

Classroom Management Plan (CMP)

Dr. Nuccio-Lee

SEE THE, 'ASSIGNMENTS' SECTION OF Bb FOR ADDITIONAL INFORMATION ON EACH PIECE OF THE CMP.

EDUC 3110 & 4110G

Objectives	Low	Average	Exemplary Performance	Earned Points
Pre-Service Teacher (PST) Information	0-1 points PST's name and certification level are not on the front of the binder.	2-4 points PST's name and certification level or not clearly visible.	5 points PST's name and certification level are clearly visible on the front of the binder and CD.	
Rules, Consequences and Rewards	0-4 points Rules are short, simple and to the point, but do not match the identified grade level. Rewards do not include all three categories (academic, recognition and fun) and/or do not list at least 3 in each category. Consequences are either not clearly stated, or are not logical. They may also not be grade specific.	5-9 points Rules are short, simple, and easy to understand Rewards include at least 1-2 for each category (academic, recognition, and fun) Consequences are clearly stated but may or may not be easily understood by children. The majority of the above relate to the identified grade level.	10 points Rules are short, simple, and easy to understand Rewards include <u>at least 3 for each category</u> (academic, recognition, and fun) Consequences are clearly stated and easily understood by children. All the above relate to the identified grade level. DO NOT take away recess or PE as a consequence. DO NOT have students write or do any other curriculum subject as punishment. DO NOT list anything edible as a reward. DO NOT take away snack or lunch as a punishment.	
Classroom Arrangement, Including Seating Chart	0-4 points Classroom arrangement is not logical and/or does not include justification. Some pertinent areas of the classroom may have been overlooked.	5-9 points Classroom arrangement is logical and includes justification. Some pertinent areas of the classroom may have been overlooked.	10 points Classroom arrangement is logical and includes a justification. All pertinent areas of the classroom have been addressed and explained.	
Procedures/Routines	0-7 points Some of the classroom procedures/routines are well thought out, and include at least all of the ones discussed in class. At least 15-19 total procedures were listed and some of the items adhered to the requirements listed under, 'exemplary performance.'	8-14 points Most of the classroom procedures/routines are well thought out, and include at least all of the ones discussed in class. At least 15-19 total procedures were listed and most of the items adhered to the requirements listed under, 'exemplary performance.'	15 points Classroom procedures/routines are well thought out, and go above and beyond the ones discussed in class. At least 20 total procedures are listed. Each procedure has a title in bold, italics, underlined, or some other method to make it stand out. Under the title is a written description of the procedure. The procedures are single-spaced and double-spacing is used between separate procedures. Following this format makes it easy to go to your CMP and find and read what you are looking for very quickly.	

Beginning of the Year Letter to Parents and Students	0-4 points Parent letter and student letter are both missing 2 or more of the items discussed in The letter(s) are not well written, and have many errors.	5-9 points Parent letter or student letter is missing 1-2 of the items identified in "Exemplary Performance." The letter(s) have some errors.	10 points Letter to Parents includes a brief introduction of the teacher (educational background, hobbies, etc.) classroom goals, expectations, and parental involvement ideas. Letter to students includes goals, expectations, and an exciting overview of the school year ahead (activities, field trips, etc.) The letters to the students will be very different for Pre-K 3 students. They can be short enough to use a post card. Grades over 3 rd will use a letter format but the language should reflect the age of the students. The letters are well written and have no errors.	
List of classroom Management Literature and Web Sites	0-4 points A list of less than 14 references of classroom management literature is included and a brief synopsis (1-2 sentences) of each entry is either not given or not well written. A list of less than 14 web addresses related to classroom management is included and a brief synopsis (1-2 sentences) of each entry is either not given or not well written.	5-9 points A list of at least 14 references of classroom management literature is included and a brief synopsis (1-2 sentences) of each entry is given. A list of at least 14 web addresses related to classroom management is included and a brief synopsis (1-2 sentences) of each entry is included.	10 points A list of at least 15 references of classroom management literature (books, journal or magazine articles) is included and a brief synopsis (1-2 sentences) of each entry is given. A list of at least 15 web addresses related to classroom management is included and a brief synopsis (1-2 sentences) of each entry is included.	
Attention Getters	0-4 points This section of the student's CMP adhere to some of the items discussed under, "Exemplary Performance."	5-9 points The attention getter document adheres to most of the items described under, 'exemplary performance.'	10 points A document containing three (3) attention getters is included. Each one has a title and a brief description. They are well written and easy to understand. They are age appropriate. Please do not say that you will flick the lights or ring a bell. It is best when you say and/or do something and the children respond by saying and or doing something back.	
Educational/Inspirational Quotes, Certificates and Rewards	0-4 points Less than 9 Educational/Inspirational Quotes are not included, or are included, but are simply listed not interspersed throughout the CMP and ready to use. And/or less than 19 certificates/rewards are included or they are not ready to use.	5-9 points At least 9 Educational/Inspirational Quotes are interspersed appropriately throughout the CMP. Quotes are neatly typed and are able to be pulled out for future use. At least 19 Certificates and/or rewards are included, and are ready to be pulled out and copied in the future.	10 points At least 10 Educational/Inspirational Quotes are interspersed appropriately throughout the CMP. A change of font and change of font color and size is used. Quotes are neatly typed and are able to be pulled out for future use. At least 20 Certificates and/or rewards are included, and are ready to be pulled out and copied in the future.	

