# MY CLASSROOM MANAGEMENT PLAN
## [ final project ]

EDUC 385: CLASSROOM MANAGEMENT
TAUGHT BY: DR. JOHN P. BROOME
UNIVERSITY OF MARY WASHINGTON

BY:
GLYNNIS FARLEIGH • FALL 2018

# ELEMENTS:

## GRADE/SUBJECT:
12th, Human Geography

## MAIN THEORISTS CITED:
1. Rudolf Dreikurs
2. Fred Jones
3. Lee & Marlene Canter
4. William Glasser
5. Thomas Gordon

## KEY:

**Theorists Used:** (Cited and **BOLDED**)
*Mindfulness for Teachers* book =
<mark>Highlighted in yellow</mark>
**Culturally Relevant Teaching** =
<u>Underlined</u>

## ASSUMPTIONS:
25 Students

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# PHILOSOPHY OF MANAGEMENT
## What is the role of the teacher, students, and the classroom?

### Role of the Teacher

The role of the teacher is to teach course content in an applicable, real-life, and culturally relevant role, all while developing positive, rewarding relationships with their community. **(Dreikurs)** Teachers must develop a caring classroom.

### Role of the Students

The role of the students is to develop their position in the world through learning. Students are growing members of a civil society, and without their learning and continued expression, they may lose the ability to learn and express themselves in the future.

### Role of the Classroom

The role of the classroom is to facilitate learning and keep students safe. The classroom should reflect student and community experiences.

# BEHAVIOR EXPECTATIONS
## What behavior do I expect from my students? How can I convey this to my students? How can I reinforce this throughout the year?

### EXPECTATIONS

I expect students to treat themselves, each other, myself, and their community with respect. I can convey this by treating others with the same respect, ensuring that basic student needs **(Glasser)** are met, and by making individual accommodations with students as needed.  A knowledge of student's cultural backgrounds, as well as the social, economic, and political context of these backgrounds may alter how a teacher manages behavior in specific instances.

While there will always be students who misbehave, I believe that secondary students, who are responsible for their own behavior, **(Gordon)**

# PRE-SCHOOL CHECKOFF
## What will I need to do before school starts off?

Before school starts, I will need to write out the general and specific rules for my classroom. **(Jones)** Because classroom rules are "defined by what the student can get away with," **(Jones)**

I will:

- ✓ Craft my syllabus using course materials, my philosophy, and school policies
- ✓ Create and organize binders to store materials for each class – this will vary based on whether or not I am part of a PLC. Create pacing guides if necessary
- ✓ Create a sub folder with necessary documents and a space for that day's lessons
- ✓ Create "About Me" sheets for students to fill out on the first day that I can use to also record behavioral problems
- ✓ Create a template to record student, parent, and admin conversations
- ✓ Write down my discipline hierarchy
- ✓ Decorate my classroom and purchase any necessary supplies – including a few extra notebooks if students cannot provide their own
- ✓ Purchase a calendar and planner
- ✓ Connect with other teachers
- ✓ Post important procedures/documents/schedules in my classroom
- ✓ Plan a first day activity that mixes icebreakers with content
- ✓ Purchase a flash drive to save materials

