

Tim Petty

Classroom Management Plan

June 27, 2019

Secondary

Procedures

Arrival:

- Arrive promptly, prepare materials for class, and model your leadership skills.
- If you do not have supplies for class, check out supplies from Class Supplies.
- Begin each day with the bell ringer activity.
- Be ready to give feedback to Mr. Petty or others when the bell rings.

Tardy:

- Place your tardy note or complete class tardy slip and place on bulletin board.
- Take your seat, prepare your materials to engage in class for the day.
- See Mr. Petty at the dismissal bell to discuss your tardy.

Absence:

- Log into Google Classroom to retrieve the assignments you missed for the day.
- Email Mr. Petty to request assignments if they are not available in Google Classroom.
- Missed assignments due the day after returning for class.
- If multiple days are missed, assignments are due 2 days after returning to class.
- Email or request a meeting with Mr. Petty if assistance is need for the missed assignments.

Homework:

- All class assignments will be submitted through Google Classroom or the drop box for each class.
- In class assignments are due before the class period ends.
- Take home assignments are due at the beginning of class the next day.
- Late assignments will be accepted under the following conditions.
 - In class assignments can be turned in before end of the day and 10 points will be deducted from the grade.
 - Late take home assignments will have 10 points deducted for according to the accumulated days past due.
- Makeup work will be provided by approved request only.

Getting the Class' Attention:

- At the beginning of class Mr. Petty will expect everyone's attention when he gives the "time out" signal and says, "Time Out". When the "time out" signal is given each student will pause, look, and listen.
- During class when the "time out" signal is given, students will pause, look, and listen.

Visitor in the Room:

- When a visitor enters the room, Mr. Petty will give the "time out" signal. Students will pause, look, and listen.
- Mr. Petty will greet the visitor and introduce the guest to the room.

- Students will collectively greet the visitor with an appropriate salutation. “Good morning Mr./Ms./Mrs.” or “Good afternoon Mr./Ms./Mrs.”

Getting the Teacher’s Attention:

- Students will not call Mr. Petty’s name aloud.
- Students will raise their hand and wait patiently for assistance.
- If Mr. Petty is assisting another student, begin working on next task or free time task until you are assisted.

Restroom:

- Restroom breaks should be taken before class begins.
- If restroom break is needed during class, students will politely use the bathroom pass and their name on bathroom pass sheet.
- Only one student at a time will be allowed to the restroom.

Lining Up/Hallway:

- When leaving class together, Mr. Petty will stand at door and students will line up to walk together.
- Leadership skills and classroom rules are expected when the class is in the hallways.

Collaborative Group Work:

- Students will work in groups from their assigned teams, or numbers.
- Students will model leadership skills for other group members.
- Each student will participate and contribute for the team goal.
- Students will be respectful and encouraging to group members.
- One group member will be responsible for gathering and returning supplies needed to complete that task.

Transition:

- Class will be given instructions and be asked to stand to begin.
- At the end of task or group work students will listen for the timer.
- Students will be given a “time out” signal to pause, look, and listen.
- Instructions or debriefing will take place after “time out”.
- All group activity supplies will be put away before the next task begins.
- Next instructions will be given.

What to Do When Done:

- When students are finished with a task they will work on the “free time” tasks for the day.
 - Review quizzes, content related games, or articles provided through classroom technology.

Dismissal:

- Students should continue assigned or free time tasks until the end of the class.
- At the end of class, students should return any classroom supplies.
- Gather their materials and personal items.

- Turn in assignments or exit cards to drop box.

Home and School Connection:

- Send student welcome post card before school begins.
- Send parent letter and teacher introduction letter before school begins.
- Post assignments due and announcements on white board.
- Send students home with weekly announcements, assignments, and due dates.
- Email parents the weekly announcements, assignments, and due dates.
- Invite parents and students to sign up for class messaging system. Communicate reminders and/or due dates.

