

Classroom Management Plan

Classroom Setup:

The students will be sitting in groups or pods of 4-5 people, depending on the types of desks, number of students, and space in the classroom. With their pods, they will have a set of plastic drawers labeled for each period. I will stock the drawers with the necessary materials for the day prior to the students' arrival. This will cut down on time needed to prepare for an activity and eliminate any free time for the students to become inattentive. These drawers will also have the glue and scissors necessary for the students to insert the work from the day into their Social Studies notebooks.

There will be a definite area in the back of the classroom for my desk. I will keep my desk organized and clean with all my papers and files being in file cabinets or file shelves. I will have a set of plastic drawers to organize papers to be graded, copied, or filed.

My classroom will be color coordinated (as much as possible) in order to create a cohesive look and put together environment. Everything in my room will have a place and everything will be put back in its place. Students will be made aware of items that they can use and where those items are located during the first week or so of classes. Keeping things where they belong will be in the classroom expectations.

Entering the Classroom:

Students coming in to the classroom at the beginning of the period will report to their seats immediately and begin working on the bell-ringer activity that will be on the board. This will eliminate any stagnant time and will prevent any situations from arising. Students will work on bell-ringer until I take attendance and call time. Then, we will discuss the bell-ringer activity and begin class. I will take attendance every day so that I can keep up with who was absent and what day for my records and for make-up work.

Students coming in to the classroom late will sit down in their seats and quietly catch up with what we are doing. Following class, they will report to me with a tardy slip and I will give them the work they need to catch up on what they missed while they were out.

Leaving the Classroom:

Students will not leave the room or pack up their belongings until told to do so, after we have finished all activities for the day. Once they have been given the okay to pack up, they will do so quietly and quickly. They will leave the room in an orderly fashion and move on to the next class.

Students leaving the classroom in the middle of class will quietly pack up their belongings and leave the room without distracting the other students.

If we are leaving the classroom as a group, the students will quietly clean up around their desks and make sure the pathways are clear. They will line up quietly at the door and we will proceed down the hallway in a straight, single file, and quiet line. They will show respect for their peers who are still learning in the classrooms we walk past.

Visiting the Restroom/Getting Water/Locker Visits/Etc:

Students who need to leave the room briefly for any reason will be able to do so during group work time or individual work time. They may not leave, unless there is an emergency, during direct instruction time. There will be a pass in the room for being in the hall during class is in session. Students will quietly approach me to ask permission to leave the room and explain their reason. Locker visits will not be allowed continuously. Students will need to take responsibility and get all materials needed for class while they are at their lockers prior to class.

Note: This policy may change depending on school, grade level, and team policies that are already in place.

Answering Questions:

I encourage questions in my classroom. Questions that are relevant to the material show that the students are engaged and interested in the learning process. I will not, however, tolerate inappropriate or off topic questions. These will be dealt with through the behavioral stages mentioned further in the management plan.

Students will raise their hands to ask a question. If they are asking a question at a time where questions do not fit, I will address them by saying that any questions will be addressed at a later time and suggesting they write their question down so that they do not forget. I will also assure the student that I will get back to them about their question when the time is right.

Moving About the Room:

Students will be able to freely move throughout the room during group work and individual assignment times to do things such as get paper or sharpen their pencils. During direct instruction, I would prefer that all students stayed seated and attentive. If there are students who need accommodations for this (i.e. students with ADHD), I will make accommodations for them as they are needed. I will work with the student one-on-one prior to implementing these accommodations to see if they have any ideas that would help them in their learning. For example, if the student is getting fidgety or cannot sit still for a certain amount of time, I will send them on an "errand" to get the jitters out. If there are numerous students needing direct instruction time accommodations, I will have the entire class get up and we will do some sort of quick physical activity to get everyone refocused on the lesson.

Working in Groups:

Since the classroom will be set up for groups, I will be utilizing the groups the students are already in more often than not. For group activities that may take longer, I will allow students to work in groups that are not their tables to give them a change of pace. If the students are getting off topic or are not working on the assignment, the privilege of choosing their own groups will be revoked. Students will be given a limited amount of time to work on the task given to them and therefore should not have extra time to get off task.

