

Classroom Management Plan

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CEP 883 – Psychology of Classroom Management

MSU – Summer, 2015

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### General Philosophy Statement

A general philosophy statement is an educator’s personal view for his or her classroom. The educator is then able to use this philosophy as a guide while creating goals, rules, and behaviors. Jones and Jones (2010) suggests it is important to include this philosophy statement when sharing classroom rules with parents in order to show the importance and the impact classroom rules can have on instruction and learning (pp 182).

#### My Philosophy Statement:

“As an educator it is my responsibility to teach students not only the importance of content but teach them life skills such as responsibility, perseverance, and respect. In order to do this I need to create an environment which promotes learning for *all* students and encourages mutual respect.”

### Long and Short Term Goals

According to Jones and Jones (2010) “whenever you consider what approach to use when establishing a classroom climate, motivating students, or responding to disruptive behaviors, it is influenced by your educational goals” (pp 22). Every year it is important to create or evaluate your short and long term goals both instructional and behavioral (Sprick, 2009, pp 30) for you and your classroom. I feel that it is beneficial to both my students and myself to sit down and create these goals as guiding principles for our room. Sprick et al. (2009) says “Without a destination in mind, you may arrive at a place you don’t want to be.” (pp 30)

Below I have created clear instructional and behavioral goals for my classroom. Having these goals in place will give our class guidance and a reference point for everything which goes on. As suggested by Sprick et al. (2009) I will share these goals with my students and their families, as well as post them in my classroom. They will be reviewed regularly and referenced often throughout the school year.

#### Long Term Goals

<b>Spanish</b>	<b>Math</b>
Have all students reach the “Novice Low” proficiency as defined by the American Council of Teachers of Foreign Language (ACTFL).	Have all students have an understanding of the CCSSM – Mathematics for 8 <sup>th</sup> grade math and Algebra 1.
<b>Both</b>	
Students will show respect to themselves, to each other, and to adults.	
Students will persevere and problem solve to accomplish more difficult tasks.	
Students will cooperate in their Base Groups to hold each other accountable.	

Short Term Goals (First Semester)

<b>Spanish</b>	<b>Math</b>
Students will learn the benefits of knowing a second language.	Students will learn the importance of math in real life.
<b>Both</b>	
Students will understand the importance of coming to class prepared and on time.	
Students will understand the procedures for: <ul style="list-style-type: none"><li>- Entering the room</li><li>- Signing in when tardy</li><li>- Collecting absent work</li><li>- Dismissal</li></ul>	

**Guidelines for Success**

Sprick et al., (pg. 35, 2009) says “Having [Guidelines for Success] is especially critical when your school or class has many high-needs students.” Students with high needs often do not have knowledge or motivation to behave as educators see fit in the classroom. As an educator I need to provide my students with specific information about attitudes, traits, and behaviors that will help them succeed in school and throughout their lives. (Sprick, et al., 2009, pp 34)

The students I work with are what most educators would identify as “high-risk” or “high-needs” students. Most students come from low-income homes, broken homes, and/or live with a guardian other than their biological parents. Approximately 50% of students are of Native American descent, which creates for a unique view on education. Additionally, the other 50% or so are Caucasian of European descent. I can count the number of students who do not fit either of those categories on just my fingers. Because of these factors, students, especially at the middle school level, need to know exactly what characteristics will allow them to be successful in my classroom and beyond into their futures. A good set of Guidelines for Success are composed of clearly worded attributes which will guide students to success both in the classroom and out.

The following Guidelines for Success will be posted in my classroom in a poster form as shown in Appendix A. The Guidelines for Success will also be shared with students and their families in the letter sent home at the beginning of the year (Appendix F).

Guidelines for Success:

- Be responsible.
- Be respectful.
- Persevere.
- Try your best.

**Procedures**

As a secondary teacher it is often difficult to take time at the beginning of the year to teach procedures. Secondary teachers often assume students should know what is expected of them. Jones and Jones (2010, pp 175) states “teachers must begin the school year by teaching the

classroom rules and procedures, carefully monitoring students' behaviors, informing students of mistakes and re-teaching rules or procedures that students are frequently failing to follow." Even as a secondary teacher I should not assume my students know what is expected of them in my classroom because I never know what the expectations of other teachers have been.

I will start my year by addressing the following procedures. These procedures will be posted, referenced, and shared throughout the course of the year. You can see the signs I have created for these procedures in Appendix B.

