**Classroom Management Theory**

 An effective classroom management plan is the key to having a highly effective classroom. When I developed my classroom management plan I knew that it had to be well thought out and researched to ensure the academic success of my students. I also wanted to establish a plan based on my educational philosophy highlighting existential philosophy. After interviewing many teachers, observing various classroom settings, and researching I have found that the key to an effective management plan include these elements:

* Creating engaging lessons and assessments
* Regular procedures are established
* Clear and concise responsibilities for students are established
* Students take responsibility for their own actions by having them first assess the situation
* There are negative and positive consequences

When students are involved in lessons that are interesting and tailored to their multiple-intelligences there is minimal problems in the classroom. In the beginning of the year, I assess my students for their knowledge on the subject along with assessing their multiple-intelligences strengths and weaknesses. This allows for me to create lessons tailored to my students’ emotional and academic needs. For example, I had certain students with strong musical/rhythm intelligence abilities; I created an activity for them to make up a song with the historical facts we were learning in the unit.

Regular classroom procedures are a must in order to maintain an organized and structured classroom to maximize learning time. This is why I have the first five minutes of class and the last five minutes of class procedures. These procedures allow the students to start class with an assignment and be ready with all materials in hand. At the end of class, students know what they need to do before leaving the class along with wrapping-up the lesson with a reflection of what they learned.

Effective classrooms have clear, concise responsibilities posted and consistently enforced. In the classroom environment, I want to reinforce these positive habits of classroom behavior that students have learned throughout their academic career. I post concise student responsibilities concerning homework, attitude, behavior, initiative, and time on task which cover all aspects of academic behavior.

I want students to take responsibility for their actions and assess the situation of why they made the wrong decision. I have the student fill out a behavior contract in order to think about how he/she is going to do to change his/her actions. Through assessing the situation and discussing with the student the problems. I hope to redirect them to think before they act the next time they are faced with a similar problem.

Students are responsible for their behavior because all actions have consequences. These consequences can be positive or negative based on the students’ decisions. Negative consequences are in place to positively redirect negative behavior as mentioned above. Positive consequences are reinforced too. Students should be recognized for their positive actions and hard work in class through the teacher’s encouragement and/or earning a reward. This point is made clear by effective educator Harry Wong as he points out two key elements in a classroom management plan, “Rules are most effective when there are consequences to enforce them and reward them (Wong & Wong, 2005).”

References

Wong, H.K. & Wong, R.T. (2005). *How to be an Effective Teacher: The First Days of School.*

 Mountain View, CA: Harry K. Wong Publications, Inc.