

Classroom Management Plan

Classroom Management Plan
Shannon Ryan
East Texas Baptist University

Classroom Set-up:

My goal is to design a classroom arrangement where the students are grouped together for collaborative learning. Group cooperation is the key so that the students can learn through peer to peer cooperation and collaboration. (Heron 1990) All students will have access to the area of the room where presentations will take place. The teacher's desk will be put in an area where all students can be seen when the teacher is at the desk, and where the teacher has visual access to the doorway as well. Please see my sketch for my basic classroom set up. This classroom would be applicable for 4th grade up.

Classroom Rules:

1. Follow all directions given by the teacher.
2. Follow all the school rules.
3. Come to class prepared to learn.

I think these rules while basic are good rules to have in a classroom.

Following all directions by the teacher keeps the classroom operating in an orderly manner, but also in a safe manner. Following all the school rules applies inside the classroom as well in the hallways and on school grounds. This rule covers conduct, dress code, and academic expectations. Come to class prepared to learn covers a wide range of things including materials, homework, attitude, and it sets a high expectation for the students. My goal is to have positively stated rules that cover important needs of the classroom. It is equally important that the students can understand and positively identify with the rules so that they will follow them. Children like to have rules and guidelines. (Thornberg 2008)

Rule Violation Consequences:

1. Verbal Warning
2. Written warning that is sent home to the parents to be signed.
3. In school detention time with a letter sent home to parents that must be signed.
4. Student is sent to the principal's office.

It is important to note that I have observed in schools where the rule violation consequences are set up and mandated by an entire school policy. This ensured that consequences were uniform throughout all classes during the day. Barring any type of consequence measurement in place, this is the type of system I would use. I think that the consequences begin with a small corrective measure and they allow the student time for self correction, as well as time for the teacher to reflect on how to best facilitate a classroom where rules are followed better. I am a big proponent of praising in public and reprimanding in private. I understand that this will not always happen in a classroom environment, but with the consequences I have set in place, I have the ability to do this as much as possible. For example, a verbal warning need not be shouted out in the room. It can be as simple as a whisper just for my student's ear. Equally important to understand is that while I will try to discipline all students in the same manner, there are some students where more individualized discipline will be needed. This may be due to disabilities, emotional problems, or in accordance with that student's IEP. (Alderman 2001)

Classroom Procedures:

1. At the start of the day, students will enter the room and put their bags away, ensure their pencil is sharpened, and sit at their desk to begin their bell work. Homework from the night before will be put at the corner of their desktop for the teacher to pick up at the beginning of the class.

Classroom Management Plan

2. When walking in the hallway, students will remain silent during classroom time.
3. When walking as a group in the hallway, students will walk in a single file line and remain silent.
4. Pencils will only be sharpened during transition time and not during instructional or presentational time.
5. At the end of the day, students will put their class materials away and prepare their bags for home at the 5 minute mark.

There are many more procedures that are needed in a classroom, but I feel these outline the most important procedures. They outline how to start the day, how to navigate in the classroom and around the school, and how to end the day. On the first day of school, establishing a procedure for starting the day is very important. (Evertson, Emmer 2009)

Grading Policy:

Grading will be done dependent upon the type of assignment. Assuming the assignment is graded upon content information (not right or wrong answers), then I will have a grading rubric in place. This will be especially used for projects, and the students will be provided with a version of this for doing their assignments so they understand my expectations. This is to ensure that the grading is “done in reference to learning criteria, never on a curve”. (Wong & Wong 2005 pg. 231) Grading will be done uniformly for all students so they understand they all have the same tasks and expectations.

Attendance:

