements. Please feel free at anytime to set up a meeting with me.

You are always welcomed in our classroom. I really believe with your help this will be a great year. Thank you for this opportunity to participate in your child's learning. So if you will please have your child and yourself sign the contract that will be in the package showing that you have read and understand the policies and procedures of the classroom.

. If you have any questions, please feel free to contact me. My e-mail is t@ut.utm.edu and the school phone number is (731)445-2313.

Sincerely,

Q æ ^

手紙を親8月に2009親愛なる親および/またはガーディアンズ、ハロー！私の名前はジェフ bUaYLされ、私はあなたの子供の新しい米国の歴史の教師。私は非常に知ってもらう機会を得て興奮しています。私は楽しみに実りのある年に、あなたとあなたの子供を探しています。私は今後あなたの子供を知って取得して、直接には、教室での探査、発見、歴史の学習を容易にする仕事を探しています。私は、そのクラスのポリシーの配布資料が含まれてパッケージを送信される政策の格付は、クラスの割り当て、今後のテストスケジュールを、いくつかの楽しい歴史のWebサイトを訪問する。すべての配布資料と情報をあなたの子供のクラスでも与えられます。してください、そのテスト日程あなたのカレンダーには、事前にテスト用の子供の準備に役立つようにマークしていることを確認します。私は、教室でお子さんと一緒に関与しては彼/彼女の業績を高めると考えている。解放してくださいいつでも私と一緒に会議を設定する感じている。あなたが常に我々の教室で歓迎している。本当にこれは素晴らしい1年になり、お客様に役立つと信じています。この機会にあなたの子供の学習への参加をいただき、ありがとうございます！

。もしご質問がございましたら、下記にお問い合わせください感じている。私の電子メ

ール 　　です。エドゥと学校の電話番号 (d\cbYŁ
です。よろしくお願いいたします、ジェフ

Rules & Procedures:

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

- 1) **Come to class with a positive attitude and be prepared with class material.**
- 2) **When the bell rings, be in your assigned seats, and quietly begin bell work.**
- 3) **Always ask questions.(keep asking until you really understand)**
- 4) **Respect others and their property.**
- 5) **Always do your best at everything you do in here!**

LIST CONSEQUENCES FOR INAPPROPRIATE BEHAVIOR IN ORDER OF SEVERITY.

- 1) **Gestured warning(post it or tap on the shoulder)**
- 2) **Verbal warning**
- 3) **Ask to step out in the hall and talk**
- 4) **After school detention**
- 5) **Saturday school (with a letter to the parents)**

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

A. The teacher's desk is off limits to everyone. If the desk does not belong to you please leave it alone. Respect everyone else's own property and they will respect yours. The tables and shelves behind my desk are also off limits. If you feel the need to know what is back there just ask me.

- B. Storage for common materials? All books will be stored on the book shelf when you enter the room. Please grab your textbook as you enter the room and put it back when you leave.
- C. You have plenty of time to use the restroom and get a drink before coming to class, so please use that time well. You will not be allowed to leave the classroom without it being an emergency.
- D. Bathrooms should be used in these breaks as well. I will give 2 emergency passes per 9 weeks. Please use these passes smartly. When leaving the room, do so quietly and enter the same way.
- E. Centers, stations, or equipment areas these areas will only be used at free time or when all class work has been finished.

__ 20 Instruction Procedures: Address your expectations for students:

- A. Attention during presentations will always be on the teacher. Please do not disturb the presentation for the rest of the class.
- B. Student should always raise their hand if they need to ask a question or need any help.
- C. Students are allowed to talk during classroom activities as long as you do not get too loud.
- D. Students will need to remain at their desks and quietly raise their hand to let me know they need help.
- E. Once the student has finished their class work they are to quietly put their work in the folder on the wall and either get some activity work sheets from the activity island or return to their seat and work on something else.

__ 10 Schedule for introducing and practicing procedures in the first four weeks of school. You will probably want to consider procedures like ending class, bell work, group work, and other procedures not included above.

