MaryHannah Schwarzen

Dr. Kathryn Saynes

Classroom Management

February 28, 2021

CMP #4

**Grade/Age Level:** This behavior set is aimed towards a 9th grade class.

**Rules for Miss Schwarzen’s Classroom:**

1. Consider history carefully! There is a lot of cool stuff that happens, but you will miss it if you do not pay attention.
2. Think hard! We are all here to discuss and ponder past actions, so please join the conversation.
3. Speak up! This is a classroom where your opinion matters, and we all want to hear from you.
4. Show respect! Each one of us deserves the same kind treatment, so be sure to show it.
5. Do your best! Sometimes it can be hard but giving it your best is always better than not trying. You are capable of far more than you think!

**Process and Justifications:**

I determined these rules by assessing what I wanted to see in my classroom, and then choosing the rules that were the most likely to help me achieve this. I would like a discussion-based history class, where I can present material and then the class can explore the concepts, so I chose to encourage polite interaction in my rules. This should add to the order of the classroom, and the overall positive atmosphere. I do not plan to involve students in deciding on these rules, because these are non-negotiables that I want to see in my classroom, and I believe these should have clear guidelines and consequences. However, I do believe that it would be a good idea to involve them in decision-making for rewards and consequences to promote ownership.

I plan to communicate these rules to students on the first day of class. We will go over each one, discussing reasons for each, examples of exemplary behavior, and consequences for breaches in behavior. To ensure parents are aware of these rules, I will send home a first week of school newsletter with these rules prominently included. Parents will need to sign this and then send it back with their child by the end of the second week of school. I like the idea of offering an incentive for returning this paper by offering a class drawing for a gift card to a local small business. I will hand in a copy of my rules to administration to keep on file and will also email it to have it in a digital file.

I will document student behavior throughout the day by keeping a notebook to jot down breaches in behavior. I would be likely to run on a “three strikes you’re out,” set-up for most students, alerting them each time. After this, I will be sure to tell the student that their behavior has now crossed into infringing on fellow classmates’ ability to learn and my ability to teach and that it will be put down in the official notebook. At the end of the day, the student will need to come up and sign the notebook under the entry to indicate that they are aware that their behavior was inappropriate. If poor behavior becomes a regular issue for that particular student, it will pop up in the notebook for me to see, and this affords me the opportunity to show evidence to administration and parents that these behaviors are being documented and that students are aware that it is being noted.

Should a student’s behavior start to become a regular problem, I would reach out to parents immediately, before allowing it to become a full-blown issue. I believe that immediate intervention and alerting is vital to proper communication and circumvents parent frustration at feeling left out or unaware. For me, this means that if a student has two bad days, I will reach out to their parents via their preferred method of communication (I will have this as part of the returned newsletter for the first week of school). For some parents, this might be phone call, for others email, etc. I want to ensure that parents are reached quickly and effectively, and this seems like an easy way to ensure that parents can be immediately alerted and to actually receive the alert.