

Mr. Rasmussen's Classroom Management Plan

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### Philosophy

My classroom management philosophy is to use practices and procedures to create a consistent, safe, and friendly environment where good instruction and maximum learning can take place. As an educator, it is my duty and responsibility to provide the best possible education for every student that I will teach throughout my career. A large part of providing a good education is practicing excellent classroom management, and a statement to validate this point comes from Harry Wong, "The single greatest effect on student achievement is the effectiveness of the teacher" (Wong, 2014, p. 2). According to a study done by Marzano, effective classroom management can also lessen disruptions and undesirable behavior in the classroom, thus leading to higher academic achievement (Marzano, 2003). I will use strategies from Wong, Marzano, Fay, and Funk to effectively create and implement a classroom management plan that works best for both my students and myself.

### Plan for the First Days

As a new teacher, being prepared for the first days is going to be crucial. As we have discussed in this class, if I do not reach my students in the first few days, I may spend the rest of the year trying to get them back. My plan is to implement procedures right away and let the students know what is to be expected of them. I will be using the Create, Implement, and Assess strategy to create my procedures (Wong, 2014). Once I have completed that, I will Teach, Rehearse, and Reinforce the procedures with my students so that they become habitual (Wong, 2014). For me to be able to do this, I will need to be very organized and have my plans made up well before the first day of school starts. I have included strategies from both Marzano and Wong in my plan for the first days.

Below, I will outline what I will cover throughout my first five days in my classroom. First, I will include five rules that I will implement into my classroom. These rules were chosen for topics that I feel are important and need to be covered. Then, I will give an outline of what procedures I will teach/reinforce each day (details of how each procedure will be taught are included in the Appendix). Along with the rules and procedures I will teach, I will include time for curriculum.

### Rules

The rules that I have chosen are ones that I feel are going to be important in a secondary classroom. Later in the paper, I will discuss “what if?” scenarios where I will deal with students who choose not to follow the rules. The strategy I will use to deal with these students comes from the *Love & Logic* book written by Fay and Funk.

- 1.) **Respect** – Always show respect to the teacher, all fellow students and their opinions/ideas, and all property.
- 2.) **Cell Phones** – Cell phones are to be put and kept away at all times during class.
- 3.) **Materials** – Have all your materials with you and ready to go at the beginning of class.
- 4.) **Tardiness** – Be present and at your seat at the beginning of class.
- 5.) **Swearing** – Use proper language. No swearing will be tolerated.

I chose these rules because I feel like they will be situations that are dealt with the most at the secondary level. These rules will provide a sense of safety and order inside the classroom, along with teaching the students valuable life lessons about how to encounter business-like situations. These rules will be implemented into my first five day's plan. Later in the paper, I will discuss the “what-if” scenarios. These scenarios will cover what I will do in the event I have a student who decides that they do not want to follow the rules.

## Day 1

**Classroom Management:****1.) Introduce Greeting Procedure**

- Teach students how to properly greet and explain that a different student will be greeter each week.
- Explain to students if they are given sheet of signal (cards, colored paper, etc.) that means there will be group work.

**2.) Introduce Attendance Procedure (strategy from Mr. Krogstad at BHS)**

- Students are to fill out a recipe card with their name. They will be allowed to decorate the card however they would like.
- Explain to students that they are to place their attendance card in the “attendance box” when they enter the classroom. This is how attendance will be taken and how I will randomly draw names for questions.

**3.) Introduce Seating Assignment**

- Explain to students that whatever number they are given, that is the seat they will be in for that quarter.

**4.) Introduce Bell Ringer & Agenda**

- Explain to students that they are to complete bell ringer every day when they come to class (posted on SMART Board).
- Let them know that bell ringer is completion grade, no right or wrong answers.
- Explain to students that agenda will be posted every day to show them what will be going on in class.
  - This will provide students with consistency, which Marzano states can help bring order to the classroom.

**5.) Go over Classroom Rules**

- Go over rules with students pertaining to respect, cell phones, and materials.

**6.) Introduce Dismissal Procedure**

- Explain to students that they are not to pack up early and I dismiss them, not the bell.

