

Ms. Bruce's Classroom Management Plan



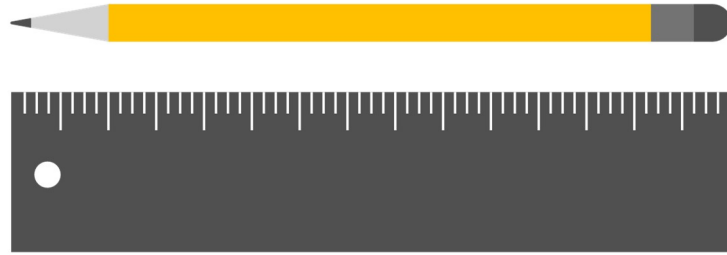
Created November 2021

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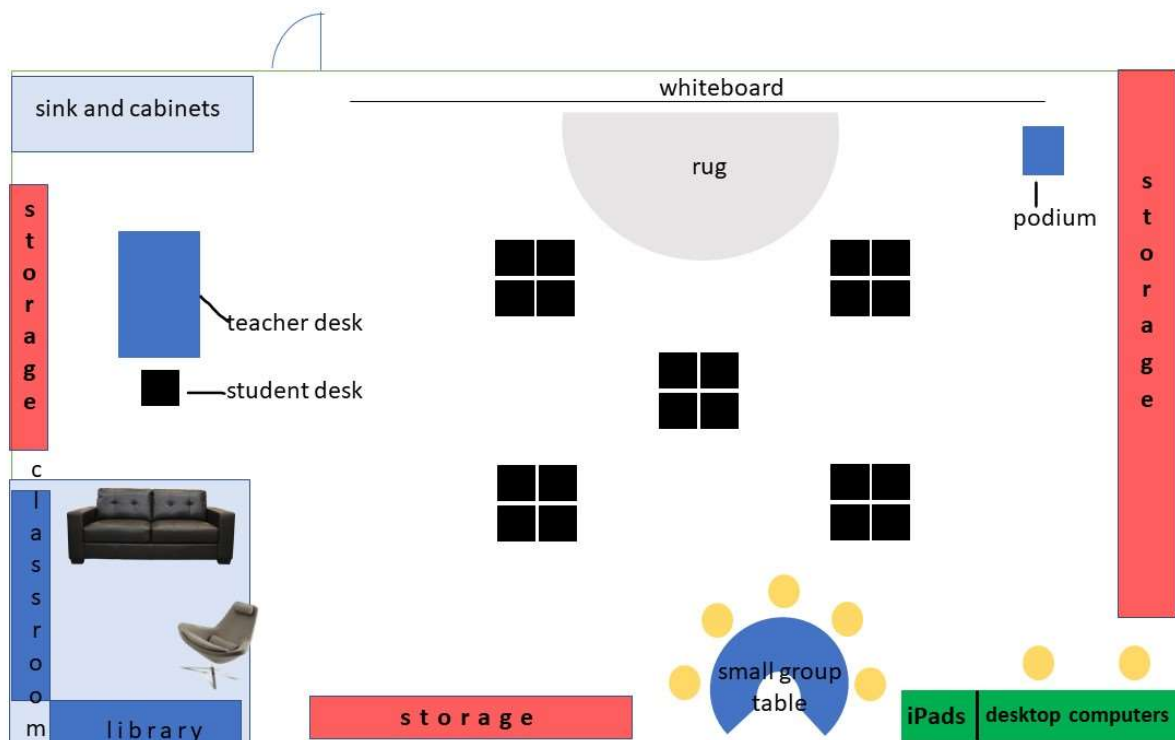
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Schedule



7:05-7:30	Arrival
7:30-8:45	Math Block
8:45-9:30	Specials
9:30-9:45	Recess
9:45-9:50	Restroom/Snack
9:50-10:15	Math Workshop
10:15-10:45	Science/SS
10:45-11:15	WIN Time
11:18-11:45	Lunch
11:45-12:15	P.E.
12:15-2:10	ELA Block
2:10-2:20	Read Aloud

Room Arrangement and Narrative



I have designed the above space to reflect an environment that is conducive to both comfort and learning. Clear pathways allow easy access and transportation to the other side of the room. Individual student desks are placed in groups of four to facilitate collaboration on assignments. The main teacher desk and position at the small group table allow for maximum observation of students, with few if no obstructions. All materials and resources have been pushed into the areas along the sides of the room marked "storage" to allow the room to feel bigger. Finally, in an effort to promote the importance of reading, a classroom library has been designed for students to feel comfortable in flexible seating and find a quiet place to fully dive into a good book.

Parent/Guardian Welcome Letter

Dear Parent/Guardian,

It is my pleasure to welcome your child into my classroom this year! I hope it quickly becomes “their” classroom as well.

My name is Lauren Bruce. I am originally from northeast AL (in the Gadsden area), but came to Auburn to receive my Bachelor’s in Elementary Education from Auburn University in May 2022. Aside from my passion for education and working with children, I enjoy sewing, tracing my family ancestry, and staying home to watch a good movie or TV show!

I am so excited to dive into the content for this academic year! In the third grade, students will be analyzing the structure of a variety of different literature and texts, forming and identifying fractions, recognizing functions of the Declaration of Independence and the Constitution, and classifying living vs. nonliving things. In addition, students will be instructed in a variety of strategies which will ultimately supplement their individual ability to improve and strengthen their skills.

True learning cannot be achieved if the classroom environment does not encourage appropriate behavior. Students will be held accountable daily for adhering to the classroom rules and procedures set forth at the beginning of the year. The class will be explicitly taught how to be proactive, use time wisely, think critically, collaborate with others, and show respect for themselves, their peers, and all who they may encounter. Above all, students will be reminded to “treat others how you would want to be treated.”

ClassDojo is the platform we will be using this year for digital communication purposes. Built-in translation services are provided for those whose primary language is not English. Please see the included form with instructions on how to join our class! If ClassDojo is not available for you, please reach out by calling or emailing me at the information below. I am looking forward to a wonderful school year!

