Classroom Management Plan

Campbellsville University

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Philosophy of Education

The purpose of schooling is not only to educate a student, but also to thoroughly prepare a student for the rest of his life. Each student needs a solid foundation in math, English, history, and science so that he is prepared for college or a job in the real world. Schooling should develop the mind while also teaching basic life skills. It should build on the student’s previous knowledge. According to the *Conceptual Framework*, the main goal of education is to promote student learning (School of Education, 2012). Teachers should focus on encouraging each student to reach his or her highest potential in academics as well as in all areas of life. I believe that a philosophy of education cannot be pinpointed in just one statement. It is numerous ideas regarding how education should be that when combined together create a unique philosophy for each teacher.

Teachers should cultivate student learning through various methods such as through hands-on activities, visual aids, interactive activities, videos, etc. They also should be willing to tweak their teaching styles to best help their students. Gardner’s Theory of Multiple Intelligences presents the idea that each student learns in a different way (Edutopia, 2016). Thus, teachers should use multiple instructional strategies when teaching. A teacher should work hard to determine how each student learns best and then base her instructional strategies on the needs of her students.

Teachers should utilize the tool of scaffolding. Jerome Bruner believed that a teacher should assist students by using their prior knowledge to further a deeper understanding of the concept. Once a teacher gets to know her students, she can determine the child’s proximal zone of development. This would allow her to scaffold the material until the student is able to successfully complete the task on his or her own (Omrod, 2008).

A teacher’s job is to teach the material and try to spark a child’s interest in this material. Then, the teacher should let the students have some input on what they want to study more in depth. Teachers should remember to encourage their students and never make them feel stupid or incompetent. Children need a place where they can learn at their own pace and feel cared for and secure. Glasser emphasized the importance of meeting five psychological needs of a student. One of these was the need to belong. Teachers should create a safe environment where students feel like they belong so that students can focus on learning and not on trying to fit into the class (Campbellsville University, 2016).

According to Maslow’s Hierarchy of needs, students have physiological, safety, love/belonging, esteem, and self-actualization needs (McLeod, 2016). These are needs that a teacher should try his best to meet so that the student can effectively learn. These needs have to be met in order for students to effectively focus in the classroom. A classroom environment where students feel welcomed, loved, and accepted should be established. Students should feel like they belong with their fellow classmates in the classroom. As a teacher, my goal will be to facilitate academic learning while also meeting the needs of my students and encouraging them to learn through self-discovery.

According to the *Conceptual Framework*, the curriculum that a teacher uses is extremely important to the academic success of the students (School of Education, 2012). Teachers should teach all students the basic four subjects: math, English, history, and science. The teachers should also try to introduce the students to as many other subjects as possible such as psychology, health, physical education, sociology, foreign language, etc. A teacher’s curriculum should also encompass how each subject pertains to the real world. They should try to teach the basic skills that a child will need for their future after high school.

Piaget believed that students should be active and motivated learners. Curiosity is very important because students should be intrinsically motivated when it comes to their own learning. This allows them to figure out how the world around them works. Piaget believed in hands-on-learning so this will also be an important part of my classroom (Krantz, 2013).

When teaching a class, the teacher needs to make sure that he is clear as to what he expects of his students. It is hard for a student to do well in a class if he or she does not know what is expected. Teachers should try to vary how they teach a particular subject because every student learns differently. Teachers should also keep in mind that each student is not the same, and that each student comes in with a different knowledge base. The teacher should use numerous visual aids so that the students can actually picture what the teacher is trying to explain. As encouraged in the *Conceptual Framework*, teachers should incorporate a lot of hands-on activities that get the students involved so that they will learn how to actually perform the skill rather than memorizing the steps to perform it (School of Education, 2012).

Johann Heirich Pestalozzi was an educational philosopher who firmly believed that the teachers should not lecture too much, but should have the students involved through hands-on activities. He believed that the teacher should not give the students the answers; instead, the teacher should let the students reason it out for themselves and draw their own conclusions. He thought it was crucial to have a balance between one’s heart, hands, and head. Pestalozzi also believed that education should involve the senses (Marrapodi, 2003). The teacher could lecture while having the students take notes. She could also show videos in class, promote group work, and assign case studies. These various instructional strategies will help cement the information into students’ brains.

