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CLASSROOM MANAGEMENT PLAN

My Philosophy of Classroom Management

“The most important factor governing student learning is Classroom Management” (Wong 80). Classroom control, influence and regulation comes from a well developed management plan. Jacob Kounin and Glasser are two theorists I particularly identify with on the terms of classroom management. I believe classroom management is easily implemented when students know their expectations and are compelled to stay on task. I also value the importance of student choice believing it peaks student interest. I believe in a student-centered classroom where there is a friendly accepting atmosphere of mutual respect and support. As a teacher, I will trust and respect my students in order to hold them accountable and to build relationships with them.

Kounin emphasizes the importance of taking a proactive approach to misbehavior to prevent it from happening in the first place. His central focus is, “Good classroom behavior depends on effective lesson management, especially on pacing, transitions, alerting and individual accountability” (Charles 22). I believe students should feel encouraged to learn by their environment. To establish this environment a teacher must create expectations, procedures and routines which promote the community aspect needed for a positive learning environment. If these practices are effectively implemented students should be well prepared and eager to progress in the classroom setting. The classroom should be managed so that students can be exposed to a variety of instructional practices. Kounin emphasizes the importance of keeping

students busy and practicing smooth transitions. As students become more engaged with the material there will be less time for classroom management issues. Keeping students busy bell to bell by over-planning is important so that students can become acclimated to the classroom climate. Jacob Kounin discusses what he calls “withitness” meaning a teacher is aware of what is happening in all areas of the classroom. Students should be under the impression that they cannot get away with misbehavior because the teacher keeps an active surveillance of the classroom. I believe that practicing “withitness” is a proactive approach to classroom management as it allows educators to hold a high standard for their students.

William Glasser is the founder of Choice Theory a belief that all behavior is a choice. He identifies “7 Caring Habits” and “7 Deadly Habits” that dictate our relationships. As educators we must hold students accountable for their actions and show that we care to see them succeed. I believe that most adolescents seek to have a voice. As students begin to develop the ability to think about the abstract they require an active environment. It is essential to encourage communication between all members of an educational environment to meet these developmental needs. A classroom democracy can be achieved by holding students accountable for their actions. Glasser believes that educators will “be supportive entities only to help students make a better choice” (Olver). Responsibility gives adolescents a role in the classroom allowing them to feel significant. I believe adolescents are often searching for purpose therefore it is important for them to have a role in developing classroom rules and procedures. Maintaining a power-with relationship with students is possible once classroom routines and procedures are understood and practiced. I value student voice and will nurture a positive learning environment by setting high standards for my students.

Personal Expectations

My students should have high expectations for me as their teacher. The procedures that I implement in the classroom should become routines because of repetition and proper application. I will include my expectations as part of the class syllabus and foundation. I will always be held responsible for my expectations. Students should expect:

1. I will always be prepared to teach.
2. I will always listen and take suggestions
3. I will be organized and be a model of effective management
4. I will be a positive role model
5. I will know my content
6. I will communicate with students, parents and teachers
7. I seek to provide clear direction and instruction
8. I will see students as individuals
9. I will acknowledge different learning styles

Student Expectations/Rules

Students will be expected to put forth their greatest effort in my classroom. Every student will be expected to bring knowledge to the classroom to enrich our learning community. Students will take responsibility for their actions. Wong writes, “Your expectations of your students will greatly influence their achievement in your class, in their lives, and ultimately in the world” (Wong 42). I will hold my students to high expectations. I hope my students will become better both intellectually and spiritually because of their contribution in my classroom. The

following are my classroom expectations/rules, students will provide input about these rules and will create rules of their own:

- Be respectful and considerate of others at all times. (Speak kindly, keep your hands to yourself, listen to direction and be helpful)
- Be prepared for class (arrive on time, have your materials, have a positive attitude)
- Put forth your best effort (You earn your grade. Take ownership for your work.
Complete all assignments)
- Be attentive to who is speaking (Listen to instruction, listen and learn from your peers, and do not speak out of turn)
- Treat others as you would like to be treated (Do not bully. Use your manners. Do not name call. If you want to have friends, be a good friend)

Routines/Procedures

Students will be introduced to the classroom routines and procedure on the first day of school. I will enforce and practice routines and procedures daily so that students are familiar with how my classroom is organized. These procedures are for the student's benefit as they will help students understand directions and succeed (Wong 171). Students will be **responsible** for following procedures and will be reprimanded for disruptions. The following procedures will be practiced daily so students begin to recognize them as routine.

Entering the Classroom

Upon entering the classroom students will sit down in their assigned seat and organize their materials. When the bell rings students will be quiet and get started on their first tasks. There will be a box for every period at the front of the classroom where homework should be turned in. Students will bring any homework to the front of the classroom and take any assignment sheets created for that day. Everyday I will keep a Daily Agenda on the board. Students will refer to this Agenda and will know what is expected of them once they have taken care of their assignments. I will be taking attendance while students get settled and begin working on their Bellwork. Everyday there will be a Bellwork assignment or another short reflective activity for students to complete at the beginning of class. The instructions for the activity will be clearly stated on the board.