Sincerely,
Ms. Bruce

lcb0045@auburn.edu | (256) 505-2207

Parent/Guardian and Student Information Forms



Parent/Guardian Contact Information

Name of Child: _____

Parent/Guardian #1: _____ Relationship to Child: _____

Email Address: _____ Phone Number: _____

Employment: _____ Work Location: _____

Were you able to join ClassDojo? Yes / No

Anything you think I should know about you? Any questions for me? _____

optional

Parent/Guardian #2: _____ Relationship to Child: _____

Email Address: _____ Phone Number: _____

Employment: _____ Work Location: _____

Were you able to join ClassDojo? Yes / No

Anything you think I should know about you? Any questions for me? _____

Student Information

Full Legal Name: _____

Preferred Name: _____ Native Language Name: _____

Home address: _____

Birthday: _____ Gender: _____ Language(s) spoken: _____

Race: _____ Nationality: _____

Dominant Hand: L / R

Medical Information

Does your child have any known allergies? If yes, explain. _____

Does your child have any vision problems? If yes, explain. _____

Transportation Information

How will your child arrive to school in the mornings? _____

How will your child arrive home in the afternoons? _____

Academic Information

Does your child have any specific learning disability or need that you feel I should be aware of? _____

Other: _____

Volunteer Information

Name of Child: _____ Your Name: _____

Throughout the school year, there may be times when having a parent/guardian volunteer would be greatly appreciated. Grandparents are welcome too! Some of the activities a volunteer might help with are:

chaperoning a field trip	
reading aloud to the class	
tutoring a small group	
tutoring an individual student	

If you are able to help in any of the above areas, please check the box to the right. Then, circle the days and times you are available:

M T W Th F

a.m.

p.m.



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School Supply List

Personal

Items under this section will be dedicated to your child alone and will likely remain at their desk throughout the year. Feel free to write the name and contact information of your child on each item.

- (1) red 3-prong folder
- (1) 1.5-inch binder (any color)
- (2) composition notebooks (any color)
- (1) set of headphones or earbuds
- (1-2) large erasers

Communal

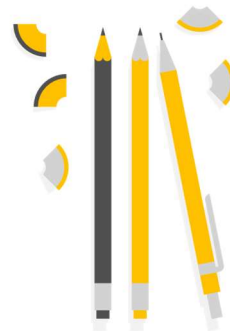
Items under this section will be shared by the entire class. Please do not write your child's name on these items.

- (1) 24-ct. #2 pencils (Ticonderoga is best, but all brands accepted)
- (1) box of 24-ct. crayons
- (1) box of 12-ct. colored pencils
- (1) 4-ct. pack of multi-colored highlighters
- (1) pair of scissors
- (2) glue sticks OR (1) bottle of liquid glue

Optional

Items under this section are not required to be purchased, but would be greatly appreciated as donations.

- tissues
- hand sanitizer
- Expo markers
- paper towels
- Clorox wipes



All About

Me!

Name: _____

Age: _____ Birthday: _____

My family members and pets are ...

Something interesting about me is ...

When I grow up, I want to be a _____ because _____

My Favorite ...

Food: _____

Color: _____

Music: _____

Movie: _____

T.V. Show: _____

Activity: _____

Animal: _____

Subject: _____

Person: _____

Book: _____

My favorite teacher ever is

_____.

He/She is my favorite teacher
because _____

Reading Habits Survey

Name: _____

I want to know about you and your current reading habits. Circle the answer to the right of the question that best describes you. If you circle "Sometimes," explain on the line below.

1. Do you enjoy reading? Yes No Sometimes

2. Do you like to read aloud in front of others? Yes No Sometimes

3. Do you like it when someone reads to you? Yes No

4. Do you like to talk with others about what you have read? Yes No

5. How often do you read? For how long?

6. What are some of your favorite books?

7. What are some books you have read recently?

8. About how many books do you own?

9. Do you ever visit the public library?

10. What are your favorite genres/types? Circle all the ones you like.

Poetry	Historical Fiction	Comic Books	Nonfiction
Books in Series	Science Fiction	Fantasy	Folktales/Fables
Mystery	Adventure	Romance	Magazines

Class Rules, Consequences, and Rewards



❖ Classroom Rules

Students will be held accountable each day for adhering to the established classroom rules. These rules will be posted in a visible space for all to see. In addition, students will be explicitly taught how to follow each of the rules. They are as follows:

1. Treat others how you would want to be treated.
2. Show respect for the school and others' property.
3. Follow directions quickly and efficiently.

These rules were designed to reflect an atmosphere of respect for oneself and others. Most inappropriate behaviors can be rationalized by one or more of the above rules. Students will also be expected to follow all school and district rules as well.

❖ Consequences

As a first measure to addressing misbehavior, the student will be reminded of the applicable classroom rule(s) and asked not to repeat the offense or to revisit the situation with a better choice.

As a second measure, the most natural and appropriate consequence will be allowed to occur. For example, a student who continually bothers or inhibits the progress of a partner or group on a particular assignment will be removed from the partnership or group and asked to work alone until they can demonstrate their ability to work collaboratively. They may also receive a lower score on the assignment. This method ensures students can learn the reasoning behind certain rules, and it will provide negative reinforcement so that the student feels motivated *not* to repeat the offense.

A third offense will result in a private conversation between the student and myself. I will always intend to seek first to understand, then to be understood. In all situations, there is a reason behind a student's misbehavior, whether it be a desire for attention, a lack of understanding, or any other unmet need, as defined by Maslow's "Hierarchy of Needs"

(Mehmet, 2019). This conversation will hopefully uncover the reasoning behind the repeated misbehavior. The student will then be encouraged to lead the discussion as to why their behavior was unacceptable and specifically how it can be improved.