The teacher should encourage group discussions so that she is not the only one talking. This gives the teacher time to assess what her students know and what they are interested in. This also motivates the students to learn more about a particular topic outside of the classroom. This can help empower students to take charge of their learning. The theme of empowerment, which is discussed heavily in the *Conceptual Framework*, is crucial to the success of a student (School of Education, 2012).

Teachers should stress the importance of treating others as they would like to be treated. Teachers should discourage bullying and try to get the students to encourage and love one another instead of tearing each other down. Students should learn to respect themselves, their teachers, and their fellow students.

The teacher should try to create an environment of respect so that the students feel comfortable voicing their opinions without being judged. While teaching, it is important that the teacher not degrade the student for producing the wrong answer. Instead, she should point the student in the right direction to find the correct answer and then encourage a student when he discovers the correct answer. The *Conceptual Framework* outlines a few qualities that newly certified teachers must be assessed on. Some of these qualities include being caring, being respectful of others, being honest/ethical, and valuing individual differences (School of Education, 2012). Teachers should also encourage their students to develop all of these characteristics so that they can make a positive difference in the real world.

I believe that my philosophy of education most closely resembles the Social Reconstructionism, but also has some characteristics of Progressivism and Essentialism incorporated into it. I believe that teachers should be addressing the common issues that the future generation is experiencing/will experience in their future. By discussing societal issues, teachers can help the students learn how to critically think about the world around them and function in today’s constantly changing society. I believe that if a student tries to memorize the subject material for a test, it will be out of his brain by the end of the semester. However, if a teacher can teach a student how to critically think, this will be something that he can use the rest of his life. I also agree with the educational philosophy of progressivism. It is important for the child to link the subject material to real-life problems. I also think that essentialism is an important educational philosophy because the students need to learn the basics of the subject material in order to think critically and participate in a discussion. They need a solid foundation of the material, and by learning these basic skills, they will be prepared for college or the work force (Eggen & Kauchak, 2013).

When I am a teacher, I want to have a positive impact on the lives of the future generation (School of Education, 2012). Every student needs someone that he or she can trust and look up to as a role model. I want to help every student discover the love of learning and find his or her passion in life. I want each student to be able to experience how much God loves them, and even though I may not be able to necessarily talk about God if I choose to work in a public school, I can still be a light shining for Christ, be a servant leader, and live by example. As discussed in the Conceptual Framework, servant leadership should be an extremely important characteristic of every teacher (School of Education, 2012). I desire to spend my life helping others to the best of my ability, and I cannot think of any better job than getting to spend every day with children who need someone to help them learn, encourage them, and care about them.

Classroom Management Plan

Introduction

The way in which I design and manage my classroom will have an enormous effect on how successful I am as a teacher. As a teacher, I want to support my students and foster a love for learning along the way. My classroom management plan sets the foundation for my class and will support the needs of all students. If I create a classroom management plan that is effective, it will decrease the need for discipline in my classroom. It is important to be proactive and create a plan that is preventative in order to foster acceptable student behavior that is conducive to learning. My classroom foundation is based on a mesh of multiple theories. Theorists such as Glasser, Gordon, Albert, Kounin, Redl and Wattenburg, Curwin and Mendler, and Bruner developed some of those theories.

Management Philosophy Related to Theorists

In the area of classroom management, I lean significantly on Glasser and Gordon. Glasser believed that a student is the only person who can control his or her own behavior. I think this is very relevant and goes along with Gordon who emphasizes the importance of self-discipline through his ideas of conflict resolution and the six-step problem-solving process. The teacher is there as a tool to help students learn how to self-discipline and control themselves; however, it is mostly the student’s responsibility (Campbellsville University, 2016).