Quieting A Class

I will first quietly raise my hand to gain students attention. When my hand is raised students will stop what they are doing. Turn to face me and make eye contact with me. I will use proximity control to quiet certain students if necessary. When I have every student's attention, I will begin instruction.

Silent Reading/Individual Work

While students are expected to silently read or work on an assignment individually they will be expected to remain quiet. Students will raise their hands for individual attention from the teacher but should not interrupt other students.

Group Work/ Teams

Students will often partake in group work and work with their assigned learning teams. Students are responsible to be an active member in a group learning setting. Each group member will be designated a position to ensure all members are contributing. Students are encouraged to help each other complete their tasks. “The better students work together, the more learning that takes place” (Wong 204). You must help each other before asking the teacher for help. If there is a common misunderstanding between group members raise your hand for the teacher’s help. During group work I will walk around and ensure students are staying on task. I will often provide insight and comment on student conversation during group work.

Questions/Help

When a student has a question or needs help with a particular assignment they should raise their hand and calmly wait until I address their needs. During a lecture or discussion questions will be addressed right away and presented before the whole class. During individual work I will address questions in a more personal manner by coming to students directly.

To Leave the Classroom

If a student comes to class unprepared they will not be able to leave the room to retrieve forgotten materials. They will share with a partner or wait until after class. Students who have forgotten pencils will have the opportunity to leave their student I.D. with me to borrow a pencil. To use the restroom a student must have a pass. I will have one bathroom pass in the classroom (a sheet of laminated paper, a special book, etc.) Students come up to me to ask for the bathroom pass. Students will lose their privilege to leave the class if they misuse the passes.

Homework

It is a students responsibility to keep track of their homework assignments. The homework will be written on the board with the Agenda. Students should write down their homework daily in an agenda book/planner. The homework will also be posted on the school's website or my personal teaching blog. Late homework will be excepted, but will be penalized. For each class meeting an assignment is late students will receive a whole letter grade deduction. Late work will not be accepted after three class periods.

Assessment

I believe in varied assessment so students will complete reading quizzes, unit tests, research assignments, writing assignments, and creative assignments. Students are expected to read the assigned material so small spontaneous reading quizzes will be used. Your syllabus will have the projected dates for any tests, papers or projects!

Absence

If you are absent it is your responsibility to contact a member of your learning team to find out what you missed. I will also be available by email. The homework will always be posted online. The make-up work will be only be accepted for full credit the next day the student is in class.

Exiting the Classroom

The bell does not dismiss the class. I will dismiss the class when I feel they understand their expectations for our next class meeting. Students will leave the classroom when I say "You may be dismissed."

Strategies

I believe students learn best when they are stimulated by differentiated instructional and assessment strategies. All students should be able to succeed with the use of different strategies to guide their thinking. These different strategies should allow for all students to be challenged and supported in their learning. There will be many opportunities for students to learn using differentiated content, processes, and products. Management strategies are important so that students understand classroom procedures and rules in a way that they become routines. The strategies I will use in the classroom will diversify my instruction to meet the many learning needs of my students.

Instructional Strategies

Management:

- Post rules/expectations: students will be asked to respond to these in writing
- Maintain a visual calendar for students to plan in advance
- Use clarity when giving instruction to avoid confusion which leads to misbehavior
- Teach and practice procedures (turning in homework, leaving the classroom, etc)
- Teach students self-management skills
- Ask students to keep reading logs or project journals

Varied Instruction:

- Determine the learning style of different students
- Ensure that all students contribute in a group setting
- Reinforce skills like note taking, summarizing, research strategies, and collaboration
- Use different kinds of technology to support learning

- Have students reflect on their own progress
- Vary the classroom arrangement for learning (reading area, desks, open area)
- Group students in many different ways. Assign groups, create random groups, and let students chose their groups.

Assessment Strategies

- Use multiple types of products for students to chose from when presenting their learning
- Quick-check responses (talk with a partner, thumbs up/thumbs down, nonverbal cues)
- Pair-Share activities (students share what they have learned with a partner)
- Use a variety of assessments (informal, formal, creative, writing, speaking, etc.)
- Test should have a variety of questions (multiple choice, short answer, essay, etc.)
- Use performance based activities allowing students to be active (oral presentations, speeches, skits, paraphrasing)
- Ask open-ended questions so that students have a variety of ways to interpret meaning.
- Have students create portfolios to document their progress over time
- Implement graphic organizers, diagrams and creative assessments to display conceptual understanding

Motivation

Students must feel motivated to learn. “Student engagement requires capturing the attention and maintaining active participation of students” (Lujan). Students must feel that the time spent in a classroom is worthwhile. Students will be motivated to learn if they are

encouraged in positive ways. Although it is the teachers job to motivate her students, students can also motivate one another. It is my goal to create an environment where students feel supported and comfortable so they develop a hunger for learning.

