



Effective Classroom Practices Plan

Teacher Mr Gershuny School Year 2018 Room No. 301 Grade Level 6

The level of structure I anticipate establishing is (check one): High Medium Low

Structure and Organization

Your school's **school-wide expectations** or **values** are prominently posted, taught and referred to when discussing classroom behavior. These are overall guiding principles for student attitudes and behavior.

- Be Safe
- Be Fair
- Be Friendly

3-5 classroom rules are positively stated and posted prominently. These rules are observable, refer to specific behaviors, and apply. Rules are behaviors the teacher expects all students to follow in the classroom at all times.

- Follow directions the first time asked
- Mutual respect for all of us in the room
- Arrive on time with all your materials
- Focus on Social Studies work, while in Social Studies class

Attention Signal (visual, auditory and portable)

I use a 5 clap call and response with students which is quite effective. I also use my voice as a tool to grab attention. I can be either loud or quiet, both are effective.

Procedures for Managing Student Work

Procedures for assigning classwork and homework

- Upper left of white board: where students can easily find info about daily assignments for the day
- Daily reminders re: short and long-term assignments and homework on board on bottom right
- Teach students to write assignments in planner, and check Synergy and my calendar
- Copy of major assignments on Weebly page for lost work

Procedures for collecting completed work

- Personally collect each student's work, if possible, giving positive feedback along the way.
- Most work turned into me at same time, and directly to me to avoid confusion

Procedures for keeping records and providing feedback to students

- Enter all scores as I grade them in Synergy.
- Give direct feedback as students work on assignments, and on work turned back to students
- Immediately enter zeros as communication tool with parents of missing assignments

Procedures and policies for dealing with late and missing assignments

- Late assignments are accepted the entire quarter until the week before the deadline for report cards, so all students can raise their grade if they are struggling.
- Grades are docked 10%, so students can still achieve high marks with late work, but have motivation to meet deadlines

Procedures for Managing Independent Work Periods

- Build in expectations on on different kinds of independent work...ie Writing is silent, group work is collaborative
- Start all independent work with guided practice to ensure understanding of expectations.
- Work with small groups who need extra attention, scaffolding, instruction

Teach Expectations for Activities, Transitions and Procedures

For each classroom activity and transition, expectations are clearly defined, posted and taught explicitly. Consider the following when developing your instructional expectations (attach CHAMPs worksheets if preferred)

Conversation- Under what circumstances, if at all, can students talk to each other during the activity?

What voice level is expected?

Help- How do students get their questions answered during the activity? How do they get the teacher's attention?

Activity- What is the activity? What is its intended objective/ end product?

Movement- Under what circumstance, if at all, can students move about during the activity? e.g., Can they sharpen a pencil?

Participation- What does learner behavior look like during this activity?

Entering the classroom and opening activity (see Opening/Closing Routine checklist)

I always use attendance and the plan for the day to settle students in, and the learning targets to focus them on the work for the day. I usually will give a big picture reminder of where we are in an assignment and unit, and what the goal for the day is. At the end of class I remind them of the homework, and if they are keeping up with class goals of progress.

Teacher led instruction

Students are expected to be flexible with levels of conversation during my classes. At times there is much discussion between all of us, or at tables with their neighbors, at other times the expectation is silence especially for writing assignments.

Group work

Group work can often be lively, which is fine with me as long as it is focused. Sometimes there are pair/share work. Other times there are group assignments that require more than 2 students to work together.

Independent work

Expectations during individual work, especially with writing, are silent and focused classroom

Transitions

By gaining their attention with either my clap call and response, or my voice, I direct student on what the next step is in the process

Obtaining materials

Classroom movement is usually limited to sharpening a pencil or getting paper or other supplies, which doesn't require permission. Getting water, going to the office or using the restroom, does require permission.

End of day/period and exiting the classroom (see Opening/Closing Routine checklist)

See Opening/Closing

Interacting Positively to Encourage All Students

Intentional plan to build relationships with and among students to encourage student voice, a strong classroom community, and successful school behavior. Use a high ratio (3:1) of acknowledgements to corrections, authentic non-contingent interactions, and culturally-responsive community building activities.

Community building activities as part of the classroom routine (circles)

- Meeting and greeting students to start class
- Journey Map at beginning of year, to introduce students to one another
- Name tents to help students learn each other's names.
- Give seating chart to start year. Give challenge to students, to gain open seating once a student can name every person in the room. This gives them incentive to learn each other's names quickly
- Small group assignments throughout the year, to give them opportunities to work together. Often they can choose their partners.

Plan to build connections and relationships with families

- Letter home before school starts
- Use Synergy as grade and missing assignment communication tool
- Use Google Calendar as assignment communication tool
- Use Weebly as website for assignment downloads
- Email directly, or using Synergy as a mass communication tool.

Culturally responsive, class-wide and individual motivation systems

- Give students weekly opportunity to choose their topics of study for their current events.
- Reward students for preparation, with pop-gift awards to those who have done the desired procedure
- Students who are on time, have open seating. Those that are late, need to fill in seats in the front of the room.

Correct Misbehavior Fluently

Include interventions for both early-stage misbehaviors and chronic rule violations. Rule violations and other misbehaviors are corrected calmly, consistently, briefly, and immediately. Consequences will be given at the lowest level considered necessary to change the student's behavior. Include use of restorative practices.

Early-stage, low level, restorative corrections

Show/teach Reset procedure

- Proximity and non-verbal
- Reteach expectation
- Verbal reminder, "please focus on the work in front of you, instead of this behavior."
- Restorative reset: Think time and chat with teacher

Restorative responses/consequences for chronic rule violations

- Think time in hall, and then quick discussion with teacher
- Restorative inquiry (student/teacher)
- Restorative discussion with effected party