



EHK High School

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MANAGEMENT PLAN

Educational Psychology

PREPARED BY

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Secondary Mathematics, STEM Education

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Secondary Mathematics

PREPARED FOR

Parents and Families

Students

Administrators

PLC Members

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Dear Parents and Guardians:

As your child's Mathematics teachers for this school year, we look forward to getting to know you and working with you. We are writing this letter to give you and your students a sense of what you can expect from us this year.

This is our first year as full-time educators with EHK High School. Prior to this, we studied at Valley City State University; we earned our Bachelor of Science in Mathematics Education with a certificate in STEM Education. We all completed our student teaching experience at various schools in North Dakota, and we are looking forward to the future at EHK High.

For the first few weeks of school, we plan to set aside time to get to know your children and their classmates better. Everyone has unique interests and learning styles, and we want to ensure we spend enough time learning about each of our students and having them learn about us. Our goal is to create a community of learners based on mutual respect for all individual differences. We want you and your students to know that our classroom is a safe environment where everyone is encouraged to contribute and learn from one another.

If you would, please share information with us about your child by completing the enclosed questionnaire so we can begin to make plans that meet everyone's needs and expectations. Please also visit our classroom website; there, you will find information about upcoming assignments, projects, and supplemental resources that are useful both to your student and anyone who may wish to help with homework.

We also want to let you know that both you and your child are welcome to visit our classroom before school begins or at some point during the year. To arrange a meeting, contact us via phone or email and we will set something up. If you have any questions, our contact information is below. Enjoy the last few weeks of summer!

Contact Information:

kelly.cahoy@hotmail.com (701) 429-7873

emma.gamache@gmail.com (701) 438-8284

hollyzirn98@gmail.com (701) 680-2849

Classroom Website:

EHKMath.com

Sincerely,



Student Questionnaire

Student's Name: _____

Parent/Guardian's Name: _____

What are your child's interests?

What would you like me to know about your child?

What are your concerns, if any?

What is your child's attitude towards school?

What has been helpful for your child in the past?

How does your child learn best?

What are some of your child's favorite things to do outside of school?

Would you like to schedule an informal conference to meet and/or discuss your child? If so, please include times that work best for you.



Kelly Cahoy

Background

I received my Bachelor of Science from Valley City State University. I majored in Mathematics Education and received my certificate for STEM Education. I completed my student teaching experience at Northern Cass School in Hunter, ND. I graduated high school in 2014 from Fargo South High and joined the North Dakota Army National Guard the following December as a 31B Military Police.



Hobbies

I live on a cattle ranch and love animals! I have two dogs: a German Sheppard named Rocky and a Husky/Corgi mix named Reese. I love my chickens, and I spend as much time as I can outside. I also enjoy hunting, gardening and cooking. I just bought an air fryer and would love to hear some good recipes!

Classroom Quote

“Be the change you wish to see in the world” – Mahatma Gandhi

Class Schedule

Period One	Computer Science	8:00-8:50
Period Two	Prep	9:00-9:50
Period Three	Algebra 2	10:00-10:50
Period Four	Pre-Calculus	11:00-11:50
Lunch		11:50-12:22
Period Five	Advanced Math	12:30-1:20
Period Six	College Algebra	1:30-2:20
Period Seven	Algebra 2	2:30-3:20

Contact Me

Email: kelly.cahoy@hotmail.com

Phone: (701) 429-7873

Office Hours: 7am-6pm



Emma Gamache

Background

After Graduation as a 4.0 student from Valley City State University, I decided that this school was the one for me. Graduating with a B.S. In Math Education as well as STEM Education, I am ready to start my career. I have spent numerous hours in Valley City High School classrooms as a substitute math teacher. This experience has helped me with class management and building relationships with students. Sylvan Learning Center is where I got the best education about students. There, I made differences in many students and parents lives. Personal lesson plans are a capability of mine I wish to continue here at EHK. An important goal of mine has always been to make a difference in someone’s life through education.



Hobbies

- Eating Ice-cream
- Painting/Contracting
- Watch Netflix/Hulu
- Organizing my closet
- Painting my nails
- Cooking
- Ice skating
- Knitting
- Learning fun facts
- Petting my cat

Class Schedule

Period One	ACT Preparation	8:00-8:50
Period Two	Algebra 1 (1)	9:00-9:50
Period Three	STEM (1)	10:00-10:50
Period Four	Algebra 1 (2)	11:00-11:50
Lunch		11:50-12:22
Period Five	Algebra 1 (3)	12:30-1:20
Period Six	Prep	1:30-2:20
Period Seven	STEM (2)	2:30-3:20

Classroom Quote

“If I teach with the best strategies, integrate the latest technology, AND attend the best professional development, but I do not show love toward my students, I have gained nothing.”