Glasser discusses how the students’ five basic psychological needs drive them. These are the need for survival, the need for power, the need to belong, the need for freedom, and the need for fun. I plan to work hard to meet all of these needs because Glasser states how if students do not meet these needs, misbehavior occurs. My classroom management plan is all about providing appropriate management so that I do not have to discipline my students as much (Campbellsville University, 2016).

I also agree with Redl and Wattenberg’s theory of group dynamics. I think it is crucial that a student learns how to behave in both an individual and group setting. I want to encourage my students to grow in their social skills while they are learning academically. Group work will allow my students to practice their social skills. I plan to use the strategy of physical proximity to help manage my classroom and discourage misbehaviors. I also like the idea of reality appraisal where a student determines whether their actions were guided by conscience and intelligence or by prejudice and fear. Knowing why a student acted in a certain way helps them correct the misbehavior. The pleasure-pain principle and situational assistance is great because a teacher can step in and help the student regain control and help the student produce the desirable behavior (Campbellsville University, 2016).

Some of my theory from my classroom management plan comes from Albert. I plan to use Albert’s four causes of misbehavior to help me determine why a student is acting in a certain way. This will help me know how to address the misbehavior. He agrees with Glasser on the importance of building student self-esteem. This theory is based on the idea that students are bound to misbehave unless a teacher uses encouragement techniques and strengthens the student’s motivation to learn. Its focus is around the fact that teachers have the power to influence student choices. Teachers can do this by utilizing the Three C’s which are encouragement strategies. They encourage students to connect to the teacher and their peers, contribute to the class, and feel capable that they can succeed academically and behaviorally. I also like the idea of the students’ creating their own code of conduct (Campbellsville University, 2016).

Kounin has some great strategies that I plan to use in the classroom. I really like his idea of “withitness” and overlapping. I always disliked it when teachers/professors used some of these techniques during my years of school. I will also make sure that I avoid using ineffective strategies (Campbellsville University, 2016).

My management philosophy is a mesh of numerous theorists. There is not solely one theorist that I agree with completely or that I could use its entirety. Thus, my management philosophy is a unique blend that consists of bits and pieces from multiple theories.

Classroom Mission Statement

My classroom mission statement is to instruct and edify students in order to help them reach their maximum potential. Every student has the ability to learn in some form or another, and a teacher’s job is to help each and every student become a well-rounded individual who can succeed academically as well as in all areas of life.

Start of the Year

The first couple weeks of school influence a teacher’s school year in a considerable way. It is a time when the teacher introduces herself to the class and spells out her procedures, expectations, and rules. It is the time when these elements are taught, practiced, and reinforced. Everything will be clear and understandable at the start of the school year so that students will not have questions about the procedures, rules, assignments, and grades in my classroom.

Students will be allowed to sit wherever they so desire. I will allow the students to take the first couple days to find a seat that they like. Then, I will create a seating chart to better help me take attendance faster and match the students’ names up with the appropriate face. I will ask my students to stay in these seats at least for the first couple weeks so that I can learn their names faster. After that, they are free to sit wherever they please.

On the first day, I will stand in the hallway and greet my students. I want to make them feel welcomed into my classroom. I will start the class with a fun game. I will come up with a creative way to introduce myself so that the students get to know me as well as a way to have the students introduce themselves. The game that I choose will be different depending on the grade level and the year that I am teaching. However, the games will all accomplish the same goal of helping the students learn a bit about me and helping me learn a bit about them.

After the game, I will go over the syllabus with the students as well as my expectations, procedures, and rules. I will then give the students time to ask any questions that they may have. We will spend the following class period discussing the rules and consequences. I want their input into creating them.

My plan for the class as well as my expectations will be clear. I want them to have zero questions about the assignments, tests, quizzes, and projects that they will be completing that school year. The grading scale for the class as well as the grading policy will all be in the syllabus. All of the information will be clearly laid out in the syllabus. This syllabus will also be on the class website so that parents at home can see it, and students can use it as a reference if they lose their paper copy.