A fourth offense will result in a message sent to the student's parent or guardian. The student may also have some privilege revoked for a specified period of time or other consequence applied. Referrals to the office or another classroom will be avoided unless the offense presents immediate harm to the student or others.

❖ Rewards

Many educators choose to establish reward systems within their own classrooms as a means for motivating students to make good choices regarding behavior and academics. It is my belief that this kind of system motivates students extrinsically, meaning the class makes good decisions and behaves appropriately only for the expected reward. This is not desirable for many reasons, which can be explored in greater depth in the article, "Six Reasons Rewards Don't Work," which has been attached.

For my own classroom, I will choose to motivate students intrinsically. I will verbally praise them often for making good choices that make them better students, friends, and people. I will be effortful in teaching them time management and proactivity, collaboration and communication skills, and critical thinking abilities. Students will be rewarded, but not on any consistent basis. If I feel students have behaved well or improved academically by their own efforts, then I may surprise them with a small gift each or a dedicated "free time," for fun and games. These will only be "rewarded" as a way for me, as their teacher, to say that I am proud of them and their hard work.

Routines and Procedures



❖ Make-Up Work

Students who are absent will be given all missed assignments as soon as they return to school. Tests will be administered by the teacher during appropriate times. Students will then be held accountable for completing the remaining assignments during any free time or for homework, with reminders given by the teacher. No deadline will be given other than "as soon as possible." If the student demonstrates a lack of motivation to complete the work, then a deadline of five school days after the return date for one- or two-day absences will be established. If the work is not completed by the deadline, the work will be submitted as is and graded with a maximum possible score of half credit. All students will keep a red "ketchup" folder for keeping all incomplete or make-up work. Hopefully, students will acquire time management and work ethic skills through this procedure.

❖ Handing In Assignments

A designated tray will be set out in an accessible area for all students to turn in classwork and assignments. A sign will be posted reminding students to include their name on their work.

❖ Classroom Library

Students will be given many opportunities to visit my own classroom library as well as the school library to read books from their own choosing. My library will be organized by genre, and students will have access to any book that interests them. A sign-out sheet will be posted for students to print their name and the day/time they signed out one of my books. As they sign books in, they may cross out their sign-out log from the list. Hopefully, students will acquire organizational skills and responsibility through this procedure.

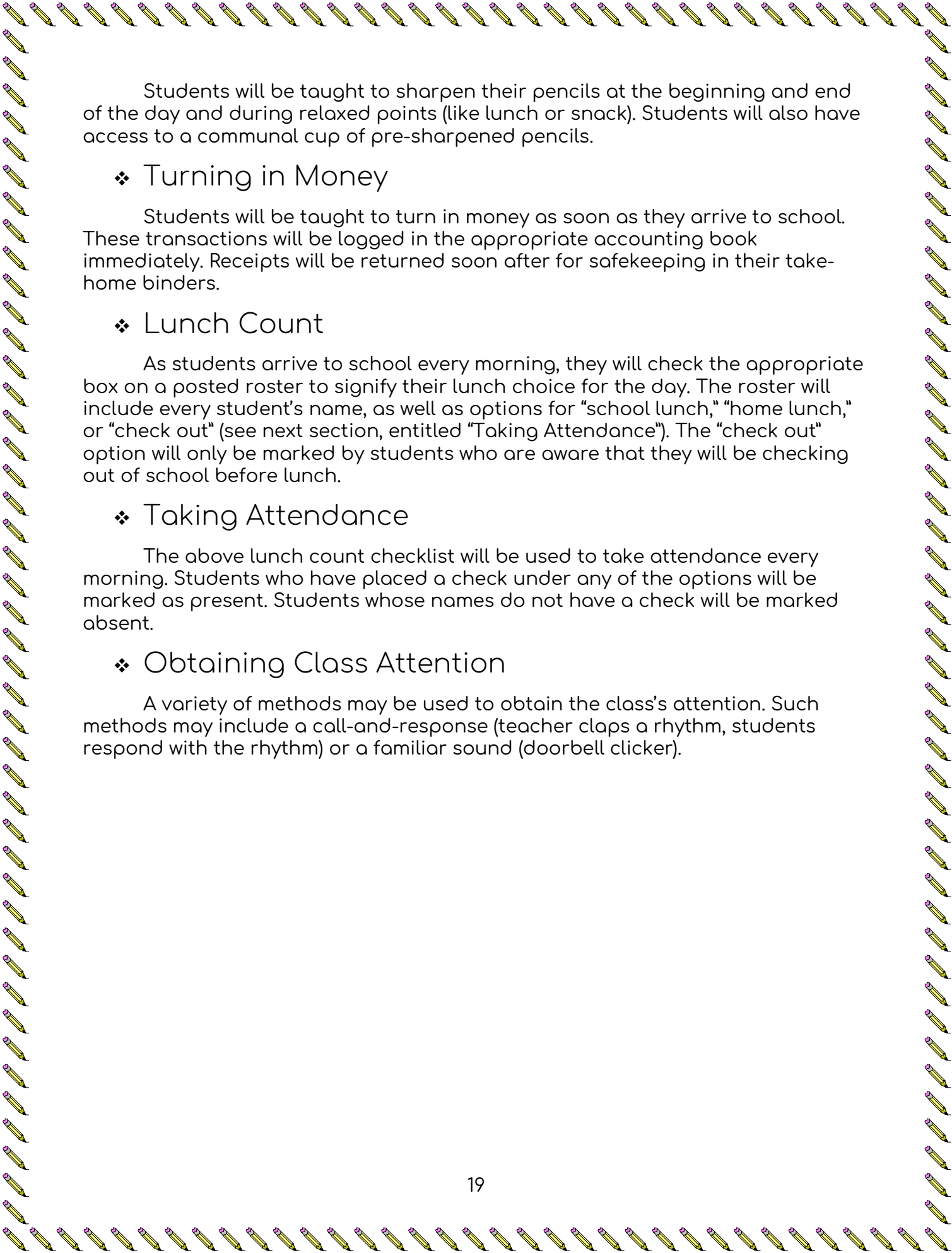
❖ Lining Up

A designated row of space near the door will be demarcated so that students have ample room around each individual in line. This will reduce any excessive physical contact. The class will be called to line up in order of alphabetical number or group seating. A designated class leader may be asked to be the first in line to hold the door.