# CLASSROOM SLOGAN
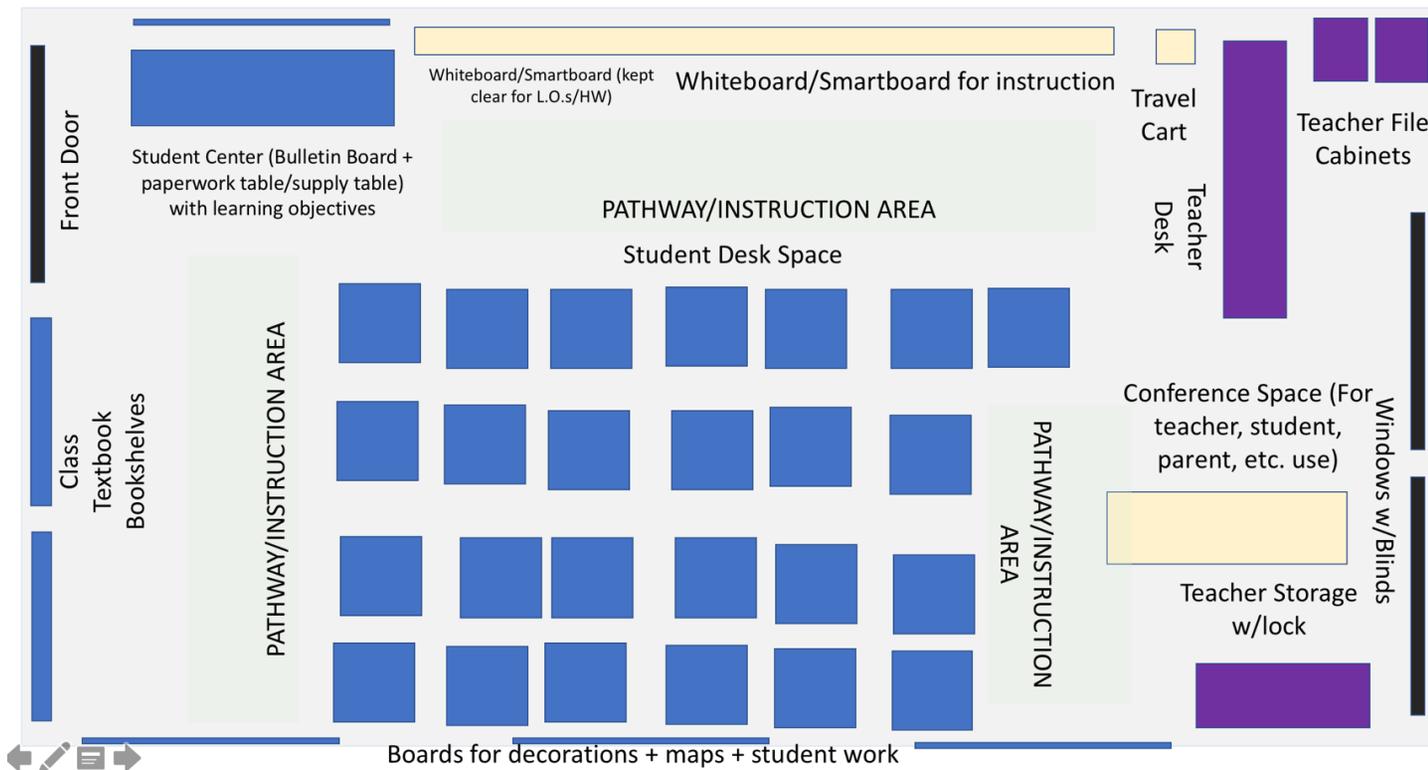## What will it be?

## SLOGAN:

"Trust yourself. Empower yourself."

*(Modified from https://www.weareteachers.com/favorite-classroom-quotes/)*

This is a simple slogan that, without being too traditionally masculine or feminine, highlights that knowledge and learning are keys to success available to anyone who seeks them.  When students participate in the classroom, they are not only learning content, but also, learning about themselves, their community, and how to ask and seek answers to questions that are relevant to them.

# CLASSROOM ARRANGEMENT
## How can I arrange my classroom most effectively for quality instruction?

Senior Human Geography/Social Studies Classroom ☺

Front Door

Student Center (Bulletin Board + paperwork table/supply table) with learning objectives

Whiteboard/Smartboard (kept clear for L.O.s/HW)

Whiteboard/Smartboard for instruction

Travel Cart

Teacher Desk

Teacher File Cabinets

PATHWAY/INSTRUCTION AREA

Student Desk Space

PATHWAY/INSTRUCTION AREA

Class Textbook Bookshelves

PATHWAY/INSTRUCTION AREA

Conference Space (For teacher, student, parent, etc. use)

Windows w/Blinds

Teacher Storage w/lock

Boards for decorations + maps + student work

## BLUE = STUDENT SPACES

- Desks would be arranged in rows, but be easily movable for group work. All desks can view the board.
- The student center include:
    - A **bulletin board, supply area,** and **assignment area**.
- The **bulletin board** will feature:
    - Attendance sheets/seating charts in the event of an emergency, the bell schedule, important announcements, the class syllabus, the unit plan, and late/absent work policy
- The **supply area** will have:
    - Supplies that students can use
    - Students are welcome to bring their own supplies (extra pens, staplers, etc.) to donate to the class. When items are gone, they are gone!
- The **assignment area** would feature:
    - Turn-in bins (entry and exit bins) where students can submit and turn in and pick up assignments. Extra materials would be here in the event of an absence. A hall pass, if required by the school, would be here.
- **Additional bulletin boards** are:
    - Throughout the room to feature student work, advertise student activities, and to post decorations.
    - Maps will be posted.
- Candy might be available here for special days IF students throw away all trash (like Friday or holidays) ☺

## PURPLE = TEACHER SPACES

- Teacher-only items are necessary but should not clutter the classroom.
- This includes:
    - The desk and computer, a chair, file cabinets for sensitive information, and a locked cabinet that can store decorations and personal items.