Contact Me

Email: emma.gamache@gmail.com

Phone: (701) 438-8284

Office Hours: 7am-6pm



Holly Zirnhelt

Background

I graduated high school from Sargent Central in Forman, ND in 2016 and then continued to go to Valley City State University. I graduated from VCSU with a Bachelor of Science in Mathematics Education in May of 2020. During college, I was involved with the Viking Campus Activities Board where I was president, Student Senate, Kappa Delta Pi, Resident Assistant, and National Society of Leadership and Success.



Hobbies

I enjoy hunting and fishing. In the summer, I love going to the lake, spending time with family, doing water sports and fishing. I enjoy duck and goose hunting. In the winter, I like to go ice fishing. I have a cat named Bear. I'm always looking for new shows on Netflix and Hulu, so feel free to tell me some suggestions!

Classroom Quote:

"The greatest mistake you can make in life is to continually fear you will make one."

-Elbert Hubbard

Class Schedule

Period One	Algebra 2	8:00-8:50
Period Two	Algebra 1	9:00-9:50
Period Three	Math 8	10:00-10:50
Period Four	Prep	11:00-11:50
Lunch		11:50-12:22
Period Five	Math 8	12:30-1:20
Period Six	Prep	1:30-2:20
Period Seven	Math 8	2:30-3:20

Contact Me

Email: hollyzirn98@gmail.com

Phone: 701-680-2849

Office Hours: 7am-6pm



Belief Statements

Student Learning

All students can succeed. In fact, they all want to succeed, and we can make sure they do that by helping them help themselves. By teaching students how to make positive and productive choices, we teach them how to take responsibility for their own learning. Too many people are under the misconception that teachers need to motivate students; this is untrue. Instead, we need to create an environment in which they motivate themselves. When students can motivate themselves, the learning automatically follows.

Effective Teachers

Teachers are also learners. We only know what we know; it is our responsibility to listen to the input of others and learn from it. Some teachers dread the phrase *professional development*. Effective teachers are constantly developing. Growth is not designed to take place on two school vacation days, but as a constant state of mind. When teachers take the position that they are the holders of knowledge, they are not only cheating themselves out of learning, but they're doing the same to their learners. We have an obligation to be continuously learning about our profession and developing our educational skills for our students.

Promoting Better Achievement

It takes a village to raise a child. The responsibility of student achievement cannot be placed on the shoulders of one person. Each individual student has a team: themselves, their teachers, their administrators, and their families. This team must work together to reach the goal of student success. Everyone has the freedom to make a choice; that choice has consequences, which the individual is responsible for. When we know our goals, we can make choices that result in progress towards that goal. When each individual in a student's collaborative team makes choices that align to the common goal, it leads to success.

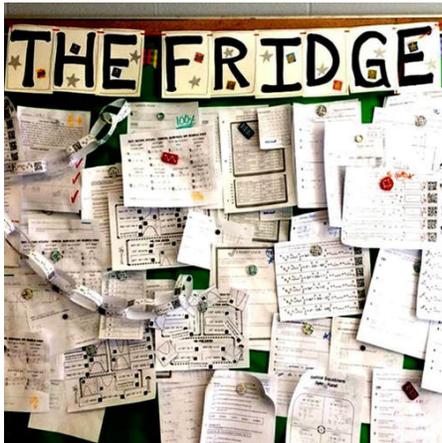


Bulletin Boards



"Math Is Everywhere"

Relating math to a personal interest is a great motivator. Our students will think of a place they see or use math in the real world. Then, they will create a sheet that includes three math skills of their choice that ties to the real-world setting.



"The Fridge"

Our students are motivated and inspired by seeing their work displayed on our classroom "Fridge". We love it too because it gives us something to point to and say, "See, you CAN do it!".