❖ Asking Questions

I love questions! Students will be encouraged to ask questions as they arise. They may raise their hands to signal that they would like to speak. During times when we must move on from an activity or transition to a next step, students will be asked to save their questions for a more relaxed point during the day (like lunch or snack).

❖ Sharpening Pencils



Students will be taught to sharpen their pencils at the beginning and end of the day and during relaxed points (like lunch or snack). Students will also have access to a communal cup of pre-sharpened pencils.

❖ Turning in Money

Students will be taught to turn in money as soon as they arrive to school. These transactions will be logged in the appropriate accounting book immediately. Receipts will be returned soon after for safekeeping in their take-home binders.

❖ Lunch Count

As students arrive to school every morning, they will check the appropriate box on a posted roster to signify their lunch choice for the day. The roster will include every student's name, as well as options for "school lunch," "home lunch," or "check out" (see next section, entitled "Taking Attendance"). The "check out" option will only be marked by students who are aware that they will be checking out of school before lunch.

❖ Taking Attendance

The above lunch count checklist will be used to take attendance every morning. Students who have placed a check under any of the options will be marked as present. Students whose names do not have a check will be marked absent.

❖ Obtaining Class Attention

A variety of methods may be used to obtain the class's attention. Such methods may include a call-and-response (teacher claps a rhythm, students respond with the rhythm) or a familiar sound (doorbell clicker).

Student and Classroom Policies



❖ Technology Use

It is my belief that elementary children should receive no more than one hour of screen time while at school, not including videos shown for instructional purposes. Students in my classroom will rarely reach this limit and may only do so through the use of quality programs, such as *Freckle*, *IXL*, or *Epic!*. Other times requiring the use of technology may be during a center that includes the viewing of a brief video to complete assigned work.

❖ Food/Drinks in the Classroom

A bottle of water (with a lid) may be kept on the floor beside students' desks. Soda or colored liquids are prohibited. Food will only be allowed at designated eating times, such as during lunch, snack, or class parties.

❖ Celebrating Birthdays

Parent/guardians who wish to celebrate their child's birthday at school are encouraged to do so! Students may bring in a dessert to be eaten during snack time or at the end of the day, during a period lasting no more than ten minutes. Parent/guardians may join us during this time.

❖ Cheating

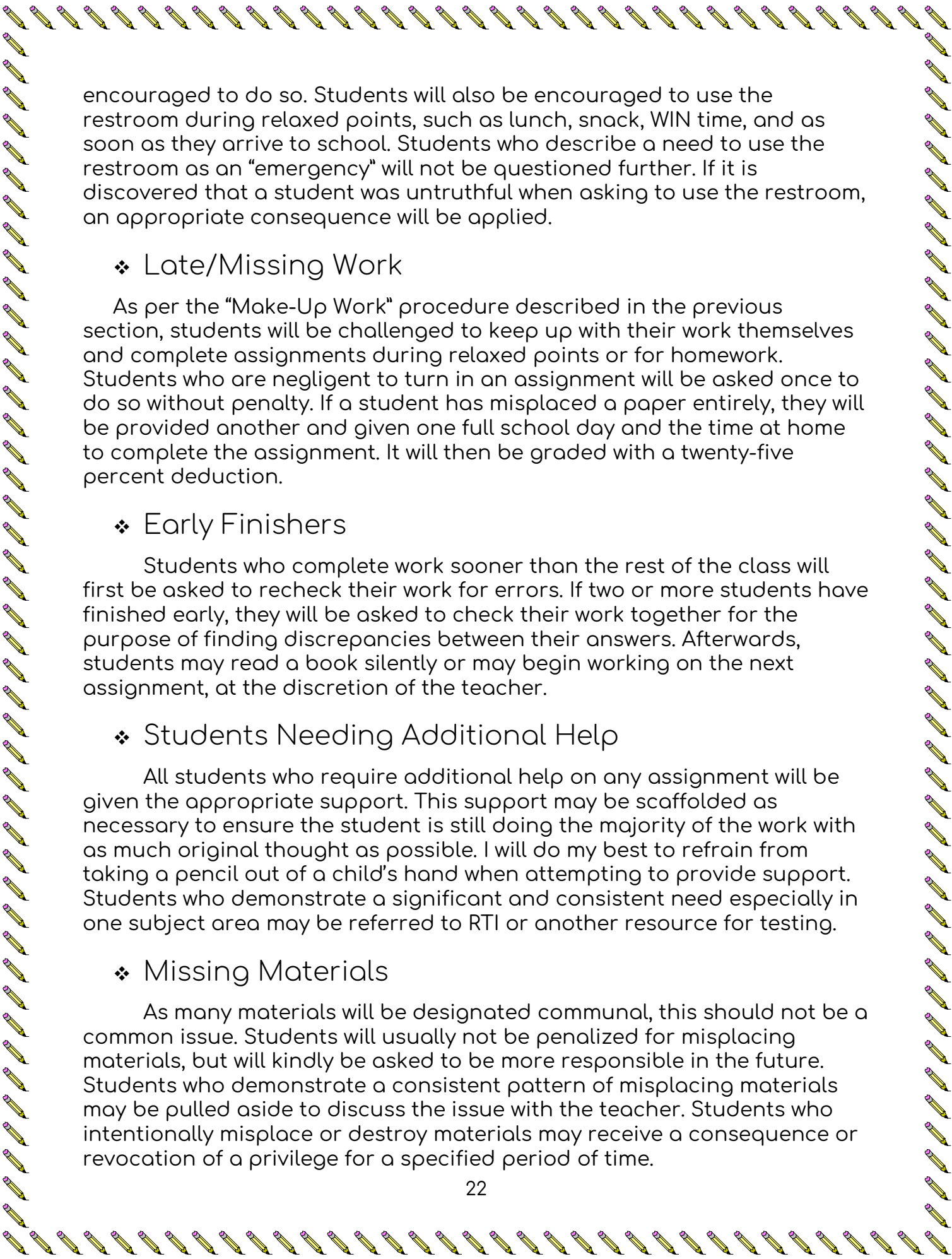
Cheating will be defined as intentionally providing answers or work to another student OR intentionally obtaining answers or work from another student or resource. All assignments, tests, and classwork will be clearly described as either independent or group work beforehand. Group and partner collaboration will be encouraged for most classwork, so "cheating" will not necessarily occur during these assignments. Students who are determined to have cheated on tests and assignments that have been designated independent work will instantly receive a maximum of half credit on the assignment or test. They will also be relocated to a desk adjacent to the teacher's desk.

