

# I CLASSROOM MANAGEMENT

## A MOVIES/TV

Television should **not** be on during the instructional day with the exception of instructional relevant materials. Movies with direct correlation to the subject taught may be shown to students. If the movie has graphic or controversial content, parental and supervisory approval must be obtained. Permission letters sent home to parents should specifically describe the movie's relationship to the program curriculum. A copy of the letter must be submitted to your supervisor before the film is shown to students. "R" and "PG17" rated moves are not allowed showing at any time.

**B**     FOOD IN THE CLASSROOM

Gum chewing and eating in the classroom is not allowed on campus. This is a cleaning problem and damages classrooms and equipment. The condition and appearance of the classroom is the responsibility of the teacher. Classroom / Department functions that include food must be cleared with the supervisor prior to the event.

## C CLASS HOURS

All class hours are indicated in the brochure and are to be posted in your classroom. Check with your supervisor to verify hours to be posted.

Students should proceed to class as soon as instructional time begins. All students driving to the ROP/TC sites should arrive before or at the start of the instruction period. Instructors must be in their classrooms, have assignments ready for students during the posted hours and remain on site until all of their students have left campus. Students are not to be left alone in the classroom at any time.

## D UNIFORMS

The procedures and guidelines for student uniforms are as follows:

1. Cleaned uniforms are issued to the ROP/TC instructors by the Business Office.
2. The instructor issues uniforms to students with appropriate instructions for care and use.
3. Students are responsible for cleaning their uniforms during the semester.
4. At the close of the semester, or upon checking out of class, the student must return the uniform to the instructor.
5. Contact the ROP/TC career counselor for assistance if a student has checked out without returning the uniform.
6. Grade, credit, and certificate may be withheld pending return of the uniform. Grade and credit will be released if a determination is made that return of the uniform is impossible.
7. The student may be billed for the replacement cost of a lost uniform.
8. Instructors must return uniforms to the Business Office no later than the end of each semester. Returns are receipted on the inventory list.
9. Uniforms will be sent out for professional cleaning at the end of each semester.
10. Purchase order requisitions for cleaning of uniforms must be submitted by the cut-off date.

## E BUS TRANSPORTATION

### 1. Rules and Regulations

The following rules and regulations for bus transportation are stated on the “Bus Rules and Regulations” Form (see appendix for form). This form is distributed and collected by the ROP/TC counselors at the beginning of the semester.

Bus service is provided for students who need transportation to classes housed away from their home campus and/or for students who are enrolled in a class that involves a community classroom. Also, field trips are a part of many of our programs. For these reasons, each student is required to be familiar with the rules regarding safety and behaviors while on a bus provided by ROP/TC. ROP/TC students must have written parental permission on their Student Emergency Form to be allowed to ride in a car or walk to their ROP/TC class. If permission is not granted, students **MUST** ride the bus. All students riding on the bus **MUST** have appropriate identification, issued by each home high school. **Any student who walks, rides in a car, or drives a car without permission may be immediately removed from ROP/TC.**

Bus passes for students attending ROP/TC classes at the ROP/TC sites are issued by the ROP/TC counselors. Bus drivers will request verification when students enter the bus and at transfer points. Students are not allowed on the bus without proper ID.

*“Pupils transported in a school bus shall be under the authority of, and responsible directly to, the driver of the bus, and the driver shall be held responsible for the orderly conduct of the pupils while they are on the bus or being escorted across a street, highway or road. Continued disorderly conduct, or persistent refusal to submit to the authority of the driver, shall be sufficient reason for a pupil to be denied transportation.”*

California Administrative Code, Section 14263.

Students must adhere to the following rules while riding the bus:

- a. Passengers must remain seated at all times while the bus is in motion.
- b. Authority on the bus belongs to the bus driver and students will obey all rules.
- c. Fighting will be grounds for immediate suspension of bus privileges.
- d. Insubordination, defiance of authority, profane or abusive language, or disrespect will result in notification of parents.
- e. VANDALISM to the interior or exterior of the bus is grounds for immediate DISMISSAL from the ROP/TC class and a failing grade.

When a student does not follow the rules, the bus driver will file an Unsatisfactory Bus Report describing the incident or damage that occurred. This report will be sent to the ROP/TC office, ROP/TC counselor at the student’s high school, the parent and to the bus company office. The Instructional Supervisor or Assistant Instructional Supervisor will investigate the circumstances surrounding the incident and take appropriate action. Parents/guardians can be held financially liable for damage resulting from the minor/student’s actions.

Appropriate action may include, but is not limited to, the following:

**Warning:** A warning is appropriate when the misconduct is minor, is not repeated, and without threat to the safety and welfare of other passengers or the safe operation of the bus.

**Suspension:** A temporary suspension is appropriate when the misconduct threatens the safety and welfare of other passengers or safe operation of the bus. The action has been repeated after been given warnings, or causes damage to the bus or the property of others.

**Cancellation:** Depending on the severity of the misconduct, bus transportation may be permanently denied. Cancellation is appropriate when the safety of the other passengers is seriously threatened, the cost of the vandalism is in excess of \$50.00, or the passenger repeatedly challenges the authority of the bus driver.

## 2. Transportation Requests

The guidelines and instructions for completion of the “Bus Transportation Request” Form (see appendix for form) are as follows:

- a. Transportation requests must be submitted to the ROP/TC main office to be forwarded to the bus company.
- b. Bus request must be submitted for all students who are placed at training work sites during the ROP/TC semester.
- c. The “starting date” must be the actual first date when transportation is required. Using the abbreviation “ASAP” is not allowed. Dates are required for accurate scheduling by the bus company.
- d. Requests must be received by the bus company **at least three (3) full working days** before students require transportation to their assigned work sites. The bus company needs ample time in order re-route all buses to new locations.
- e. A **change of work site** requires the completion and submission of a new “Bus Transportation Request” Form using the same procedure.
- f. **One-way transportation** only must be specifically noted on the request form.