Procedures:

- Entry
  - o Conversation – Students may talk quietly to their neighbors. Voice Level: 1
  - o Help – Students may raise hands if an urgent question arises.
  - o Activity – Students will enter the classroom on time, prepared for class. They will go directly to their assigned seats and start working on the Daily Warm-Up displayed on the board.
  - o Movement – Students may sharpen pencils and use the restroom.
  - o Participation – Students will show they are participating by completing the square on their worksheet for the Daily Warm-up.
- Tardy Sign-In
  - o If students are late they will sign in on the "Tardy Sheet" kept by the door. If they have an excused slip they will attach the slip to the sign-in sheet with the given paper clip.
- Attention Getter
  - o Raise hand in a sweeping motion saying "Ladies and gentleman I need your attention please."
  - o Do not repeat the signal. Students should raise their hands, stop talking, and look at whoever gave the signal.
  - o The expectation is students will have quieted down and have their attention on the speaker within 5 seconds of the signal.
- Dismissal
  - o Conversation – Students are not expected to talk. Voice Level – 0
  - o Help – Students may raise their hand if they have a question.
  - o Activity – Dismissal. Students will have their attention on the teacher for the wrap-up of the class and final announcements.
  - o Movement – Students should not be moving around the room.
  - o Participation – Students will show they are participating by sitting in their seats, eyes on the teacher, listening, and not talking.

**Behavioral Norms**

I will be beginning the school year by working with my students to create a set of Behavioral Norms (instead of classroom rules) (Jones and Jones, 2010, pp 177). I will create a set of norms based on the "*Compelling State Interests*" (Jones and Jones, 2010, pp 179) which I

will share with my students on the first day of class. I will then ask my students to discuss and offer feedback about what they would like adjusted. The second day of school I will present students with a complete list (taking into account their modifications) this list will include the general philosophy statement (Jones and Jones, 2010, pp 182) written above and a location for students and their parents to sign and return. These will then be kept in a *Behavior Folder* for each student. These *Behavior Folders* will help maintain an accurate record for students' behavior in my class. My school is introducing PBIS programs into the middle/high school and the *Behavior Folder* will help keep track of interventions, adjustments, etc. used for each student. But I do believe that by taking these steps at the beginning of the year behavior incidents will be decreased as well as prevented by additional "on task behavior." (Jones and Jones, 2010 pp 199 and 216)

### Behavioral Norms

1. Treat others and yourself politely and with kindness.
2. Treat school and personal property gently and respectfully.
3. Follow teacher requests.
4. Come to class on time and prepared.
5. Try your best and ask for help when necessary.
6. Work through your problems without violence.

The behavioral norms above will be discussed with the class and tweaked as necessary based on the class discussions. After they have been tweaked to meet the needs of the class they will be shared with parents as described above, as well as posted in the classroom in a format similar to that shown in Appendix C.

### **Addressing Classroom Disturbances and Problem-Solving to Resolve Behavior Problems**

Jones and Jones (2010) gave a lot of good suggestions of how to respond to students who are being disruptive. This really came through to me because I always struggle with how to respond, how many warning/reminders to give, etc. Jones and Jones suggestions are to have clear, sequential, dignifying, educational, and environmentally analytical procedures to handle disruptions. Also, "it is essential that students clearly understand each step in this sequential process" (pp 321). I found it very helpful to see their suggestions for this procedure (Jones and Jones, 2010, pp 320) as well as the Problem-Solving Form (Jones and Jones, 2010, pp 323). With my school environment and working with hyper-active middle school students I see a lot of daily disruptions. I know a lot of them are for attention so it was helpful to know that it is ok to ignore minor disruptions and have a procedure in place to handle disruptions if they continue.

During my first year of teaching another teacher had given me a form similar to that described in Glasser's Problem Solving Steps but didn't give me the additional support of how to *use* the sheet other than to have students fill it out. After reading about the Seven Problem Solving Steps I realize how important *my* role is in for the sheet to be effective. I need to make sure I discuss the plan with students so they understand not only why what they did affected the classroom environment but also so they have strategies to help change the behavior. It is also important for me to do my part in assisting the students in their new plan.