"Growth Mind Set Posters"

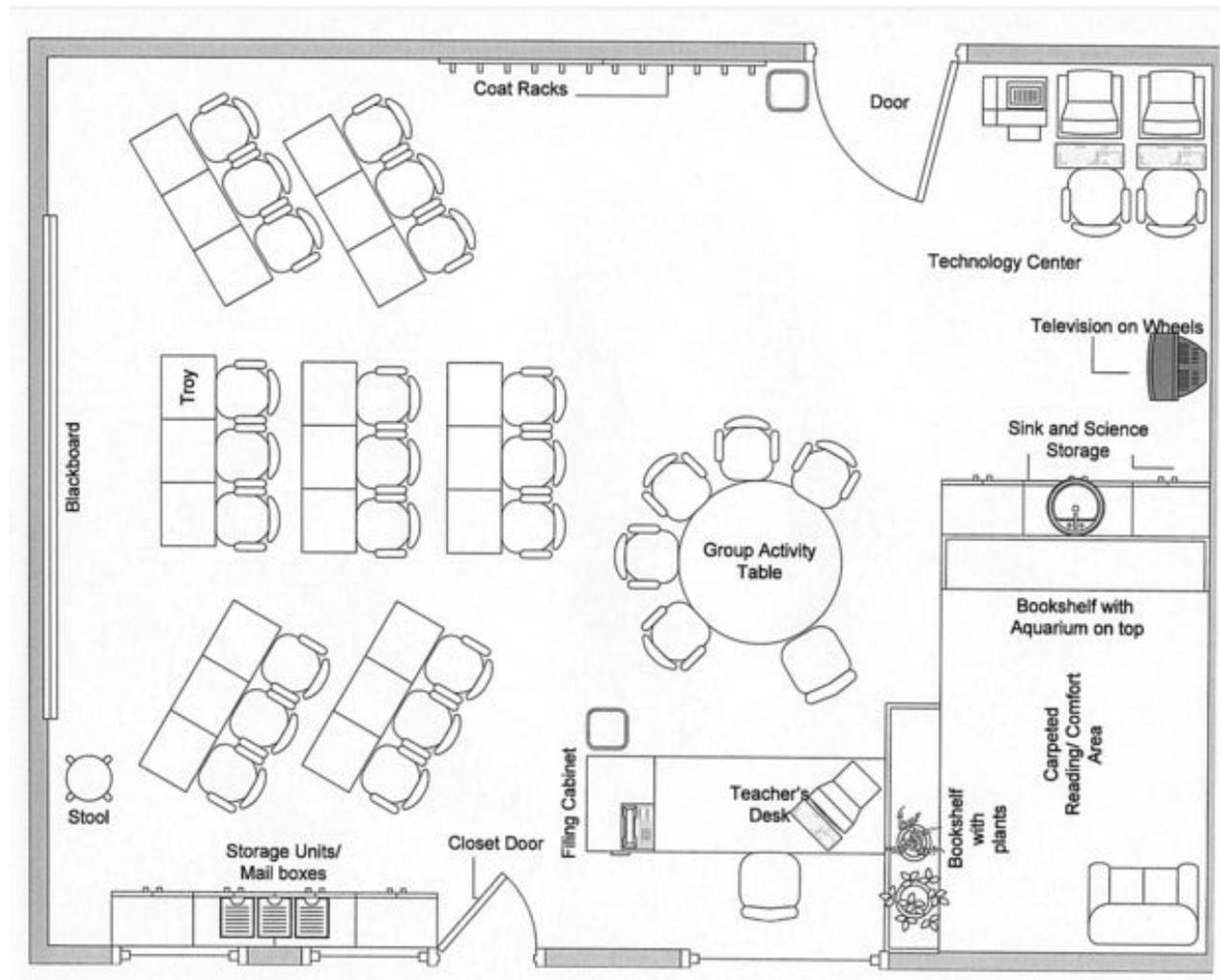
Students will pick and choose quotes that give *them* motivation. Those quotes may relate to math, and they may not. What motivates people, motivates people.



Typical Class Schedule

50-min class period example: (8:00-8:50)

7:55-8:02	Bell Ringer displayed
8:05	Bell Ringer work ends
8:05 – 8:20	Daily mini lesson
8:20 – 8:40	Flex work – learning centers available
8:40 – 8:46	Class discussion and questions
8:46 – 8:50	Exit ticket displayed