## YELLOW = SHARED SPACES

- Conferences with parents and students would be held at the yellow desk, rather than the teacher desk, for a more personal connection.

- The **yellow desk** could also be used for:
    - Students to collaborate, or catch up on work separately from the class.
    - **Calm-down space** for students
    - **Charging devices** during **PAT (Preferred Activity Time)**
        - **PAT** will include lessons relevant to current themes, such as interesting lectures or videos, or lectures on information students are lacking – such as applying for summer jobs, managing money, taxes, etc. – anything they want!
- **The whiteboard** will feature:
    - Each days learning objectives, the unit theme, and homework.
    - Space for PowerPoints to be displayed or instruction.
    - Students will use the board upon teacher request
- The **travel cart** will be a way for me to bring materials, if necessary, to the library or other destinations, or to work with small groups if specific resources are needed.

## GREEN = PATHWAYS

- Pathways should be clear for instructional purposes and safety. Backpacks will not be allowed in pathways.

## BLACK = FIXED SPACES

- The teacher desk will be opposite the front door, to see who is entering and exiting
- **Windows** will have blinds if the outside world is too bright or distracting

# CLASS DECORATIONS
## How can I include culturally responsive decorations in my classroom?

### STATE & LOCALLY-SPECIFIC

I would include a map of the US and a map of Virginia, as well as a map of the region I am teaching, possibly alongside historic maps of VA. I would look to see if there are any "local celebrities" or groups/people of interest from the area, as to not break the lines of community and school.
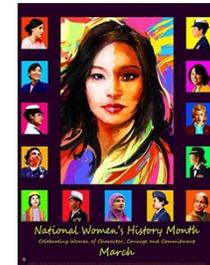


### SOCIAL STUDIES ORIENTED

I would likely have a few posters with quotes from various historical figures with different identities to represent the different students in the school.

I would keep a board free for student work, or for students to advertise their own clubs/local interests.



The images I have included are just generic examples. When decorating my classroom, I would search harder for more minimalist, representational posters. I would invite students to create decorations themselves based on different holidays, histories, current events, and their interests. I am interested in local history and culture, and would want to incorporate that into my classroom décor.

# CLASS RULES
## What rules will I have to begin the school year? Will I ask for student input?

I will not ask for student input, and instead will present students with rules. I believe that democratic teaching, while good in its intentions, is better suited for giving students choices about what sort of assessment they would like to complete, rather than by "creating" rules. While **Canter & Canter** believe that "teachers, with assistance of the students, should make and post class rules," I have been influenced by the philosophy of my practicum mentor teacher, who believes that because teachers already know what rules they want to instill, it is misleading to tell students that they have a choice in class rule-making. I do however, like **Canter & Canter's** notion that when students break a rule, "the consequences should be appropriate for the grade level.

I will begin the school year with these rules:

1. Be in your seat with your materials when the bell rings. At the start of class, write down the days lesson and learning objectives in your notebook.
2. Be ready to engage in daily discussion in a polite and appropriate manner. Raise your hand to speak unless instructed otherwise.

3. Be prepared with all your materials each day. Ask a peer to borrow materials if you do not have them.
4. Listen to and follow directions at the time they are given. Ask for clarification if needed.
5. If you need to leave the classroom, check with me first and do so outside of teacher-led instruction. Sign the class exit book when you leave.
6. Show respect to all individuals in the classroom, as well as all class materials.
7. Phones and electronics should be out of sight unless instructed otherwise. Disruptive phone use will result in the confiscation of devices. If you need your phone for emergencies, please let me know.
8. If you need support or assistance in any way – don't hesitate to ask! ☺

I expect my students to respect each other, and that can only be done if I show care and respect too. It is unprofessional for a teacher to expect their students to be close friends with them, but it is professional for a teacher to participate in "face-to-face interpersonal contact." (Jennings, 2015)

# HIEARCHY OF CONSEQUENCES
## What will I do if a student breaks a rule? What will my hierarchy of consequences be? Include 2 cases.