Bullying Pledge:

- Post pledge on front wall of class.
 - Look for the best in others.
 - Choose positive influences.
 - Speak with kindness
- If a student is being bullied.
 - Student should immediately report to teacher, counselor, or principal.
 - Student can drop an anonymous tip to the class “safe box”.
- If a student observes bullying.
 - Student should immediately report to teacher, counselor, or principal.
 - Student can drop an anonymous tip to the class “safe box”.
- When bullying is reported.
 - Speak privately to student observed bullying.
 - Remind class of bullying pledge and reinforce zero tolerance.
 - Student will write an apology to victim for their behavior and include a positive attribute they admire.

Procedures Teaching Method:

The approach to teaching the procedures for the class will be accomplished through three steps. First, the procedures will be taught to the class. During the first couple of days students will be provided with daily procedures in written form to share with their parents. The procedures will be taught and modeled by the students and teacher. For example, the first day the procedure for “time out” will be modeled. Students will repeat out loud the prompting of pause, look, and listen. Second, the procedures will be rehearsed in class. A collaborative group introduction task will be led by the teacher and students will practice the procedure. Another rehearsal could be to have the students turn in an exit card to the drop box at the end of the first day. Finally, the procedures will be reinforced throughout the year by the teacher. As students perform the procedures the teacher will positively recognize the procedures modeled by the students. During the year as activities and assignments are performed the teacher will also remind students of the procedure that applies to their actions for the day. Procedures for bullying and for visitors in the room that may not be as visible can be revisited through lesson planning or prior to a visit. In short, policies must be taught, rehearsed, and reinforced for them to become embedded into the culture of the learning environment.

Classroom Rules and Discipline Plan

Discipline and classroom management work in tandem to create the learning environment. Classroom rules communicate the boundaries for the successful learning environment for every student. Discipline is used when those boundaries are crossed that negatively impact the learning environment. The goal of discipline is to reinforce the stated boundaries for the learning environment.

Classroom rules will be communicated early in the school year. Rules are positive statements that define the healthy boundaries of our learning environment. Classroom rules will be communicated to students and students will have an opportunity to discuss anything to be added. The teacher will listen to students input and rewrite as necessary to express the rules in terms that are organic to the student's perspective. Once rules are clarified, students will identify a "class motto" that will serve as a title for the learning environment and boundaries.

Classroom Rules:

- Be on time and prepared for class.
- Respect everyone's boundaries.
- Listen to others and respect their opinions.
- Contribute to everyone's learning.
- Celebrate everyone's success.

Rewards:

- Teacher will use frequent affirmations for students modeling classroom rules.
- Students creating positive learning environment will be used as team leaders.
- Students who consistently model classroom rules will be celebrated on Friday's before class in the leadership spotlight. Teacher will celebrate student's contributions.

Consequences:

- The first response from the teacher will be a non-disruptive encouragement to remember the classroom rules.
- Second response will be for student to write their name on behavior log and to stay after class to talk with teacher about expectations.
- Third response will be a phone call to parents and a teacher conference with student. Student will be given a written note to parent for their signature.
- Fourth will be a detention notice signed by teacher, student, and parents. The agreement of day and time will be confirmed by parent signature.
- Fifth will be a request from teacher for a parent student conference.
- Sixth will be a formal referral to school administration.

