

Management Plan

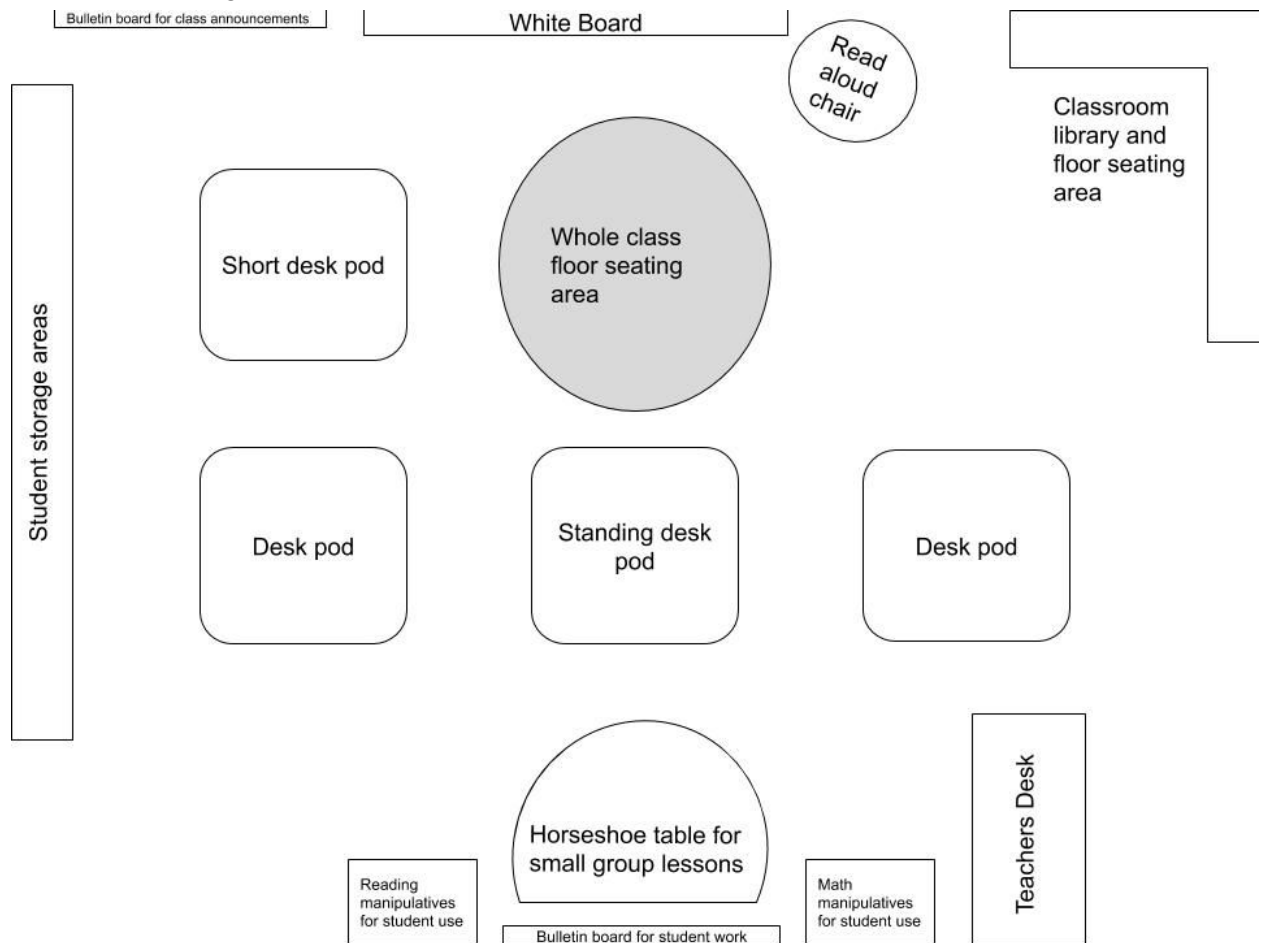
Classroom management is the foundation of the educational system. Above all, a classroom should be an environment where students feel safe and feel like they can learn. Strong classroom management will result in an effective and engaged learning environment. In order for classroom management to be successful, there must be a complete understanding on behalf of the students on what is expected of them. At the same time, it is up to the teacher to follow their plan to ensure that the educational environment is conducive to learning.