**Typical seating arrangement at EHK*

<http://www.artsmudge.com>



First Day of School

1. Before class
 - Review Parent Questionnaire (pg. 4)
 - Put name cards and student survey on each desk.
 - Turn on overhead projector and display Bell Work instructions
2. Greet each student at the door, Welcome to class (4 min)
 - Instruct students to read and follow the Bell Work instructions
3. Bell Work, Teacher introduction (15 min)
 - Bell Work – Student Survey (pg. 12)
 - o Timer displayed on board
 - Background sketch – education and hobbies
 - Why I want to teach
 - Goals for the year
4. Explain rules and daily procedures (20 min)
 - Refer to the rules posted at front of the classroom
 - Explain Discipline Plan and Student Contract (pg. 13-16)
 - o 2 copies of contract provided- one for student, one for teacher
 - All procedures rehearsed
 - o Passing out and turning in student contracts, turning in surveys
 - Review Frequently Asked Questions (pg. 17)
 - Explain Special Class Activities (pg. 18)
5. Teacher and student supplies (5 min)
 - Teacher supplies – anything inside my desk, my computer
 - Student supplies – bookshelf items, extra school supplies on corner of teacher’s desk
6. Learning centers (5 min)
 - Everyone will rotate in groups and review each learning center
 - Students will be shown their class mailbox location



Student Survey

Name: _____ Period: _____

1. In a word, describe school.
 2. Write one word that describes you as a person.
 3. Who was the best teacher you ever had? Why?
 4. If you could have lunch with a famous person, who would it be? Why?
 5. What grade do you expect to earn in this class? What kind of grades did you get in Pre-Algebra last year?
 6. What are your favorite things to do when you're not at school?
 7. Write down three things you did not understand in math class last year:
 - 1.
 - 2.
 - 3.
 8. What extracurricular activities (sports, band, clubs, student council, etc.) do you want to participate in this year?
 9. Do you think you are smart? Why or why not?
 10. Tell me about what you did this summer.
 11. What is one thing you would like to know about your teacher?
 12. What is the most important thing I need to do as a teacher to help you succeed in our class?
- One last question: What do you want to do after you graduate from high school?



Rules & Procedures:

1. *Be Respectful*
2. *Be Prepared*
3. *Be Engaged*

Be Respectful

Procedures:

- ✓ Leaving Class
 - An exit ticket will be put on the board 4 minutes prior to the bell
 - Exit ticket must be completed prior to leaving the classroom and put into appropriate mailbox
- ✓ Clean up the Classroom
 - Before leaving class, room must be returned to the way it was when you came in.
- ✓ Getting Teacher's Attention
 - Students will raise their hands and wait to be called on to speak.
- ✓ Fire drill/ Class Interruptions
 - Fire drill – follow school procedure
 - Interruption – student leaves silently (if applicable), class continues lesson or homework
 - Examples of interruptions: student called to office, restroom break, phone call, etc.
- ✓ Finished Work Early
 - Student will work on homework or read a book
 - If student does not have other homework or book, they may work on puzzles or worksheets found in classroom bookshelf



Be Prepared

Procedures:

- ✓ Entering Class
 - Bell Ringer will be on the board for 2 minutes after bell rings. Students will have 5 minutes after the bell rings to finish the problem
 - Attendance will be taken while students work on Bell Ringer
- ✓ Being Absent from Class
 - Students must get assignments before their planned absence
 - If a student missed a day for being sick, they must get the assignment the day they come back to school
 - Student will have 2 days to finish missing work unless otherwise arranged with teacher
- ✓ Late Work
 - Each day an assignment is late, the assignment will decrease by 10% or 1 letter grade
- ✓ Collecting Homework
 - After homework questions have been answered, homework will be turned into the appropriate mailbox
- ✓ Late/Tardy
 - With each tardy, the appropriate step on the discipline plan will be taken

Be Engaged

Procedures:

- ✓ Requesting Teacher Help (outside of class)
 - Utilize teacher's office hours whenever possible
 - Teacher is also available before or after school
 - Student is responsible for setting up meeting with teacher
- ✓ Hall Passes/Bathroom
 - Before leaving, student must raise his/her hand and permission
 - Student must sign in and sign out on clipboard hanging by the door
- ✓ Actively Participating
 - Student will actively participate in group discussions
 - Students must not belittle or make fun of other classmates' opinions or contributions



Discipline Plan

Incidents that may require Action Steps:

1. Eating and/or Drinking in Class
Definition: Any food or drink except water
Example: Eating a snack from the cafeteria in the classroom
2. Cheating/Plagiarizing
Definition: Anything that violates the school's academic integrity policy
Example: Copying another person's work without their knowledge or permission
3. Tardy/Truancy
Definition: Coming into class without a pass from a teacher or administrator
Example: Talking to friends in the hallway when the bell rings
4. Disrespect to teacher and/or classmates
Definition: Failure to consider others' feelings
Example: Foul language (curse words) towards others
5. Cell Phone Misuse
Definition: Using the cell phone for non-academic purposes or using without teacher consent
Example: Texting during class
6. Computer/iPad Misuse
Definition: Using the computer/iPad for non-academic purposes or using without teacher consent
Example: Using computer for other class work
7. Mistreatment of Classroom Property
Definition: Not returning materials in the same condition they were given; destruction or vandalism of classroom and/or furniture
Example: Drawing on a desk or shelf
8. Dress Code Violation
Definition: Anything that violates the school's dress code policy
Example: Showing bare midriff