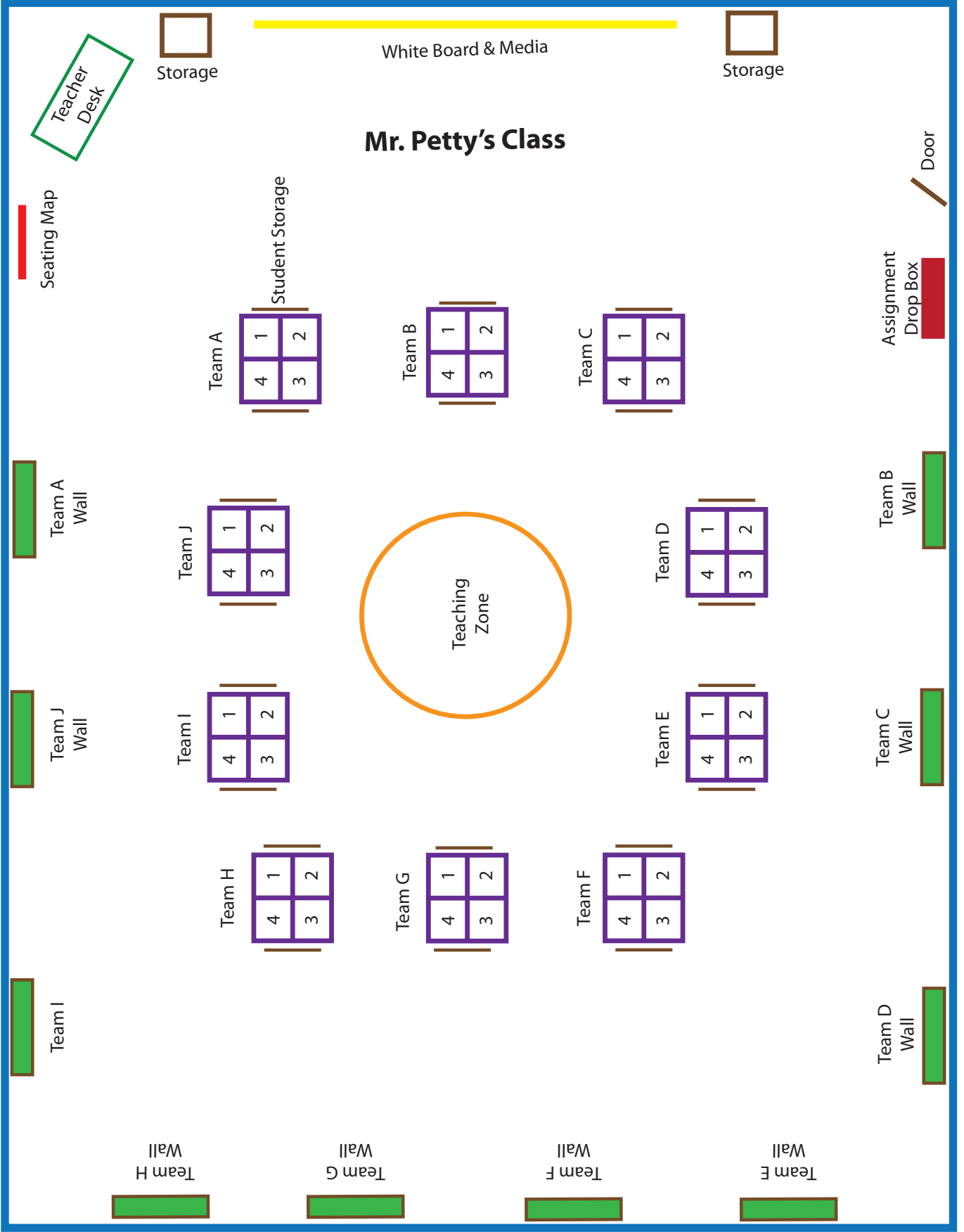
Accountability:

- At end of class teacher will reinforce classroom expectations for the next day when student arrives and document conversation.

- Call to parents will be performed before school day ends. Teacher will send a behavior note home with student communicating the classroom rule that was broken. Teacher will sign, parents will sign, and student will return the next day.
- For detention notices, teacher will visit with student at the end of class. Teacher will explain the detention notice, and request student's signature for acknowledgement. Teacher will contact parent to expect notice and verify the date and time can be fulfilled.
- Request for conference with parent and student will be communicated to parent by the teacher by notifying the student first. Teacher will contact parent to schedule the conference and discuss a plan to resolve the issue. Teacher will ensure another party is present and plan of action is written. Plan of action will be signed by teacher, parent, and student.
- Teacher will give student formal referral to school administration and will sign. Teacher will notify administration and parent concerning the referral.

