

Class Reward Systems



Classroom Management

The Classroom Management series provides examples of teachers working with students to create a positive classroom culture. The segments in this series complement each other within a framework of five evidence-based components: Vision and High Expectations, Clear Procedures, Relationships and Support, Engaging Instruction, and Intervention and Redirection.

About this Segment

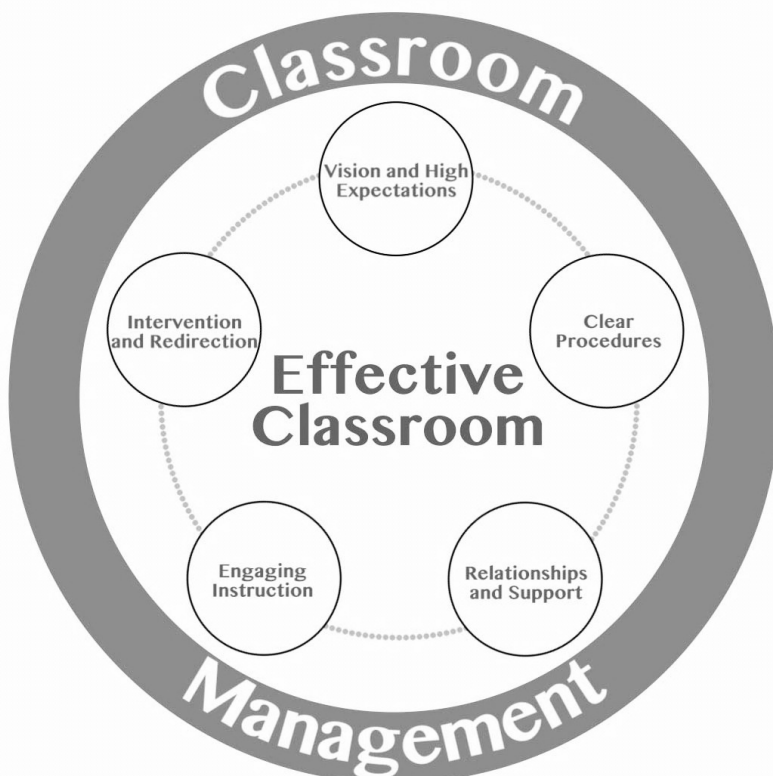
In this segment, teachers demonstrate class reward systems. These systems, based on specific performance criteria, compare students' performance to their own prior performance and rely on meaningful praise. When implemented consistently, class reward systems encourage student participation and support school values.

Pre-viewing Discussion Prompt

1. Do you use a class reward system in your class? If not, why not? If so, how does it impact student participation and reinforce school values?

Post-viewing Discussion Prompts

1. What classroom conditions are necessary for successful implementation of class reward systems?
2. In terms of a holistic approach to classroom management (see below left), how do strategies that develop Relationships and Support contribute to other components in this model?



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Reflection Questions

Following the discussion, participants can use the following to reflect on new learning and ideas.

1. How were the elements of class reward systems (listed to the right) demonstrated in this segment? What other elements could contribute to effective class reward systems?
2. How can you incorporate class reward systems into your own classroom management practice?
3. What other strategies or techniques might you develop to increase student participation and reinforce school values?

Elements of Class Reward Systems

- Gives rewards based on specific performance criteria
- Compares students' performance to their own past performance
- Generates enthusiasm
- Is administered consistently and fairly to all students

Benefits

- Encourage student participation and teamwork
- Provide support for school values

Resources from School Improvement Network

"Classic: Core Processes." *Classic: Success for "Low Yield" Students*. Edvivation.

<http://www.pd360.com/index.cfm?ContentId=2429>.

"Classroom Management: A Framework for Student Success." *Classroom Management*. Edvivation.

<https://www.pd360.com/index.html#resources/videos/7562>.

"Effective Use of Consequences." *Conscious Classroom Management – Secondary Edition*. Edvivation.

<http://www.pd360.com/index.cfm?ContentId=639>.

Academic and Professional Resources

Cropper, Carolyn. "Is Competition an Effective Classroom Tool for the Gifted Student?" *Gifted Child Today* 21 (1998): 28-31. <http://connection.ebscohost.com/c/articles/653047/competition-effective-classroom-tool-gifted-student>.

Reeve, Johnmarshall and Edward Deci. "Elements of the Competitive Situation that Affect Intrinsic Motivation." *Personality and Social Psychology Bulletin* 22 (1996): 24-33. <http://psp.sagepub.com/content/22/1/24.short>.

Simonsen, Brandi, et al. "Evidence-Based Practices in Classroom Management: Considerations for Research to Practice." *Education and Treatment of Children* 31, no. 3 (2008): 351-80.

Vockel, Edward. *Educational Psychology: A Practical Approach*. Purdue University, 2004. Accessed on 11/21/13 <http://education.purduecal.edu/Vockell/EdPsyBook/>.

Resources for Classroom Practice

"Classroom Behavior Management System (Points)," Webberville School Sites, accessed November 25, 2013. <http://www.webbervilleschools.org/twright/about-us/classroom-behavior-management-system/>.