**Classroom Management Plan**

**Best in Class – Classroom Procedures**

**Brad Irvin – High School (Business and Finance)**

**December 3, 2019**

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# **Classroom Management**

The procedures below are designed to ensure students maximize their classroom time for learning. Everyday procedures like turning in homework, checking attendance, breaking -up in work groups, and getting the teacher’s assistant should be automatic and quickly executed every time. Beginning on the first day of class, learning the procedures will be paramount.

The teacher will introduce and model the procedures with the class. The students will immediately start practicing the procedures. The practice will continue until every procedure is mastered. As with any procedures, there will be instances where the previously mastered procedures break-down and must be practiced again.

**Reliability (Attendance)**

Absences, tardiness and arrival are essential to the student’s success. The expectations are that students are present for class and report on time each day.

* Absences are either planned or unplanned. If the absences are excused, the student will have the opportunity to make-up classroom work at home and/or the teacher will be available for questions. In the event the absence is unexcused, the student will not have an opportunity to make-up the work and will receive a zero for any graded work. However, the student will be encouraged to make-up the work and the teacher will be available for questions. The teacher reserves the right to contact the student’s parent if necessary. Disciplinary actions for unexcused absences will be handled per school and district policy.
* Tardies are either planned or unplanned. If the tardies are excused, the student will have the opportunity to make-up classroom work at home and/or the teacher will be available for questions. In the event the tardies is unexcused, the student will not have an opportunity to make-up the work and will receive a zero for any graded work. However, the student will be encouraged to make-up the work and the teacher will be available for questions. The teacher reserves the right to contact the student’s parent if necessary. Disciplinary actions for unexcused absences will be handled per school and district policy.
* Students are expected to be at their workstation and completing the bell ringer lesson prior to the last bell per classroom procedures. The bell ringer lesson has a hard stop time and is often graded. Bell ringers not completed will receive a zero for the lesson.

**Procedures Upon Arrival**

1. Students will have their school Identification card in full view, no ear buds, no food or drinks and in dress code. This includes lowering sweet shirt hoods.
2. Both the teacher and the student will greet each other at the upon entering the classroom. The teacher will be at the door to greet every student.
3. Upon entering the classroom, students will sign-in on the attendance rosters located on Start Table and pick-up any handout from the teacher.
4. Immediately following signing-in, students will deposit their cell phones in their Phone Sock (hanging jewelry organizer) hanging above the Start Table. Each sock is labeled with their workstation number.
5. Once students sign-in and deposit phones, any homework is turned into the homework box located on the teacher’s planning table. (Note: The box is located far enough away so the students cannot see any of the teacher’s work)
6. The table leader pick-ups the student’s journals who sit at their table (table mates) from the journal table and distributes the journals. A table leader rotates at the beginning of each month. All class journals are kept in the classroom.
7. The bell work is displayed on the media screen or on the handout/worksheet from the Start Table.

Note: If students cannot enter the classroom because of building issues or other issues, students should stand against the wall. This is to keep the hallway clear for other students.

**Procedures and Expectations During Class**

* No eating or drinking
* Students are only to use their tablets for class assignments. Games, sporting events, or any other site is prohibited in class.
* Heads should not be on the student’s workspace (Sleeping).
* Students should use their judgement getting the attention of the teacher. Most times it is appropriate for students to raise their hands. If the teacher can’t get to the student right away, the teacher will acknowledge the student that they will get to them next.
* Students have enough time between classes to visit the restroom. On the rare occasion that student must go to the rest room, the student will go to the teacher and request to leave the class for the restroom. Once the student receives permission, they take a plastic flower pot with them located on the Start Table to signify to any hall monitors the student is on restroom break. Once the student returns, they place the flower pot back.
* If the students complete their independent work, all the work assigned for the class, or group work, students can offer to help table mates, let the teacher know or refer to the enrichment board.
* When the teacher needs the attention for all the students, the teacher says the 1st half of the school’s motto and the students respond to the 2nd half. An example, “Mighty….Hornets. When discussing this procedure with the class, students could suggest something different. This should be fun, even though the students are older.
* When the teacher describes or instructs the students on the first exercise or lesson, the teacher briefly discusses what the class will do afterwards to speed-up the transition. The teacher uses the attention procedure above to move to the class to the next exercise.
* Collaborative structures will be the primary learning strategy. The teacher will use eye to eye, shoulder buddy, table buddies, etc. to assign work groups. Students will practice workgroup transitions.
* If the class receives visitors, they are to be treated like they are guests to our home. The teacher will introduce the visitor(s) and provide the reason for their visit. The students are representing themselves and their school family and should act accordingly.