## 3. “Permission to Walk”

Students not using bus transportation to their training work site location, must complete the “Permission to Walk” form (see appendix).

## E FIELD TRIP POLICY

### 1. Rules and Regulations

All instructors must follow and abide by the rules and regulations set for field trips as outlined below. On the day of the field trip, the "Field Trip Attendance" form must be completed **before departure and submitted to the main site office** to verify all students attending the field trip. This verification is faxed to the appropriate counselors by the main office staff. **This allows for notification to counselors of students absent from the field trip.**

### 2. Field Trip Request and Permission

**Supervisors must approve all field trips prior to any scheduling activities.** Requests will be processed in the order they are received and verbally approved. The "Field Trip Request" Form is available in the appendix. When scheduling field trips, adhere to the following:

- a. Availability of bus transportation must be verified and tentatively scheduled with the school bus company (A & B Bus Company) at least **2 months prior** to the scheduled date of the field trip. Other bus companies may be used for fund-raising or student organization activities.
- b. The instructor must complete the "Field Trip Request Form" which requires the signature of the supervisor for approval.
- c. Submit the completed Field Trip Request Form to the main office for approval a **month prior** to the date of the field trip. Your field trip request form will be processed and a copy returned to you.
- d. Students must acquire permission from the high school instructors, counselor, and parent/guardian prior to the field trip. Complete the field trip information on the "Field Trip Information and Permission" Form and provide to the student so that they may obtain all necessary signatures.
- e. Student permission forms must be completed and returned to the instructor, with all appropriate signatures at least **one week prior** to the field trip.
- f. A certified instructor must accompany the students on the bus and during the duration of the field trip. In addition to the instructor, at least two adults must be present on the bus and during the field trip. Field trips in excess of 30 students attending, require the accompaniment of an additional adult for every 15 students.
- g. Students attending the field trip are not allowed to use **alternate means of transportation besides the designated bus.**
- h. The instructor must be on duty to supervise all student as they arrive for the field trip, accompany the students on the bus, and upon returning from the field trip, must not leave until all students have departed.

- i. While on the bus, the driver is in charge of all passengers.
- j. The main ROP/TC office must be immediately notified of canceled field trips. ROP/TC office staff will notify the counselors.
- k. The “Field Trip Information and Permission Slip” and “Student Emergency” forms for each student attending the field trip **must accompany the teacher supervising the field trip.**
- l. Verification of student attendance must be brought or faxed to the ROP/TC main office on the day of the field trip for distribution to the counselors **prior to departure.**
- m. **APPROPRIATE DRESS ATTIRE IS REQUIRED FOR BOTH STUDENTS AND INSTRUCTORS / ADULTS WHILE REPRESENTING THE ROP/TC ON FIELD TRIPS. PROPER CONDUCT MUST BE MAINTAINED AT ALL TIMES.**

All forms required for field trips as referred to in this section can be found in the appendix.

## F ATTENDANCE

The following procedures and guidelines should be followed in sequence for absence reporting of students. Forms referred to are available in the appendix:

### 1. **Absence Notification**

- a. Notify counselor after 3 absences. If necessary, use the “Student Unsatisfactory Notice” for written notification to both counselor and parent/guardian (see also next page).
- b. After two weeks of no attendance, complete the “Student Problem Report” form to indicate the total number of actual days absent. This report must be forwarded to the counselor.

### 2. **Drop Request**

- a. If attendance problems persist, a “Drop Request” form may be completed and sent to the counselors (see appendix). Note: **Instructors are not allowed to drop students, instead a “Drop Request” form must be utilized by the instructor.** The counselor must initiate the official student drop.
- b. For official drops, counselors must return a drop notice to the teacher and attendance office.
- c. Record student drop in School State Register.

## G STUDENT PERFORMANCE

### 1. **Unsatisfactory Student Performance Report**

**THE LAW MANDATES** that parents must be notified (by U.S. Mail) **no less than six weeks** before the end of a semester when a student is in danger of failing and/or receiving reduced credits.

Use the “Student Unsatisfactory Performance Report” Form (see appendix) to notify parents at any time during the grading period where a loss of credit or failing grade is probable. Refer to your six-week grade reports to determine which parents should receive a notice in order to ensure compliance with the mandated law.

The completed “Student Unsatisfactory Performance Report” form must be forwarded to the ROP/TC main office for mailing and duplication. The original notice will be sent to the parent/guardian and a copy will be forwarded to the counselor. In addition, a copy is returned to the instructor and a copy is kept on file in the ROP/TC main office.

### 2. **Student Problem Report**

To enroll in ESGVROP/TC classes, counselors provide high school students with a packet that includes among others the Bus Rules and Regulations and Parent/Student Agreement (see appendix). Both forms require the signature of both the student and the parent/guardian and are kept on file by the counselor. The Parent/Student Agreement form is a “contract” that outlines the requirements for successful completion of the class.

Student problems in attendance, attitude, discipline, or other, must be reported. Complete the “Report of Student Problem” Form (see appendix) and record action(s) taken to solve the problem. Keep the original on file and forward a copy to the counselor and your supervisor.

### 3. **Grading Procedures**

Complete the “Grade Report” Form per instructions and guidelines provided at the end of each grading period (see **Grading Procedures in Section II, Part C: Operations**).

For grade changes please use and complete the “Grade Change Slip” (see appendix).

Incomplete grades are only given when students have been absent, are unable to complete required course work, and do not wish to receive partial credit. The required time may not exceed six school weeks of the next grading period. Each individual assignment not made up receives a grade of “F”, although the student may still pass the course.

#### 4. Certificates of Completion

The "Certificate of Completion" is a professional recommendation to potential employers indicating that the student is fully trained and qualified to work. Criteria for certificate distribution should be established and discussed at department meetings and must be consistent with state certificate requirements for distribution to students. In addition, criteria for awarding certificates should be discussed with the advisory committees.

