

Classroom Management Plan

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Classroom management is the foundation to the educational system. A strong management plan will result in an effective and engaged learning environment. A classroom management plan is a necessity that every teacher must adhere to. For it is the law of the educational classroom. It is this plan that sets the expectations for every student. In order for a classroom management plan to be successful, there must be a complete understanding from the student on each of the guidelines set in place. At the same time, it is up to the teacher to follow their plan to ensure that the educational environment is conducive to learning.

I. Rules

Rules set the climate of the classroom. They ensure that the class is civil and responsible for their own actions. Rules are just that. Expectations set in place of what an individual can and cannot do. The following are the rules of my classroom.

- Come prepared and on time for class
- Respect other people and their property
- Follow Directions
- Ensure that your work is just that, your work

Each rule adheres to keeping the classroom environment safe, and therefore conducive to learning. These rules apply not only to the classroom, but also to everyday life. In essence, the expectations of one's class should be consistent to the expectations of society. Students must understand why they should follow the rules set in place. If you can relate the rules to everyday life, students are more likely to act accordingly. Understanding is the key to appropriate actions.

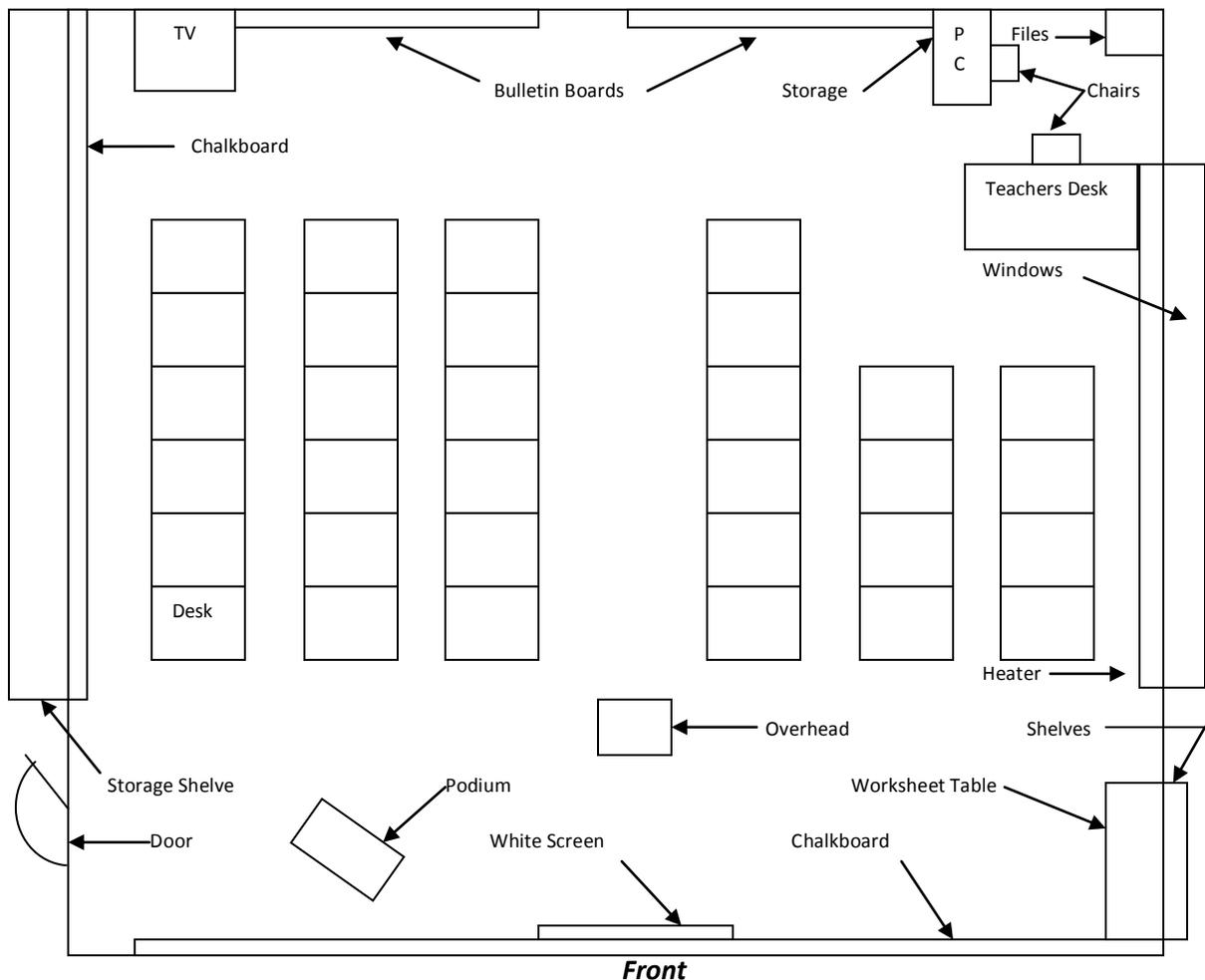
II. Procedures

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. After teaching the students the procedures during the first few weeks of school, they become a natural routine, where reinforcement is used only when necessary. The following are the procedures of my classroom.

- ***Students are quiet and in their seat when the bell rings:*** This allows me to get started right away. It also allows for a signal stating that it is my turn to talk.
- ***When the bell rings, the students will take out any homework from the night before:*** This saves time on asking the students to do this every day. They know that as soon as the bell rings I will start looking/collecting the assignment(s). The assignment is considered late if not out or handed in at the appropriate time.
- ***Seating:*** Students are not to leave their seats unless they notify me first by raising their hand and asking (e.g. getting tissue, bathroom use, or sharpening a pencil).
- ***Lecture:*** During lectures, students will have their notebooks open and be to ready to take notes.
- ***Group work:*** The students are told how to place the desks before and after each session. As a class, we practice the routine until they understand what is expected.