❖ Leaving the Classroom

Students who need to leave the classroom for any reason will be given a hall pass. They will be encouraged to use their time away from the room wisely and to make good choices.

❖ Using the Restroom

One designated restroom time has been denoted within the class schedule. Students will not be required to go during this time, but will be



encouraged to do so. Students will also be encouraged to use the restroom during relaxed points, such as lunch, snack, WIN time, and as soon as they arrive to school. Students who describe a need to use the restroom as an “emergency” will not be questioned further. If it is discovered that a student was untruthful when asking to use the restroom, an appropriate consequence will be applied.

❖ Late/Missing Work

As per the “Make-Up Work” procedure described in the previous section, students will be challenged to keep up with their work themselves and complete assignments during relaxed points or for homework. Students who are negligent to turn in an assignment will be asked once to do so without penalty. If a student has misplaced a paper entirely, they will be provided another and given one full school day and the time at home to complete the assignment. It will then be graded with a twenty-five percent deduction.

❖ Early Finishers

Students who complete work sooner than the rest of the class will first be asked to recheck their work for errors. If two or more students have finished early, they will be asked to check their work together for the purpose of finding discrepancies between their answers. Afterwards, students may read a book silently or may begin working on the next assignment, at the discretion of the teacher.

❖ Students Needing Additional Help

All students who require additional help on any assignment will be given the appropriate support. This support may be scaffolded as necessary to ensure the student is still doing the majority of the work with as much original thought as possible. I will do my best to refrain from taking a pencil out of a child’s hand when attempting to provide support. Students who demonstrate a significant and consistent need especially in one subject area may be referred to RTI or another resource for testing.

❖ Missing Materials

As many materials will be designated communal, this should not be a common issue. Students will usually not be penalized for misplacing materials, but will kindly be asked to be more responsible in the future. Students who demonstrate a consistent pattern of misplacing materials may be pulled aside to discuss the issue with the teacher. Students who intentionally misplace or destroy materials may receive a consequence or revocation of a privilege for a specified period of time.



❖ Homework Policy

It is my belief that elementary students should not be assigned any additional work to be completed at home. The only work which should be completed at home is anything not finished during the school day, when I feel that I have provided ample time for students to complete the assignment. Instead, students may be encouraged to use their time at home to read books, practice multiplication facts, study any topic they do not feel especially comfortable with, or spend time with family.

Grading Policy

Student learning will be assessed in each of four subject areas: English/language arts, mathematics, science, and social studies. Grading policies will remain the same for each.

A combination of both formative and summative assessments will comprise the overall subject average. Formative assessments will be all classwork, worksheets, and assignments that support further learning within a unit. Summative assessments will be all tests and projects that demonstrate student learning at the end of a unit. Formative assessments will be weighted at 40% of the overall average, while summative assessments will be weighted at 60%. Summative assessments are weighted slightly more because this will cause the overall average to better reflect the hard work and dedication students have put in, as opposed to the time and effort the teacher has spent in developing quality instruction. Final averages will be computed using the below grade scale.

Letter Grade	Grade Percentage
A	90-100
B	80-89
C	70-79
D	60-69
F	0-59

Progress reports will be delivered every 4.5 weeks, except when report cards will be delivered. Report cards will be delivered every 9 weeks, for a total of 4 report cards during the school year. Specific dates can be found on the school calendar.

All work turned in for a grade will be scored and recorded within 10 school days of the original assignment date. Students and parent/guardians can expect to receive the graded work back within that time frame.



Adapted from Huntsville City Schools (shorturl.at/tvBEN)

Letter of Interest and Resume



Lauren Bruce

2424 County Road 8
Crossville, AL 35962
(256) 505-2207
lauren.bruce6@hotmail.com



To whom it may concern:

As a former Auburn University student, I have spent many hours within the Auburn City School District, and I have observed so many great things that I want to be a part of. After evaluating my own strengths and beliefs, I know that I would make a great addition to your wonderful school.

First and foremost, I greatly appreciate the diversity of your students and how their culture is promoted and encouraged while at school. Accepting children from all backgrounds and meeting them where they are is crucial to effectively welcome them into a learning space. I know that true learning cannot occur without a strong foundation, created through relationships and communication. It is my hope that all of my past and future students feel loved and appreciated by me. In an effort to meet that goal, I have helped create the aforementioned relationships through my kind tone of voice and the verbal praise I give my students for making good decisions and improving academically or behaviorally. I have also been known to spend quality time with my students during non-academic points: I enjoy throwing a football with the kids at recess or building with Legos during Fun Fridays. While transitioning to or from other classrooms, I try to walk next to one or two students, to ask them how their evening was the day before or if the previous lesson made sense to them. When planning instruction, I seek out ways to incorporate students' culture. During a social studies inquiry lesson on the United States flag, I designed a center to include examples of Japan, Jamaica, and China's flags, since I had students with close ties to those countries. Those students in particular put forth exemplary work for that center.