Classroom Environment

My classroom will be a conducive place for learning. I want all of my students to feel safe, cared about, and loved. In this classroom, students should feel comfortable trying something new, failing occasionally, learning new things, succeeding academically, and growing as individuals. Students will be encouraged to ask questions and participate in discussions even if they have the wrong answer. The important thing is not whether they get the answer right or wrong, but whether they are learning how to find the correct answer. This classroom will not have any kind of prejudice. We will value diversity and methods will be found to help all student needs. We will respect one another, and never judge or laugh at one another. Instead, we will work together to learn as much as possible, help one another grow, and cement the knowledge gained through repetition.

Student Behavioral Expectations

It is very important that a teacher set high behavioral expectations because if a teacher does this effectively, students will rise up to achieve these expectations. I plan to implement Glasser’s idea that students are the only ones with the ability to control their own behavior (Campbellsville University, 2016). I want my students to help me when it comes to creating behavioral expectations. I feel like if they come up with how/why they should act in a certain way, that would be most beneficial in setting high expectations that students will attain. Gordon emphasized the importance of self-discipline, so if the students know what the expectations are and why they are in place, they will be better able to follow them (Campbellsville University, 2016).

There will, however, be certain obvious expectations that I will discuss with my students. For example, students will be expected to keep the classroom environment a bully-free zone. It will not be tolerated in any form. Students will be expected to never give up, and be hard working and honest. They are responsible for their own learning. They will have integrity and respect themselves, their teacher, and fellow classmates (as well as their work and ideas). Students will be expected to not hurt those around them with their words or actions. Students will be polite and encourage those around them. They will have a contagious positive attitude. They should also watch their language, as obscenities will not be permitted in my classroom. I will ask my students the following questions the first couple weeks of the school year to help them create their own expectations (which will go into the code of conduct/social contract) as well as learn the expectations that I have in mind:

1. How should I treat my teacher?
2. How should I treat my classmates?
3. How should I treat myself?
4. How would we like others to treat us?
5. How should we treat those around us/how should we not treat them?
6. How can I have a positive attitude?
7. Why is it important to have a positive attitude?
8. What should we do if there is an emergency?
9. What types of emergencies do you think could occur?
10. What are the procedures for an emergency?
11. Why do we have these procedures in place?
12. How can we make sure that we are organized if an emergency occurs?
13. What are the classroom procedures?
14. What are the classroom rules?
15. Why do we have these rules?
16. What are the consequences for breaking a rule?

Teacher Behavioral Expectations

A teacher should be the role model for her students. She should demonstrate what she wants from the students as well as help them practice/rehearse the desired procedures. Since I have high expectations for my students, I must hold myself to an even higher level. I plan to create an atmosphere where students feel safe and loved. I will be excited about math and hope that my excitement brushes off on the students. Students will know that I must have their respect. I will avoid the teacher’s lounge so that I do not become sucked into unnecessary and derogatory gossip. If I hear something from another teacher, I will make sure to not repeat it. Students will be able to contact me via email or meet after school for tutoring if they so desire. However, I will not add my students on social media or give out my cell phone number. I will make sure to deal with students professionally and with respect. I will value diversity and find methods to help address individual needs. I will help my students in any way that I can to develop them academically, emotionally, socially, spiritually, and psychologically.

Management Procedures

In my classroom, there will be procedures that students will be expected to follow in order to keep my class time organized and maximize the use of class time. This will allow me to start my class in a timely manner and for the students to know what is expected of them. I will inform the students of these procedures the first few weeks of school and help the students practice the procedures so that they learn them proficiently and are able to adhere to them the remainder of the year.

I plan to explain and model my procedures from the first day of classes so that my students know what is expected of them. The procedures with be taught and practiced throughout the course of the school year. Eventually, these procedures will become routine. Students will be able to focus on the lesson because they will know what is expected and how each class will run. I do not want to waste any time when it comes to class time. If I have students whose learning is hindered by certain procedures, special accommodations will be made. I will make sure to differentiate my procedures to best help this particular student.

Student Procedures

**Entering the Classroom:** Students will enter the classroom quickly and without too much noise. They will grab their calculators and give up their cell phones on their way into the classroom. The power on the cell phones should be turned off. They will turn in their homework into the appropriate bin before going to their seats. They will be seated and get out their needed materials. They will work on the bell-ringer until I call for the time to be up. At this point, they should be ready to share their answer with the class if called upon.