**Instructional Program:****1.) Bell Ringer & Agenda**

- Fill out recipe card with name and decorate it.
- Take note of agenda

**2.) Explain Seating Chart**

- Explain how seating chart works (Make sure your number matches your desk number)

- 3.) Go Over Classroom Rules and Expectations**
- 4.) Welcome and Introductions**
  - Teacher introduction
  - Student introduction
- 5.) Cover Course Information (course details, part I)**
- 6.) Go over End of Class/Dismissal Procedures**

Day 2

**Classroom Management:**

- 1.) Reinforce Greeting Procedure**
- 2.) Reinforce Attendance Procedure**
- 3.) Reinforce Seating Chart Procedure**
- 4.) Reinforce Bell Ringer and Agenda Procedure**
- 5.) Reinforce Classroom Rules**
- 6.) Teach Tardiness Procedure**
  - Explain to students that if they are tardy to class they are to do one of two things: 1.) if you have a slip for being tardy, place it on my desk and take your seat, or 2.) if you are tardy and do not have a slip, sign your name on the sheet of paper near the entrance and take your seat (detention).
- 7.) Teach Talking Procedure**
  - Explain to students that they are allowed to talk only if 1.) instructed to do so 2.) raise their hand and are called upon or 3.) are passed the Koosh ball
- 8.) Reinforce Dismissal Procedure**

**Instructional Program:**

- 1.) Bell Ringer & Agenda**
  - Fill out "About Me" form
- 2.) Recite Names of the Students**
- 3.) Go Over Rules with Class**
- 4.) Course Information (course details, part II)**
  - Have students ask questions to practice talking procedure
- 5.) End of Class/Dismissal Procedures**

Day 3

**Classroom Management:**

- 1.) Reinforce Greeting Procedure**

- 2.) Reinforce Attendance Procedure
- 3.) Reinforce Seating Assignment Procedure
- 4.) Reinforce Bell Ringer and Agenda Procedure
- 5.) Reinforce Classroom Rules
- 6.) Reinforce Tardiness Procedure
- 7.) Teach Turning in Papers Procedure
  - Explain to students that papers will be turned in by handing papers to the student who is the furthest to the left. That student will keep passing papers to the left until at the end of the row. I will collect papers from furthest left row.
- 8.) Teach School Procedures (such as emergency exit, etc.)
- 9.) Reinforce Talking Procedure
- 10.) Reinforce Dismissal Procedure

**Instructional Program:**

- 1.) Bell Ringer
  - Complete question prompted on SMART Board
- 2.) Turning in Papers
  - Have students practice turning in papers by turning in bell ringer
- 3.) School Procedures
  - Have students practice what to do in the case of emergency
- 4.) Talking Procedures
  - Have students engage in group discussion. Then I will ask someone to share from each group and practice using the Koosh ball as a talking tool.
- 5.) Dismissal

Day 4

**Classroom Management:**

- 1.) Reinforce Greeting Procedure
- 2.) Reinforce Attendance Procedure
- 3.) Reinforce Bell Ringer and Agenda Procedure
- 4.) Reinforce Classroom Rules
- 5.) Reinforce Turning in Papers Procedure
- 6.) Teach Guideline Infraction Notice Procedure
  - Explain to students that if they misbehave, they will be given a guideline infraction notice. They are to fill it out, have their parents sign it, and return it to me the next day.
- 7.) Teaching Finishing Work Early Procedure
  - Explain to students that if they finish work early, then they are to do 1 of 3 things in the following order: 1.) finish any other math homework they have

2.) finish any other subject homework they may have, or 3.) read a book silently

**8.) Reinforce Dismissal Procedure**

**Instructional Program:**

**1.) Bell Ringer**

- Complete question prompted on SMART Board

**2.) Turning in Papers**

- Have students turn in bell ringer through proper turning in procedure

**3.) Guideline Infraction Notice**

- Have students make up an infraction they committed and fill out the paper. Have them take it home and bring it back. (have them explain to their parents this is practice and they did not do anything wrong).