I will motivate students by helping them to understand the purpose to everything we do in the classroom. I will stress the importance of reading and writing and how these skills are a part of everyone's future no matter what job or career path they plan to take. By studying English a student learns about what it means to be a human being. Students will learn how to become better people if they are active participants in my classroom. This should motivate students to become deeply involved with our content.

I will also use positive reinforcement to recognize students who put forth their best effort. I will verbally acknowledge students with statements like "Great Job working together and staying on task!" Students should feel as though they are purposeful participants in my classroom. I believe in the use of incentives and rewards for students. For example, if a class stays on task then they will have less homework. Students will be rewarded with varied instructional practices and assessments if they are stay on task. I will use both intrinsic and extrinsic motivation to help students stay focused.

Other Ways to Motivate Students:

- Have students write down a set of individualized positive learning goals at the beginning of the semester.
- Give students power in the classroom
- Create a comfortable classroom where students feel they belong
- Manage classroom behavior so that students feel the desire for success
- Provide a multi-cultural awareness so students from all backgrounds feel comfortable

- Arouse student curiosity using props and visuals

Relationships

Students

As I mentioned in my philosophy, one of my main goals as a teacher is to promote a friendly accepting atmosphere of mutual respect and support. I value the relationships I create with my students and I will try to connect with every student in my classroom. The classroom should be a place where students feel comfortable to share and ask questions. As Wong says, “The easiest way to build relationships with students is to use a well-managed classroom where students are on task, allowing you to spend one-to-one time with them” (Wong 68). I strive to be a role model for my students by making moral choices, having a positive attitude, and showing love. Building student-teacher relationships is the most effective way to gain student respect. When you gain the respect of students it is much easier to motivate them to learn.

There are many ways that a teacher can begin to establish relationships with their students. I think it is important to tell students about yourself. Students will connect better to you when they understand you have family and friends like they do, you have fun like they do, and you go through struggles like they do. I will help students to comfortable in our classroom environment by telling students about myself and where I come from. I will be open to hearing about a student’s life and what they are going through. Students will have many opportunities in an English class to talk or write about their lives. This will allow students to express themselves and share with me a little about their personal lives. Teachers who create a close connection with their students are generally more respected, liked and trusted.

Some ways I will perpetuate my student-teacher relationships are:

- Give sincere praise and give it often.
- Stand at the entrance of the classroom and greet my students as they enter and exit my classroom.
- I will know my students names and always use their names to address them
- I will use a calm voice and keep a positive attitude
- Compliment students verbally for compliance with expectations
- Build a sense of community, teamwork, and interdependence among students

Parents

As you build close relationships with your students it is important to reach out to their family's. When a student returns home after school their parents are their leaders and role models. It is important to build a relationship with a students parents so that you are on the same page with a students learning goals. As a teacher, it is important to make sure that parents feel as though they have an important role in helping their children succeed. Parents should stay on top of their child's education and know what they are learning in school. Teacher should provide parents with the resources necessary to support their students.

Some ways I will support the teacher-parent relationship in my classroom are to:

- Send a take home syllabus with the students on the first day of school
- Establish a communication method with parents to:
 - share information
 - develop their interest
 - solicit help and cooperation

- create accountability
- Encourage parent to help with time management
- Send invitations to parents to attend parent nights

Content-Specific Management Strategies

An English content classroom requires a variety of instructional practices. Students will read and write in my classroom on a daily basis. I will create learning teams/groups in my classroom for students to interact with peers on a daily basis. For an English classroom there are three main categories that strategies would fall into. “The English classroom is one content area in which students write as a means for self-expression, for learning, and for comprehension” (Maxwell132). Here are some examples of writing, reading, and vocabulary strategies:

Reading	Writing	Vocabulary
Whisper Reading: Student read quietly to a partner	Free Writing: Students have the opportunity to write	Word Wall: Help students to remember vocabulary by keeping definitions visible.
Individual Work: Students read individually	Journal Activities: have students keep a journal to keep track of their thoughts and opinions	Graphic organizers: Use these to develop, review and extend vocabulary words and meanings.
Book Talks: Allow students to group together to discuss a text. Everyone is encouraged to talk about an assigned text!	Peer Editing Groups: Students help each other by reviewing each other’s writing.	Vocabulary Logs: Students should keep track of words they do not recognize as they read assigned materials
Read-A-Loud: Read a supplementary text to the class out loud. This will target auditory learners.	Reflective Writing: Students reflect on an experience in their lives. This opens their eyes to different experiences.	Block Party: Allow students to discuss words they do not know amongst each other.

References

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