**Cell Phone Policy:** Cell phones in the classroom will not be tolerated at all unless I give a student special permission. I may allow students to have their cell phones with them if we are using them for a class activity, but most days they will not be permitted and must remain in the caddy for the entire class period. Sometimes, a student may be allowed to have the cell phone with him at his desk, but he must talk to me and be able to give me the reasoning as to why he needs his phone. Decisions will be based on individual cases and only in extreme cases will this be permitted.

**Paper Headings:** Students will write their name, date, class period, subject, and homework assignment at the top of every homework assignment. They also must either write their name as well as a page number on every sequential piece of paper or staple their homework together so that I make sure that I keep each student’s work together.

**Turning in Homework**: Students will turn in their homework by putting it in the appropriate bin (for their period) as they enter the classroom. I prefer that the students hand in their homework prior to the start of class, but I will allow students to hand in homework after class, but during the semester, they will only be allowed to turn homework in after class as long as this does not become a reoccurring issue (more than two times a week).

**How to Obtain Needed Materials:** Students will come up to the front of the classroom where there is a supply table. They will grab the pencil, folder, tissues, paper, etc. that they need and then return to their seats quickly. A student should not come up to the front of the class while I am teaching unless he raises his hand first, thus, as to not disturb the class.

**Assigned Seats:** There will not be assigned seats in this class. Students will be able to choose their own seat the first couple days of school. After the first couple days, I will create a seating chart and ask that the students stay in these seats for a couple weeks. After that, students are free to choose their own seat unless they are distracting those around them. If certain students need to be separated, I reserve the right to move students as I deem necessary.

**When Warning Bell Rings:** Students will be in their seats when the bell rings and should start on the bell-ringer immediately when the bell rings if they have not already.

**Tardiness:** Students will be considered tardy if they are more than five minutes late to class. They will receive one excused absence throughout the entire year without a note. If they have a note, they will not be counted tardy for that class.

**Note Taking:** Students will be required to take notes in their math journals. This journal will be a lined composition notebook. Students will also work the example problems that I do during class time in their journals.

**Group Work**: Students will make sure to take all needed materials with them when group work is announced. They will quickly and quietly move from their seats to the appropriate location assigned by me. They will work cooperatively until I instruct them to move back to their original seats.

**Class Discussions:** During class discussions, students will be respectful of the opinions of others. It is acceptable for students to have differing opinions; however, a student should never belittle or show judgment towards a student whose opinion differs from his own.

**Using the Restroom**: Students will raise their hand and ask if they can use the restroom. They should not raise their hand while I am instructing. They will place one of their restroom passes into the bin by the door. The students will have a certain amount of restroom passes per semester. If it is an emergency, then they may raise their hand during instruction time.

**If The Phone Rings:** In the event that the phone rings, students will sit quietly, and, if possible, work on any class work that they can such as what we are working on in class, future homework, missing assignments, etc. I will give students instructions if there is something specific that I want them to do while I am on the phone.

**Visitors**: Students will be respectful to all visitors and will not let visitors become a distraction. Visitors will sit in a seat that I choose for them.

**When I Am Not Available to Help A Student:** Students will use each other as resources whenever possible. They should never just be sitting and doing nothing. If they cannot work a particular problem, the student should ask me or one of their fellow classmates for assistance.

**Substitute Teachers:** Students will treat such teachers with respect and dignity. Students should give them the same attention that they would be expected to give to me. They should never abuse privileges just because their everyday teacher is absent.

**Late Assignments:** Regardless of whether or not a student was in class, he or she is still responsible for completing and turning in their assignments on time. I will provide the student with the handouts/assignments from the class he missed. Students will find these handouts in their class mailbox. However, students are expected to get the notes from that class period from a fellow classmate.

**Once Students Finish Their Work**: If a student finishes his work before his fellow classmates, he should put away the materials that he was using for the activity and work on another assignment for this class.