**4.) Instructional Time**

**5.) Finishing Work Early**

- Let students be done 5 minutes early so they can practice what to do if they finish class work early

**6.) Dismissal**

Day 5

**Classroom Management:**

**1.) Reinforce Greeting Procedure**

**2.) Reinforce Attendance Procedure**

**3.) Reinforce Bell Ringer & Agenda Procedure**

**4.) Reinforce Classroom Rules**

**5.) Reinforce Guideline Infraction Notice Procedure**

**6.) Reinforce Finishing Work Early Procedure**

**7.) Teach Working in Groups Procedure**

- Explain to students the procedure for working in groups. They will be given a signal upon entering the classroom. When instructed to get into groups, they match up according to their signal.

**8.) Reinforce Dismissal Procedure**

**Instructional Program:**

**1.) Bell Ringer**

- Have students complete bell ringer by answer question prompted on SMART Board

**2.) Turning in Papers**

- Have students practice this procedure by turning in bell ringers

**3.) Instructional Time**

**4.) Working in Groups**

- Students will be grouped and asked to complete an activity regarding interest



- Students will break into groups when prompted

### **5.) Dismissal**

Above is my plan for implementing procedures for the first five days in my classroom using strategies from both Marzano and Wong. I will go about creating and mending these procedures by Creating, Implementing, and Assessing. I will then use the Teach, Rehearse, and Reinforce strategy to put the procedures into place. This is going to be essential because it will get the students going in the right direction for the rest of the year. The procedures that I chose are ones that I feel are most important for my students to get to know. These procedures are ones that will arise weekly, if not daily, in my classroom.

I did leave some other procedures out my first five day's plan. I did not leave them out because I felt they were unimportant, but because I feel as though they are procedures that can be addressed when the proper time comes.

I will use this outline of my first five day's plan to help me get through the first week of school. This will give me a good baseline to establish good classroom management within the room that I will be teaching. I look forward to the opportunity to implement these procedures and create an environment that is best for both my students and myself.

### **Connection to Students and Families**

Communication between the classroom and families/students is one of the most important factors in classroom management. There needs to be an effective form of communication set up where parents and guardians can keep track of what is going on inside the classroom. Without proper communication, families may become upset or disappointed with a teacher because there is no way of knowing what is going on in with their child. Also, an

effective form of communication will allow students to become involved. If there is a proper communication channel set up between the teacher, families, and students, then everyone can be connected and there will be a sense of community where a sense of trust is built.

For my connection, I plan on using a Facebook page. I will be teaching at the middle school/high school level where the students are at an age where Facebook is usually allowed by parents/guardians. Also, we are evolving into a generation of technology, and as a future educator, I can use technology to my benefit. I understand that liability may be an issue, so I will make sure to send a permission slip home with my students where parents must sign off for their student to be able to access the page.

My plan is to create a Facebook page where students and parents/guardians can subscribe to follow along. Through this page, I will post any important updates and forms that parents may need to see and/or sign. I will also use this Facebook page to post assignments. Through the posting of assignments, students who were absent or misplaced their paper with the homework problems written down can gain access to what the homework problems are. I will also use this page to keep parents/guardians informed of what is going on inside the classroom. I can provide updates as to what we are covering during the different weeks. One more thing I can use this Facebook page for is to post about projects that students have completed inside my classroom. This is a way of showing off their projects and letting people see them who may not come into the school.

Here is a link to my classroom Facebook page:

<https://www.facebook.com/mrrasmussensmathclass/>

### What if? – Alternate Strategies to Circumvent Inappropriate Behaviors

In this portion of the paper, I will give a couple of alternate strategies that I can use to circumvent inappropriate behaviors. These scenarios will cover what I will do when I have a student that continually refuses to abide by the rules I have set forth in my classroom. The strategies that I will focus on come primarily from *Love & Logic*. They will also focus on the three basic rules: 1.) use enforceable limits, 2.) provide choices within limits, and 3.) apply consequences with empathy (Fay & Funk, 1995).