**Description of Hierarchy**

**Case 1: Unauthorized Student Use of a Cell Phone**

I would hope that students would have enough respect to keep their phones off during instruction. Because I would implement PAT, students would know that they would have time to check their phones at the end of class or the end of the week. Students also know that in the event of an emergency, that are welcome to step outside to make a phone call or send a message.

**In the event of a phone violation:**

First, I would give the student a stern look, in hopes that they would put their phone away without me needing to speak with them. **(Jones)** Then, I would verbally ask the student to put their phone away, without interrupting instruction. If the student is still on their phone, I would ask them to

put it on my desk. I would not touch the phone in fear of dropping/breaking it.) The student could have the phone back at the end of class.

If the student continues the offense, I would ask the student to speak with me privately. I would let them know that their phone behavior is unacceptable. I believe in respect and communication with my students. **(Dreikurs)** I would remind them of PAT and my emergency phone policy. I would let them know that I would have to send the phone to the office for the whole day if the behavior continues, but that I do not want to do that because I understand that it is an important device for them. During this student meeting, I would keep a detailed record of our conversation on a template.

If the behavior still continues after speaking to the student, or leaving the phone in the office for the whole day, I would contact the parents. I would show the parents the template record of our conversation, as well as the syllabus, and any school phone policies – if applicable.

**Case 2: Student Refusing to Follow Class Rules, Disruptive**

If a student is refusing to follow rules, it is likely that they are experiencing issues in other areas of their academic or personal life. If the student is being disruptive in class, I would keep a record on their "About Me" sheet of the behavioral problems.

I would ask the student to speak me privately to see if there are any outside issues that are impacting their behavior. I would try to establish boundaries between those areas and my class, or see if the student and I can create an agreement that will help the student treat the class with respect. Using a template, I will document this discussion. I will include what we have discussed, our agreement and terms, and other relevant details. The student will initial the document. The agreement could

involve modifying simple grades, such as homework or participation grades, so long as the student behavior improves. I would also offer resources if the student is in crisis.

If the problem persists, I will contact their parents, citing our agreement, their "About Me" record problems, and the syllabus/class rules. If the parent cannot help their student, I would involve admin. I would either have a meeting with the student and admin, or the student, admin, and their parent.

# MOTIVATIONAL STRATEGIES
## What strategies will I use to motivate my students? Will I rely on intrinsic or extrinsic motivation? How? Why?

To motivate students, I will give them time. If students can complete the day with no issues, they will have a small amount of time, known as "Preferred Activity Time" (PAT) at the end of class. **(Jones)** This will depend on standard vs honors vs AP students, and how rigid their daily activity is. While giving students time is an extrinsic motivator, giving students PAT would allow for me to "hold the class responsible for the way time is being consumed." **(Jones)**

I do not believe in **Skinner's** reward systems of giving candy or points because rewards deplete intrinsic motivation, can be given out unequally, can embarrass students, and often times has little correlation to the content or goals at hand. While reward systems work well in an early childhood setting, secondary students are capable of rational thinking, and therefore, do not benefit from tangible motivational strategies. **(Glasser)**

If students are on task, they will receive 10-20 minutes to themselves on Thursdays or Fridays to work on their own work, review material, or learn about a new subject. This could also be modified to 5-10 minutes at the end of each day, depending on how much material is being covered.

I would consider having an "end of year party" to motivate students to study and do well on end of year assessments, such as AP tests, SOL tests, the final exam, etc. I would tell students towards the end of the year, when we begin review, that I would bring in treats/food/etc. and allow them to pick a movie if they turn in a study guide, do well on practice exams, etc. In the event that a student cannot meet the criteria, I would speak with them privately to make arrangements instead of jeopardizing the whole class.

This would incorporate elements of **Canter & Canter's** model.