I was very excited to see that a lot of the Problem Solving strategies also aligned with PBIS (mentioned in Jones and Jones, 2010, pp 351). My school is introducing PBIS into the middle/high school this year. I plan on creating a sheet for students to use to help them problem solve. We will discuss how to use this sheet in the beginning days of the class (after we discuss the rules above). I think I will follow a procedure similar to that found in Jones and Jones (2010, pp 320) to address disturbances. The procedure is as follows:

- Nonverbal Cue
  - Example: Eye contact and point to sign of classroom rules.
- Verbal Cue
  - Example: “     (name)    , please follow our classroom rules.”
- Indicate Choice students is making.
  - Example: “     (name)    , if, you continue to     (behavior)    , you will be choosing to complete a “Choose to be Responsible” form.”
- Student moves to a designated area in the room to complete the “Choose to be Responsible” form.
  - Example: “     (name)    , you have chosen to take time to complete a “Choose to be Responsible” form.”
  - Students will move to a desk which is set up away from the clusters of tables in the main area of the classroom.
- Student is required to go somewhere else to complete the “Choose to be Responsible” form.
  - Example: “     (name)    , I really wish we could solve this here. If we cannot you need to sit at the desk in the hallway to complete the form. I will be with you in a few minutes to discuss what you have completed.”
- Student is required to go to the office to complete the “Choose to be Responsible” form.
  - Example: “     (name)    , I really wish we could solve this here. If we cannot you need to go to the office to complete the “Choose to be Responsible” form.”

Prior to using this procedure it will be explained to the students and we will go over a “Choose to Be Responsible” form (Jones and Jones, 2010, pp 323) together as a class. From there I will be able to implement the procedure above. Students will know to find the “Choose to be Responsible” forms near the door and fill out the sheet in the specified location. Then after 5 minutes or so I will go conference with the student to go over the problem, and the plan they came up with. Students will then be given time to revise if necessary or they will rejoin the class. These plans will then be filed in the student’s “Behavior Folder” (as mentioned above), I will also make a copy of these to include in the “Friday Folder” (discussed below).

I have adapted a “Choose to be Responsible” form, based on Glasser’s Seven Step to Problem Solving (Jones and Jones, 2010), the example “Choose to be Responsible” form in Jones and Jones’s text (2010), and also the behavior contract mentioned in the *CHAMPS* text (Sprick, 2009). This form can be found in Appendix D.

### **Self-Monitoring of Behaviors**

One of the methods which really I am looking forward to applying as a secondary teacher is having students self-monitor their behaviors. Jones and Jones (2010) says, “Students have a basic need to be viewed positively and to demonstrate their competence and power by controlling their own behavior” (pp. 380). I think this extremely relevant when working with 7<sup>th</sup>, 8<sup>th</sup>, and 9<sup>th</sup> graders. These students often are looking for respect and control in their lives. Jones and Jones also points out “Involving students in collecting data on their own behaviors can, in some instances, provide enough external structure to produce dramatic improvements in their behavior.” In my observations, students do not always understand the effects or the extent of their behaviors, by having students track their behaviors it makes them aware of the actions and their effects.

Sprick (2009) says, “This system is particularly appropriate when your students do not exhibit a great deal of overt misbehavior but also do not use their work time well.” (pp 343) Sprick (2009) also says, “[Students] are unaware of when or how much they exhibit an inappropriate behavior.” (pp 371) By using a self-monitoring method it will draw students attention to their own behaviors and allow them the option “to demonstrate their competence and power by controlling their own behavior” as mentioned by Jones and Jones (2010).

I plan on apply self-monitoring with my student by creating individualized sheets (based on the target behavior, an example is in Appendix E). I will take data of my own to make sure there is an issue, I will then meet with the student and ask them to keep track for a few days of the behavior. We will then be able to share the data and come up with a plan to change the behavior if necessary. I think for most of my students will be able to make the choice to change just by having their attention drawn to the behavior. Middle school students are in a time of transition and they are trying to learn how to be respected and control their lives. By having them self-monitor their behaviors they will be given the control and evidence of their behaviors. It also takes focus off the teacher, since often teachers are blamed for student behavior. If a student is keeping track of his or her own behaviors they will be more open to change.

### **Base Groups**

Jones and Jones (2010) offers many strategies to help ensure positive peer relationships. As a new teacher this has been difficult for me. I teach in a small community so my students have known each other for very long periods of time but their relationships are not always positive! One of the things I have been surprised by is how negative and how poorly my students speak to one another. I made a point of telling my students that it was not allowed in my classroom but it was still a daily struggle.

I have always understood the importance of having a positive classroom environment but sometimes lacked the ideas to share the importance with my students. Jones and Jones (2010) shared the idea of Base Groups. This is setting up groups for students who will help hold each other accountable, help each other out, and be a “go to” for one another. I would like to implement Base Groups in my all my courses. I think this will help students to be more accountable and build a better community in the course.

