Classroom Management

I. Room Preparation

A. Bulletin boards and walls will display:
   • student work
   • current unit themes
   • professional display of teacher credentials
   • student awards
   • lists of classroom rules and procedures
   • list of consequences for not following procedures
   • current events
   • word walls

B. Floor space
   • student desks will be arranged in a semi-circle facing the central area of instruction
   • small group area will be located in the back (left) corner of the room
   • teacher’s desk, files, and equipment will be located in the front corner of the room
   • bookcases will be located around the perimeter of the room and will serve as an inclosure in the reading corner located in the back (right) corner near the windows
   • the central rug will be located in the middle of the semi-circle near the front of the room for read aloud time
   • classroom pet at the back of the room

C. Storage space and supplies
   • textbooks will be located on the low shelves under the windows
   • frequently used instructional materials will be located at the front of the room
   • teacher supplies and other materials will be located in the storage closet
   • student possessions will be located in their desks and on the hooks and storage shelves on the left side of the room

D. Administrative materials
   • will be located in a file cabinet behind the teacher’s desk

II. Classroom Procedures - Elementary

A. Room use
   • teacher’s desk will be used to grade papers, help individual students with independent work as necessary, and plan lessons
   • student desks will be used for independent practice work and general large group instruction
• drinking fountain and sink will be used by students as teacher sees appropriate. Using the bathroom is considered a student right, not a privilege, unless this right is otherwise abused by students. Students will use a previously agreed upon hand signal to inform the teacher there is a need to use the facilities. The teacher will then acknowledge the student and motion to them so as not to disturb the class or lesson.

• centers will be used as a learning tool. While the teacher works with small groups, the students will quietly move to and from designated areas in the room to complete certain tasks.

B. Seat work and teacher-led instruction
• students will show respect for the person who is speaking to the class by using listening skills. Students who do not follow this procedure will be reminded of the procedure, until they comply with it. Continued non-compliance will cause the student to lose privileges.

• students will participate in class discussions and projects as deemed necessary by the teacher. Students who chose not to participate in class discussions and projects will be continually encouraged to do so, and will lose grade points if they are non-compliant.

• students will talk to each other during group work activities, and in certain other situations, as deemed necessary by the teacher.

• students will raise their hands if they need help and the teacher will assist them accordingly.

• students who are out of their seats during seat work, will be reminded of the procedure for seat work, and asked to return to their seats. Students who continually do not follow this procedure will lose privileges.

• when seat work has been completed, the students will be allowed to finish work in other subject areas as needed, or to do any free time activities offered that day.

C. Transitions in and out
• students will sign their names in the appropriate numbered spot on an attendance list as they enter the classroom; younger students will check off their name on a pre-written list.

• students will hang their backpacks and empty the contents into the appropriate area of the classroom (i.e. notes are put in the basket on the teacher’s desk; homework in the homework basket, and check off name on provided laminated list).

• students will begin “bell work” and will continue to work until the teacher begins the first lesson which will be written on the board in the front of the classroom.

• students will ask permission to leave the room and must put a check by their name on the attendance sheet under the column pertaining to the reason they are leaving (i.e. restroom), and will check the list again upon returning to the classroom.
D. Procedures during reading or student-centered instruction

- students will be given directions on each of the center activities
- groups will be called back to the small group table for reading by the teacher
- students working in the centers will work quietly, and return the center to the condition they found it in, after each use.
- students will move promptly, quietly, and efficiently to the next center when the teacher calls for the next reading group
- small groups will work using low indoor voices, and will respect others within the group

E. General Procedures

- materials to be distributed will be divided appropriately and given to the students in row 1, to be passed horizontally across the room from left to right
- students will raise their hands when help is needed. If students need help when the teacher is working with small groups, they will go to a designated student helper, or ask the teachers aide (or para professional) for assistance.
- students will be allowed to use the bathroom as needed
- students who have completed all work, will be allowed time to visit the library with a partner during free time on days when the class does not visit the library
- resource room will be utilized by students with special needs, and those who have fallen behind due to absence
- students will wear a “pass” clip-on when traveling to the office, bathroom, etc. during the school day
- students will uphold the same behavior requirements in the cafeteria and playground as they do the classroom. They will show respect for the lunch aide and recess aide as well as for their fellow students
- fire drill and disaster drills will be practiced in the classroom monthly
- designated classroom helpers will assist in passing out supplies, and either give help to other students who need it, or find help for them when the teacher is occupied
- a chart posted will designate classroom helpers, line leaders, etc. and will be updated weekly

F. Positive Reinforcement–Rewards and Privileges

- free choice time: students have their choice of activities available in the classroom, including educational games, art/creating center, a vast array of books for reading, challenge worksheets, etc.
- marbles will be collected in a jar in a prominent location of the classroom, when the whole class does something worth commending (i.e. line-up quickly and quietly for gym). When the jar is full, the class will choose to either have a pizza or an ice cream party as a reward.
• “Gotcha” coupons will be given out randomly to students who are following procedures as instructed (i.e. sitting down immediately in his/her seat when asked, raising hand to ask a question or take a turn). After a student has collected 10 coupons, they will get to eat lunch with the teacher. After they have collected 20 coupons, they can turn them in for an item from the “prize” box.

III Accountability Procedures

A. Grading system
• this will depend greatly on school policy
• discussions, rubrics, tests, quizzes, “dip-sticking,” presentations, and journals will all be components of the grading system
• tests (50%); quizzes (15%); rubrics and presentations (15%); discussions and “dip-sticking” activities (10%); journals (10%)
• grade book organized according to subject area with student names in alphabetical order will be done on an Excel spreadsheet along with a hard copy back-up

B. Feedback and monitoring
• tasks will be monitored closely by teacher and aide, or para professional
• feedback will be given immediately (for example, quizzes will be graded initially in class by the students, after an exchange of papers)
• checking will be ongoing throughout each lesson to ensure the understanding of all students
• students will take home all work that is not hung in the classroom, after grades have been recorded, with the exception of work that will need to be revisited, which will be kept in student classroom folders according to subject area
• independent class work will be monitored frequently by teacher and aide
• longer projects will be monitored by teacher at pre-established intervals to answer questions and ensure students have an understanding of what is expected of them

C. Communicating assignments
• assignments will be written in after each lesson on the dry erase chart, under the appropriate subject title
• a list of “check your work” procedures will be posted in the classroom
• students will be allowed to make corrections to their work and be given partial credit for successful corrections
• students will be allowed, but not required to use the computer/word processor for neatness and form
• incomplete and late work will result in a reduction of grade points; incomplete work will necessitate the use of free time for its completion
• heading procedure will be posted on the wall at the front of the classroom throughout the school year
• notes home will go into a special section of the take home folder—to be used only for this purpose
• student work will be displayed throughout the classroom (ceiling?!), as well as in the hallway close to the classroom. Special reading/book projects may be displayed in the library with permission from the librarian.
• students who stop doing assignments will be reminded of the procedures for doing assignments continually. If this behavior persists, parents will be contacted and a plan will be worked out for privileges based on the completion of assignments
• students will be allowed to make up work at a reduction of the grade, with the exception of missed assignments due to absences
• students will be given amount of time to finish the assignment; work incomplete at this time will be taken home, or completed during free time of other subject area lessons
• students will turn in their assignments to the assignment cubby for the appropriate subject upon completion