Discipline Plan

Action Steps:

Any incident outlined above may constitute the use of one of more action step. The steps are designed to start with the first offence and increase in severity with each subsequent offence. However, these steps are a spectrum and may change in order depending on the severity of the offence. The six (6) action steps are as follows:

1. Verbal Warning
2. Meeting with teacher
 - a. Incident Reflection Form (pg. 27)
3. Meeting with Administration
 - b. Review/Revision of Incident Reflection Form if applicable
4. Parent Notification
5. Meeting with Teacher, Administration, and Parent/Guardian
6. Removal from class

Please consider the following examples:

1. Juan is seen texting under his desk. His teacher utilizes action step one (1) and tells Juan to please put his cell phone away. Several minutes later, Juan is seen texting again. His teacher confiscates his cell phone for the remainder of the class and asks to speak with him at the end of the day, implementing action step two (2); during the conversation, Juan and his teacher fill out the incident reflection form. The following day, he continues to text during class. His teacher initiates a meeting with administration, where the incident reflection form is revisited. Juan was made aware of future action steps if behavior continues. There is no further incident.
2. Mary is using her cell phone to take photos of her math test with the intention of distributing it to her classmates. This incident constitutes an immediate jump to action step five. Administration and Mary's guardians are immediately notified and a meeting is set to discuss Mary's behavior.



Student Contract: Agreement to Meet Expectations

Today, we discussed the rules and procedures that will be expected of everyone in our math classroom. The three classroom rules are:

Be Respectful. I will respect my classmates, my teacher, and school property.

Be Prepared. I will come to class with everything I need to contribute.

Be Engaged. I will be actively engaged in discussions and class work.

We discussed as a class examples of meeting the expectations and failing to meet the expectations. By signing below, I agree to meet these expectations while in EHK High School.

Student Signature: _____ Date: _____

You have expectations of me as well. As your teacher, I pledge to meet the following teacher expectations:

Respect. I will always treat students with respect.

Clarity. I will give clear instructions that everyone can understand.

Variety. I will provide instruction in a variety of ways that are interesting, meaningful, and relevant.

Recognition. I will recognize each student's strengths, achievements, and interests.

Fairness. I will give challenging but fair tasks to students.

Teacher Signature: _____ Date: _____



Frequently Asked Questions

“I’m done! What should I work on?”

Check the board for an assignment; you can work on that or read a book.

If you have nothing to work on, take a worksheet or puzzle from the bookshelf and work on that.

“Will this be on the test?”

Yes! You should be practicing all the skills we learn in class so you can demonstrate proficiency.

“When will I ever need to use this?”

You may not need this certain problem, BUT you will always use the Standards for Mathematical Practice!

“What is the assignment, again?”

Look at the calendar on the board or check the classroom website.

“What if I don’t finish this before the end of class?”

Please take it home and finish it for tomorrow.

“Can I go to my locker?”

Is it for medication? Yes!

Is it for school supplies? Please use the extra supplies on my desk and return them at the end of class.

Is it for your homework assignment? No, but you can turn it in by the end of the day for full credit.

“Can I go to Mr./Mrs. _____’s classroom?”

Please wait until study hall or after school. If it is a question I can answer, I will.

“Can I eat/drink this _____ that I brought?”

Unless it is water, no; the school policy says no food or drink other than water.



Special Class Activities

Snowstorm: Students write down what they learned on a piece of scratch paper and wad it up. Given a signal, they throw their paper snowballs in the air. Then each learner picks up a nearby response and reads it aloud.

Parent Hotline: Give students an interesting question about the lesson without further discussion. Email their guardians the answer so that the topic can be discussed over dinner.

Paper Slide: On paper, small groups sketch and write what they learned. Then team representatives line up and, one at a time, slide their work under a video camera while quickly summarizing what was learned. The camera doesn't stop recording until each representative has completed his or her summary.

DJ Summary: Learners write what they learned in the form of a favorite song. Offer extra praise if they sing.