Please follow the following guidelines and procedures for "Certificates of Completion":

- a. A "Certificate of Completion" is awarded to those students who have been consistently outstanding in class and have completed **all** requirements of the course with a high degree of proficiency.
- b. If you wish clerical assistance in the preparation of certificates, a list of students receiving certificates, along with relevant course information, is to be turned in to the ROP/TC main office at least **two (2) weeks before the end of the school semester.**
- c. Certificates are submitted to the Superintendent's Office for signature.
- d. Certificates will be returned to the instructors for distribution.
- e. Gold seals can be embossed on the certificate for **OUTSTANDING** attendance.
- f. A sample of the certificate is available in the appendix.

## H GUEST SPEAKERS

Having a guest speaker from industry, a post-secondary school, or the military is an excellent way to bridge instruction from “school to work”. However, we need to remind you that *visitors to your classroom must be approved by your supervisor and/or your school site administrators* just as approvals are necessary for other experiential student activities such as field trips. Administrators should be given sufficient time to ask questions and receive clarification about the activity if necessary.

ROPTC instructors housed at campuses other than Sunflower or Del Norte must coordinate all enrichment activities through the Career Center, ROPTC Counselor, or designated school site administrator. Supervisory approval will not be extended without the prior approval of a district site administrator. ROPTC personnel must adhere to the same guidelines practiced by district personnel as well as our internal procedures. Contracted ROPTC employees will follow the guidelines of their district/site policy.

Provide administrators with the information, in a memo format, required to support approval such as how the speaker’s presentation will relate to your curriculum. Samples of handouts should be supplied to administrators if possible. The instructor must be in attendance throughout the presentation and will be responsible for limiting the distribution of information to interested students only.

It is our responsibility to both educate and protect our students. If you invite a private school to speak about their professional certification, balance the presentation by providing information on comparable education opportunities available through public colleges and universities. This is great time to let students know about our articulation agreements.

Please remind recruiters that, while we appreciate the informational aspects of their presentations, that we are not in the business of supplying candidates for their organizations and that their presentations must be non-discriminatory and meet all the standards of public education. You, as the instructor, are ultimately responsible for the content and quality of the presentation.

Please plan presentations two to three weeks in advance so that the necessary signatures can be obtained. Thank you for assistance and your professionalism.

### **SB 1110**

“Prohibits a pupil from receiving instruction on sexually transmitted diseases, AIDS, human sexuality, or family life, delivered by outside organizations or guest speakers, unless the pupil’s parent or guardian has been notified at the beginning of the school year or, with respect to a pupil who enrolls in a school after the beginning of the school year, at the time of that pupil’s enrollment. Requires a pupil’s parent or guardian to be notified of the date of instruction.”

## II TIPS ON PLANNING AND INSTRUCTION

### A PRINCIPLES OF LEARNING

There are six variables that, when used consciously and regularly, will increase the rate and degree of learning in students.

#### 1. **Anticipatory Set**

The purpose of using Anticipatory Set is to get and keep the students' attention on instruction. As the word indicates, your students need to "anticipate" what they will be asked to learn and/or perform. Using the Anticipatory Set approach at the beginning of each lesson keeps students focused on the purpose of their learning.

#### 2. **Parts of a Set**

##### a. **Actively Involve all Students**

Choose a behavior all students can perform with ease. (Example: "Yesterday we learned a new skill. On your paper, work these two problems.")

##### b. **Build on previous learning**

Help students to see the relationship between what has previously been taught and what they are going to learn. (Example: "We have talked about using commas between cities and states. Today, we're going to...")

##### c. **Relate to life or give meaning**

Relate the learning to life inside school or outside school. (Example: "The ability to compute percentages will help you determine the tax on a new pair of skates.")

##### d. **Label the learning**

This is when you tell the students what they are going to learn in the lesson. (Example: "Today we are going to learn...")

#### 3. **Retention**

The purpose of retention is to present your material so your students will remember more and forget less. The following are five variables that aid retention:

##### a. **Degree of Original Learning**

When you learn something new, if the teacher has a clear, specific objective and teaches to that objective, the student will remember much more. Forgetting is a powerful obstacle. The initial instruction must be clear and complete. "Once over lightly" does not promote retention.

- b. Meaning**  
Meaning is one of the most important variables in helping a student learn. What is being taught must have meaning to the student.
- c. Organize the Content**  
People remember best the first things they hear or see. People remember second best the last thing they hear or see. Arrange your material so that the most important points are made at the beginning and restated at the end.
- d. Modeling**  
Modeling is a systematic way of presenting new information. There are four essential steps:
  1. "I'll do it." Teacher demonstrates.
  2. "You'll help me." Teacher asks students to begin working with the materials.
  3. "I'll help you." Teacher diminishes his/her role.
  4. "You'll do it." Student demonstrate skill on their own.
- e. Practice**  
There are two types of practice:
  1. Guided Practice: This is the time the teacher is working with the whole class or group. Practice is performed directly under the teacher's guidance.
  2. Independent Practice: This is normally when the teacher turns the students loose to work on their own.

#### 4. Motivation

Students do not have to view school as boring. Motivation provides you with six variables that can be used to gain and maintain students' attention.

- a. Feeling or Tone**  
People learn best when the teacher projects a positive feeling or tone.
- b. Level of Concern**  
A student's level of concern about the necessity of the task must be up for learning to take place.
- c. Interest**  
Personalize and make your lessons vivid.
- d. Knowledge of Results**  
Must be immediate and specific.
- e. Reward**  
Positive reinforcement is one of the most powerful tools in education.
- f. Success**  
If a student is challenged and experiences success, he/she continues to work.

## **5. Active Participation**

Active participation means that, as much as possible, each student responds each and every time. Endeavor to be the "Guide on the side. Not the Sage on the Stage." Students need to be involved in your lesson as much as possible.