# MANAGEMENT PROCEDURES & ROUTINES
## What procedures will I use in my classroom?

**Beginning Class**

As stated in my "rules," students would be expected to begin class in their seats, with their notebooks and writing utensils out. Students would write down that day's learning objective/theme, as well as their homework. If a student does not write down the learning objective, I would remind the class that it is a way to help organize their notes and study – but would not force students. In the section above, I stated how I would handle students who do not have their materials.

I intend my class structure to go as follows:

1. Warm-Up/HW Review (~10% of class)
2. Direct Instruction (~45% of class)
3. Student-Led Activity (~30% of class)
4. Wrap-Up (~10% of class)
5. PAT (~5% of class)

## Going to the Bathroom

During student-led activities, such as individual or group work, students could use the hall pass to go to the bathroom. They would also sign off an "enter-exit book." I would encourage students to not leave class during a lecture, if possible, because lectures would only last 20-30 minutes. If a student still needs to use the bathroom, I would let them.

## Entering/Exiting the Room

On the student table in the front of the classroom, I would keep an "enter-exit" book. If a student has to leave the class for any reason, they would sign the book, write the reason, and write the date and time. This would provide accountability in the event a student is leaving class without permission, or going to different destinations than they stated.

## Gaining Student Attention

It is easiest to gain student attention when students are in a routine. Because I will start class with the same routine each day, students will know to look forward to me in the front of the class at the start of the day. I will wait for students to stop talking to begin instruction.

On the first day of school, I will explain that we will start the day with warm-up and lecture, so I expect full attention for the beginning of the period before students transition to other forms of work.

If students are working on an assignment and I am at my desk, I would ring a gentle bell to get their attention. I would use this same gentle bell if students are being too loud during a student-driven activity. Before gaining student attention, I will take a breath and remind myself of why I am asking for

their attention. <mark>This is part of the "GRACE" process.</mark> (Jennings, 2015). This activity of mindfulness will prevent unnecessary breaks in student work, and ensure that I am asking the students to participate in a meaningful transition.

**Distributing Materials**

I will keep each days materials ready at my desk. I will ask a student to help pass them out, along each row of desks. If we are working on group work, desks will be arranged in groups, and one group member can get materials from the front of the class.

**Transitioning**

I will tell students exactly what they are going to do before it occurs, beginning with a simple statement such as "alright, we have finished ___ and are moving on to ___."

**Ending Class**

Wrapping up is an important element of class. After the student-led activity

If students are working on independent work, they will turn in all materials to their turn-in bins at the student desk. Ideally, direct instruction would have ended by the time class ends. I would respect student time. I do not believe that "the bell does not dismiss students, I do." While students who choose to go to college will later learn otherwise, I do not want to work against the grain of what students are used to. Because of this, I would plan for a "buffer" after my end-of-class wrap-up.

**Late Work**

I will accept late work  at any time during the quarter, so long as the work is turned in before the last week. For each class period the work is late, I will deduct 10% of the grade. I will not accept work "in between" classes, unless the student has a valid excuse. Extra worksheets/assignments will be available at the student table and online. The student will be expected to FIRST, with the help of their classmates and online materials, complete the work themselves – without asking me "what they missed." The late work will be marked LATE - UNEXCUSED by the student, turned into the bin, and graded accordingly.

If a student has a reasonable excuse, such as being sick or having an appointment or has made plans with me to turn in work late, I will make exceptions. In this case, students will mark late work as LATE – EXCUSED. No points will be deduced.

# INSTRUCTIONAL PLANNING
## What strategies will I use to...

**Develop a Positive Classroom Community and Culture**

A positive classroom culture is that which is built on mutual respect and adherence to rules. A positive culture is focused first on learning, second on personal development, and always on respect. A positive classroom culture is one where problems are dealt with in a fair, case-by-case basis, with no students receiving special treatment – whether it be positive or negative. A positive classroom culture would also include student-driven PAT, in which each class has time to select a "fun" topic to learn about, or time to simply relax. Developing a positive culture begins with teacher mindfulness, which "involves three fundamental processed: forming intention, paying attention, and adjusting [my] attitude." (Jennings, 2015).

Establishing positive repour with students is also crucial, because students are more likely to listen and respond to teachers that they have a strong relationship with.
As stated before, I do not intend to be "close friends" with my students. Instead, I hope to show each student kindness, by acknowledging them as an individual. To do this, I could stand outside or in front

of my classroom at the start of each day. I also believe that it is important not to overinflate problems or use sarcasm with students~

**Build Community in the Classroom**

On my student board, I would post school and community related activities for students to attend. I would allow for students to "plug" their own clubs and creative endeavors during PAT time. I would allow students to post promotional materials for their own clubs/endeavors.