- **Bathroom:** Unless it's an emergency, it is made clear not to ask until independent/group work time. If students abuse the privilege, I just stop letting them go.
- **Locker use:** No student can go to their locker to get something they forgot without getting marked down for a tardy. 3 tardies result in a school detention by school rules.
- **Dismissal:** The students do not leave their seats until I dismiss them. This is to ensure that I finish explaining anything that is important for them to hear.
- **Finishing work early:** If students finish work early they have the opportunity to work on other work, or on the monthly extra credit problem.
- **Grading:** For every assignment I collect, I 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. Without prompt feedback, education is not as effective.

III. Classroom Layout



The above classroom layout is one that I've been working on for 5 years. I have a very small space to contend with, and I feel that I have finally found my niche in the arrangement of my room.

- **Desk arrangement:** Since this is an 8th grade classroom, part of my job is to prepare the students for high school. A majority of the rooms in high school are setup in rows. I feel it's important to resemble that in some manner. I also feel there is no reason to have the desks in a grouping during lectures. The rows lessen the temptation to talk while I'm talking. When there is group work, which averages about 3 times a week, the students rearrange their desks in a manner in which they are taught. In a way, the students see both worlds of a classroom. When there is independent work, the students are separate; when it's time for group work the desks get rearranged to adapt to those situations. In the end, the students are engaged in many different circumstances of learning.
- **Teacher's desk/computer:** I feel that having my desk in the back of the room lets me keep an eye on everything happening without any of the students knowing. I have tried many different desk positions, and have found this to be the most conducive to the educational setting and management of my classroom. On most occasions, when I am not teaching, I am walking around the room.
- **Remaining room items:** all items are placed where it makes sense to the teaching environment, and where it works for me.

This room works for me in the sense that I do the best I can with what I have. No matter what the circumstance, a teacher must make the best of each situation, and make accommodations when necessary.

IV. Disciplinary Interventions

I believe that all teachers use several types of interventions depending on the situation. I deal with 8th graders every day. I have found that 95% of the time proximity and looking is successful in maintaining good behavior in the classroom. From day one, the students know how I expect them to behave. At the same time, 8th graders can get off-task rather quickly. Most students are mature enough and have enough respect that all it takes is a look, and they know they need to stop what it is they are doing (e.g. talking to friends) and get back on task. Handling the minor disruptions in that manner is more calming and less stressful to the classroom environment.

When using discipline with "problem students" 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 giving a detention. 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 every day conversation. On many occasions all a student needs is some "caring". Through conversation it also helps to form a bond between the teacher and student.

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.

V. Teacher-Student Relationship

I am a teacher, and with that comes the responsibility of a teacher. My job is not just to educate my students in mathematics. It is to educate them in life, and properly prepare them for their future. I feel my job is so much deeper than education itself. Knowing your students lives' outside of the classroom is one of the main components to making them want to learn inside the classroom. This shows you care about the individual, not just the brain. I am a caring teacher, for that is my responsibility. Students these days need you in there lives' more than ever. I am a teacher, and with no doubt, I am a friend as well. In a way, to be an effective teacher one must take on many roles throughout the course of a year. A student is more than just a student. For this reason, I treat every student with dignity. They are growing individuals who need guidance, attention, and care. For the actions I make now, are surely actions that will be seen in the future by them. It's amazing to think that a smile can change a child's life forever. It is that reason alone that makes a teacher more than just an educator.

VI. Mental Set

Being a teacher can be the most difficult job at times. With that said, it can also be the most rewarding job. Being a teacher means having a new adventure every day. One can never predict the outcome of a day, and that's what keeps it interesting. It is also something that can wear on you. There are days that just get to me. It happens to all of us. The most important thing that I try to do is to start each day with a clean slate. I constantly give my students a fresh start. I believe that is extremely important to do. Kids are kids, they are going to mess up and make mistake. If I hold a grudge, then I'm never going to give that student a chance to be successful, and therefore I lose the chance to make an impact. In essence, I will never give up on a student.

Consistency is a crucial part of teaching. Unfortunately for me, it's something that does not come easy. In terms of rules and procedures I stay consistent. You have to, or else the management in the class becomes very difficult. At the same time, you form bonds with students. With that said, it's very difficult to constantly stay equal. Some of my students are like my own kids. When that happens, it's difficult to treat everyone with the same consistency. I guess if that's the worst thing that happens, then so be it. As much as you don't want to, every teacher has their favorites who seem to get away with more than everyone else. I feel that's a part of teachers being "human".

Like anything in life, one has to constantly monitor what is happening in their surroundings to make sure things stay the way you want them to. Being in the classroom, the best way to monitor what is happening is to constantly be up and out from your desk. Very seldom am I sitting at my desk while the students are working. This enables me to see exactly what is going on in my class. It also promotes questions. I found when walking around the room, students are more prone to ask me questions. I think it makes the students feel less embarrassed/intimidated when I come to them, rather them coming to me. Also, when I am walking around the class it is very easy to notice students getting off-task or doing things they shouldn't. This makes it very easy to stop anything before it even starts. The key to managing a class, is to be involved and interacting with the students at all time. When this happens, engaged meaningful learning will take place.

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