Mr. Petty's Classroom Map

The classroom is designed to facilitate team building and leadership. The center of the classroom is where the majority of instruction will take place. Placing the teaching zone in the center provides close proximity to students during critical thinking discussions, teamwork, and continual assessment of student learning. Locating the teacher desk in the corner creates ample space in the classroom for mobility of students, individual student conferences in class, and administrative tasks. Also, the desk is located near storage for quick access to frequently used supplies. Around the teaching zone are the student team desks. Each team is assigned a letter to provide a generic label that is easy to identify for each team member. At every team location, the individual student desks are assigned a number. For example, for a student assigned to "Team A", their assigned seat would be "A.1". Each class, utilizing the team letter and number, every student will know the role they serve on the team and who they will be working with throughout classroom instruction. This system also provides an organized process to build a regular routine during classroom instruction. Around the perimeter of the students' desks are team walls for collaboration tasks and brainstorming. Team walls are labeled to correlate with the students' assigned team. Students can easily navigate to their team wall by locating their workspace. A seating map is provided for students to locate their assigned seats the first day of class. Also, seating assignments will change during the year to ensure students work with other teammates throughout the year, or for other necessary adjustments to seating assignments. Finally, the assignment drop box is where students will turn in their individual work, group work, or exit cards.



Before Class Checklist

- Set up classroom desks and team walls. Cluster student desks in even groups in correlation with student roll. Prepare each team wall with butcher paper, or small white board on wall. Create a border around each team wall and header to label each. Make space for markers for each wall. (see Classroom Map)
- Seating chart bulletin board for each class. Prepare and post each map on bulletin board.
- Make a bulletin boards for World Map and United States and or State of Texas wall map. Arrange these maps on side walls and rear wall as space provides.
- Bulletin board on font wall on door side of white board. On this bulletin board post classroom expectations and technology etiquette. Use “Teach” acronym from TeachThought.com.
- Organize drop box area beside class door for student assignments. Create enough bins for each class.
- Organize teacher desk, files, and storage.
- Create bulletin board above drop box for a reminders and announcements.
- Prepare and practice fist day script and presentation.
- Send student introduction postcards.
- Send parent introduction letters
- Stand at door to give each student a handshake, smile, and say “Welcome, I am glad you are here.”

Introduction Postcard

Mr. Tim Petty
School Address
City, TX Zip Code

Stamp

Welcome to 6th Grade Social Studies!

My name is Mr. Petty, and I am so excited to have you in my class this year! Our class is in Room 101 and I have been preparing for your arrival. Our first day we will work on introductions. Before our first day of class you can prepare how you would like to introduce yourself. Welcome to our team and I look forward to meeting you at the classroom door.

Best Wishes,
Mr. Petty
6th Grade Social Studies
Room 101

Student Name
Street Address
City, TX Zip Code

Letter to Parents

Timothy Petty
School Name
Address
City, State Zip Code

Dear Parents,

Date

I wanted to take this opportunity prior to the beginning of school to greet you and introduce myself. I am a native Texan, married, with three daughters. I currently have a master's degree and have been working toward a second master's degree to enhance my qualifications for my students. I enjoy nature and outdoor activities. I am excited to have your child in my class this semester and hope to formally introduce myself soon. During this year in social studies we will be discussing important events from history, geography, and economics. We will be working cooperatively throughout the year as a team to learn the content. Also, we will build our social skills in class to equip your child for their academic and professional careers. Each week I will be communicating with each student and parent assignments and due dates.

Our first day of class will be spent working together to establish the boundaries for a learning environment that will support every student. In order to protect the boundaries of our learning environment I will hold myself and each student accountable to support our class. If these boundaries are broken, I will talk to students after class, or request a conference with the parent and student. Each student will be receiving the written guidelines the first day of school and will be instructed to share this with you. Remember, class begins on (date) in room 101. I will be waiting to greet your child with a handshake and a smile every day to ensure they feel welcomed and will work to create a positive learning experience for everyone. Please find my contact information below and feel free to contact me anytime.

Sincerely,

Timothy Petty
Room: 101
Phone:
Email:
Twitter: @Tim4Teach

First Day Schedule:

Before School Begins:

7:20-7:50 am: Prepare for classes by writing bell work instructions and preparing class materials.

First Period:

7:55-8:00 am: Stand at door to greet students with handshake, smile, and say, "Good morning! I am glad you are here."

8:00-8:05 am: Welcome speech and teacher introduction.