Week 1:

- 1) Be at class on time and what to do if you do not make it on time.
- 2) The materials that will be needed for class.

3) Classroom procedures.

4) Bell work.

Review which procedures. Classroom procedures and materials

Week 2:

1) Classroom cleanliness.

2) Raise your hand before speaking.

3) Working in groups and participating

Review which procedures. Cleaning the classroom and working in groups

Week 3:

1) Respect others in the classroom.

2) Participate in class discussions.

3) Turn in all homework on time.

Review which procedures. Respect, participation, and timely homework.

Week 4:

1) Manner in the type of test that will be given.

2) Staying on task.

3) Study habits (good and bad).

4) Hall pass policy.

Review which procedures. Test, task, study habits, and hall passes.

PLANS FOR FIRST 2 **FULL** DAYS OF SCHOOL:

__ 25 DAY 1 Complete Plan (as in secondary text p.75-83)

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

Before the bell: I will place a index card at each desk. When the student arrives I will introduce myself and ask them to sit where they find their names.

Homeroom: I introduce myself to the whole class and tell them some things about me. I will also open the floor for them to ask me questions. Then I will ask each of them to stand and introduce themselves. I will then ask the student to tell me something interesting about themselves.

Regular class

Before the bell: Change out the name cards from the homeroom to this class.

Initial greeting: Greet them as they enter my room.

(length of time)5 minutes

Introduction: tell them a little about me and my class.

(length of time)15 minutes

Initial presentation of procedures/policies: rules and procedures

(length of time)15 minutes

We will go over some of the class rules as well as school rules.(bell work)

This will be done with a PowerPoint presentation.

Information about course: With the use of a PowerPoint, I will discuss what it is that I will be teaching and what I wish for them to learn from it as well.

(length of time) 10 minutes

Other activities: talk about the activity island and computers

(length of time)5 minutes

End of period: How I expect the class to look when we get done for the day...(CLEAN)... we will practice this a couple of times. (length of time) 7 minutes

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

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

Before the bell: Greet the students

Homeroom: Go over anything that I might have missed the day before.
Announce administrative announce to the students.

Before the bell: Place name tags back on the desk and greet the students as they enter the class.

Beginning of period: Finish up the bell work and reviewing some of the things we talked about the day before.

(length of time)10

Initial activity: (Bell work) Ask the students one at a time to tell us about their family and maybe what their favorite vacation was.

(length of time) 20

Review of procedures: Review procedures regarding arrival, attendance, organization (length of time)10

Activity (diagnostic test, first step to working in groups, new procedures, fun introduction to subject, test on procedures, feedback on homework, etc): ask about current events to get them used to talking in class and starting discussions. Simple things like sports, news, T.V., and community events.

(length of time)10

End of period: cleaning procedures (length of time)3 minutes

CHAMPS Transition Worksheet

Transition: from project work to classwork

Conversation

Can students engage in conversations with each other during transitions? Yes, as long as they are not loud.

If yes, clarify how (so that they are keeping their attention on completing the transition). They are to look for me to raise my hand for them to be quiet and have a seat.

Help

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

By asking the student next to them or asking the teacher.

They get my attention by raising their hand.

Activity

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

The transition should only take a couple of minutes. They should put up the stuff they were using in making their project, move back to their assigned seats, and be ready to move on with their textbook on their desk.

Movement

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

If yes, what are acceptable reasons? Putting stuff away from the pervious transition, sharpen their pencils, and throwing trash away.

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

Participation

What behaviors show that students are participating in the transition fully and responsibly? They are moving to their desk without any problems. Students are not just hanging out at other students desk talking .they are getting to their desk and getting the material out for the next thing that we will be doing.

What behaviors show that a student is not participating appropriately in the transition? Standing around talking, not getting the things they need for the next thing we will be doing, walking around the classroom, and just being a problem for the teacher or other students.