**iPad Usage:** There will be some days where we will use iPads together as a class. I will instruct when students should grab an iPad on their way into the classroom. If a student takes out an iPad from the cubby, he or she must make sure to return it prior to the end of class.

**Computer Usage:** The teacher will determine which students are allowed to use the computers. Computers will be used if a student needs to complete an assignment online or as a reward. There are not enough computers for all students to use them at once, so we will have a day where we go into the computer lab for assignments that must be completed online.

**Exiting the Classroom:** Students will remain in their seats until the bell rings. They must then see me give the signal for them to be dismissed. This will allow them to gather all of their belongings, drop off their calculator in the caddy, and pick up their phone.

Teacher Procedures

**As Student Are Entering:** I will be in the hallway just outside of the classroom greeting the students and welcoming them to my class. I will be keeping an eye on the halls to make sure that they are safe and students are shuffling from classes quickly and effectively without hindrance.

**Attendance:** I will take attendance at the start of class right when the bell rings. If a student is not in the classroom by the final warning bell (five minutes late to class), he will be marked as tardy unless he has a note for where he was/an explanation that I approve. Two tardy marks count as one absence.

**Missing Assignments:** Students will be expected to make up any missing assignments prior to the end of the marking period. They will receive a little deduction for the homework being late, but it will not affect their score too significantly. However, if the student misses an assignment due to a death or misfortune in the student’s life, I will be here for the student if he so needs. I will also allow for an extension on all assignments during this time.

**Tests**: Tests will be paper and pencil tests. Students will be expected to show all of their work on the test and fill out their final answers on a Scantron sheet. The Scantron will grade the tests, and I will check to make sure that students showed appropriate work to arrive at their answer. However, this will make it easer and less time-consuming for me to grade. If a student gets an answer wrong, I will look at his work to see if any partial credit can be given. Teachers should assess students in order to provide feedback; therefore, I will make sure to give students feedback based on their assessment.

**Misbehaviors:** Minor misbehaviors will be ignored unless they become a repeated problem that affects the learning of the student or those around him. If the behavior is not just a minor misbehavior, the proper consequence will be put into effect. This will be discussed in more detail in the rules and consequences section.

**Student Anxiety/Melt-Down**: If a student has an anxiety attack or melt-down, I will do my best to deal with the student in my classroom. However, if the student needs professional services that are out of my range of expertise, I will send the student to a counselor/nurse who can better help the student.

**Emergencies:** I will make sure that students are aware of all typical emergency procedures at the beginning of the school year for the types of emergencies that could occur. If something occurs in the classroom, I will make sure that we all stay calm and act swiftly and effectively to carry out the appropriate procedures. If a student is causing an issue that may cause harm to those surrounding him, I will evacuate the class to the hall, notify the office immediately, and ask that the proper person come who will handle the situation. If there is another disaster such as a fire, I will evacuate the classroom and notify the office once again. If there is an intruder in the school, I will move students to the bottom left corner of my classroom. This is far enough away from the door where hopefully an intruder would not be able to see my students through the window of the door and could not shoot through and hit one of my students.

**Communication with Parents/Guardians:** I will contact each parent/guardian within the first two weeks of classes to introduce myself and give them positive feedback on their child. I want my first contact with every parent to be a positive encounter. I will notify parents when there is a parent/teacher conference and make sure to stay in contact via email/phone calls/sending notes home with students throughout the school year. I will have a website with information about what is happening in our classroom to which parents will have access.

**Dismissal From Class:** Students will stay in their seats until the bell rings. If I am still teaching at this time, the students will not get out of their seats. They will wait for me to finish up quickly. Otherwise, they may stand up, gather all of their belongings, and put away their calculators.

Instructional Procedures

**Bell-ringers:** Students will have the opportunity and be expected to self-check their bell-ringers. Each day, I will have my students do the bell-ringer first in pencil and then mark their corrections in pen. I will look over their bell-ringer book prior to each test to make sure that all bell-ringers are completed and correct. If a student misses a class period, they will not have to make up the bell work.