8:05-8:10 am: Introduce procedure for classroom attention and instructions of Mix-Pair-Share for student introductions.

8:10-8:15 am: Mix-Pair-Share Introductions

8:15-8:30 am: Develop classroom rules and motto for class.

8:30-8:40 am: Present Classroom Procedures.

8:40-8:45 am: Exit card instructions and students complete exit card assignment. Students turn into class drop box.

8:45-9:00 am: Class transitions. Stand at door to greet students.

Second Period:

9:00-9:05 am: Welcome speech and teacher introduction.

9:05-9:10 am: Introduce procedure for classroom attention and instructions of Mix-Pair-Share for student introductions.

9:10-9:15 am: Mix-Pair-Share Introductions

9:15-9:30 am: Develop classroom rules and motto for class.

9:30-9:40 am: Present Classroom Procedures.

9:40-9:45 am: Exit card instructions and students complete exit card assignment. Students turn into class drop box.

9:45-10:00 am: Class transitions. Stand at door to greet students.

Third Period:

10:00-10:05 am: Welcome speech and teacher introduction.

10:05-10:10 am: Introduce procedure for classroom attention and instructions of Mix-Pair-Share for student introductions.

10:10-10:15 am: Mix-Pair-Share Introductions

10:15-10:30 am: Develop classroom rules and motto for class.

10:30-10:40 am: Present Classroom Procedures.

10:40-10:45 am: Exit card instructions and students complete exit card assignment. Students turn into class drop box.

10:45-11:00 am: Class transitions. Stand at door to greet students.

Forth Period:

11:00-11:05 am: Welcome speech and teacher introduction.

11:05-11:10 am: Introduce procedure for classroom attention and instructions of Mix-Pair-Share for student introductions.

11:10-11:15 am: Mix-Pair-Share Introductions

11:15-11:30 am: Develop classroom rules and motto for class.

11:30-11:40 am: Present Classroom Procedures. Include lunch procedures.

11:40-11:45 am: Exit card instructions and students complete exit card assignment. Students turn into class drop box.

11:45-12:00 am: Class transitions. Stand at door to greet students.

Fifth Period:

12:00-12:45 am: Conference Period

Sixth Period:

12:45-1:00 pm: Stand at door to greet students with handshake, smile, and say, "Good morning! I am glad you are here."

1:00-1:05 pm: Welcome speech and teacher introduction.

1:05-1:10 pm: Introduce procedure for classroom attention and instructions of Mix-Pair-Share for student introductions.

1:10-1:15 pm: Mix-Pair-Share Introductions

1:15-1:30 pm: Develop classroom rules and motto for class.

1:30-1:40 pm: Present Classroom Procedures.

1:40-1:45 pm: Exit card instructions and students complete exit card assignment. Students turn into class drop box.

1:45-2:00 pm: Class transitions. Stand at door to greet students.

Seventh Period:

2:00-2:05 pm: Welcome speech and teacher introduction.

2:05-2:10 pm: Introduce procedure for classroom attention and instructions of Mix-Pair-Share for student introductions.

2:10-2:15 pm: Mix-Pair-Share Introductions

2:15-2:30 pm: Develop classroom rules and motto for class.

2:30-2:40 pm: Present Classroom Procedures.

2:40-2:45 pm: Exit card instructions and students complete exit card assignment. Students turn into class drop box.

End of Day:

2:45-5:00 pm: Fulfill any assigned duties for student departures. Reflect on first day and exit card. Make appropriate note and prepare for the next day.

First Day Bell Work

Bell Work:

- Post following writing prompt for students to complete when they arrive.
- On a sheet of paper, write a paragraph to introduce yourself with the following information:
 - Name
 - Age
 - Favorite subject in school.
 - Favorite sport, hobby, or your favorite thing to do for fun.
 - What do you look forward to this school year?

Example:

- My name is Mr. Petty and I am 40 years old. My favorite subject is history and geography. I like to hunt, fish, and enjoy the outdoors. I also, like to make things from wood. I look forward to helping my students achieve their goals this year.

After Bell:

- After bell rings, students will receive instructions for Mix-Pair-Share and then will share their paragraphs.