Gallery Walk: On chart paper, small groups of students write and draw what they learned. After the completed works are attached to the classroom walls, others students affix sticky notes to the posters to extend on the ideas, add questions, or offer praise.

Low-Stakes Quiz: Students write down three quiz questions to ask at the beginning of the next class.

Question Stems: Have students write questions about the lesson on cards, using question stems framed around Bloom's Taxonomy. Have students exchange cards and answer the question they have acquired.

So What?: Have students answer this prompt: What takeaways from the lesson will be important to know three years from now? Why?

Dramatize It: Have students dramatize a real-life application of a skill.

Teach a First-Grade Student: Have kids orally describe a concept, procedure, or skill in terms so simple that a child in first grade would get it.

CliffsNotes Jr.: Have kids create a cheat sheet of information that would be useful for a quiz on the day's topic.

Out-the-Door Activity: After writing down the learning outcome, ask students to take a card, circle one of the following options, and return the card to you before they leave:



STOP - I'm totally confused.

PROCEED WITH CAUTION
I could use some clarification on...

GO - I'm ready to move on.



Motivational Strategy

What is Control Theory?

Also called “Choice Theory,” Control Theory was developed by William Glasser, an American Psychiatrist from Cleveland, Ohio. He is credited with a wide range of theories relating to education, management, marriage, workplaces, and more. He also wrote and co-wrote multiple influential manuscripts on mental health, counseling, teaching, public health, etc. He founded the Institute for Reality Therapy, now known as the William Glasser Institute.

Control Theory relies on the premise that all behavior is internally driven; behavior is a choice, and we control our choices. Glasser states that outside influences do not exist in behavior. We may not always know it, but no one else can make us do or feel anything. Many people believe that their behavior is caused by what happened to us, as opposed to being caused by our own choices. Control Theory is taking responsibility of our choices, while giving freedom to others for theirs.

The overarching goals of Control Theory are two-fold: empowering individuals and enhancing relationships. We only have power to control ourselves. When someone believes another person is in-control of his or her life, the relationship suffers. In a school setting, it is very easy for students to feel like they have no control over their lives or choices. When we offer choices to our learners, they are taking back control over their lives. This, in turn, strengthens teacher-student relationships. Overall, people are happier, negative behaviors drop, and relationships are strong.

Glasser states that our most significant need is love and belonging. To meet that need, we must utilize the “Seven Connecting Habits” and avoid the “Seven Disconnecting Habits.” This theory and its parts apply not only to teaching and learning, but to all aspects of life. The source of all human problems, according to Glasser, is disconnectedness (i.e. failure to meet the need of belonging). That includes mental illness, drug addiction, crime, abuse, etc.

An important aspect to remember with Control Theory is that people must know they have the freedom to choose, but they must also accept responsibility of those choices. This can be summed up by a quote from Sean Covey: “We are free to choose our paths, but we can’t choose the consequences that come with them.”





Core Concepts

5 Basic Needs

Everything we do is purposeful, whether we know it or not. Behavior is simply a form of communication, like words or body language. Our goal with our behavior is to fulfil one of our five basic needs. The basic needs are as follows: **Survival, Love & Belonging, Power, Freedom, and Fun.**

Our **survival** need is both psychological physiological; it includes health, shelter, food, water, etc. However, it also includes the need to feel safe and secure. This concept can be related to the “Nature vs. Nurture” idea, but instead of favoring one or the other, it encompasses both.

If a student comes to school without adequate sleep, food, or clothing, he or she is not prepared to be productive in class. If there are healthy snacks or breakfast items available for hungry students in the morning, (i.e. apples, granola, orange juice) they will be energized for the day. Some students may need jackets or socks for the winter or access to a shower upon arrival to school. The school supplies we demand our students to buy can be a hardship for some families, so we need to have some of these things available for those in need. Many of us take this need for granted every day. If one of those things are missing from life, that will be all we can think about.

Our need for **love and belonging** is simply our need to connect with others. This can range from family members to pets. Everyone needs to feel like they are a part of something. This can include church groups, clubs, athletics, or even having a pen-pal. It is a common misconception that the need for love can only be met with an intimate partner. Glasser states that this is the most important of our needs.

5 BASIC NEEDS

SURVIVAL
 What you need to sustain life, as well as a sense of safety and security.

LOVE & BELONGING
 The need to be connected to others. The desire to belong, to love and be loved.

POWER
 The need to be your best, to matter, to leave a legacy, to have an impact, to be competent.

FREEDOM
 The ability to do what you want when you want without restrictions.