- 1.) Respect** – This case involves a student who does not respect their classmates' opinions and will not respond to my first intervention techniques.
  - a. First, I will try some "I noticed..." statements to try and get the student to see that I care about them. If I can accomplish this, they are going to be more apt to get on board with what I am trying to do.
  - b. I will ask the child if everything is okay. If there is an issue, I will let them know we can talk after class or school.
  - c. "I'm sorry you do not respect your classmates' opinions, but I'm sure they respect yours and would love to hear it. Please share it with us."
  - d. "I care about you and your classmates too much to let you disrespect them. You are welcome to start respecting everyone or you can spend some time with me after school and we can discuss the importance of respect."
  - e. If none of these tactics work, I will call the parents and tell them the events that have been happening with their child. I will then tell them to please address the issue.
  
- 2.) Cell Phones** – In this case, I have a student who has an issue with being on their cell phone during class time and it is disrupting learning for the other students.
  - a. First, I will attempt to use proximity to the student. This will let them know that I am aware of their cell phone use.
  - b. I will try using lecture redirect by stating something along the lines of "We are learning about the Pythagorean Theorem today, and I think \_\_\_\_\_ would like to tell us all about it from the information they are finding about it on their phone."
  - c. I will tell the student, "I'm sorry you are having a tough time paying attention today, so you are either welcome to put your phone away or complete your homework assignment in an after-school detention."



- b. If they continue to swear, I will let them know that I care about them too much to let them develop that language habit, and provide some words that they can use in its place.
- c. If swearing is still an issue, I will approach the student when they are by themselves, and I will ask them if they will come meet with me after school. I will ask the student why they continue to do this and ask what they think they can do to fix it. I will tell them that they are welcome to either choose more appropriate language or they can choose to spend some time with me after school. If they choose the latter, I will tell them I am sorry they chose not to use correct language, but I will see them after school.
- d. Finally, if the swear persists and the student will not come around, I will set up a meeting with the parents. I will have documentation of each time they swore, frequency, and what they said. I will come up with a plan with the student and the parents as to how we can fix this situation.

These are strategies that I will use with my students in the case of a “what if?” scenario. As I stated before, most of the strategies above come from the *Love & Logic* strategy from Fay and Funk (Fay & Funk, 1995). I believe in using these strategies because they give choices to the students. I firmly believe in them because they entail building a relationship with the students. I am a big believer in building a relationship with the students because they need to know that they are cared about by the staff. They want to have the feeling that they are another human being in our eyes, and I think that can go a long way with respect.

As I use these strategies in my teaching career, I understand that I will not be perfect the first time. In fact, I may fall flat on my face the first few times I try to use them. I will continue to grow in these strategies throughout my career to employ them to the best of my abilities.

### Conclusion

In conclusion, my classroom management philosophy is to use practices and procedures to create a consistent, safe, and friendly environment where good instruction and maximum learning can take place. To achieve my philosophy, I will use tactics that we have learned from

this classroom management course. My main strategies will be a combination of what we have learned from Wong, Marzano, Fay, and Funk. By using these strategies to create an effective classroom management plan, I will be able to provide an environment that students look forward to attending each day.

Overall, I think this course has been extremely beneficial in my pursuit of becoming an educator. I hope to make an impact on the lives of the children that I will teach throughout my career. These strategies will help me to achieve that goal, along with becoming the best educator that I can be.

References

Fay, J. & Funk, D. (1995). *Teaching with Love & Logic: Taking control of the classroom*. Love & Logic Press Inc: Golden, CO.

Marzano, R.J., Marzano, J.S. & Pickering, D. J. (2003). *Classroom Management That Works: Research-based Strategies for Every Teacher*. : Alexandria, VA: Association for Supervision and Curriculum Development.

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## Appendix A

### Procedures in Mr. Rasmussen's Classroom

Here I will discuss how I will teach each procedure in my classroom that I mentioned in my first five day's plan.

#### Greeting

**Teach:**

- 1.) Students will be given an explanation as to why greeting is an important life skill to learn.
- 2.) I will explain that there will be a greeter assigned for each week. Everyone will have a chance to be a greeter.
- 3.) I will teach students how to properly greet each other
  - A firm handshake with a smile and a phrase such as "Good Morning/Afternoon" and "How are you doing?"
- 4.) Students will walk around the room and greet each other.