If you feel led to learn more about my teaching style and professional experiences, I encourage you to scan the QR code at the top of this page. It will take you directly to my teaching portfolio website, where you can view some of my lesson plans, footage of my teaching, and much more. I have also included my resume following this letter. If any openings arise at your school, please give me a call or send an email using the contact information at the top of the page. I would love to meet with you for an interview and learn more about your school!

Sincerely,

Lauren Bruce

Lauren Bruce

Lauren Bruce

2424 County Road 8
Crossville, AL 35962
(256) 505-2207
lauren.bruce6@hotmail.com

EXPERIENCE

Pick Elementary School, Lab Placement

September 2021 — November 2021

observed instruction; graded, recorded, and filed student assignments; supervised recess and lunch activity; taught curriculum from all subject areas in individual, small, and whole group settings

AU Bookstore, Office Assistant

August 2020 — May 2021

organized paperwork; filed invoices; sent and received emails; operated cash register; answered phone calls; facilitated cap and gown ordering system by placing, shipping, and refunding orders

Bruce's Foodland, Cashier

June 2020 — August 2020

operated cash register; balanced tills; checked expirations; ensured temperatures in refrigerated sections were standard; greeted and assisted customers; various cleaning duties

Childcare

- July 2019

cared for one 9-year-old during the day; fixed lunch and breakfast; supervised swimming in the pool

- May 2020 – July 2020

cared for two toddlers during the day; fixed lunch and breakfast; changed diapers and assisted in potty-training

SKILLS

copy editing, tutoring, organization, childcare, trained in CPR, leadership, communication

SOFTWARE

- expert in Microsoft Word and Excel; Google Docs and Slides
- proficient in Microsoft PowerPoint; Google Sheets; RATEX

ACTIVITIES

- Operation Christmas Child shoebox packer and processing center volunteer
- 80+ hours in other volunteer work

EDUCATION

Auburn University

Aug. 2019 — expected graduation: May 2022

3.7 GPA; majoring in Elementary Education

Gadsden State Community College

Sept. 2017 — May 2019

4.0 GPA; completed three college courses as dual enrollment credits while in high school

Sardis High School

May 2016 — May 2019

4.59 GPA; Top 10%; completed multiple AP/Honors courses; received high school diploma

AWARDS/ACHIEVEMENTS

2020 — 2021

awarded the Carol E. Hutcheson and James W. Hutcheson Scholarship

2019 — 2020

awarded the following scholarships: Delta Kappa Gamma Alpha Iota Chapter Grant-in-Aid, Spirit of Auburn Founders, Dr. Imogene Mathison Mixson Fund for Excellence, Auburn Football Lettermen Club Endowed, Mensa Education and Research Foundation "In Honor of Our Parents (Freucht-McGrew)", and the Provost Leadership Undergraduate (PLUS) Scholarship

2018 — 2019

participant in Writer's Bowl; selected as Sardis High School's DAR Good Citizen; National Career Readiness Exam score: Platinum; certified Program Concentrator in Family and Consumer Sciences Department

2017 — 2018

Highest Average AP Language 11; ACT composite score 30; AP English Language Exam score 4; received college credit for English 101 and 102; JSU Storm Relief Award; FCCLA Award

2016 — 2017

Highest Average PreAP Language 10; Highest Average U.S. History 10; Etowah All-County Volleyball team; selected as a representative of Sardis High School to participate in the annual Writer's Bowl at Jacksonville State University; FCCLA Award

References: *available upon request*

Miscellaneous



Joining ClassDojo Instructions

To: Leonardo DiCaprio and Leonardo DiCaprio's parents

From: Ms. Bruce



ClassDojo

Please join our classroom community on ClassDojo

I'm using ClassDojo to connect with families, share classroom moments, and much more.
Please join to stay connected!

PARENTS:

New to ClassDojo?

1. Download the ClassDojo app
2. Open app and tap 'Parent' to create a parent account
3. Enter name, email & create a password
4. Tap 'Add child (+)' and use this code:

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Already have a Parent Account on ClassDojo?

1. Open the ClassDojo app on your phone
2. Log in as a Parent (if you aren't already). Ensure you're logged in as a Parent, not a Student or Teacher!
3. Tap the 'Kids monster' at the bottom of your screen and then tap 'Add child'
4. Add child using this code:

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Adopted from ClassDojo (<https://www.classdojo.com/>)