**Teach Self-Discipline and Cooperation**

I would teach cooperation through team-based learning. One of my college classes uses team-based learning in a very effective manner. When appropriate, I would incorporate group work into *some* of my student-driven activity time. Students would get into groups that would switch each quarter – unless special circumstances arrive.

**Communicate with Parents and Guardians**

At the secondary level, parent communication would typically be limited to:

1. A "first day of school" letter as part of the syllabus or back-to-school night
2. Communication regarding IEPs/504s/special circumstances
3. Communication regarding difficulty their student is having, OR great improvements the student has made

As a first year teacher, I would seek the advice of veteran teachers and administrators in writing emails. I would use the same format for all emails. I would ask parents to communicate in person if the issue is detailed. I do not mind "lengthier" emails, because they provide written accountability.

**SAMPLE EMAIL TO PARENT REGARDING BEHAVIOR:**

Dear Parent,

I am writing to inform you that **[ STUDENT ]** has been experiencing **[ BEHAVIORAL or ACADEMIC ]** difficulties in my classroom. I would appreciate your cooperation in resolving these issues.

**[ STUDENT ]** has been demonstrating **[ EXPLAIN THE ISSUE BRIEFLY. ]** I am worried about **[ STUDENT'S]** ability to learn, as their behavior has been disruptive. I have spoken personally to **[ STUDENT ]** regarding this, however, their difficulty persists.

Attached is a form detailing the discussion we had, as well as a copy of my class policies and school procedures.

Please let me know if there is anything you do at home that would help remediate this behavior! I appreciate your help in helping **[ STUDENT. ]** Please do not hesitate to reach out to me with any concerns!

Regards,
Ms. Farleigh
[ email, phone number ]

**Teach Rules and Procedures to Students**

On the first day of school, I would review the rules and procedures listed above in this management plan. For the first few weeks of school, I would "explain" what I am doing at the beginning of each activity and transition, making sure to remind students of rules. When new assignments pop up, or I experience issues with assignments being turned in/late, I would address the class as a whole.

**Prevent Disciplinary Problems and Bullying BEFORE They Happen, and Address These Issues When Necessary**

Bullying is a serious, recurring problem. Teachers must not be afraid to enforce class and school procedures regarding bullying, in fear of escalating the problem. Bullies generally like to feel as though they are strong and powerful, and their behavior may be a result of difficulties at home.

I would first speak with the students being bullied to check if they are okay. I would listen to them and provide support. I would be warm, positive, and caring to show my support.

I would speak with the bully and let them know that they are violating a class rule of showing respect, as well as school rules. For some students, I would use I-Messages, **(Gordon)** to briefly state what I have been witnessing. Bullying is a choice, and the bully is in charge of their choices, **(Glasser)** and therefore capable of making better choices. If the bullying was the result of cultural differences or discrimination, <u>I would make a note that my class needs to learn more about "similarities in differences," and the importance of treating others with respect. This could be strengthened by using culturally-relevant examples in teaching.</u>

**Provide Opportunities for Students to Calm Down and Destress**

If students are in immediate crisis, I would allow them to step out of the class to make a phone call or take a break. I would listen to the student and see if there are any meaningful accommodations I could make to help them. If their problems are serious and/or recurring, I would strongly suggest that the student seek support through a variety of resources. I would follow any school procedures for referring students in severe crisis.

In smaller situations, I would intervene with students and suggest that they take a break from what they are doing to regroup. PAT time would be an opportunity for students to wind down.

After stressful assessments, I would have "lighter" days where activity is less intense. I would also be open to student feedback if students are having trouble managing their classwork.

## Provide Opportunities for Students to See Their Similarities through Differences

As stated at the beginning of this philosophy plan, I believe that teachers are responsible for guiding students through content in a way that is applicable to the "rest of the world," and teaching them life skills that will strengthen their position as individuals and community members. Because of this, I would create lessons that include examples of the themes and how those themes are applicable to people with different identities and backgrounds, and how those identities and backgrounds converge.

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[thank you for viewing!]