Assigning Seats:

At the beginning of a new school year, students will be assigned seats based on alphabetical order to allow me the opportunity to learn names and faces. I will change seats as I see fit, based on group dynamics and student ability.

During the year, I will change the seating arrangement periodically (i.e. every quarter). This will give the students the opportunity to work with new people and develop collaboration skills.

Makeup, Missing, and Late Work:

Students who miss days will need to make up the missed work within 3 school days of returning to school. This number may change based on circumstances. The make-up work will be put in a folder labeled by period on a bulletin board. The work they need to get will have their name on it and the date they need to return it by.

Students missing work will have 2 days from the time they are notified to find and return the missing work to me. I will not accept missing work later than 2 days following the return date.

Late work will only be accepted within three days following the due date. Each day will take off 10 points from their original grade and will be labeled as "LATE" on the assignment.

Note: These policies may change depending on school, grade level, and team policies that are already in place.

Classroom Rules and Expectations:

Since this is a middle school classroom, I want to include my students in the rule and expectation making process. They have been in school for 6+ years by the time they get to me and should be familiar with typical rules and expectations of a classroom. I will guide the students on the first day of class to create a set of rules and expectations for our classroom. By the students working together to make our classroom rules, they will know exactly what is expected and will be responsible for their actions. An example set would be as follows:

- Come to class prepared and ready to learn.
- Be respectful of our classroom, teacher, and peers.
- Make sure that everything is put back in its place.
- Keep the classroom clean of trash and negativity.

I will implement a "How Are We Learning" chart that will be posted in the classroom that will allow the students to monitor and adjust themselves. The chart will include 5 sections labeled independent, partners, teams, whole class, and teacher led. The chart will have an arrow that will be moved based on how our class is working at the time. The chart will also include notes for each section that will remind students what that section means and what is expected of them. See attached example.

Student Engagement and Motivation:

My classroom will be safe and encouraging for all students. The rule "be respectful of our classroom, teacher, and peers" will be the mantra for our classroom. I will make sure that all students feel safe and welcomed in our classroom by not tolerating or condoning bullying of any kind, cliques, or voluntary separation of students.

My students will learn to work together and be mindful of how their actions and words affect others.

My students will also find joy in learning. I will prevent as much whining, complaining, or simple disregard of assignments by providing appropriate steps to completing an assignment. For example, if we are working on a research paper, I will make sure all students follow the steps of brainstorming, researching, note-taking, rough draft, revision, and final draft. By creating easy to manage steps, the assignment will seem less daunting and the students will feel more comfortable with the assignment.

The students will know why we are learning what we are learning by relating the events to real life. They will have no need to ask, "Why are we learning this?" or "How is this going to help us?" The reasoning for learning what we are learning will also have nothing to do with the MSL test. The students are learning for continued knowledge and to become lifelong learners, not to pass the MSL test.

Behavior Plan:

I plan to eliminate any opportunity for misbehavior by eliminating as much non-instructional time as possible. However, should any behavioral problems arise, the student will face the following consequences:

1. Warning – *The student will have the opportunity to correct their behavior prior to any serious consequences occur. Myself or another adult who feels that their behavior was unacceptable will warn them verbally.*
2. Silent Lunch and Loss of Reward Privileges – *The time frame shall be determined based on the severity of the behavior.*
3. Team/Office Referral and Parent Contact – *The student's parents will be contacted if the behavior continues despite having been warned and assigned silent lunch. The parent will be contacted via phone or email, depending on their preferences.*
4. In School Suspension – *Students who cannot control their behavior will be sent out of the classroom in order to minimize disruption of their peers' learning. ISS will allow the student to not miss school, but still recognize the severity their continued behavior. While in ISS, the student will be required to reflect on why they are there and what led to them being placed in ISS in the form of a short paragraph. This will make up for the participation they will miss from class.*
5. Out of School Suspension – *This is the final consequence, only to be used in extreme cases. Students who cannot control their behavior at school will be assigned OSS and suspended from school for a certain amount of days, to be determined by the office based on the severity of their actions. Students assigned OSS will be required to write a paragraph reflection on why they are out and what led them to be assigned OSS. This will make up for the participation they will miss from class.*

Note: This policy may change depending on school, grade level, and team policies that are already in place.