**Procedure for Dismissal**

1. Students are to keep working until the first bell rings.
2. After the bell, students stack their journals and any assignments completed and due on the table. The table leader will return the journals to the journal table and any assignments to the assignment box located on the teacher’s planning table.
3. Students pick-up any trash at their workstation and deposit the trash in the trash can.
4. Students can pick-up their cell phones

**Home and School Connections**

* Discuss the rational for connecting with the parents or guardians with the students. The teacher will provide multiple communication channels between parents or guardians and the teacher. Communication channels will be presented in the parent letter mailed before school/semester starts. The teacher will ask parents or guardians what communication channel they prefer or if they have another suggestion.
* E-mail
* Phone
* The teacher is available to meet with parents or guardians after hours to accommodate work schedules.
* The teacher will contact every parent or guardian at least once a month.

# **Discipline Plan & Classroom Rules**

I don’t believe any student sets-out to school each day to intentionally fail by breaking rules, not participating in instruction, and/or disrupting their classes. Instead, I think they are hopeful they will be successful each day. However, once they arrive at school, the negative behaviors that they have learned and been reinforced, take over. Often teachers and administrators attempt to rely on punishment procedures to change the students’ negative behavior. The punishment procedures are rarely successful.

Instead, teachers must provide positive reinforcement to replace inappropriate behaviors with appropriate behavior before learning can start. This will not be a quick solution and the student will often revert to their old behaviors. The first and most important step for all students is creating discipline in the classroom with rules, and consistent teacher management.

A teachers’ primary responsibility is to ensure the safety of their students. All other rules secondary. After safety, the primary objective is creating and ensuring student’s master the course content. Although it is important for the students to participate in developing rules, the teacher must ensure that best practices’ rules are included.

Published Classroom Rules:

1. All rules and regulations set forth by the school’s student handbook and/or all rules implemented by the school’s administrators will be adhered to. If available, the teacher should distribute key pages of the student handbook during week one.
2. Do not say or do to another student that you would not want someone to say or do to your mother, father, sister, brother, girlfriend or boyfriend.
3. The teacher and students will treat each other with respect and kindness.
4. What we commit to is our bond, represents our integrity and our values as men and women.
5. Work assignments are to be completed and represent our best work.
6. The teacher will be fair, consistent in their enforcement of the rules.

Rewards (Verbal or Written Praise)

1. The teacher constantly is walking around students’ desk either during collaborative or independent work providing individualized instruction and/or specific praise related to the work being done.
2. Public (all students) specific praise for individual students. (minimum twice a month)
3. Email or phone calls to parents with positive feedback about their child. (minimum twice a month)

Note:

* I may ask for feedback from the students.
* Will use an intermediate positive reinforcement schedule. (verbal praise, but not every time)
* I will pay special attention to the students who are “invisible”. The quietly go about do everything they are asked to do.
* You must sometimes create opportunities to provide specific praise.
* Positive notes on graded assignments.

Consequences

1. If a classroom rule is not adhered to (2-5) and if possible, an individual discussion with the student will occur ASAP. The discussion will center on why the student broke the rule and obtaining a commitment to follow the rule going forward. If the rule is broken again, another discussion will occur. This discussion will be about them not doing what they said they were going to do and getting a commitment they will do what they said they are going to do. It is not about the rule anymore, it is about their integrity.
2. If rule breaking is not a trend, a simple discussion to knock it off will do, but explore if there is something else going on.
3. If the behavior is disruptive, the teacher could ignore the behavior once or have a quick side by side whisper discussion to obtain (drive by) compliance.
4. The teacher is affective in using intermediate verbal praise, so the student should quickly adjust their behavior. The teacher should be looking to find an opportunity for verbal praise.