Speech and Language Impairment: Bringing Awareness

Speech and Language Impairment

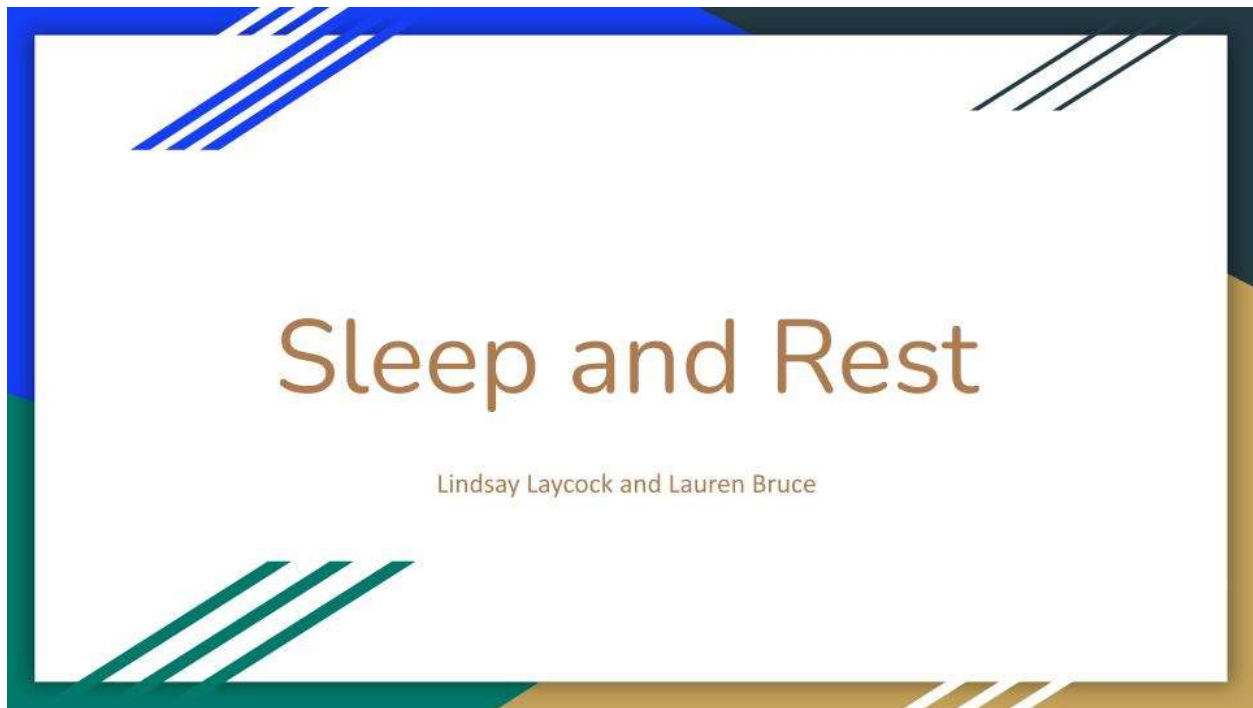


Lauren Bruce and Hannah Peralo

In the fall of 2020, I created this Google Slides presentation with a colleague in an effort to bring awareness to one of the twelve major learning disabilities: speech and language impairment. Scan the code below to learn about the various types of communication disorders classified under this term.



Sleep and Rest: Informational Presentation



In the fall of 2021, I created an informational Google slides presentation with a colleague in an effort to inform the public about safe and healthy sleep practices for children. We also designed a 15-minute lesson plan to teach the content to children. Scan the code below to view the presentation as well as an overview of the lesson plan.



Six Reasons Rewards Don't Work

By Richard Curwin

March 6, 2012

In my last post, I gave three of the best alternatives to rewards. I was surprised at how many people read and enjoyed it. I'm grateful to all who commented on various platforms. Some, however, still want to know what's wrong with using rewards as long as they work. I'll explore that question more deeply here.

When I talk with educational professionals and parents about why it is best not to use rewards in both academic and behavioral situations, I frequently hear the response, "But it works." Before debating whether or not rewards work, we need to understand what the word "works" really means. For example, if I went to the doctor with a sore knee, one solution that would end the pain would be to amputate my leg. There is no doubt this solution would work. But it is still the wrong answer.

What's missing is that we must look not only at the benefit of the strategy but also at the cost, and decide if the gain is worth the price. When it comes to educating and raising children, at school and at home, there is always a cost, no matter what solution is selected. Some of the costs are obvious, many are hidden, but they must be considered whenever we determine if something works. When it comes to rewards, before we examine the potential benefits, let's fully examine the costs. They are very high. Here are the highest:

1) Satiation

Satiation means that more of something is required to get the same effect. Examples are pain medication or hot water in a bath. I love a hot bath, but eventually it starts to feel cooler, and I add more hot water. Rewards are like that. Children never say, "That's way too much. Please give me less." They often say, "Is that all? I want more." Eventually, rewards like stickers, food, parties, toys or candy become expected, and their effect is greatly reduced. It is a common myth that you can start with rewards and later remove them. This happens very rarely.

2) Addiction

Satiation leads to addiction. Many children become addicted to rewards and will not work without them. When I taught seventh grade English, I frequently gave stickers to my students. One day I ran out, and

informed my students that there will be no stickers for a few days. A riot ensued. "Where's my sticker?" "I want a sticker!" "I won't do anything without a sticker!!!" I discovered they had become addicted to stickers. A parent even called that night to complain that her son was upset because I didn't give him his sticker. I decided to never use them again.

Hyperbole aside, there is an addictive quality to rewards; and when children expect them, they become dependent on them.

3) Finishing

In school there is a difference between learning from your lesson and simply finishing it. Did you ever take and pass a foreign language course in high school or college? Can you speak that language now? Did you ever take a required course and passed it while learning nothing? This phenomenon is called "finishing." Bribes tend to produce "finishers" rather than "learners." Children are more interested in finishing their work and getting the reward than actually learning what the lesson is designed to teach. Finishing work is far less important than learning from the work that is finished.