**Rehearse:**

- 1.) I will have the students come outside the classroom and choose one student to be the greeter. I will then properly demonstrate how the greeting is supposed to look.
- 2.) Each student will go through the line and practice with the greeter.
- 3.) I will choose one student to demonstrate how not to interact with the greeter (such as showing displeasure or being disengaged). I will then explain to the students why this is an improper way to greet.

**Reinforce:**

- 1.) We will practice greeting for the first week of school, then I will assign a greeter for each week.
  - If there are students struggling, I will work with them individually to get them to greet the proper way.

#### Agenda

**Teach:**

- 1.) I will show the students examples of agendas and explain their importance. They will know that the agenda is posted with a schedule, opening assignment, and learning objective.
- 2.) I will show the students where the agenda will be posted and explain that it will be in the same spot every day. It will also be filled out before they get to class.

**Rehearse:**

- 1.) Students will practice coming in and looking at the board for the agenda. They will start their opening assignment, or bell ringer, once they sit down.



- 2.) I will ask students if they have any questions regarding the agenda and what will be included.

**Reinforce:**

- 1.) I will refer to the agenda every day, especially when there is a lot going on or a special activity going on.
- 2.) Students will be able to explain to a substitute what is going on based on what is included in the agenda.

### **Bell Ringer**

**Teach:**

- 1.) As students come in the first day, I will explain to them that a bell ringer will be included in the agenda.
- 2.) I will explain the bell ringer. Students are to complete the bell ringer as soon as they enter the classroom.
  - They are to work independently.
  - Bell ringer is a completion grade. It will not be graded based on correctness.

**Rehearse:**

- 1.) On the first day of school, I will give positive feedback to the students for completing the bell ringer appropriately.
- 2.) Starting with the second day of school and on, I will check to make sure the students are completing the bell ringer when they come into class.
- 3.) If students are having troubles, I will redirect them to get them to follow the bell ringer procedure.

**Reinforce:**

- 1.) Have the students complete the bell ringer when they come into class each day.
- 2.) Thank the class for completing the bell ringer each day to implement the Ripple Effect.
- 3.) If a student continues to struggle, I will work with them to get going in the right direction. I will clear up any confusion and get them to complete it independently.

### **Attendance**

**Teach:**

- 1.) On the first day, I will explain the process for taking attendance in my classroom.
- 2.) Students will be instructed that they are to fill out a recipe card on the first day. On the recipe card, they are to include their first and last name, as well as what section of my class they are in. Students will also be asked to decorate their cards however they would like (appropriately).

- 3.) I will then explain that an attendance box will be placed by the door each day. I will have their recipe cards next to the attendance box. When they enter the classroom, they are to put their card in the attendance box.
- 4.) Once they have put their cards in the attendance box, they are to proceed to their seat to check the agenda and bell ringer.
- 5.) I will explain to the students that the attendance box will also be used for random drawings to answer questions during class. This is to encourage participation and eliminate the thought that I am being biased in who I call upon.

**Rehearse:**

- 1.) On the second day of class, I will have the attendance box, along with the recipe cards, next to the door. They will be asked to place their cards in the box if they are present.
- 2.) If any students have trouble with this procedure, I will help them out by clearing up any confusion.

**Reinforce:**

- 1.) Each day the students will be reminded to put their card in the attendance box.
- 2.) I will thank the students each day for putting their recipe card into the attendance box.
- 3.) If any students continue to struggle, I will talk to them to see what the confusion may be. I will get them to the point of independence using the attendance box and recipe card.

### **Dismissal**

**Teach:**

- 1.) On the first day, I will explain to students what the dismissal procedure is at the end of each class period.
- 2.) Students will be told that at the end of each period they are to:
  - Write down homework assignment and what it is due
  - Not pack up before being told to do so
  - Not leave until I dismiss them (the bell does not dismiss them)
- 3.) This is also a time to clear up any confusion as to the day's events.

**Rehearse:**

- 1.) At the end of the first day, I will have students practice the dismissal procedure based on the information above.
- 2.) I will have the class demonstrate how not to get ready for dismissal by being noisy and disruptive.
- 3.) I will then have the students practice the correct way to dismiss.