Note:

* Unless the student is a danger to himself or others, the teacher owns the student’s behavior, not the principal.
* The teacher will not use the hallway as an extinction procedure.

Teacher Accountability

1. The teacher will include in the classroom rules that they commit to fairly and consistently enforce the classroom rules.
2. The teacher builds the foundation of accountability by setting up a disciplined classroom with rules at the very beginning of the school year.
3. The teacher obtains a verbal and written commitment from every student to comply with the classroom rules.
4. The teacher will enforce the rules by using affective intermediate reinforcement procedures.

Note:

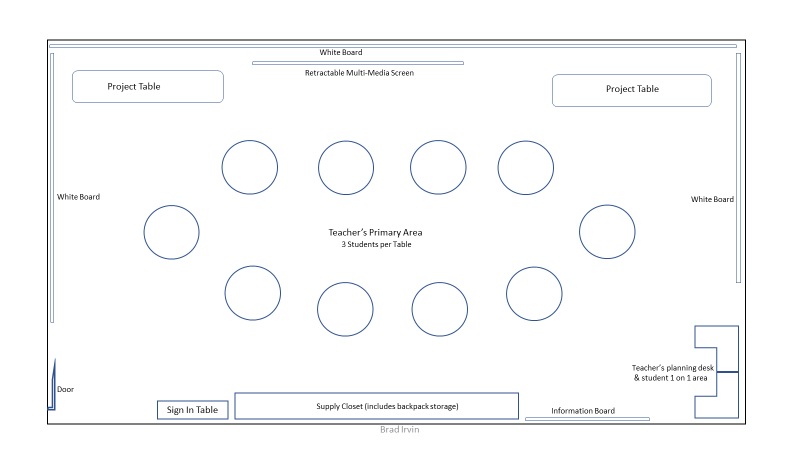
* I may include asking the students to hold the teacher accountable when they are not enforcing the rules consistently.
* This is the hardest part of classroom discipline, being consistent. It becomes more manageable if the teacher has a solid plan, communicates and affectively training the students and is consistent.

# **Seating Assignment**

1. Computer Drawn Classroom Map ( Please see attached)
2. Design Rational:

* This design is for a highly collaborative and project-oriented class.
* Three students per table so they can adjust chairs to improve sight line to any area of the room. There is seating for 30 students, but the design can accommodate more without a significant disruption to instruction.
* Testing/Assessments are to be done on the students tablet or their journal. To prevent cheating, students will spread out at their table and/or use the project tables
* There is enough room so students can get-up from their chairs without interrupting other students.
* The teacher is continuously walking around the student’s desks guiding and providing feedback.
* The teacher does not sit during class. If the need to, they can sit at one of the project tables or at a round student table. The primary placement for the teacher is in the center of the room.
* The teacher has a planning desk for when students are not present. The desk area is also designed for the teacher to meet with students ono-on-one.
* An unclutter classroom with plenty of storage.
* Design assumes each student has a tablet.

1. This classroom design is for a highly collaborative and project-oriented class. The seating initially will be by alphabetical order. As we split into project teams, tables assignments will be less important. I will let the students know I might change seating if it becomes necessary.

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# **Preparing for Day One**

* Decorate room and bulletin boards – business oriented including women and minority business leaders.
* Arrange seating to promote collaborative learning and comfort.
* If the data is available, assigned table seating based on students with differing academic performance levels. As an alternative, initially assign seating by alphabetical order with students aware seating assignments will be adjusted within one week.
* Arrange seating and tables to create a separate space to meet with students.
* Arrange supplies and textbooks.
* Create different welcome letters for students and parents. Letters are addressed to each specific student and parent. The personalized letters include my name and contact information, the classroom times and dates, the room number and my excitement to be teaching the student. I want them to know I am committed to the student.
* Create an opportunity to introduce myself and students share something about themselves
* Establishing non-negotiable classroom norms/rules. However, I will provide an opportunity for students to participate in developing additional norms/rules.
* Teacher greeting at the classroom door every day, energized with eye contact and good morning/afternoon. I hope to know the students to ask about a school activity they participated in. I will thank students for having their student identification badges visible and ear buds out of their ears. I will ask a student to share the greeting duties on a rotation basis.
* Create a script for each day of the first week practicing/reinforcing classroom procedures as the primary goal for the class period.
  + Sign in
  + Take out their journal
  + Start on the Bell Ringer while I take role.
  + Start mindfulness exercise.