4) Manipulation

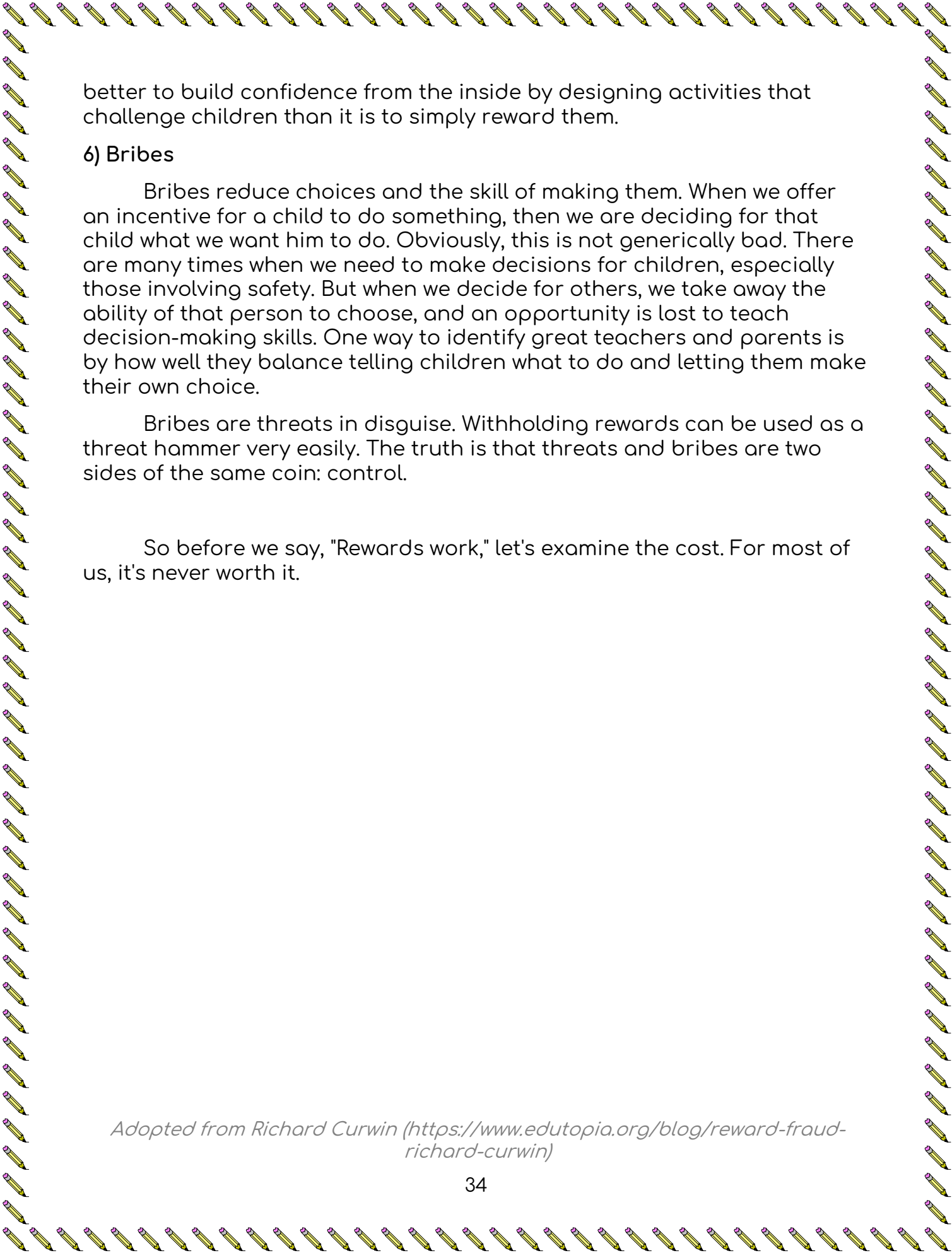
We do not like it when children try to manipulate us. Yet when we manipulate them, we teach them how to be master manipulators.

Giving your wife flowers (or receiving them from your husband) illustrates this concept. If the flowers are meant to show love, it is appreciation. If they are meant to convince the recipient to do a favor for the giver, it is a manipulation. Many children, who have been manipulated throughout their lives, are very sensitive about it and react negatively to further manipulation.

5) Increased Pressure

Sometimes even the winners lose. Talia was a charming eighth grader who studied hard and gave thoughtful answers in class. Her teacher continually said to the class, "Why can't more of you be like Talia? She always does her work and tries hard." Other children began to tease her about being the teacher's pet. She was occasionally shunned. She began doing small annoying things, albeit mild, and stopped handing in homework to stop this persecution and to get the teacher to stop using her as an example. Many children do not like being singled out for doing well.

The more we tell children how good they are, the greater the fall if they cannot live up to all that praise. Pressure leads to insecurity. It is far



better to build confidence from the inside by designing activities that challenge children than it is to simply reward them.

6) Bribes

Bribes reduce choices and the skill of making them. When we offer an incentive for a child to do something, then we are deciding for that child what we want him to do. Obviously, this is not generically bad. There are many times when we need to make decisions for children, especially those involving safety. But when we decide for others, we take away the ability of that person to choose, and an opportunity is lost to teach decision-making skills. One way to identify great teachers and parents is by how well they balance telling children what to do and letting them make their own choice.

Bribes are threats in disguise. Withholding rewards can be used as a threat hammer very easily. The truth is that threats and bribes are two sides of the same coin: control.

So before we say, "Rewards work," let's examine the cost. For most of us, it's never worth it.

Adopted from Richard Curwin (<https://www.edutopia.org/blog/reward-fraud-richard-curwin>)

What is WIN Time?

By Clark Mills School

Date Unknown

"WIN" (which stands for "What I Need") is a time when teachers will be personalizing instruction to further meet the unique needs of each learner in every classroom. It is a period of reinforcement, support, and/or enrichment. In understanding the purpose of the WIN period, it is important to know what WIN time is not. WIN time is not "free time" or "study hall"; WIN time is not time for the completion of that night's homework; and WIN time is not a time for extra "busy" work.

WIN time is essential support time for students with Tier 1 intervention plans. These daily periods of time will be utilized to further support the individual child's academic growth in identified skill(s). For students who do not need interventions, this time can be devoted to providing additional time for students to master/reinforce or enhance/enrich their skills through personalized, targeted learning goals using one of the district's many web-based programs focused on grade-level or above grade-level standards. Additionally, the inclusion of this period allows students to be pulled for supplemental services (RTI reading, RTI mathematics, speech, occupational therapy, ELL, etc.) with minimal interruption to core class time.

When students are mastering concepts, WIN time then becomes a time for extension, enrichment, and application and synthesis to real life learning. How can students use the skills they have learned to solve than be implemented to support creativity, ingenuity, and motivation? The premise behind extension activities can be applied for all learners to pique their interest and to make learning meaningful. You may learn as the year proceeds that your child, during the WIN period, works in a small group with the teacher to reinforce concepts or to be enriched on skills from a previous or future lesson, utilizes technology to support individualized growth plans in a targeted skill, completes a "genius hour" project, etc.

Adapted from Clark Mills School (<https://www.mersnj.us/Page/6532>)

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"Six Reasons Rewards Don't Work," adopted from Richard Curwin
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"What is WIN Time?," adapted from Clark Mills School
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