Crisis Intervention Plan	0-4 Points A 'Crisis Intervention Plan' is included but does not adhere to at least more than one of the items identified under the, 'Exemplary Performance' column.	5-9 Points A 'Crisis Intervention Plan' is included but does not adhere to at least one of the items identified under the, 'Exemplary Performance' column.	10 Points A 'Crisis Intervention Plan' is included and well thought out. It addresses a crisis situation that could occur in your classroom and identifies the step that will be taken when faced with this situation. The document is 2-3 double-spaced pages long and well organized. Word processing features are used to help with organization and clarity (numbers and/or bullets, highlighting, bold, etc.)	
General Organization of three-ring-binder	0-4 point The finished CMP does not adhere to three or more of the items addressed in "Exemplary Performance."	5-9 points The finished CMP does not adhere to one or two of the items addressed in "Exemplary Performance."	10 points Everything is in a three-ring binder, and the binder is in good shape physically. A lot of time was put into the physical appearance of the CMP. All documents listed in objectives 1-8 are enclosed in sheet protectors. Documents are either printed on lively stationary or adorned with clip art. -A table of contents is included and dividers utilized. The items included follow the order of the objectives listed in this rubric. -Everything is typed. A CD with all above documents is included, in an appropriate container to keep it secure in the binder. The documents are saved under a file name that identifies them appropriately	
			Score:	

Transition Strategy
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EDUC 3110

Objectives	Low Performance	Average	Exemplary Performance	Earned Points
Actual Project	0-2 points The project does not look well thought out, and it does not look like much time was put into the creation of it. It has more than one aspect of it that looks unfinished.	3-4 points The project is somewhat thought out, and some time was put into the creation of it. It has at least one aspect that looks unfinished	5 points It is obvious that the project is well thought out. Time was taken to complete all aspects of the project. It looks finished.	
Transition	0-2 points The strategy can not be used for movement in the classroom.	3-4 points The strategy can be used for movement in the classroom, but it is not a transition strategy to get students to and from a center.	5 points The strategy can definitely be used to get students to and from a center, and can possibly be used for other transitions in the room.	
Written Piece	0-2 points All of the materials to make the strategy are not listed and the instructions are not clear.	3-4 points Either the materials are not all listed or the instructions are not clear on how to make it.	5 points All of the materials used to make the strategy are listed and clear instructions are given in order to duplicate it.	
Creativity	0-2 points It does not appear that a lot of thought was put into the idea and it is not unique.	3-4 points The idea is either not very unique or it appears not a lot of thought was put into it.	5 points Thought was put into the idea for, and the making of, the strategy and it is a unique idea.	
			Score:	

What is the purpose of a 'Transition Strategy?'

The purpose of a 'Transition Strategy' is for children to self-monitor movement with little or no assistance from the teacher. The children's names are visibly displayed in the 'teacher selected' order. By quickly glancing, the children will know when it is their turn to do the identified activity. The teacher can also 'quickly glance' and see how many students have already had a turn and how many are still awaiting their turn. This well-organized process allows the teacher to continue teaching instead of constantly stopping to ascertain who is next to take a turn.

When would you use a 'Transition Strategy?'

To get students to and from:

- the bathroom;
- centers (computer, reading, library, etc.), and
- to check attendance,
- to determine how many children need hot lunch,
- and so on.

The possibilities are limitless!