

## Classroom Management Plan

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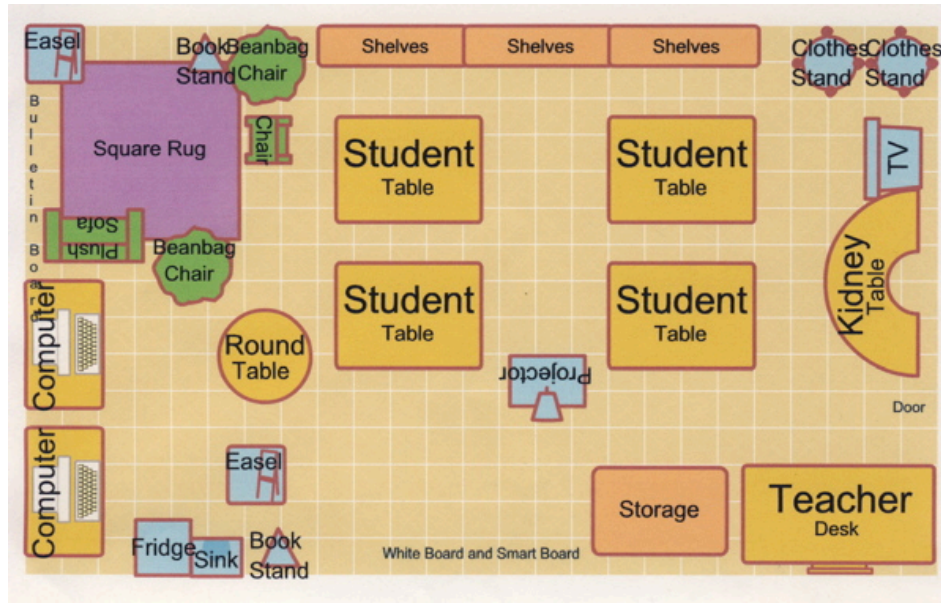
### **1. Your Philosophy of Teaching and Learning**

As a teacher it is my aim to ensure that each student has his or her own personal and individual success, this means; providing a safe and comfortable environment, building a relationship with students, teaching the students not the curriculum, and ensuring that I provide opportunities for all different types of learners to demonstrate their knowledge and creativity. My other goals are to instill a sense of respect (for self and others), as well as confidence and personal and moral value. My students will have critical thinking skills and real world knowledge. I hope to have an impact on the lives of my students so that they will remember their experiences in my classroom for years to come.

### **2. Classroom Structure (Physical Layout, Student Groupings, etc.)**

My classroom will be a structured and organized environment that is welcoming, tidy, and analogous with a positive learning environment. Since I will be teaching in the lower elementary levels my classroom will have many uses. I will have a variety of shelves and cupboards for books and classroom material. There will be a cubby area (labeled for each student) for students to keep their belongings. I will also have a 'meeting place' or 'reading area' where everyone will come together for various activities (this area will have a mat or will be carpeted).

On the first day of school my students will be grouped into 4 tables (my class is small and consists of only 20 students), or desks zip tied together if necessary. Since I will not know my students on the first day, they will be grouped randomly. I will have placed nametags at each desk. As the year progresses (probably within the first two weeks), I will rearrange my classroom more fittingly to my students. I will have a mastery level student, two average achievers, and one struggling student at each table group. In these table groups each student has their own cubby space beneath their desk. They are expected to keep these neat and organized. Our class will also have a television at the back of the room, and a Smart Board and White Board at the front of the room. There will be a variety of posters and decorations around the room, which coincide with our learning objectives and class activities. Outside the room (in the coat room) is where my students will leave their outdoor clothing and footwear, their inside clothing and footwear will be stored inside the classroom. I have included a diagram of the potential layout of my classroom.



### 3. Expectations/ Rules/ Guidelines

At the beginning of the year (on the first day of classes) after an icebreaker activity, I will spend a significant amount of time in collaborating with students and developing rules, procedures, punishments, and rewards. I will have these rules and procedures displayed at the front of the room and each student will be provided with a copy (as well as their parents). Students will be asked to contribute and these rules may be constantly changing depending on the needs of the class. The first day of class will also be for going over the *school* rules and policies and extending these to our classroom. Our adapted class rules will revolve around a few basic expectations of students; respect for others and self, not speaking when others are doing so, asking permission to leave the classroom and move around when doing independent work, and appropriate noise levels during particular activities. Students will also be informed that bullying and negative/inappropriate remarks are not acceptable or appropriate. Students will learn by modeling, and doing, what is and is not appropriate in the daily classroom. During our first week of classes I will model to students what the appropriate actions and behaviors are during specific activities (for example; what to do and what is acceptable during guided reading, silent reading, math activities, science explorations, group work etc.).