# **Parent Introduction Letter**

Dear Parents or Guardian,

My name is Brad Irvin and I will be your child’s business teacher this semester. I am excited your child chose a business course. I live in Fort Worth with my wife, Tammie. Before I started teaching, I spent approximately 25 years in a human resources career. Along the way, I earned several degrees going to night school. My business experience, education, and my intensive teacher training has prepared me to provide your child with a meaningful learning experience.

This course will teach your child the basic principles of business including online business, business software, employee management, business communication, accounting, and banking and finance. Students will achieve content mastery with a student-centered approach by working in teams, using technology and business software, fun lesson plans, and hands-on learning.

The course will be demanding, but your child won’t be alone. They will have you, myself, and their classmates to support their learning. My classroom management plan is simple:

* Everyone must be respectful and courteous to each other.
* Phones and earbuds use are not allowed during class (mine and the school’s rule). Phones are to be placed in the phone holder.
* Name tags must always be visible (mine and the school’s rule).
* No bullying other students or failing to report other students who are bullying (mine, the school’s rule, and criminal statues).
* Follow established classroom procedures (student and teacher co-developed).

Consequences will vary depending on the issue, but generally your child and I will have a one-on-one discussion about their behavior. We will work together to find a solution. I will be asking for a commitment from them to change and I will hold them accountable. I can manage most inappropriate behaviors. I won’t be sending them to the hallway or to the principals’ office unless I am required to do it. Although I plan to communicate with you regularly (monthly) with good news, at times I will need your help and guidance with behavior issues.

You can contact me at any time by email or phone. My contact numbers, email, etc. are:

School phone: 817-268-7409

School E-mail: [brad.irvin@NYISD.edu](mailto:brad.irvin@NYISD.edu)

Classroom number: 279

Grades: 11th and 12th

Class times: 45 minutes, Monday thru Friday.

Please provide me with your preferred contact method. Once again, I am excited about having your child in my class!

Sincerely,

Brad Irvin

# **Student Introduction Letter**

**POST Card**

Date

Dear Student,

My name is Brad Irvin and I will be your business teacher this semester. I am excited you chose this senior class. This course will teach you basic principles of business including online business, business software, employee management, business communication, accounting, and banking and finance. You will achieve content mastery with a student-centered approach by working in teams, using technology and business software, fun lesson plans, and hands-on learning. Several field trips, guest business speakers, and a school business club are planned for the semester.

Our class will be in 501 and we will meet Monday thru Friday. The class last 45 minutes. See you on January 3rd.

Sincerely,

Mr. Irvin

# **Agenda and Schedule – 1st Day (45-minute class)**

* Welcome – Door
  + Good morning/afternoon and welcome
  + My name is Mr. Irvin and I am glad you are here
  + What is your name?
  + Bell Work is on the screen, please get started.
* First Bell Work Assignment (5 minutes)
  + See First Day Bell Works
* Teacher Introduction (1 minute)
* Student Introduction (30 secs X 30 = 15 minutes)
* Course Introduction (1 minute)
* Classroom Diagram and Station Descriptions (1 minute)
* Classroom Procedures and Expectations (20 minutes)
* Student’s Workspace
* Completed Name Tent
* Journal
* Classroom Diagram
* Course Syllabus

# **First Day Bell Work**

1. The students are directed by the teacher to complete the assignment written on the classroom media screen.

*Career Survey*

*Please write the questions and your answers on the 3rd page of your journal. Please use correct grammar and complete sentences. You have 10 minutes to complete the assignment once the tardy bell rings.*

1. *Can you tell me about what type of career you would like to pursue after high school and tell me why? You can pick-up to three different careers to write about.*
2. *What type of education or training will you need to start your career choice(s)?*