CHAMPs Classroom Activity Worksheet

Activity: Propaganda Poster

Conversation:

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

If yes, about what? They can talk about the idea for the topic of their poster. They will be discussing the color that will be used, the use of words, and anything else that pertains to the topics at hand.

With whom? They can only talk with members of their own group and the teacher.

How many students can be involved in a single conversation? All the students can talk as long as they respect each other.

How long can the conversation last? Throughout the time that is given for the project in the class that day.

Help:How do students get questions answered? They can do the research themselves or by asking for my assistance. How do students get you attention? One person in the group can raise their hand to get my attention and continue with the group discussion until I am able to help that group.

If students have to wait for help, what should they do while they wait? They should continue to work on their project. Do not sit around and wait for me to get there.

Activity:

What is the expected end product of this activity? (Note: This many vary from day to day.) They would have developed their own poster to be displayed to the class and explain the reasoning behind their poster.

Movement:

Can students get out of their seats during the activity? Yes.

If yes, acceptable reasons include:

Pencil

Restroom

Drink

Hand in/pick up materials

Other: materials needed for their poster

Do they need permission from you? Drink and restroom....yes.

Participation:What behaviors show that students are participating fully and responsibly? They are discussing the project and everyone in each group is participating in making the poster.

What behaviors show that a student is not participating? Sitting around, staring into space, watching other groups, talking outside your group, and doing something else that has nothing to do with the project at hand.

Classroom Management Plan

Classroom Management Plan for

Level of Structure: H X M L

Guidelines for Success:

Rules:

1. Structure (organize) my classroom to prevent misbehavior.
2. Teach my expectations regarding how to be successful within the structure that I have created.
3. Observe whether students are meeting my expectations.
4. Interact positively with all students.
5. Correct misbehavior fluently, briefly, calmly, consistently, immediately, and (as

- 6) **Come to class with a positive attitude and be prepared with class material.**
- 7) **When the bell rings, be in your assigned seats, and quietly begin bell work.**
- 8) **This is the place to take risk and to learn from mistakes.(keep asking until you really understand)**
- 9) **Respect others and their property.**
- 10) **Always do your best at everything you do in here!**

much as possible) privately.

Teaching Expectations:

To enhance the students desire to succeed.

To always explain or demonstrate how the activities will be useful to the students.

Relate new task to previously learned information.

Vary my presentation styles.

To involve my students in the lessons.

To ensure a high rate of success in myself and my students. Provide enough clear instructions and frequent enough practice to ensure that students will get 90% correct on most task.

To be the best that I can be at teaching.

To go that extra mile for each of my students.

Monitoring Procedures:

Be on my feet watching the students and their actions.

Check to make sure that the students are turning in their classwork.

Be in front of the class so that they can always see that I am watching and also that I am there is they need any help.

Calmly and quickly bring a stop to any misbehavior.

Encouragement Procedures:

Class rewarding them at the end of the week for their good work.

Letting the class know that they are doing a good job.

Always being in a good and cheerful mood toward my students.

Individual

Let him/her know that they are doing a good job.

Letting their parents know as well.

Simple thank you for doing a good job.

Procedures for Managing Student Work

1. Procedures for Assigning Classwork and Homework:

The classwork for the day will be listed on the board under the bell work assignments. Worksheet packages will be picked up by the students as they walk into the classroom. Homework will also be listed on the board everyday.

2. Procedures for Managing Independent Work Periods

I will walk around the classroom offering any help needed. This will also help with discouraging any students from disrupting other students. If I do have to remind anyone that this is independent work I will do so in a nice and calm manner.

3. Procedures for Collecting Completed Work

At the end of class, all completed work will be dropped off in a basket on the way out the door.

4. Procedures for Keeping Records and Providing Feedback to Students

I will keep a daily grade on most of the class work and all other assignments. If ever a student wants to know what their grades are, I will provide them for that student as well as any positive encouragement as possible.

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

There will be a folder on the wall in it will be a classwork package for each student that missed a pervious day. I will give a time frame for turning in late work.