## **6. Reinforcement**

As mentioned under motivation, reinforcement, when used correctly, is one of the most powerful tools you will ever have in education. There are two types of reinforcement: positive and negative. Positive is the most powerful reinforcement variable.

## **7. Closure**

At the end of each lesson, students will summarize what has been taught. Closure refocuses the students on the lesson.

Whenever possible, close your lesson with authentic assessment. Authentic assessment reinforces your contextual instruction by testing the student by actually "doing the job". Testing for understanding and retention by "doing the haircut", "creating the business letter", or "framing the wall", is a superior way of evaluating student work over written tests.

## B EFFECTIVE INSTRUCTION

### 1. **Teaching to an Objective**

If you could identify the single most important skill to be possessed by a teacher, it would probably be the ability to teach to an objective. Research shows that when you identify exactly what your students need to know, you can aim all of your teaching efforts toward that target so they will learn it faster and remember it longer:

- ?? Teaching to an objective means staying on track and avoiding "unconscious bird walking".
- ?? Teaching to an objective keeps the teacher and students on track during the lesson.
- ?? Teaching to an objective provides for better use of time.
- ?? Teaching to an objective means that every question, response, explanation and/or direction you give should lead your audience towards the principle or skill you have selected for that lesson.

### 2. **Lesson Planning**

Lesson planning is at the heart of an active instructional lesson. There are six parts to an effective lesson structure. They are Set, Directed Teaching, Checking for Understanding, Guided Practice, Closure, and Independent Practice. Current education practices also encourage an additional capstone activity in order to demonstrate the student's competency in a practical or "real life" setting. This is referred to as "Authentic Assessment".

#### a. **Anticipatory Set**

Already described, Anticipatory Set occurs at the beginning of a lesson. This is when the teacher focuses the student on the lesson of the day and establishes the lesson objective.

#### b. **Directed Teaching**

Directed teaching includes all the information students need about the lesson. These attributes are definitions, examples, and modeling.

#### c. **Check for Understanding**

This is student monitoring and adjusting during the lesson the instructor to assure that students are learning and to encourage demonstration of understanding. This is the time to use active student participation understanding the curriculum presented.

#### d. **Guided Practice**

Guided practice means the reinforcing activity students do under the teacher's direction. The teacher is directing the practice and is still engaged with the students.

#### e. **Closure**

Described above each student performs a demonstration of understanding on their own for the instructor to determine if the instruction has met the set objectives.

**f. Independent Practice**

Students practice on their own and the teacher provides results. This usually takes the form of homework.

**3. Lesson Plans**

Each teacher should have a broad, flexible overall plan for the entire semester. Detailed lesson plans should be prepared at least one week in advance. Daily lesson plans should include the day's objective. A varied approach to the day's learning should be used. Plan several different activities for a two-hour class. Remember the average attention span is twenty minutes. After twenty minutes a change in routine should be implemented. Plan your lessons around the six steps for an effective lesson. Consider activities in each of these areas:

- a. Setting: Set the stage
- b. Directed Teaching: Presenting the material
- c. Checking for understanding: Monitoring and adjusting
- d. Guided Practice: Giving students a chance to practice the skill or process the information
- e. Closure: Recapping, summarizing. Did they get it?
- f. Independent Practice: Can they do it on their own?

***Involve the student! Their participation helps maintain interest. Stay relevant.***

**4. Suggestions**

**Begin class with the following:**

- ?? A short review of the previous day's lesson
- ?? Overview of today's activities
- ?? Class "sharing" time
- ?? Discussion of problem areas encountered in the previous day's lesson, lab experience, or affiliated activities

**End class with:**

- ?? Summary or review of today's main lesson points
- ?? Reminders of upcoming deadlines, projects, things to bring to class, etc.

## C CREATING A MASTER PLAN

Pre-planning is essential to ensure that course goals are attained in a sequential manner. Without pre-planning, the time used for each course unit may not be sufficient for students to successfully complete the entire course and master the competencies. A “master plan” is putting your outline and activities on a calendar.

### 1. **Master Plan**

#### a. **Components of a Master Plan:**

1. Classroom theory
2. On the job training
3. Films/AV
4. Guest Speakers
5. Other Activities

#### b. **How to Use a Master Plan:**

1. As an organizer
2. As a week by week schedule in which topics are listed
3. As a day by day schedule listing lesson plans
4. As a reminder of what has been taught
5. To prepare ahead for career fairs, staff development, etc.

#### c. **How to Develop**

1. Use blank monthly calendar
2. Use ESGVROP/TC master calendar

#### d. **Checklist of items to include in your master plan:**

1. Start and completion dates of classes
2. Student activity days
3. Holidays
4. Career fairs
5. Due dates for attendance, grades, mileage reports, etc.
6. Staff or committee meetings
7. In-service meetings
8. Classroom schedule including:
  - ?? Topics
  - ?? Lesson plans
  - ?? Films
  - ?? Guest speakers
  - ?? Field trips
  - ?? Mock interviews

## 2. Characteristics of distinguished classes

- ?? The instructor will provide a written explanation of classroom policies, procedures and rules.
- ?? The instructor provides students with an outline of the topics to be covered and procedures to follow to develop competency in the career technical area.
- ?? The instructor will give students opportunity for cooperative learning.
- ?? Students will be directly connected to their future career.
- ?? The instructor is interested in and enthusiastic about what he/she is teaching and the success of the students.
- ?? There will be relevant and dynamic speakers from industry.
- ?? Discussions will be open, inclusive, and relevant.
- ?? The instructional material will be challenging and well presented using diverse methods for instruction.
- ?? The instructor demonstrates fair and practical classroom management.
- ?? The instructor will be in control of the learning environment and advance or reinforce learning and will demonstrate respect for the students.
- ?? Assignments will be meaningful.
- ?? There will be some individualization.
- ?? The instructor will demonstrate depth of knowledge of the subject matter and current industrial applications.
- ?? The instructor will demonstrate a sense of humor.
- ?? The instructor communicates well and frequently with students, parents, counselors and other district staff (if necessary)
- ?? Student attendance indicates that they enjoy attending class.

