

Name: _____

Date: 10/17/11

Scoring Rubric for Classroom Management Plan – SPED 179

Area to be Evaluated	Evaluation Criteria	Grading Criteria*	Your Score
1. <i>Philosophy Statement</i>	At least 2 hypothesized causes of problem behavior and the teacher's responsibility in managing such behavior are described in detail.	5 = Achieved 3 = Beginning 4 = Developing 2-1 = Limited 0 = Not Met	5
2. <i>Safe and Supportive Learning Environment</i>	A detailed description of how you will develop a positive learning community, including teacher-student and student-student <u>relationships</u> .	5 = Achieved 3 = Beginning 4 = Developing 2-1 = Limited 0 = Not Met	4
3. <i>Classroom Rules</i>	There are not more than 5 rules. The rules are stated in a positive manner and are age appropriate. The methods for teaching the rules are clearly described.	5 = Achieved 3 = Beginning 4 = Developing 2-1 = Limited 0 = Not Met	5
4. <i>Procedures</i>	Five different classroom procedures are listed. The steps for each procedure are observable and easy to follow. The methods for teaching the procedures are clearly described.	5 = Achieved 3 = Beginning 4 = Developing 2-1 = Limited 0 = Not Met	5
5. <i>Prevention Strategies</i>	The 5 strategies promote a productive learning environment. Strategies have the potential to prevent or reduce inappropriate behavior.	5 = Achieved 3 = Beginning 4 = Developing 2-1 = Limited 0 = Not Met	4
6. <i>Response to Minor Disruptions</i>	Three examples of minor disruptions are clearly described. Five identified strategies are respectful and proactive and help students to refocus on classroom tasks.	5 = Achieved 3 = Beginning 4 = Developing 2-1 = Limited 0 = Not Met	5
7. <i>Response to Major Disruptions</i>	Three examples of major disruptions are clearly described. Five strategies are respectful, proactive, and are immediate as needed. Strategies for teaching repeat offenders new behaviors are explained in detail.	5 = Achieved 3 = Beginning 4 = Developing 2-1 = Limited 0 = Not Met	5

8. 3
9. 5
10. 3

Named, rest of rubric was on back.

44

3. 5 Classroom Rules

1. Be Polite – Raise your hand for permission to speak.
2. Be Kind – Keep your hands to yourself except when helping someone.
3. Be Responsible – Always do your homework and class work. Take care of school property.
4. Be considerate – We are here to learn. Do not do things that prevent you or your classmates from learning. *(Like talking to neighbors when teacher is talking?)*
5. Be efficient. – Get things out quickly and quietly.

I will teach these rules by going through ^{them} it with my students on the first day of school.

We will talk about examples ^f on how we can follow these rules. Another way I will share these rules is by going through each rule and modeling them with the students. I will also give them each a copy of their rules to have on them at all times. Rewarding students when I catch them following these rules will also be a goal of mine. I will also share with them that there is a consequence if they do not follow the rules. I will have established a ticket system in which students can earn from following the rules.

4. Classroom Procedures

1. Beginning and end of the day

- i. Once the students enter the classroom every morning the students will ~~come~~ ~~in and~~ begin working on their Daily Language Packet. This will help me take care of the necessary roll taking. This will also give a chance for the students to get settled in and turn in their necessary tray.

At the end of the day, I will give students time to pack their things, clean their desk, and stack their chairs. This will make our classroom clean and ready for the following day. I will go over this by speaking about ^T and practicing it every day. The process will be the same all year.

2. Parking lot

- Right idea.*
- i. In the back of the classroom I will have a section where they can write questions or comments they may have for me on a post it note. I will check it every day and write to each student. This will help filter any questions asked during a lesson that may be off topic.

3. Restroom Procedure

- i. No student may use the restroom 15 minutes before or after any recess. This is to help students become responsible and not miss out on learning. They can only use it once a day during classroom time. The only exception would be if a student has a medical need. I would put this in place by having the students write their name on the board in a designated section

4. Timed Transition

- i. I will give students 20 seconds to transition from subject to subject. My number one goal is efficiency. This is because it will help students in the classroom and also in life.

5. Raising your hand

- i. This is important because it sets the tone between the teacher to student and student to student. This helps students be respectful of one another and doesn't serve as a distraction when blurting out answers.

With these procedures I will introduce them to the class, and I will also model it with the students. I will even have some of the students practice it. I feel that most of these procedures must be taught as we continue on and give students the chance to get accustomed to the procedures.

5. Prevention Strategies

1. Make sure all my work and materials are age appropriate for students.
2. Being prepared for every lesson and activity.
3. Knowing ahead of time where there might be some misbehavior during activities. *Yes!*
4. Having a system of consequences and rewards for student behavior. *Such as ...*
5. Be respectful and treat students as responsible individuals.

6. Minor disruptions

1. Students who blurt out answers can be a minor disruption
2. Students who are asking to go the restroom during teaching
3. Students that get out of their seat frequently without permission

Here are the 5 general strategies I would use to respond to these behaviors.

- I would just have the put a ticket on my desk for doing one of the following actions and continue on with my lesson. *How many tickets do they have?*
- Give the student a reminder about how that is not following student procedures.

- If it is frequent, I will talk to the student individually at an appropriate time about the disruptions that have repeatedly happened.

- I would praise another student that completed the desired behavior, so that every student was able to see the behavior modeled

- I would ask the student to read over the rules very quickly and ask him to practice the particular rule harder.

7. Major Disruptions

1. Students who are disturbing other students during independent work or assessment periods.

2. When students are still in transition mode when the class is ready to start a new subject.

3. If a student is constantly making jokes to steal the attention of the classroom

These are my 5 strategies that I would use to respond to these behaviors.

1. I can address the class as a whole and ask what the expectations are at this given moment.

2. Give a reminder to the student that what they are doing is not my expectations.

3. Reward other students for doing the appropriate behavior.

4. Have a one on one conference with the student who is not fulfilling my expectations on behavior

See
on 1/16 of
Ext

5. Have the student put a ticket on my desk for not doing what he is supposed to be doing.

For students that are repeat offenders, I may have a discussion with the student about how what they are doing is not benefitting themselves or their classmates. I may also have them write for me a page about how they can show more character by not doing what they did in the classroom and one thing they can do to show character. I will then have them sign it by their parent to make sure they read it as well.

8. Response to a crisis

3

In response to a crisis, I would follow the procedures of the school. The school has a set of procedures that we must follow to different ordeals that may happen on our school campus. I will practice these drills once a month and remind them the importance of how we must be mature when we handle these situations.

If it is something that happens in my class where a student is hurt, I will have the student's remain at their desk. I will have one student call the office and I will have a sentence frame for what the student should say in this situation. While the student is doing this I will continue to provide first aid for the student. The office will notify the parents. The overall plan for the students is to keep them safe. It is to keep them as far away from any type of trouble that might harm them

9. Promoting Positive Behavior in new settings

5

3 10.

I believe the most important thing we can do is to always state our expectations to the student before you begin anything. Then once you do that, praising students when you catch them fulfilling your expectations is a good way to maintain it. By offering a reward to students who are doing what is asked of them is powerful because many kids social development at a young age is to behave because there is incentive to. Eventually we want to keep our kids from staying at this level and have them behave because it is a part of their moral beliefs.