FUN
 Play, relaxation and meaningful, relevant learning describe how to meet this need.

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for **CHOICE THEORY**
www.wglasser.com



Many students are members of clubs, athletic teams, or some other extra-curricular group. Students that are not members of these groups can feel isolated and alone. Classroom teachers cannot force friendships; however, they can create cooperation and promote sharing in the classroom, which can help fulfil this need. During K-12 years, young people are working on finding themselves. They are finding others they want to affiliate with, groups that share their values, and working on their own need to belong.

The need for **power** has two main aspects: self-esteem and a desire to leave an important legacy. People want to make a difference and have proud achievements to look back on later in life. They want to be the person that others want to be like – to be recognized and respected. This need is met by refining skills and being recognized for achievements. In general, the feeling of success ultimately meets this need.

Many educators do not believe in recognizing students for simply meeting the standards, only for exceeding the standard. Whether that is a teacher's view or not, it is true that learners need recognition. They need to feel successful, so whether that recognition is for meeting a standard, showing up early to class every day, getting 100% on an assignment, or never forgetting materials, it must be present somewhere in their lives. No one should assume that students are being recognized by someone else, whether at home or by a different teacher. Educators should always assume that they are the only one acknowledging each student.

Freedom is a need that includes choice and independence. If people feel restricted in any way, the freedom need is being violated. This need also includes creativity; everyone, especially young people, need to feel like they can express themselves freely. Teenagers, especially those in high school, are beginning to pull away from their parents and work on their own independence. Control Theory often mentions the difference between “freedom from” and “freedom to.” Put simply, “freedom from” is a lack of restrictions, and “freedom to” is the existence of personal control.

For this need to be met completely, “freedom from” and “freedom to” must both be met. Students need to feel like they are in control of their lives and their choices. School, in general, does not offer this freedom. Students need to be there, and there is no way around that. However, many schools have choices for students that range from choosing what classes they take to choosing a project topic in an individual class. Choice does not have to be “Do you want to do this assignment or not?” There are certain things that need to be taught and standards that must be met in high school. Instead, the choice could be offered like this: “You have three assignments that need to be done in the next three weeks. You can choose the order in which you complete them, but please turn in one assignment per week.” This way, standards are being met, but learners still have the freedom of choice.



The last fundamental need, **fun**, is self-explanatory. We need to have humor in our lives, along with relaxation, pleasure, change, and learning. People enjoy challenges and puzzles; they enjoy learning, although they may not realize that they are learning at the time. Enthusiasm and anticipation fuel this need, and it is easy for these to be absent in class. This is especially easy in classes that students were not previously interested in.

This need can be met both at the school level and classroom level. It is important for educators to learn what their students are interested in; then, they can relate the coursework to those interests, making the class more interesting to that student. For example, if a student athlete (who does not like math class) learns about polynomials in a way that explains how to rate quarterbacks in the NFL, he or she may be much more interested in the concept and therefore have a higher level of achievement.

Relationship Habits

There are seven connecting habits that can be applied to every personal relationship, not just student-teacher relationships. When these habits are used effectively, Control Theory does not become simply an educational strategy, but a way of life.

The opposite of the seven connecting habits are referred to by Glasser as the seven disconnecting habits; these are based on external control. These habits break down relationships and cause resentment. The disconnecting habits are used to control people; they are not only ineffective but detrimental.

Connecting Habits:

- Supporting
- Encouraging
- Listening
- Accepting
- Trusting
- Respecting
- Negotiating Differences

Disconnecting Habits:

- Criticizing
- Blaming
- Complaining
- Nagging
- Threatening
- Punishment
- Bribing

It is impossible to have a happy relationship while using the seven disconnecting habits. Glasser believes happiness is a choice, but happy relationships are also a choice. We all choose whether we use connecting habits and create happy relationships with others.



Quality World

Our quality world this is the place in our minds where we store everything we want. That is where we store our beliefs, people, and places that are important to us. For something to get added to our quality world, it just needs to feel good to us and meet at least one of the five basic needs. The quality world of each person is unique and does not necessarily align with what society considers quality.

Perceived World:

This is how we experience the world around us; it is our reality. We use our senses to get information from our environment, and then that information passes through our Total Knowledge Filter that contains everything we know and have experienced up to that point in life. As the information passes through the Total Knowledge Filter, there is one of three outcomes. First, you decide that the information sensed is not meaningful or important and the path stops. Second, you do not recognize the information right away but think it has potential to be important, so you explore further. Third, the information is meaningful and important and passes on to the Valuing Filter.