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During the first few days of school I am going to ask students to select three or four students they would like to work with for the year. From there the small groups will complete a few of the *Cohesiveness Activities* discussed below. These groups will not sit together or work together on a daily basis but they will not change throughout the year so there will be stability and community by working in these Base Groups.

### Responsibilities

- Communicate regularly.
- Help each other when a member of the group has been absent.
- Hold each other accountable for missing assignments.
- Encourage one another.
- Complete other tasks as assigned by the teacher.

### Meetings

Base groups will spend the first few days of the year working together to become comfortable working with one another and build a sense of teamwork. For the rest of the year students will meet in their Base Groups the beginning of the class period Mondays and the end of the class period Fridays (or the last day of the week). This will allow students to begin the week with their group, discuss the weekend and turn in their *Friday Folders*. On Fridays this allows students to wrap up the week, discuss what we have been learning, work together on missing assignments, and go through their *Friday Folders*.

During the meeting times I will also take time to meet briefly with each group, checking in to make sure they are understanding what we are doing, seeing if they have any questions, etc. On Mondays I will pick up their *Friday Folders* and on Fridays I will pass out the *Friday Folders* for the students to review and take home.

### **Cohesiveness Activities**

In order to build a sense of community and team work in the classroom I am going to start the year by having the students work both in their base groups and as a whole class in a variety of team building activities. Jones and Jones (2010) offers a few ideas which I think my students will enjoy as well as fit in my curriculum. “Five Square” (Jones and Jones, 2010, pp 115) and “Tower Building” (Jones and Jones, 2010, pp 117) are both spatial reasoning and logical thinking team building activities which will fit well with my mathematics curriculum. Those activities will also work well to teach perseverance in my Spanish classes.

I will also find some larger group activities like the Pretzel Game which I have played several times. This will allow for whole class team building and some friendly competition. Some of my classes may be too large to have the whole class participate so I will be able to split the class into two teams and have them compete. We will discuss strategies which worked and did not work when working as a team and how we need to keep those characteristics in mind as we participate in class.



### **Introduction Letter to Families**

As a beginning teacher, parent contact is something for which I was definitely unprepared. According to Sprick, et al. (2009), “Making the effort to communicate with your student’s families sends a powerful message that you want to include them in what happens at school.” By initiating and maintaining parent contact teachers can build a rapport with parents helping to gain support if necessary.

My students come from a very rural area and the probability of meeting all parents/guardians face-to-face (Sprick, et al., 2009, pp 54) is very unlikely. But by following some of the other suggestions from Sprick, et al. (2009) I feel I can create many positive contacts with the parents/guardians of my students. As I am still fairly new to the district many families do not know me and my teaching endeavors. By sending home a letter at the beginning of the year explaining to the families the expectations I have for students, ways to contact me, and additional supports for the students. I feel this will help me build rapport with the families of the students creating for a supportive network for the students.

Also, because of the location of my school world languages are often looked down upon. By sending home a letter at the beginning of the year I can express to parents the importance of learning a world language, the benefits of learning a world language, the supports I provide students with in and out of the classroom, along with what resources parents may be able to use at home. A letter I have created is found in Appendix F.

### **Friday Folder**

I plan on continuing contact with my students’ families by sending a folder home with each student every week (Jones and Jones, 2010, pp 148). *Friday Folders* will include a weekly progress report, any graded papers, as well as any “Choose to Be Responsible” form the students have filled out during that week. Also inside the folder will be a spot for parents/guardians and the students to sign the folder to ensure families are seeing the materials inside. To make sure this is being done, filling out the *Friday Folder* will be a portion of the grade at the end of each nine week marking period.

By sending home a weekly folder students are able to monitor their progress. Also by having them take it home to their families, the families are also able to see how their students is doing. Last year I know several families who would have liked to see more of their student’s work and monitor how their student was performing. Also with a weekly folder I am able to send notes and communication home frequently, I am able to add announcements (for example upcoming important due dates or test dates), express concerns, and also receive notes from families when the folders are returned on Mondays.

### **Late Work Policy**

Because of how my school is run students are allowed to make-up their assignments at the end of each semester as part of the school improvement plan. Because of this opportunity I do not mark assignments late, or mark late assignments down. Instead I will provide students with a *Zero Slip* (Appendix G) which will explain why the student has a zero, and if it is an

assignment the student will be able to make up or not. The *Zero Slip* (Sprick, 2009, pp 99) will be included in the *Friday Folder* along with a copy of the assignment. This will allow the student the opportunity to complete the assignment over the weekend as allowing parents and students to discuss why it was not completed in the first place. I will also keep a copy of *Zero Slip* in the student's behavior file. This allows for a record of how many assignments a student completed late and their excuses as to why they did not complete the assignment.