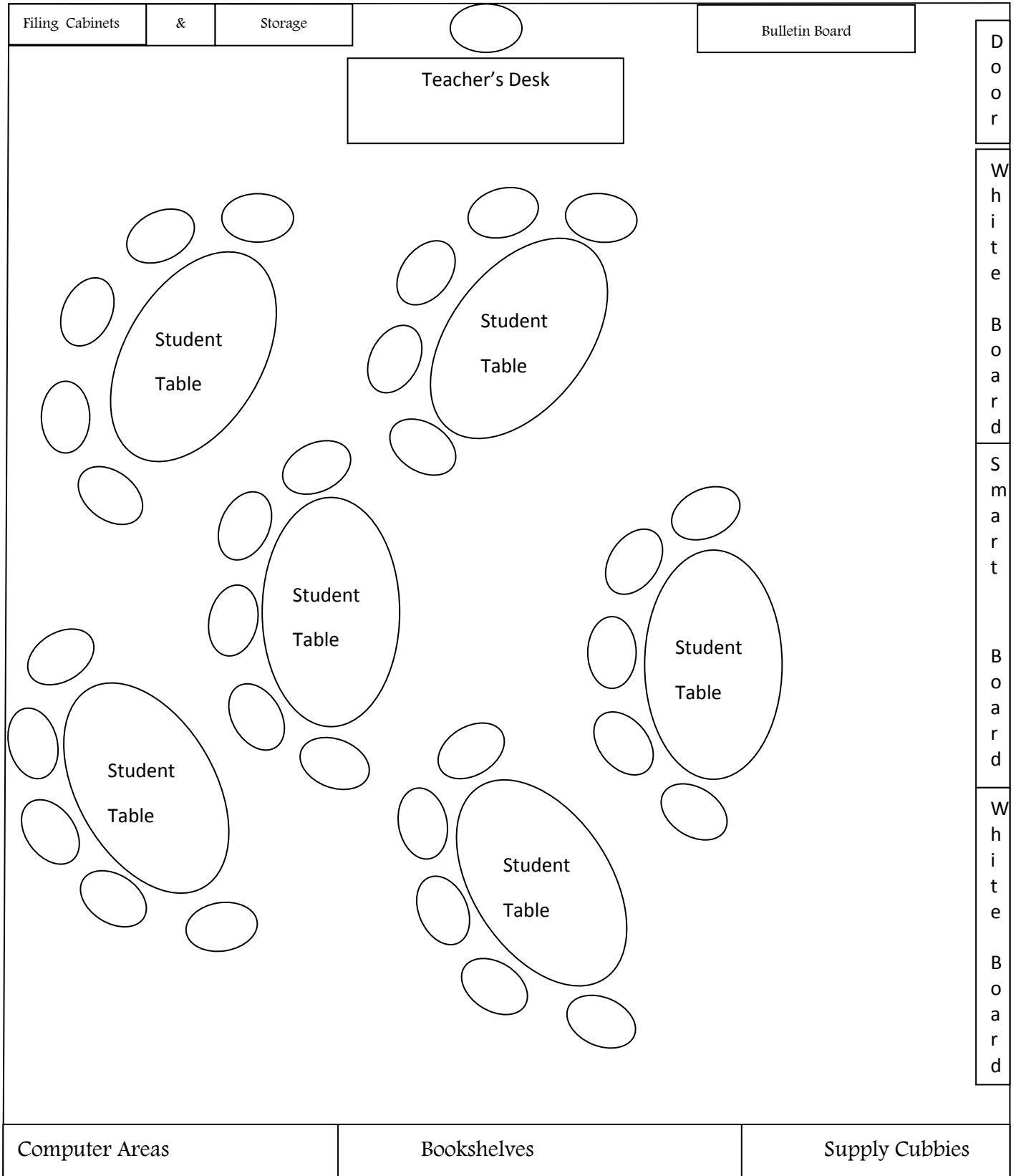
To keep attendance in my classroom, I will not be the teacher who “takes roll” at the beginning of the class period. In order to be more effective with my time, when students are working on their bell work, or doing their first

Classroom Management Plan

assignment for the period, I will look at my seating chart and see who is missing for that day and mark it accordingly. (Wong & Wong 2005) My objective is to make seating charts for all my class periods in pencil so that I can make annotations, and move students when needed.

Attendance policies are generally set by the school district, but I do want to have work make-up policies in place to assist the students when they do miss school. I will set aside materials that are needed for the student to make up their work. If an absence is extended, I will contact the parent/guardian of the child to try and get work to the child while they are recovering at home so it doesn't get piled too high on them. My general rule of thumb will be they have the twice the number of days to make up their work as they were absent. By this I mean if a student misses 1 day, then they will have 2 days to make up the work. My reasoning for this is because the student will still need to participate in current work, and I don't want to overwhelm them. I will also give special instruction in the classroom as needed to ensure that concepts taught while missed are learned by the student.

Ideal Class Set – Up



REFERENCES

- Alderman, T. (2001). In good discipline, one size doesn't fit all. *Education Digest*. 66 (8). 38 – 41.
- Evertson, C., Emmer, E. (2009). *Classroom management for elementary teachers*. New Jersey: Pearson.
- Heron, T. (1990). *Lessons from the classroom using a cooperative learning arrangement to facilitate consultation*. *Journal of Educational and psychological Consultation*. 1 (4) 359 – 363.
- Thornberg, R. (2008). *School children's reasoning about school rules*. *Research Papers in Education*. 23 (1) 37 – 52.
- Wong, H., Wong, R. (2005) *How to be an effective teacher the first days of school*. California: Harry K. Wong Publications Inc.