**Class Participation:** All students are expected to participate when prompted by myself. I will either call on particular students or just ask a general question to the class. However, at all times, students should respond with an appropriate answer. Sometimes I will ask general discussion questions, while other times I will have my students walk me through solving a particular problem. Students should not feel like they must always provide the correct answer, but it should be a well-reasoned and thought-out answer. During times when I am lecturing, it is important to me to get my students involved by asking questions that involve them in discussion.

**Questions**: Students may raise their hand if they have a question. If I am not instructing at that time, they may call my name appropriately and politely, and I will answer the student’s question.

**Group Work Expectations:** When put into groupings, every student is expected to have an equal role in the project/task given by the teacher. Students must work together to determine who will get the material, what portions of the task each student will complete, and who will put away all the materials. Students are required to participate in the assigned groups. Refusal to work in a group will not be tolerated because working in groups is an essential skill. Although not all students work well in groups, it is a skill that is utilized in college as well as in the work force. Thus, students must practice working in groups even when it is not their preference. In some unique circumstances, I may allow students to work individually, but this will be my own decision and be based on the given situation.

**Retaking Tests:** Students may retake a test once. The two scores will be averaged together to create the final score. The student will have to come before school, after school, or during my planning period to retake the test. The student qualifies to retake the test if he scores lower than a 70 on a test. Otherwise, his score will stay as it is.

**Tutoring:** This will be provided based on appointment. If a student would like to meet with me for tutoring, we can set up a time that works for the both of us either before school, after school, or during my planning period (in extenuating circumstances)

Rules

In my classroom, I plan to have a couple main rules. The students, with my guidance, will create these rules at the start of the school year. I like the idea that Curwin and Mendler’s Discipline with Dignity suggested. This theory discussed having students make up social contracts with their own rules and consequences (Campbellsville University, 2016). If students have input in creating rules, they are more likely to remember them as well as follow them. I will have students start off by writing out three rules on an index card that they think would be important to have in the classroom. We will then take turns with each student reading at least one of his or her rules. We will then pick out the ones that are the most popular within the class. I plan to discuss the following types of rules with my students:

* We will be respectful to our fellow classmates, teacher, and ourselves.
* We will follow all directions given by the teacher.
* We will not hurt others physically or emotionally.
* We will work diligently.

Consequences

After we have established the rules for our classroom, students will discuss the logical consequences that they feel would follow from breaking a particular rule. For example, if we created a rule where a student was being disrespectful to a peer or teacher, the student would be required to write a paper on how they could have handled the situation differently and why they should not have acted in such a disrespectful way. They would also be required to apologize for the misbehavior in order to rectify the situation. If this happens a second time, the student will again have to go through the same procedure. However, on the third offense, it will result in a detention slip as well as a call home to their guardian. If it continues to occur, the student will be sent to the office. By having the students create the consequences, it should decrease the amount of misbehaviors because they have chosen punishments that they feel are appropriate and they would not want to receive. The consequences may be different for each classroom and from year to year, but the consequences should be based around the same types of rules that were discussed above.

Code of Conduct/Social Contract

After students have been taught about the different procedures, created rules and consequences, and heard the student behavioral expectations, they will work together to pull out the most important things to list on the social contract. They can choose to create a social contract where they make a bulleted list or put the information in paragraph form. The top part of the social contract would have the ideas that students felt summed up the procedures, expectations, rules, and consequences for my classroom. At the end of the social contract, there would be a section which states something of the sort:

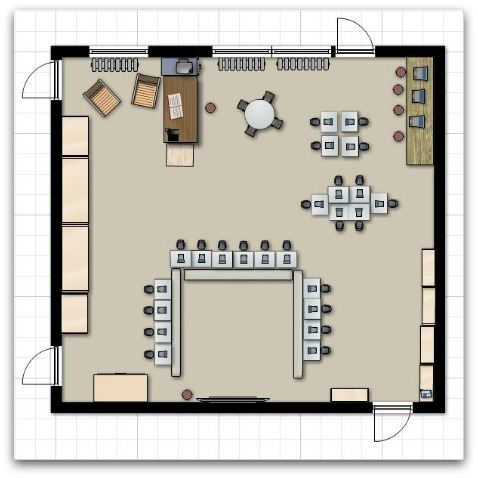
I, (Student’s Full Name) , have heard and discussed the procedures, expectations, rules, and consequences, and understand that I must hold myself to this code of conduct. I have been given the opportunity to ask any questions that I may have on these four categories. I understand that I must follow the procedures for Ms. Hunter’s classroom, and I have been given the opportunity to participate in the creation of these expectations, rules, and consequences.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Signature of Student