### **Ratio of Interactions Monitoring**

Sprick et al. (2009) mentions that teachers can sometimes fall into what they call the *Criticism Trap* which is when “you are inadvertently paying so much attention to student misbehavior that you may actually be perpetuating some of it.” This really stood out to me because I have been told in past jobs (and by my parents) that I can sometimes fall into this trap so this tool stood out to me in the reading. It also stood out to me because if I am going to have my students self-monitor for behaviors they often fall into it is only fair that I self-monitor for behaviors I know I can fall into as well.

I plan monitoring at least 4 times throughout the year, once per quarter. Sprick (2009) suggests recording or videotaping your lesson and then using a form to record the number of interactions the teacher has with the students. I think this would be a good activity to involve my mentor teacher in. My mentor can record the lesson, give her feedback, and also compare the number of positive and negative interactions. Then when I review the video, using the form I created in Appendix H. I can find out the ratio of positive/negative interactions and compare with my mentor. Sprick (2009) suggest maintaining at least a 3-to-1 ratio between positive and negative behaviors. By monitoring at least four times a year I will have the opportunity to make the necessary adjustments. I think it would be best to monitor once in the first couple weeks to set a base line and start the year off right. If I start off right away making the necessary adjustments the year will go more smoothly. I would then proceed to monitor each end of the first quarter, halfway through the year, after the third quarter and again at the end of the year if necessary.

By monitoring my teaching like this I will have opportunities to reflect not only on the interactions but other aspects of my teaching as well. I will also be setting an example for my students showing the importance of monitoring yourself, and making adjustments. By applying this method myself my students are more like to see the value in self-monitoring instead of doing it just because I said so.

Appendix A

# GUIDELINES FOR SUCCESS



**BE** { RESPONSIBLE  
RESPECTFUL

**Persevere.**

**Do your best.**

## Appendix B

# Entering the Classroom

**Conversation** – Voice level 1. You may talk quietly to your neighbors.

**Help** – You may raise your hand if you have an urgent question.

**Activity** – You will enter the classroom on time and prepared for class. You will go directly to your assigned seat and start working on your daily warm-up.

**Movement** – You may sharpen your pencil or use the restroom.

**Participation** – I will know you are participating if you are completing today's square on your Daily Warm-up sheet.

# Tardy Sign-In

## **Are you late?**

If you come into class late please sign-in on the sheet in the three-ring binder by the door.

## **Have a pass?**

Attach the pass to the sign-in sheet with the paper clip provided.

## **Confused about what we're doing?**

Go directly to your assigned seat and quietly ask your group members what we are working on. I will be with you as soon as possible.

# Attention Getter

## **I would like your attention please!**

When I need your attention I will raise my hand and say "Ladies and gentlemen I need your attention please."

The expectation is that you stop what you are doing, turn your eyes to look at me, and raise your hand to show your attention is on me.

# Dismissal

**C**onversation – Voice level 0. You are expected not to talk.

**H**elp – You may raise your hand if you have a question.

**A**ctivity – Dismissal. You will have your attention on me for the wrap-up of the class and final announcements.

**M**ovement – You should not be moving around the room.

**P**articipation – You will show you are participating by sitting in your assigned seat, eyes on me, listening, and not talking.

Appendix C

# BEHAVIORAL NORMS



1. TREAT OTHERS AND YOURSELF POLITELY AND WITH KINDNESS.
2. TREAT SCHOOL AND PERSONAL PROPERTY GENTLY AND RESPECTFULLY.
3. FOLLOW TEACHER REQUESTS.
4. COME TO CLASS ON TIME AND PREPARED.
5. TRY YOUR BEST AND ASK FOR HELP WHEN NECESSARY.
6. WORK THROUGH YOUR PROBLEMS WITHOUT VIOLENCE.



**Appendix D**

**CHOOSE TO BE RESPONSIBLE!**

Rules we agreed upon:

1. Treat others and yourself politely and with kindness.
2. Treat school and personal property gently and respectfully.
3. Follow teacher requests.
4. Come to class on time and prepared.
5. Try your best and ask for help when necessary.
6. Work through your problems without violence.