## D CREATING A POSITIVE LEARNING ENVIRONMENT

This section provides an outline for creating a positive learning environment:

### 1. **Definition of a positive learning climate**

- a. An environment conducive to acquisition of knowledge and skills.
- b. Teacher is responsible for creating the environment before, during, and after instruction.

### 2. **How to create a positive learning environment:**

- a. Know your students, their names, their career goals, and a little personal history.
- b. Plan for instruction and grading:
  - ?? Provide course description and outline to students
  - ?? Provide and discuss the Individualized Training Plan (ITP) for your course
  - ?? Prepare detailed lesson plans
  - ?? Post class schedule or calendar
  - ?? Inform students of grading procedures and keep them informed of their progress
- c. Prepare the physical environment:
  - ?? Be sure room is comfortable, clean and safe
  - ?? Take care in arranging desks and tables to complement the mode of instruction
- d. Plan for social environment:
  - ?? Provide a professional, warm atmosphere
  - ?? Be professionally dressed
  - ?? Learn students' names and how to pronounce them properly
- e. Project enthusiasm and genuine interest in your student's professional growth.
- f. Provide genuine praise for specific achievements and reinforcement of student effort:
  - ?? Commend appropriate classroom conduct
  - ?? Publicly commend outstanding work and describe why it met the highest criteria
  - ?? Send compliments home
  - ?? Use verbal, nonverbal, or written reinforcement of student success.
- g. Vary instructional strategies:
  - ?? Recognize individual learning styles and plan lessons that meet all students' needs
  - ?? Don't limit yourself to one instructional method or strategy. Include:
    1. Demonstrations
    2. Discussions
    3. Individualized instruction
    4. Field trips
    5. Guest speakers
    6. Problem solving
    7. Small groups
    8. Oral presentations

9. Projects
10. Portfolios
11. Assess student work against real-world competencies

## E CREATING A HEALTHY CLIMATE FOR LEARNING

There are several principles of teaching that will foster a healthy climate for learning. Adherence to the following seven principles will minimize student frustrations and help achieve good human relations in the classroom.

### 1. **Keep Students Motivated**

Students gain much more from wanting to learn than from being forced to learn. All too often, students do not realize how a particular lesson or course can help them reach an important goal. When they see the benefits or purposes of a lesson or course, their enjoyment and their efforts will increase. Have you ever been forced to learn or memorize something? Did you enjoy it? Can you remember anything but the experience? Make learning fun!

### 2. **Keep Students Informed**

Students feel insecure when they do not know what is expected of them or what is going to happen to them. Instructors can minimize such feelings of insecurity by telling students what is expected of them and what they can expect from the instructor and the learning experience. Information can be presented to students in various ways such as: 1) giving them an overview of the course; 2) specifying performance objectives; 3) keeping them posted on their progress; and 4) giving them adequate notice of examinations, assignments, or other requirements.

### 3. **Approach Students as Individuals**

When instructors limit their thinking to the whole group without considering the individuals who make up that group, the instructors efforts are directed at an average personality which really fits no one person. In addition, each group has its own personality which is unique and which should be constantly considered.

### 4. **Give Credit When Credit Is Due**

When students do something extremely well, they wish their abilities and efforts to be noticed or they will become frustrated. Praise or credit from the instructor provides an incentive to do even better. Praise given too freely, however, becomes valueless. When praise is deserved and specific to the commendable task, it pays dividends in student effort and achievement.

### 5. **Criticize Positively**

Most students genuinely want to improve their performance and grades. If a student has made an earnest effort but is not told why the work is unsatisfactory, frustration occurs. If the student is briefed on how to correct his/her errors, improvement can be made and a solid base for future learning can be established.

**6. Be Consistent**

Naturally, students have a keen interest in knowing what is required in order to please the instructor. If the same policies are acceptable one day and not acceptable the next, the student becomes confused and sometimes angry. The instructor's philosophy, policies and actions must, therefore, be consistent.

**7. Admit Errors**

No one, including the students, expects an instructor to be perfect. The instructor can win the respect of students by honestly acknowledging mistakes. If in doubt about some point, an instructor should admit his/her doubt to the students, then get an answer and relate it to the students as soon as possible.

**F**     DISCIPLINE IN THE SECONDARY CLASSROOM

Based on: "Tips on Conducting the First Ten Minutes of Class" by Dr. Randall S. Sprinck

**STEP 1: Stand at the door to greet students.**

Greeting students at the door will demonstrate your interest in interacting with students from the moment they enter the classroom. Your presence will also reduce the likelihood of misbehavior.

**STEP 2: When you are ready to begin class, get everyone's full attention before you start.**

Wait to get everyone's attention before you begin class. If you start class while some students are still talking or are out of their seats, students will assume that it is all right to engage in those behaviors while class is in session. Make this waiting a habit. Give directions or start class activities only when you have the attention of the entire class.