If the Total Knowledge Filter leads to the third outcome, that information passes to the Valuing Filter. When this happens, you place one of three values on that information: positive, negative, or neutral. If the information is pleasurable, you give the positive value, whereas painful information receives a negative value. If the information is neither pleasurable nor painful, it remains neutral. Since everyone's Quality World and Perceived World are different, the same experience can affect two people in a vastly different way. We tend to believe that our reaction to information is "correct" since it is something we directly experienced. This often results in a challenge to understand that others may have a different outcome to the exact same stimulus.

Comparing Place:

This is where we compare *what we want* to *what we have*. In other words, we are comparing our Quality World to our Perceived World. When they match, we feel good; when they do not, we get frustrated and behave in a way that will result in us getting what we want. The goal of Choice Theory is to search for that behavior that works more effectively.



TEN AXIOMS OF CHOICE THEORY

AXIOM 1: The only person whose behavior we can control is our own.

AXIOM 2: All we can give or get from other people is information. How we deal with that information is our or their choice.

AXIOM 3: All long-lasting psychological problems are relationship problems.

AXIOM 4: The problem relationship is always part of our present lives.

AXIOM 5: What happened in the past that was painful has a great deal to do with what we are today, but revisiting this painful past can contribute little or nothing to what we need to do now: improve an important, present relationship.

AXIOM 6: We are driven by five genetic needs: survival, love and belonging, power, freedom, and fun.

AXIOM 7: We can satisfy those needs only by satisfying a picture or pictures in our quality world.

AXIOM 8: All we can do from birth to death is behave.

AXIOM 9: All total behavior is designated by verbs, usually infinitives and gerunds, and named by the component that is most recognizable.

AXIOM 10: All total behavior is chosen, but we have direct control over only the acting and thinking components.



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Implementation

People are constantly communicating. Whether through words, body language, or behavior, it is our job as educators to hear what our learners are telling us. Although challenging, we must work to “hear” the message that our learners portray through their behavior. We must also be aware of the message that we are sending through our own behavior. It is important to understand the five basic needs that all people have and how our choices are driven by those needs.

Our goal in our classrooms is to create positive relationships; we want a community, not a classroom. The rules and procedures in our room revolve around the seven connecting habits; relationships will be built between everyone in the room and the learning will come naturally. It will also be stressed in my room that the freedom of choice is important, but it is also important to take responsibility of that choice. We look forward to using Control Theory as a foundation in our classroom.

Strategies

- Students will not be “made” to behave in a certain way using rewards and punishments. Instead, the focus will be on building and maintaining a positive relationship with teachers and each other. Then, those relationships must be managed and maintained. Mutual respect is important in our classroom.
- We will have high expectations of everyone in class; we train to standard, not time, so mastery of skills will take priority. Learning will happen through application. Young people in our classroom may be expected to redo work or try again until they have demonstrated mastery of that skill.
- Self-evaluation will be emphasized. We will teach effective self-evaluation and encourage learners to evaluate their own performance in an effective and efficient way. This will promote responsibility and encourage everyone to reach their goals. The skill of effective self-evaluation is one that the learners can take into their adult lives to become trained decision-makers.

This Motivational Theory is one that is especially beneficial for classroom management. There is a considerable amount of information and resources available for its implementation, which can help anyone considering using it. The motivation to meet our five basic needs exists constantly, and it is our job to provide learners with suggestions and choices on how to meet their needs in a positive way.



Addressing Misbehavior

1. Observe
 - a. Which need is the student trying to meet?
2. Explain
 - a. Explain that the behavior will not give the desired result
 - b. Ask student if they know (or can think of) a better method – give them time to think of a solution
 - c. Offer advice on better method(s)
 - d. If needed, use Incident Reflection Form – review with student once complete
3. Implement
 - a. Have student test the alternative behavior – Did it work?
 - b. Remind student they can have what they need without the behavior they were exhibiting
4. Choice
 - a. If Step 3 is refused, offer two choices – student must pick one
5. No Excuse
 - a. Don't accept excuses for misbehavior
 - b. Remind student that they made the choice
 - c. Do not punish/criticize
 - d. Do not protect from reasonable consequences
 - i. Just because they know they made the wrong choice does not exempt them from the consequences of that choice



Name: _____ Date: _____ Class Period: _____

Incident Reflection Form

What the problem was:

What I did:

Why I did it:

How I could have prevented it:

How I will fix it:



Resources

First day of school

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