**Reinforce:**

- 1.) Students will practice the dismissal process for the first week.
- 2.) I will use the Ripple Effect by praising students who are doing it correct. This way, students who may not be complying will be more apt to follow along.
- 3.) After the first week, students will be expected to know the procedure.

- 4.) If any students are having difficulties, I will work with them to get them on the right path for the dismissal process.

### Seating Chart

#### Teach:

- 1.) As students enter the first day, they will be given a number. They are to match their number with the desk that has the same number.
- 2.) It will be explained to students that this is the seat they will remain in for the rest of the quarter.

#### Rehearse:

- 1.) Students will take their number and match it to the desk with the same number.

#### Reinforce:

- 1.) Students will be praised for going to the correct seat.
- 2.) If they cannot understand the process, I will guide them along to help them figure out which seat they are to be placed in.

### Talking in Class

#### Teach:

- 1.) I will explain to students what the procedure is for talking in class.
- 2.) Students will be instructed that they are to be silent and paying attention to the teacher. They will be allowed to talk one of three ways: 1.) instructed to do so, 2.) raise their hand and are called upon, and 3.) passed the Koosh ball (which is a talking tool).
- 3.) I will demonstrate how the three different methods work.

#### Rehearse:

- 1.) I will have the students model the wrong way to go about talking. They will be asked to talk amongst themselves and talk out of turn.
- 2.) I will then choose a student to demonstrate how to properly talk when instructed to do so.
- 3.) I will then ask for volunteers to raise their hands. I will call upon one of them and let them know this is how the hand raising method works.
- 4.) I will then give one student the Koosh ball. I will instruct them that they are now the only one allowed to talk and everyone should give their full, undivided attention to that student. I will then grab the Koosh ball and give it to another student. This student will be asked to share something.

#### Reinforce:

- 1.) Over the first few days especially, I will emphasize talking under the correct procedures within the lesson I am teaching.
- 2.) I will praise students who follow this procedure correctly and use the Ripple Effect.

- 3.) Students who continue to struggle with talking in class will be reminded of the correct procedures. I will also guide them to learn how to follow the procedure correctly.

### **Tardiness**

#### **Teach:**

- 1.) I will inform the students of the school's policy regarding tardiness. I will explain what they are supposed to do if tardy.
  - Enter the classroom quietly
  - If tardy and have a slip, place it on my desk and proceed to your desk and get your stuff out and get on task
  - If tardy with no slip, sign the piece of paper next to the entrance. After signing this paper, proceed to your desk and get on task. Half-hour detention for being tardy with no excuse. We can talk after class is over.

#### **Rehearse:**

- 1.) I will show the students how to properly enter the room when tardy with a slip.
- 2.) I will then ask a couple of students to pretend they are tardy. I will then instruct them they are to come into the room quietly, sign the sheet of paper, then proceed to their desk and get on task.

#### **Reinforce:**

- 1.) Remind students to not disrupt class when entering late
- 2.) Remind students that they are to get to class quickly and quietly if they are late. They are to proceed to their desk and get on task.
- 3.) When students follow the procedure correctly during the school year, I will acknowledge them with a non-verbal cue as positive reinforcement for doing the procedure correctly.

### **Turning in Papers**

#### **Teach:**

- 1.) The process of handing in papers will be explained to the students. Papers will be handed in by passing their paper to the member of the group with the highest number on their desk. The teacher will then come around and gather papers from all the groups.

#### **Rehearse:**

- 1.) I will have the students get a piece of paper and write their name at the top.
- 2.) I will then ask them some questions and have them write the answers on the paper
- 3.) I will then prompt the students to hand in their paper following the correct procedure. They will pass their papers to the individual with the highest number in the group, and I will come around and collect them from there.

#### **Reinforce:**

- 1.) I will instruct students that this procedure is to be used each time when papers are turned in.
- 2.) I will help students who may be having difficulties with this procedure and help them move to independence.

### **School Procedures – Emergency Protocol**

#### **Teach:**

- 1.) I will explain to the students that we are going to practice emergency protocol in the case of an emergency situation.
- 2.) I will explain that everyone needs to remain calm in the event of an emergency.
- 3.) We will then discuss what the protocol is for the appropriate emergency. While doing this, I will point out where the evacuation route is posted in the room. We will then discuss what the route is.
- 4.) I will tell the students that when we get to where we are going, I will take a roll call to make sure everyone is accounted for.
- 5.) Finally, I will tell the students what the protocol will be when we get back into the room.