**STEP 3: Present class rules and consequences for misbehavior.**

Present your class rules as procedures for ensuring that class time is beneficial to everyone and then discuss consequences for inappropriate classroom behavior. Give them the handout on rules and expectations and discuss them. Make sure everyone understands how your class will be conducted. *(ROP/TC Addition: Distribute the following forms to the students: ROP/TC Rules and Regulations and Dress Code. Get parents' signature and return.)*

**STEP 4: Take attendance.**

Call out student names when taking attendance so everyone has an opportunity to learn each other's name. This simple activity facilitates both classroom management and cooperative learning activities. *(ROP/TC Addition: Review and complete ROP/TC enrollment scantrons)*

**STEP 5: Explain your procedures for assigning and collecting work.**

Introduce the procedures and routines for assigning and collecting work. Distribute any related handouts, such as the Individual Training Plan, making sure that students understand how they can monitor their own assignments. Be clear when explaining that work will be due at the beginning of the class period on the day it is due. Explain any consequences for late assignments. *(ROP/TC Addition: Write all assignments on the board.)*

**STEP 6: Explain your grading system.**

Pass out the handouts on assignments and grading. Explain in detail how students will earn their grades. You may wish to have students bring back parent signatures indicating they have been informed of your grading system and of your expectations for the semester. This is an excellent way to document that your students are informed. Remember, once your grading policy is established for the semester, it should not be changed and, in the interest of fairness, equitably enforced.

**ROP/TC ADDITIONS:****STEP 7: Inform students of the ESGVROP/TC Rules and Regulations and Dress Code.**

*Provide students with the "Rules and Regulations" and "Dress Code" forms. These forms require the signature of the student as well as their parent/guardian. Both forms must be returned to the instructor to be kept on file in the classroom.*

**STEP 8: Complete Enrollment Scantron Form.**

*Assist and explain each section of the enrollment scantron form together with the students. After students submitted the form review each scantron form for completion and accuracy.*

**STEP 9: Write all homework assignments on the board.**

### III COMMUNITY CLASSROOM

#### A COMMUNITY CLASSROOM TRAINING SITE

A community classroom is an occupational training work site located at a business instead of a public school classroom. A credentialed teacher is the immediate supervisor and works with the individual business site personnel to devise a realistic employment experience for the student. At least once during every ten hours of training the instructor will meet with each student for the purpose of instruction, counseling and evaluation. This arrangement bridges the gap between learning in a classroom and putting that knowledge to use. The instructor will visit and observe all students in the work site, discuss the individual training plan with the work site supervisor, and the work site supervisor will evaluate student progress.

Care must be taken to ensure that a student never replaces a paid employee, causes hours to be reduced, or precludes hiring of additional employees.

#### **Worksite Training Agreement**

See appendix for a copy of the agreement. Work site training agreements must be completed, signed, and submitted at the beginning of each school year. As soon as a work site agreement has been signed, it is to be given to the Administrative Assistant in the ROP/TC Superintendent's Office for Board submission. Worksite agreements must be ratified by the Joint Board of Management prior to student placement.

Students may not be placed outside the district boundaries of the ESGVROP/TC without the permission from the ROP/C located within that particular area. Please ask your supervisor for assistance when this situation arises and make every effort to place students within the ESGVROP/TC boundaries. It should be noted that this information does not apply to CVE students, because they may secure employment anywhere without restrictions.

**NO STUDENT MAY BE PLACED AT THE TRAINING WORK SITE, UNTIL ALL PARTIES INVOLVED SIGNED THE "WORKSITE TRAINING AGREEMENT" AND RATIFIED BY THE JOINT BOARD OF MANAGEMENT.**

## B DEVELOPING NEW TRAINING SITES

### 1. **New Affiliates**

- a. Check work site training list for duplication: "Is the site currently used by another instructor or program?"
- b. If duplicated, check with your supervisor for approval.

NOTE: Make sure that the corporate office is aware of program.

### 2. **How to approach a company**

- a. Leads from office call-ins, recommendations from sites presently using
- b. Mail outs
- c. Cold calls (drive area first and make list of companies you plan to call)
- d. Go to potential site and drop off materials and call in a day or two (if you're lucky, you may be able to talk to someone that day)
- e. Local Chambers of Commerce have a list of manager's names

### 3. **Person to ask for when calling**

- a. Personnel Manager
- b. Supervisor of appropriate department
- c. Manager of individual office/store

### 4. **When to call**

Best to avoid morning or Friday afternoons

### 5. **What to say when calling - a possible conversation**

"My name is \_\_\_\_\_ and I am with the East San Gabriel Valley ROP/TC. Are you familiar with our organization? We provide vocational training for high school students and adults. This training includes classroom instruction and on-the-job training in an industry site at no cost to the employer. We offer many programs; the one I represent is \_\_\_\_\_. Would you be interested in learning more about our program? I would be happy to bring materials and discuss this further with you. Could we make an appointment? How many packets of material should I bring?"

Now you have the appointment. The rest is easy. Go do the presentation and get the new training work site!

## C NEW SITE PRESENTATION

Take an ROP/TC folder of material for each participant in the meeting. The folder should include:

- ?? Your business card
- ?? Information booklet
- ?? Fact sheet
- ?? Student rules sheet
- ?? Course description
- ?? Course outline
- ?? Training plan
- ?? Weekly evaluation (if you use it)
- ?? Sample affiliation ("Worksite Training") agreement

The presentation should include:

- ?? General information about East San Gabriel Valley ROP/TC
- ?? Specific information about your program including what classroom instruction students have had and their capabilities
- ?? Mechanics of on the job training - form used, how often you will visit
- ?? Discussion of what training would include and any special requirements (extension of classroom, responsibility for continued training of student)
- ?? Discussion of employment potential
- ?? Tour of training area(s) - see equipment, take notes if necessary to share with student
- ?? Prepare the work site agreement
- ?? Emphasis on Workers Compensation Liability Insurance coverage by ESGVROP/TC
- ?? Thank you

Extra pointers:

- ?? Be on time
- ?? Project a professional image for East San Gabriel Valley ROP/TC
- ?? Be positive and enthusiastic when making presentations
- ?? Keep extra presentation folders in the car
- ?? Put a good student at a new site
- ?? Try to develop chains; work to expand into other departments of large companies.

