

Coconino High School

Classroom Management Plan



Classroom Rules

Respect Defined: To regard as being highly esteemed or honored.

1. Respect self, others, facilities, materials and equipment.
2. Prepare mentally and physically to contribute safe and positive participation in teaching and learning.
3. Follow all classroom procedures and safety protocols as democratically determined by the class.
4. Abide by all written and unwritten school policies and city, state, and federal laws.
5. Take personal responsibility for the privilege to learn.

Consequences

1. First offense - Verbal Warning
2. Second offense - Student/Teacher Conference
3. Third offense - Written and Verbal Parent Notification (RTR)
4. Fourth offense - Involve Parent and Administrator (RTR)
5. Violation of school policy or common law is subject to consequences in the student handbook or legal authorities after only one offense.

Classroom Management Techniques

1. Use eye contact.
2. "Back to the Wall" (Deb West, 1999, PE Central).
3. "Withitness" (*Jacob Kounin, 1977*).
4. Proximity Control (Deb West, 1999, PE Central).
5. Selective Ignoring.
6. Diffuse confrontation before it starts.
7. Stay calm at all times.
8. Do not use put downs or sarcasm.
9. Focus on the student's behavior and not the student as the source of the problem.
10. Do not hold grudges for past problems.
11. Be firm, fair, and consistent all of the time.
12. Follow through with rules and consequences.
13. Admit to teacher mistakes, apologize, and make amends for them.
14. Be honest and fair with students.
15. Set and model good examples for students.
16. Maintain an empathetic attitude with students when dealing with their concerns.
17. Offer responsibility and leadership roles to off-task students to change their behaviors.
18. Be the responsible adult and maintain professionalism at all times.

List of Procedures

1. Students will be in their assigned seats before the bell rings to begin class and complete their warm up activity or bell work.
2. Attendance will be taken after the bell rings from a seating chart. Students missing from their seats on the chart will be marked absent.
3. Tardy students will have to check in with the teacher at the door and join the class activities without disrupting the learning environment.
4. Homework will be collected on assigned due dates at the beginning of class. After roll, the students will pass their work from the ends of the seating arrangement towards the middle for the teacher to pick up in a collection basket.

5. Homework is assigned with a purpose and must be completed on time on given due dates. Late work will not be accepted unless excused absences have occurred.
6. Paper materials will be distributed by the teacher from the middles of the seating arrangement and passed toward the ends until each student obtains necessary materials.
7. Students will pick up resource materials at given locations as designated by the teacher. Basic materials such as markers, tape, scissors, safety goggles, metric measurement tools, microscopes, and other equipment will be available for students to gather on their own as these procedures are learned by the class. Student suggestions for better ways of doing things are always welcomed.
8. Lab materials will be spread out to alleviate crowding and students will obtain these materials based on oral directions or modeling from the teacher.
9. Students will replace resource materials in the same fashion and locations as they picked them up.
10. Late or absent students are responsible for obtaining make up materials and scheduling times to make up labs, quizzes, or tests at appropriate times (at lunch, or before or after school).
11. Equal times will be allotted to complete make-up assignments to that of the time missed by the student. (If a student misses two days, they will be given two extra days to complete make-up work). Work assigned before a student is absent will be expected to be completed on given due dates or when a student returns from absences.
12. Students must raise their hands to be called on if they wish to speak during group discussions unless the teacher says "Shout Out".
13. Parameters for appropriate and respectful classroom discussion will be clearly set, conveyed, and reinforced by the teacher.
14. Group and partner activities must begin immediately when signaled by the teacher. Students should wait until all directions have been given and the teacher has said, "begin or go" to start activities.
15. Students may speak individually with the teacher before and after class, during posted office hours, or by appointment to express any concerns.
16. The teacher will dismiss the class at the end of the period.

17. Students will stay in their seats to await dismissal as opposed to be lining up at the door. We will work until the bell rings for dismissal.
18. The teacher will post information such as handouts, resources, and itineraries on the class website to help students manage time and homework.
19. The teacher will frequently update and maintain the class website and require students to interact with materials posted there. This will enhance student's use of technology and prepare them for future learning and use of the Internet.
20. The above procedures will be mass practiced until each one is mastered. Subsequent procedures will be practiced as previous ones have been learned. Practice for procedures will be revisited as needed and any new circumstances that should arise, which there are no procedures, will have procedures developed at that time.

Effective Teaching Strategies

1. Use less direct teaching styles as progress is made.
2. Give students a say in curriculum choices.
3. Use hands on active learning along with traditional techniques.
4. Use a sense of humor.
5. Offer meaningful activities; provide real-world connections for learning activities.
6. Give students a choice of activities.
7. Use peer teaching when opportunities are favorable.
8. Build ownership of the learning within the class.
9. Ask divergent questions and feed off of student responses.
10. Get involved with students lives (show an interest and support for out of class activities, clubs, and sports).
11. Allow individual pace and levels of challenge in assignments; provide differentiated instruction.
12. Provide a wide range of activities that give opportunities to engage students in a full spectrum of learning preferences (kinesthetic, artistic, linguistic, analytical, musical, etc.) that will reach out to all students at one time or another.

13. Use effective open-ended questions to probe student knowledge and background information.
14. Use "cold calling" and white board techniques to ensure that all students are engaged in questioning and activities.
15. Allow students to use the "phone a friend", "50/50", and "poll the class" options when they are not comfortable answering questions.
16. Allow students plenty of "wait time" to answer questions.
17. Use white boards for questioning sessions and interactive group activities in order to engage all students and promote participation.
18. Continue to restate or rephrase questions to guide students to appropriate answers when they are incorrect. Do not negatively impact student confidence by simply telling them they are wrong.
19. Reinforce a "mistakes ok zone" in the classroom so that students will not be afraid to participate if they answer incorrectly or make mistakes.
20. Use exit slips and KWL charts to guide instruction and assess learning.
21. Clearly state designated learning outcomes for each lesson and review the progress toward mastering those outcomes with the students by debriefing after each lesson.
22. Use productive grouping strategies that consider the needs of lower and higher performing students as well as those with specific needs, modifications, and support.
23. Offer students opportunities to learn interpersonally and intrapersonally and to reflect on the metacognitive aspects of their learning.
24. Provide opportunities for students to process their learning using all 4 modalities of language (reading, writing, speaking, and listening).
25. Employ the frequent use of "Checks for Understanding" such as "thumbs up", "rating scale 1 - 5", or "pick a side" strategies.
26. Let the students know how much I care, so they will care how much I know.



"Looks aren't everything. It's what's inside you that really matters. A biology teacher told me that."