#### **Rehearse:**

- 1.) We will take the time to walk through the emergency protocol and what to do.

#### **Reinforce:**

- 1.) When we get back into the room, we will have a class discussion about how things went. We will discuss what went well and what could have gone better.
- 2.) I will commend the students for doing a good job and thank them for remaining calm.
- 3.) If anyone has trouble, I will explain to them what needs to change next time for things to go more smoothly.

### **Guideline Infraction Notice**

#### **Teach:**

- 1.) I will explain to the students what a guideline infraction notice is and what it means.
- 2.) I will then distribute a copy of the notice to each student.
- 3.) I will then explain why and when it will be used. Also, I will let the students know that when they are acting inappropriately, it takes away from learning and instruction time.
- 4.) The students will be told that the appropriate infraction will be checked and based off what discipline is checked, it will be taken care of accordingly.
- 5.) The students will be informed that they are to sign the notice when finished.

#### **Rehearse:**

- 1.) I will have one of the students role-play by breaking one of the rules.
- 2.) I will then show the students how I mark the infraction notice and then place it on the student's desk.

- 3.) Then I will tell them that the notice will be documented and could be presented at parent-teacher conferences.

**Reinforce:**

- 1.) When the first infraction happens, I will present the student with the infraction.
- 2.) I will then respond appropriately to all following infractions.

**Finishing Work Early****Teach:**

- 1.) I will explain to students that if they finish their in-class work early, they are expected to work on other school work.
- 2.) I will tell them that they have three options to choose from, in this order: 1.) work on unfinished math homework, 2.) work on any other subject's homework, or 3.) read a book.
- 3.) I will explain to the students that there should be no wasted learning time in the classroom.

**Rehearse:**

- 1.) I will have the students take out other homework that they need to finish to model what it should look like.

**Reinforce:**

- 1.) Whenever students finish work early in my class, I will make sure that they are working on other homework and not just sitting around.
- 2.) If a student is struggling with this, I will remind them of the procedure and help them out if they are confused as to what they should be doing.

**Working in Groups****Teach:**

- 1.) I will explain to the students that there are times that we are going to be working in groups throughout the year. I will proceed to tell them that there are several aspects to working in groups.
- 2.) The first part I will explain is that when we are going to work in groups, students will be given a colored card, playing card, or some other indicator that group work will be taking place. Students are to match up according to the indicator they are given.
- 3.) I will then explain what the procedure is for working in a group. Everyone is expected to participate and stay on task.
- 4.) I will then explain that when it is time to work in groups, I will start a clip from a song. They have until the song ends to get into their groups. When they are to finish working in their groups, I will give them a three-minute warning before they are to be done. I will then play the song again and they are to be back in their seats once the song finishes.

**Rehearse:**

- 1.) I will have the students enter the room while grabbing their indicator. They are then to be seated. I will then choose one group and have them demonstrate how to properly get into groups.
- 2.) Once they are in their group, I will have them model incorrect behavior so students can see what not to do in groups.
- 3.) I will then give the group a warning and play the transition song so they know to head back to their seats.

**Reinforce:**

- 1.) Before we do group work for the first time, I will revisit the procedure with the students.
- 2.) I will then have students proceed and use the Ripple Effect to praise students who are doing things correctly.
- 3.) When finished, I will ask if there is any confusion and I will clear things up.

**Facebook Permission Slip**

Dear Parents/Guardians,

This year we are going to be utilizing Facebook to achieve multiple goals.

- Provide information on upcoming events
- Post homework assignments
- Keep you updated on what we are learning
- Keep track of important dates
- See photos of students' projects and learning

We need the permission of each parent/guardian to release their child for these features. This will be a private page that you must subscribe to, and I oversee who can gain access to the page. If you are still not comfortable in allowing your child permission, I will completely understand and we can figure out some alternative forms of communication. Either way, I need the bottom portion of this sheet filled out and returned to me ASAP!