## D WORKING WITH ESTABLISHED SITES

- ?? Call the contact person and make an appointment to visit the site. You need to be thoroughly familiar with all sites to properly place students.
- ?? If there are new supervisors, you must in-service them, using a procedure similar to a new site presentation.
- ?? More than two weeks or so prior to planning your placement schedule, call all the sites you want to use to confirm their wishes to have a student(s), requested day/time, etc. Tell them you will call later with details. Do not count on these sites: supervisors change, activity or business changes, etc.
- ?? After placements are made, it is a nice idea to call sites you were not able to use this semester (You may need them next semester).

## E COMMUNITY CLASSROOM GUIDELINES

### 1. **Definition and Purpose:**

A "Community Classroom" is an instructional methodology which utilizes unpaid on-the-job training experiences at business, industry, and public agency sites to assist students in acquiring those competencies (skills, knowledge, and attitudes) necessary to acquire entry-level employment. The intent of the community classroom methodology is to provide additional resources so concurrent, formalized classroom instruction can be extended and the acquisition of salable skills enhanced.

### 2. **Immediate Supervision/ Certificated Instruction:**

For purpose of community classroom training described in Section 52372.1, "immediate supervision" means pupil participation in unpaid on-the-job experience as outlined under a training agreement and individualized training plans, wherein the supervisor of the training site and certificated ROP/TC personnel share the responsibility for the supervision of on-the-job experience.

### 3. **Roles for Others:**

There may be persons designated within the community classroom location who will help provide the students with tools, instructional materials, procedures, safety equipment, and training experiences. These persons cannot assume the certificated instructor's responsibilities for rotation, direction, and monitoring the learning process of each student.

### 4. **Individual Training Plan:**

Each student must have a written individualized training plan describing the specific skills the student will be expected to learn and master, completed by use of vocational classroom instruction and unpaid work site training.

### 5. **Student/ Instructor Interaction:**

Each student shall have personal contact with the instructor at **least once in each ten hours training**. Personal interaction between the teacher and student is to be focused on directing and evaluating the instructional program as outlined in the training plan.

The student shall be moved from learning one occupational skill to another by the certificated instructor whenever it is determined that the student has learned the occupational skill or has become employable in it.

**6. Regular Employees vs. Students:**

No student may displace or reduce the number of work hours for a paid employee, nor shall the student's training activities preclude the hiring of new paid employees. However, it is appropriate for students to train under close observation of a qualified paid employee.

**7. Worker's Compensation:**

Students enrolled in occupational training classes held in the community are considered to be employees of their resident district for the purpose of providing workers' compensation insurance. Workers' compensation and liability insurance coverage is provided **only** during scheduled working hours. Students receiving training at another time is a violation of the "Work Site Training Agreement" as there would be no credentialed instructor on duty at that time.

## F SCHEDULING, PLACING, AND MONITORING STUDENTS

### 1. **Initial Site Work**

As you set up new sites or in-service new supervisors at established sites, get complete information as to type of equipment used, tasks students will be expected to perform, and any special requirements. Also try to get company literature and sample employment applications to share with the students. Discuss with new supervisors what students have learned in the classroom and what kinds of things students would be able to do. Discuss use of the training plan.

### 2. **Preparation of Master Schedule**

When you are deciding where to place each student, consider:

- ?? student ability (is difficulty level of training appropriate?)
- ?? location of site (can student get there?); mode of transportation
- ?? work atmosphere of company (will student fit in?)

Discuss tentative placements with students. Make an adequate spread of "placements" so that you are sure that you can properly monitor all students.

Prepare a list which includes student names, sites, contact persons, site phone numbers, and student schedules. Submit this list to your supervisor when complete. Give a copy of this list to appropriate site and to counselors.

### 3. **Final Preparation of Students**

Meet with students and do a thorough OJT preparation. A suggested procedure is to prepare two student folders, one for him to take to the site and one for you to keep in your possession. You would use your folder to collect weekly evaluations, etc. His folder might contain: your business card, OJT assignment card, rules sheet, supply of weekly evaluations, sample weekly evaluation, name badges (if used), training plan, company literature, map, and any special information pertaining to the particular site. Go over all of this material with the students. Most of it can be discussed as a group, but you should plan to spend the necessary time with each student to prepare for his particular site and what to do the first day (how to get there, where to park, where to go, who to ask for, etc.). Also, tell him about the tasks he will experience and exactly what will be expected of him. Set down specific OJT guidelines: procedure if student is to be late or absent, safety, dress code, badge, attendance procedure (signing in, etc.), training plan, and other paperwork responsibilities.

#### 4. Bus Transportation

Requests must be received by A & B Bus Co. **three days** prior to first day at the work site. All bus transportation requests must be sent to the main office. ESGVROP/TC Main Office staff will fax request to the bus company.

#### 5. Monitoring of Students Once Placed

?? Make a visitation plan for the week.

?? Instructor must visit each work site at least every 3 weeks (**this is a minimum**).

?? Carry with you student profile sheets, master list, visitation plan, and student folders.

?? Try to make a brief visit to each student on his first or second day of OJT.

?? Suggested activities when you visit:

- Talk with student at his training station and have him explain what he is doing.
- Occasionally take him to a more private location to talk to him/her.
- Give instructions.
- Review previous assignments.
- Discuss future assignments, due dates, etc.
- Pick up weekly paperwork and discuss.
- Look at training plan with student.
- Try to see supervisor and briefly discuss student's progress (not necessary to do this every visit).

Anytime you see or sense a problem, handle it immediately, call supervisor later, and/or call student at home.

It is a good idea to call supervisor and/or student about two weeks into on the job training to make sure everything is okay.

It is a nice idea to call parents just to touch base with them.

At the end of the semester, you may want to have the students write thank you letters to the sites. You may also want to give the sites your own thank you notes and/ or information regarding the final dates, etc. You may want to ask the sites to do final evaluations on the students.

## G WORKING WITH TRAINING SITE SUPERVISORS

Please keep in mind that the primary concern of a training site is the operation of their business. Thus, it is the instructor's responsibility to assist the site in making the training process effective but not burdensome. The training plan lists activities and tasks the student should experience, but most training supervisors would find suggestions or activities to do on "slow" days very helpful.