I will expect my students to come to school, ready to learn, every day. They will understand, through routine, what is expected on a daily basis. Students are to do their best work at all times and stay organized to the best of their ability. As the year progresses, students will have a solid understanding of routine and expectations.

Included with a discussion of rules, students will be informed what the procedures are for missing days and not completing homework. Students will become aware of the repercussions for not completing their work (staying in at recess or staying after school) and be informed where to collect missed work and how to go about completing it (a folder at the front of the class and asking the

teacher for guidance). The requirement of a note for missing school will also be discussed early in the year.

#### **4. Procedures and Routines**

Early in the year a daily routine will be established. First and foremost students will learn to 'sign in' using the Smart Board, as they come into the classroom in the morning. In the first week of class I will show my students the procedures for asking to go to the washroom or go for a drink. These procedures include the one boy and girl hall pass at the bulletin board at the front of the room as well as the hand signals. Once students have gotten confirmation to leave the room, through the specific hand signal, they will take the hall pass, and place it on their desk. This is done to ensure that only two students are gone at one time and to track where everyone is.

One of the first things to be discussed, after the rules have been established is the fire/emergency procedures. Students will run through a mock fire drill multiple times to ensure that they understand what will take place and what is expected of them. Once the fire alarm is heard students will need to know what to do (in terms of pushing in chairs, shutting windows and doors, etc.) and how to assemble. Students will know to remain calm and line up by two's. Everyone will line up at the door and follow me outside to the designated meeting place on the playground. Role call will be taken. It is important that all students understand in case a class member is in the washroom or elsewhere in the school when the fire alarm goes off.

In terms of collecting homework there will be 5 countertop file folder holders, which have a file for each student and a file for each subject (all labeled alphabetically). Students will be asked to turn in their homework to their name file or the Math/Language Arts/Social Studies/Science file (according to the assignment or amount of work).

Students will have an expectation (at the beginning of each day) what is going to take place. We will take a few minutes to reiterate the focus of each lesson at the beginning. At the end of the day students will know to write their homework (as instructed on the board) in their agendas.

Each applicable day, lunch money will be collected (for those who are buying) and students will know where they are eating lunch (either classroom for non-buying days, or cafeteria for buying days). Students and parents will know which days are which by a schedule that is sent home at the beginning of the year.

I will also expect my students to be helpful and maintain their behavior if a substitute teacher is taking my place for any period of time. I will explain to students that all rules and procedures still apply and that we are still maintaining a routine even if I will be absent. If guests are present students will also be expected to be polite, welcoming, and as helpful as possible.

If someone has to leave early, needs special permission for something, or will be missing an extended period of time a note will be expected from parents and students will need to get missed work and complete it in an allotted time.

## **5. Daily Schedules/Agendas**

Implementing the use agendas and organizational strategies will be an important part of my classroom management tactics. I want my students to be responsible for themselves and their belongings; I believe that being organized is a great way to emphasize this.

My students will each have their own agenda (passed out the first week of class). Students will have fifteen minutes to a half an hour at the end of every other day to write down their homework for the week (or as necessary according to the days and amount of homework assigned). They are responsible for completing the things listed in their agenda and ensuring that their parent(s) initial whenever they have things to complete. Students are also invited to write their own extra-curricular activities or personal notes in their agenda to help keep them personally organized. Students will have necessary notes and slips sent home in the front clear pocket of their agenda. Parents are dually responsible for checking this and ensuring that the necessary forms return to school.

The daily schedule will be sent home for parents the first week of school. Parents are encouraged to go over it with their children and tape it on the back inside page of the student agenda (so parents know what classes their are children expected to be in, or are missing at any given time). This daily schedule will also be reiterated with students during the first week of school. It will be posted on the board at the front of the room.

Student's homework will be taken back and forth in a duo tang folder. It will be handed out early in the week and will be expected to completed and back on Friday morning.

## **6. Transitions between activities/ topics/ subjects**

Students will be expected to walk quietly, and without running, through the halls between classes. We will go over this behavior the first week. If we are transitioning to another room in the school my students will be expected to line up one by one in front of the classroom door. I will guide my students through the class as necessary. If some students have behavioral issues I will ensure that an E.A. or peer helper will serve as a 'walker' for that student to make certain that they behaving and following instructions. Students will understand that they are to be quiet and respectful while in the halls (the same noise level as acceptable when doing independent classwork), so as to not disturb others who are learning.

Each day will begin with attendance and a quick overview of what will be taking place over the course of the day. The transitions between topics and subjects will be similar in that students will be expected to get the necessary materials as the next subject is announced. Students will know where on the classroom shelf to obtain the required class folders for each subject. The math manipulatives and drawing/writing/art materials will be in labeled cubbies on the shelf. Certain students will be asked to distribute these materials.