*Please answer the following questions:*

1. What rule did you violate? \_\_\_\_\_  
\_\_\_\_\_
2. What did you do that violated this rule? \_\_\_\_\_  
\_\_\_\_\_
3. What problem did this cause or you, your teacher, or your classmates? \_\_\_\_\_  
\_\_\_\_\_
4. What plan can you develop that will help you be more responsible and follow this classroom rule? \_\_\_\_\_  
\_\_\_\_\_
5. How can I (your teacher) or other students help you? \_\_\_\_\_  
\_\_\_\_\_

I, \_\_\_\_\_, will try my best to follow the plan I have written and to follow all the other rules and procedures in our classroom that created to make the classroom a good place to learn.

Student Signature: \_\_\_\_\_



Teacher Signature: \_\_\_\_\_

Parent Signature: \_\_\_\_\_

*Only required if it is the second occurrence in less than a week.*

Appendix E

Self-Monitoring Sheet

Number of Times I Raise My Hand									Number of Times I Talk Out of Turn								
1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9
10	11	12	13	14	15	16	17	18	10	11	12	13	14	15	16	17	18
19	20	21	22	23	24	25	26	27	19	20	21	22	23	24	25	26	27
28	29	30							28	29	30						



## Appendix F

### Welcome! - ¡Bienvenidos!

Hello!

Welcome to Miss Drew's class! I am looking forward to working with students and families throughout my second year at Rudyard Area Schools! This year I will be teacher Spanish 1, Math 8, and Algebra 1.

#### **Philosophy**

First and foremost I would like to share with you my educational philosophy. This philosophy helps guide the decisions I make as an educator:

As an educator it is my responsibility to teach students not only the importance of content but teach them life skills such as responsibility, perseverance, and respect. In order to do this I need to create an environment which promotes learning for *all* students and encourages mutual respect.”

#### **Guidelines for Success**

In my classroom there a set of characteristics which I will be encouraging and teaching to all my students. These characteristics (listed below) will be helpful to your student not only in my classroom but out into their futures as well.

- Be responsible.
- Be respectful.
- Persevere.
- Try your best.

#### **Behavioral Norms**

I have involved your students in creating a set of Behavior Norms (also called expectations) which we will use to run our classes. The list is below so you know what is going to be expected of students during my class.

1. Treat others and yourself politely and with kindness.
2. Treat school and personal property gently and respectfully.
3. Follow teacher requests.
4. Come to class on time and prepared.
5. Try your best and ask for help when necessary.
6. Work through your problems without violence.

#### **Friday Folders**

Finally, I would like to let you know that I will be sending a folder home with your student each Friday for you to review with your student. These folders will hold a progress report, graded work from the week, copies of missing assignments as well as a location to sign so that I know

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you have looked at the folder when it is returned on Monday. These folders will also include copies of behavior plans your student may have filled out during the week. I will include additional notes, important dates, and other announcements in these folders so it is important you are reviewing the folders with your students. Finally these signed folders will count for a portion of your students grade at the end of the marking period so please make sure they are coming home, getting signed, and being returned.

### **Contact Me!**

I am looking forward to a great year with you and your students! If you ever have any questions or concerns please let me know!

Email: [kdrew@eupschools.org](mailto:kdrew@eupschools.org)

Phone: (906) 478-3771

Or send note in the Friday folder when it is returned to me on Mondays!

Thank you for all you do, I am looking forward to the upcoming school year!

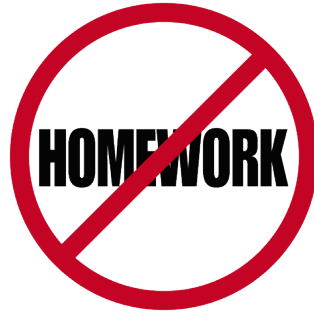
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**Appendix G**

**Zero Slip**

Name: \_\_\_\_\_

Due Date: \_\_\_\_\_



Assignment: \_\_\_\_\_

Excuse: \_\_\_\_\_

Student Signature: \_\_\_\_\_

**Appendix H**

**Ratio of Interactions Monitoring Form**

Date: \_\_\_\_\_

Class Period: \_\_\_\_\_

**Coding System:**

M – Male Student

TI – During Teacher Instruction

F – Female Student

I – During Independent Work

BC – Before Class

AC – After Class

<b>Attention to Positive</b>	<b>Attention to Negative</b>

Analysis and Plan of Action:

### **Bibliography**

Jones, V. & Jones, L. (2010). *Comprehensive Classroom Management: Creating Communities of Support and Solving Problems*. Upper Saddle River, NJ: Pearson Education, Inc.

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