It is not necessary to speak at length to your site supervisors on every visit, but you should try to talk to them frequently enough to be sure things are going well. If you haven't seen the supervisor for two or three weeks or sense a problem, you may want to telephone him/ her.

The information on the next page can be given to the Work Site Supervisor as is or revised with specific examples inserted for your program.

## H SUGGESTED ACTIVITIES FOR ROP STUDENTS

### **Information for the Work site Supervisor**

These suggestions are meant only to aid you in the day to day training of students. The training plan lists all of the activities that a student is required to complete at the site during their training, but the following ideas might be helpful when the pace is slow or the day's activities do not allow you to help the student complete specific training plan objectives.

1. On the first day discuss where to park (if student drives), if employee door or special entrance is to be used, where to put purse, books, etc., location of restrooms, safety or conduct rules that are necessary at your business. Tell the student if their dress is acceptable. Discuss with the student exactly what you expect (attitude, behavior, performance, etc.). Do not forget to discuss safety and emergency procedures with the student, such as earthquake and fire drill procedures.
2. Assign the student routine tasks to do each day when they arrive (i.e. sort mail, file paperwork, etc.)
3. If possible, have the student report to the same person each time when arriving and leaving.
4. Discuss tasks that might be accomplished that day.
5. Have the student fill out an application for any potential job opening.
6. Set up a mock interview with the student as you would any other potential employee.
7. Have student observe a staff or employee meeting.
8. Have student observe an area of skills that he/ she is not quite ready to complete.
9. Have student read any trade/ industry information available.
10. Assign some reading in books at the site and ask for a written report.
11. Talk to the student about your personal enjoyment and dislikes on the job.
12. Save tasks or projects for the student to do if possible.
13. Quiz the student (even verbally) on things that he/ she should have learned.

## I TRAINING PLAN HIGHLIGHTS

Training plans are required for all students participating in OJT (not used in classes that are total classroom or lab).

1. Use the training plan as a teaching tool to discuss:
  - ?? Skills / competencies required for various job titles
  - ?? What students will do in OJT
  - ?? Performance standards and criteria for grading
2. Use with training site supervisors as an outline of competencies students should experience.
3. The instructor or student should complete the heading section on the cover sheet.
4. Give to each student the training plan pages that reflect job titles appropriate to the training site.
5. Have student keep training plan in his/ her folder at site and take responsibility for recording tasks completed.
3. Instructor should check training plans during each OJT visit and record on visitation log at same time:
  - ?? Informs site personnel of learning activities needing attention
  - ?? Keeps training plan current
  - ?? Indicates student is performing appropriate and varied tasks
6. Each student should complete as many competencies as possible on the training plan; however, it is possible to complete a job title without completing **every task** on the training plan.

## J COMMUNITY CLASSROOM FORMS

Forms used by the instructor for community classroom purposes can be found in the appendix, to include the “On-the-job Supervision Report” Form and “Weekly Time Sheet” Form.

## **IV END OF SEMESTER ACTIVITIES**

### **A EVALUATION FORMS**

1. A “Course Evaluation” Form for students is available in the appendix.
2. A “Worksite Evaluation” Form is available in the appendix.
3. An “Evaluation by Community Classroom Training Site” for training site supervisors is available in the appendix.
3. A sample “Thank You” letter from a student addressed to a training site supervisor is available in the appendix.

## B STUDENT EXIT INTERVIEWS

### **A suggested method for student exit interviews**

Set up **individual** appointments with each student on the last day or last week of class at 15 to 20 minute intervals:

- ?? At that time
- ?? Collect textbooks if issued
- ?? Discuss final exam results if not already discussed in class
- ?? Complete training plan; sign and date it
- ?? Discuss student's strengths and weaknesses - performance in class and OJT
- ?? Tell student his/ her grade and why (this solves many problems)
- ?? Have student complete anonymous course evaluation, OJT site evaluation, self-evaluation, etc.

You may want to combine the above activity with last day of class - while rest of class has part or other assigned activity - individual conferences take place.

## C OVERALL ORGANIZATION PLAN FOR END-OF-SEMESTER

- ?? Have "things going on"; keep students engaged in activities.
- ?? Be sure students know exactly what to expect.
- ?? Hold students accountable for assignments, projects, make-up hours, etc.
- ?? Be aware of hours needed for completion and help students work out plans for any necessary make-up time.
- ?? Don't leave completion of training plans to chance - have a plan! Don't wait until the last minute!
- ?? Maintain documented grades.
- ?? If you plan to issue certificates to students, pick up supplies early.
- ?? Notify training sites of end-of-semester schedule, need for evaluations, etc.

### 1. **Communication with Work Training Sites**

- ?? It's a good idea to inform your sites verbally or in writing (or both) of end-of-semester timelines
- ?? You may want to write a thank you letter or memo
- ?? You may want to ask site supervisor to complete a written student evaluation

### 2. **Possible Problems**

*What to expect near end of semester....*

- ?? Attendance/ truancy problems
- ?? Drops
- ?? Apathy / indifference / boredom

### 3. **Suggestions**

- ?? Plan specific activities
- ?? Give a calendar or schedule of due dates and activities to students for the last month of the semester .
- ?? Activity suggestions:
  - Check resources for new films
  - Utilize guest speakers and field trips
  - Have students write thank you notes or letters to site supervisors.
  - Provide information about job opportunities and employment sources.
  - Discuss work attitudes: keeping a job; terminating a job; reading a paycheck.
  - Schedule a mock interview.
  - Do unit on employment paperwork: W-2 form, W-4 form, Income Tax form.
  - Be creative: do a unit on basic skills, leadership, time management, listening skills
- ?? Give a final exam: allow ample time to review and discuss it.