Students will know to behave in accordance with the rules and procedures, school rules, and code of conduct, at all times. I will continually reiterate these rules and remind students to follow them. When waiting for busses and going to and from

places like recess and the cafeteria, students will be expected to continue to maintain a behavior in accordance with the known expectations.

## **7. Classroom communication**

The most important rule surrounding classroom communication is having respect for others who are speaking, and not interrupting them. This pertains to teachers and students. Students must understand the issue of respect in terms of other people's space, keeping hands to oneself, and being non-disruptive to other peoples learning. Students need to interact with their classmates in a way that is appropriate and acceptable for school and that is on track with the current lesson. Students helping one another (and essentially being independent) is highly encouraged and reinforced positively with rewards.

I will use hand signals and practiced cues (such as certain clapping routines), as well as the stop, look, listen strategy (which has non-verbal gestures to accompany it) to get students attention. I will also have a set of 3 hand signals; raising a hand and putting one finger up to signify asking to go to the washroom, putting two fingers up to signify asking to go for a drink, and tree fingers up to signify having to leave your seat to get something from your cubby or book bag. Students will also learn the signals that I will give, such as making eye contact and putting up their hand in front of a student, or tapping them on the shoulder to recognize that they are doing something that may be unacceptable or disruptive to others.

Students will also, over the first few weeks of class, learn the acceptable noise levels for various activities. For individual class work such as reading, drawing, etc. students are expected to be very quiet and not talk (so that everyone can do their 'best work') unless they need something or are helping a classmate. For group work students are allowed to talk at a reasonable level to one another (to their group members very quietly), however they must keep it at an acceptable level so that everyone can focus on what they are doing.

## **8. Communication with home**

One very important mode of communicating with parents is through the student agenda. Parents will know to look in it every evening for personal notes from me or other school personnel. I will also use email and phone as other primary means of communication with the home. I plan to make a connection with parents during the meet and greet early in the year and if my school does not participate in this then I will email each parent. For families that do not have access to the Internet I will make quick phone calls and touch base with them. During these conversations I will tell parents that my job is to ensure that their child is successful in their own personal learning and I will open up the lines of communication (by inviting parents to call/email me if they have any questions/concerns/comments at all). I know just how important it is to make these connections early in the year and my goal will be to have them complete within the first month.

A letter will go home in agendas on the first day of class (which will include a short message from me as well as all of my contact information). I will also reiterate to parents throughout the year that I am constantly available via phone and email

and to not hesitate to contact me if they and their child are struggling with homework or are unsure about what to do for something.

### **9. Behavior Management (Discipline, Rewards, Consequences, etc.)**

Behavior management is extremely important for ensuring that all students stay on task and are successful, and doing their best work at all times. My behavior management strategy will very carefully follow the procedures, rules, expectations, and regulations that have already been addressed.

I plan to use the stoplight system, which includes a green, yellow, and red stoplight poster at the front of the room. All students will have their name on a small piece of paper, with sticky tack or a magnet on the back, beside the stoplight. When student's behavior is beginning to get on the more unregulated and unacceptable side of things, then I will move their name from the green stoplight (where all students will begin- it represents having good control of your emotions and behaving) up to the yellow. This should be a cue for students to stop the behavior that they are engaging in and refocus on what they should be doing. If students continue the behavior then they progress to the red light. At this point students will be personally addressed and told that they will 'owe' time at recess. Students will serve their time (generally 10-15 minutes) quietly and will not be doing anything else.

Students who do not notice or cannot make effective use of the stoplight system, will simply be asked to sit at the single desk beside the teacher desk until they have their behavior under control and can show me that they are back on track. If these students continue their behavior throughout the day then they will be asked to serve time at recess. The point of these behavior management techniques is to make certain that I can effectively manage some students (without distracting others) while keeping the class on track with their work and learning.

I also plan on using a 'ticket' reward system where students who do extra things or who are exhibiting consistently positive behavior will be given 5 tickets. Students will also be able to get tickets for returning forms and other miscellaneous things on time. Students will write their names on the back of the ticket and put them in a bucket. Every Friday I will do a draw of 5 names. I will have a trunk of prizes available for these students to choose something from. I will also keep all tickets week to week and they may be cashed in periodically, as a class for whole class rewards. Students will be able to choose, as a class, rewards like afternoon recess for an extra 15 minutes, a movie being shown over two days, going outside for class, etc. Students will have the opportunity to suggest and choose their rewards.

I also plan on using a variety of resource materials such as books and video clips to show students how to regulate their behaviors and what is acceptable behavior at school. Books like "There's a Volcano in my Tummy" and "How to Take the Grrrr Out of Anger (Laugh and Learn)" are just a few of the great books available for teaching kids about their behavior and emotions. The important concept of effective behavior management will be implemented and reiterated in many of our Health and Language Arts lessons.