- A. Expectations (not rules) set the climate of the classroom.
 - a. They ensure that the class is civil and responsible for their own actions. Expectations are just that. They are set in place of what an individual can and cannot do. The following are the expectation of my classroom.
 - i. Respect yourself, this classroom, and the people in it
 - ii. I believe in instilling a sense of responsibility in my students, so the final 2-3 rules will be developed by my students. This will not only give the students a sense that this is their classroom too, but also hold them more accountable because they created them.
 - 1. Possible student created rules may include: always be kind, be honest, work hard, try your best, never give up, etc.
 - b. All of these expectations will need to be taught or at the bare minimum discussed prior to implementing them. The first two weeks of school are for doing just this.
- B. Procedure
 - a. Procedures give an understanding to the student of how they are expected to go through the routines of a day. They allow for order in the classroom, and ensure that everything is done in the proper manner. Like classroom expectations these are taught for the first two weeks of school, and eventually become a natural running in the classroom.
 - i. Bathroom/Drink breaks: I believe students should have the right to use the bathroom when they please, so long as this privilege is not abused or used during instruction time unless of an emergency. Student will need to grab the bathroom pass and bathroom bucket to go to the bathroom if it is available. They will take the pass with them that states where they are going and where they came from, they will also need to place the colorful bucket on their desk or seat so I can easily see they are gone from the room and where they are going. If students abuse this privilege, the pass is not available, or it is during an instruction time they will need to ask me for permission to leave the room.
 - ii. Turning in homework: Student will turn on all homework completed on time to the turn in bin in the classroom. If work is completed after the due date they will need to turn it into the late bin.
 - iii. Homework completion: I think it is very important to realize that students have lives outside of school. My homework completion policy reflects that. For typical homework student will have 3-4 days to complete it. Homework is expected to be turned in at the beginning of class on the

due date, if a student is not going to be able to complete the homework on time they will need to let me know ahead of time. Students can tell me for whatever reason that they won't have it done, they just have to let me not. Student will be given a one week extension in which they must get it done (exception can be made in extreme circumstances) at which time if students do not have it done they will receive a 0.

- iv. Seating: Students will be allowed a choice in where they sit and who they sit by, but can be moved by me or any other teacher for any reason. If students abuse this privilege they will be given an assignment seat.
- v. Grading: For every assignment I collect, I will try my hardest under every circumstance to return them back to the students within two days. For tests and quizzes my goal is to return them the next day.

C. Classroom arrangement



- a. Seating arrangement: I believe students learn best when they are able to communicate, ask questions, and discuss their thinking with their peers. Placing the desks in pods will allow them the opportunity to do these things. There will also be flexible seating options around the room that students move if they need to be alone and have time to think by themselves.
- b. Flexible seating: I will have many different options for flexible seating in my classroom such as bungee chairs, wobble stools, sitting and standing desks,

stools, pedaling stations, and more so students can have a variety of options to help them focus.

- c. Student supplies: I will have a number of student supplies from math manipulatives, reading manipulatives, paper, pencils, markers, and more that students can use. These will be placed in an area that is easy for students to access.
 - d. Whole class seating areas: this is an area I will use frequently with my students as a place where we can hold read alouds, class meetings and discussions, and lessons.
- D. Disiplinary intervention
- a. I believe that teachers can and need to use several types of interventions depending on the situation. I have found that 95% of the time proximity and simple verbal prompts are successful in maintaining good behavior in the classroom. My students will know what is expected of them, however at the same time, students can get off-task rather quickly. Most students are mature enough and have enough respect that all it takes is a look, or a quick comment to know they need to stop what it is they are doing and get back on task. Handling the minor disruptions in that manner is more calming and less stressful to the classroom environment.
 - b. When using discipline in more extreme cases I use a combination of Confronting-Contracting, and Rules and Consequences. When a student acts in a way that is not acceptable, there's no gain on either end by yelling or just taking away recess. I think the most important thing a teacher can do is talk to their students. It's important to find out why a student is acting the way they are. The only way a problem gets solved is by talking about it. When I talk to a student because of discipline problems, I don't just talk about the incident. I talk about life, and how all the choices we make have consequences either positive and negative. I especially like to point out how when we make positive choices it affects us emotionally and metianly in a positive way and the same goes for negative choices. On many occasions all a student needs is some "caring". Through conversation it also helps to form a bond between the teacher and student. I make every attempt to keep these conversations within my classroom and not getting administration or counselors mainly involved. Communication is a key to setting up a plan of action. It helps to not only bring an understanding to me, but also the student. Communication between teacher and student can set future expectations of what the student is accountable for. If the problem behavior is something that the administration needs to handle, then I will use a Rules and Consequences approach.

"A Classroom Management Plan is more than just a plan; it is the key to a successful educational career."