Here is a link to the class Facebook page: <https://www.facebook.com/mrrasmussensmathclass/>

- Yes, I'd like to follow Mr. Rasmussen's class on Facebook!

Child's Name \_\_\_\_\_

Parent Signature \_\_\_\_\_

- Yes, I give permission for my child's picture to be on Facebook

Child's Name \_\_\_\_\_

Parent Signature \_\_\_\_\_

- No, I do not give permission for my child's picture to be on Facebook

Child's Name \_\_\_\_\_

Parent's Signature \_\_\_\_\_

### Seating Chart

Here is an example of the seat arrangement that I plan to use. I will also have numbers placed on each desk, but this is the general layout. I like the four-student groups because it allows students the chance to help each other out when they may have questions. Also, they can hold each other accountable for staying on task. What I like about this chart is it conveys the pros and cons. Every seating arrangement will have some pros and cons, but this is one that I feel would work well for my classroom.

**Predominantly  
Learner-Centered Instruction**

**Small Group Format**

**Suitable for All Class Sizes**

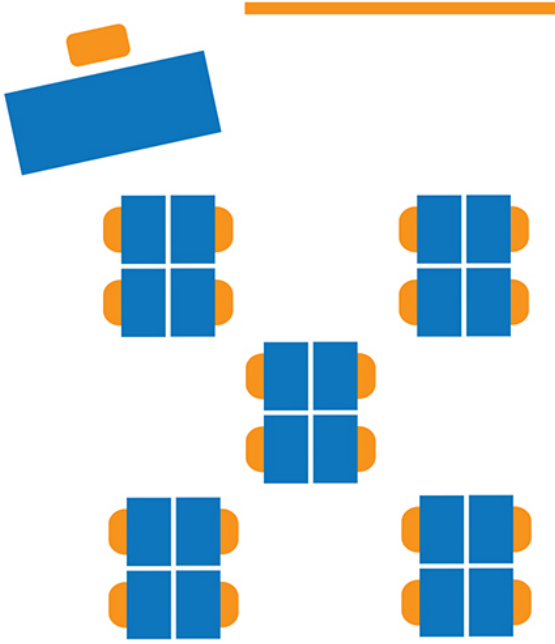
**Pros**

- Encourages interaction of all students
- Creates a more personal and safe environment for students to convey their ideas
- Promotes cooperation and teamwork
- Develops reflection, problem solving, and communication skills
- Flexibility to strategically form groups
- Suitable for small spaces

**Cons**

- Increased noise level, distractions, and off-task behavior
- Decreased productivity
- **Less individual accountability**  
(ex. strongest student may do the bulk of the work)
- Harder to assess students' abilities and level of understanding

## Clusters





Classroom Rules Poster Example

Free Classroom Rules Poster Set  
From Math = Love

# CLASSROOM RULES

<p>1. <b>Be in your seat with all necessary supplies when the bell rings.</b></p>	<p>4. <b>NO DISTRACTIONS:</b> NO GROOMING NO FOOD OR DRINKS NO ELECTRONICS</p>
<p>2. <i>Follow directions the first time they are given.</i></p>	
<p>3. <b>No cursing or teasing.</b></p>	<p>5. <b>Keep hands, feet, and objects to yourself.</b></p>

## Procedures Reinforcers

*Classroom Routines*  
TO ESTABLISH  
in the **BEGINNING** of the year

- 1 BELL RINGERS**  
• Maximize instructional time.
- 2 ENTERING CLASS**  
• Begin class on time.
- 3 LEAVING CLASS**  
• Work until {almost} the bell.
- 4 TURNING IN WORK**  
• Establish a system.
- 5 USING THE RESTROOM**  
• Minimize the interruptions.  
The Daring English Teacher



## Procedure #6 Tardy Procedure

- Once the tardy bell has run, any student entering the classroom will be considered tardy unless you have a pass from another teacher or staff.
- If you have a pass from another teacher, give it to Mrs. Secrist. Without a written note your tardiness is considered unexcused and points will be deducted from your behavior chart.
- Quietly and without ANY unnecessary noise, proceed to get your required materials, go to your assigned seat and join in the class activities.