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Signature of Parent

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Signature of Teacher

Classroom Arrangement



Door Located

Here

Above is a picture (Classroom Caboodle, 2016) of my ultimate classroom if I had enough space to do it justice. I definitely want to have my chairs set up in a horseshoe shape where all of my students are facing the SmartBoard (or white board) where I will be presenting the material. I also want to have a couple small group sections behind the horseshoe so that I can group students together and have them work together in small groups. In some cases, I will even sit with these students and help the group while the larger group is working on a task independently. There will be computers in the back of the classroom where students will be able to play math computer games if they complete their assignments before the rest of their classmates. There will be days that the entire class will go to the computer lab; however, having a few computers in the classroom will allow students to rotate in and out of using them as a reward or when they need to finish an online assignment. My desk will be in the back of the classroom with two seats so that I have a place to conference with a student if necessary. This setup allows me to still watch all of the students easily without having to have my back to a single student. I can also easily walk around the horseshoe to look at each student’s work. I will have numerous math textbooks at the back of the classroom that students can use as a reference to learn more about a particular topic. These might be used for particular class activities or students might implement them during a project. The iPads will be located on the right hand wall on the same side as the computers. One thing I like about this classroom set up is that I can take the chairs that are used in the horseshoe shape and turn them into great group working stations (see pictures below). I can pair students up two-by-two, four-by-four, etc.

This classroom arrangement allows for students to easily and safely exit the classroom in case of an emergency. The door to my classroom would be on the bottom right of this picture. The area is not crowded and allows for students to line up in front of the door if necessary. If there were an intruder in the classroom, my students would gather in the bottom left corner of the drawing because it is farthest away from the door.





Pictures from (Hyperspace, 2014)

Communication With The Home

At the beginning of the year, I will email all of the parents/guardians of my students to tell them how excited I am to have their children in my classroom. This email will include the tentative syllabus as well as a link to the website that I will use to post all of the information that the parents/students might need. This website will have the syllabus, assignments, handouts, supplemental materials, notes for each unit, announcements, etc. This website will also have some of my procedures and expectations that we have discussed together as a class.

At the beginning of the school year, I plan to call each of my students’ parents to tell them something positive about their student. This way, the first account they have with me is a positive one. I want them to know that I am here to help their child and desire that he or she succeed in the classroom. Throughout the year, I will send out emails to parents to inform them of what is happening in the classroom. I will also have scheduled times for parent/teacher conferences throughout the school year. I want to encourage all of my parents to get involved in the education of their student because a child will learn more if the teacher and parents are all working together towards the same common goal.

Differences Between Middle and High School

My middle school and high school classroom management plans will be very similar. My philosophy for education as well as my management philosophy applies to both classrooms. My procedures and teacher expectations will be the same. However, I will expect more of my high school students than I will of my middle school students. I will communicate with the parents/guardians of my students in the same way regardless of whether the student is in middle school or high school. I will also have the students be a part of creating the rules and consequences through social contracts.

Conclusion

My classroom management plan is based on the ideal situation; however, I know that this plan will have to be tweaked based on the school in which I work. My instructional procedures, student procedures, teacher procedures, classroom arrangement, rules, and consequences must be flexible. This is due to the fact that the school you work in and the students that you teach affect these significantly. I may need to differentiate for specific student needs. However, the same basic principles will apply, and my philosophy of education, mission statement, and ideas that I plan to use in the classroom based on the theorists will stay relatively the same. One teaching style will not benefit all students, so I will need to use a variety of instructional strategies in my classroom. I plan to add and improve this classroom management plan as I get more experience in the classroom.

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