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Classroom Management Plan

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Philosophical Statement:

My instructional philosophy statement is to provide a comforting educational environment that facilitates differentiated and cooperative learning. In my opinion as a teacher is it important to first consider that student don't all learn in the same way therefore in order to establish a teaching style there isn't one correct way of instruction that will meet the needs of all students. I believe that in order to maximize students learning potential it is important to provide a variety of teaching styles matching the learning styles. To me it is important to provide a learning environment that gives the students an unlimited opportunity to ask questions.

When thinking about the above mentioned if I implement all the different teaching styles in the classroom throughout the year it is a fact that a handful of students will preserve that information and the rest of the class may have questions that they don't feel comfortable to ask, as they are not in the comfortable learning environment, therefore unasked questions.

There is one method we can use in the classroom that will meet the needs of all students. When we ask the students how they learn best by either, learning when someone tells you to do exactly something or do you learn better by doing something yourself? A study has proven that in reality majority of students shared that they fit right in between these two scenario's. Therefore this study has led teachers to believe that students learn better through critical thinking of their own knowledge rather than a teacher constructing it for them and can be easily explained through the Constructivist Learning Theory.

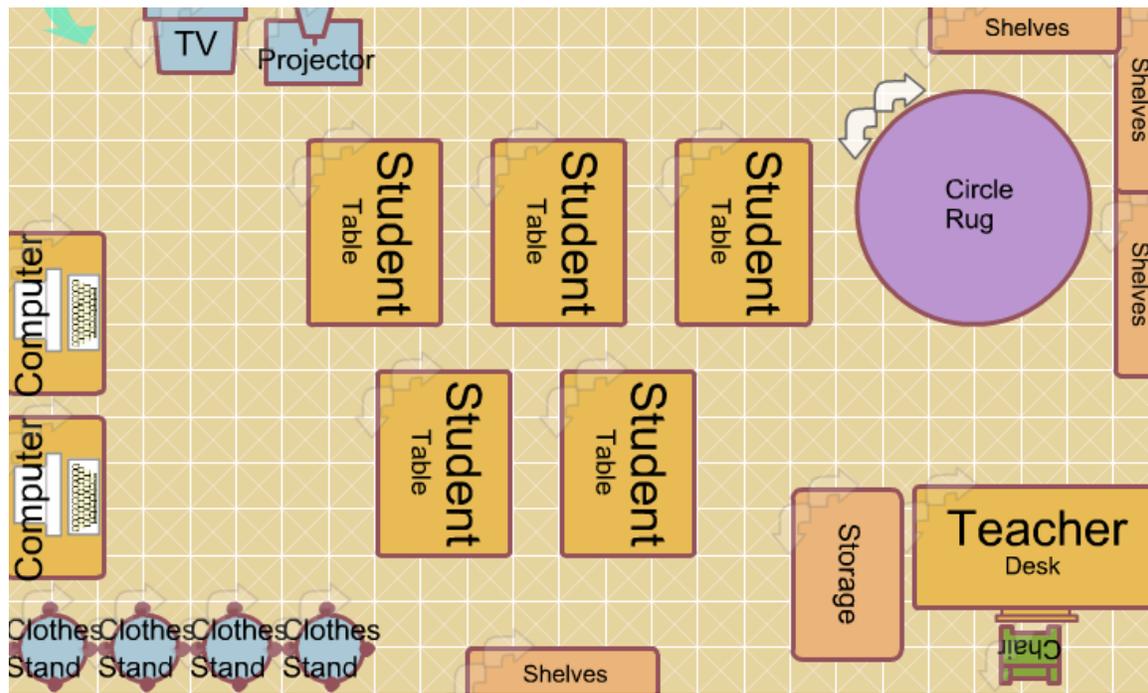
The Constructivist Learning Theory recognizes that each student is a unique individual with different needs and backgrounds. Aside from recognizing that each student is unique with different needs and background it also "encourages and rewards it as an integral part of their learning process". Constructivist Learning Theory argues that students learn through interacts of each other's experience and ideas. Therefore, my classroom management philosophical statement on my beliefs are rooted from by belief in the constructivist learning theory that I implement into my classroom as my teaching style in order to maximize students learning and to avoid misbehavior.

This is my rationale behind the organization of running of my classroom and in order for this to be successful is important to establish my needs, likes, and dislikes. I am a very organized individual and need this to occur in my classroom with colour coating etc. In addition to organization it is important for me to be prepared for each lesson to the fullest at least the night before in order to maximize students learning. In my classroom I want have colourful bulletin boards (information for children to refer to) and display children's work inside and outside the classroom, I believe it is important to showcase children's hard work. It is essential that students comprehend the principal of individual success in which I believe should be displayed.

Centres are a reliable teaching method for many subjects in order to maximize the learning of student although it is important to have them prepared, organized and relevant in nature ensuring student participation.

My rules also known as likes in my classroom are respectful behaviours of students, an enthusiasm for learning, positive attitude, proper use of materials and safety, provide support and involvement. Therefore, I dislike misuse of materials and equipment, disrespectful behaviour, negative attitudes, and unsafe environment.

Room Arrangement:



My choice for seating arrangement is consistent with my instructional philosophy and is determined by how I want to facilitate. My classroom reflects my instructional style and takes into account of my students intellectual, emotional, and social needs. I believe in the importance of differentiated learning, in which best arrangement for this to occur clustering desks provide this for the students. I believe in cooperative learning developing critical thinking learners allowing for more interaction.

Arranging a clustering environment allows me to group students in the way I believe is best for them, although this classroom arrangement is known to create difficulty in management and behaviour. I have experience working in this classroom arrangement therefore I have controlled behaviour with a good classroom management strategy. The strategy that my associate teacher implemented was the green, red, yellow method encouraging the students to make the right choice. It worked very good in a scattered formation. Therefore, I plan to implement this into my classroom. A child who is misbehaving during a lesson is verbally asked to go to “yellow” recognizing that they

have to stand up go to the back of the room and put a yellow piece of paper in their envelope which demonstrates that they need to slow down and strive to get back to “green.” At the end of the day if they finish on green they are rewarded with a green dot, twenty green dots symbol a child who is “making the right choice” and gets to pick a toy out of the treasure box.

Classroom Rules:

On the first day of school in September, students will collaborate rules that they will become classroom rules that they agree to abide by, signing a contract. It is important for the students to think about all concepts of school in the classroom, out at recess, and in the hallways. A reminder of the classroom rules will be written on chart paper and posted toward the front of the classroom, in order for students to refer to at any point in time. Students will for example prepare a list something like the following:

- Be respectful to others
- Don't talk while others are speaking
- Avoid rude behaviour
- Treat others the way you want to be treated
- Keep classroom neat and desk area tidy
- Always try your best

These rules will be obeyed for the duration of the school year and if not obeyed will have consequences.

Classroom Routines

Classroom routines establish a procedure for what you expect your students to do, when and where, it also enables the class to function smoothly and safely directed from the teacher. I believe the day should begin and end the same everyday especially with learning disabilities and autistic children, the same routine avoids outbreaks. The way in which the children enter the classroom is immediately hang their belongings up at the back of the classroom, placing their agenda in the bin and finding their seat to start silent reading.

Children are aware of the following duties they are responsible for the week; shoes (responsible for lining their outdoor shoes up against the wall in the hallway), collection (responsible for collecting and recording any money ex. pizza orders), attendance (responsible for doing attendance and double checking with the teacher). During the silent reading it is their responsibility to complete their tasks and then continue on with their reading. These groups are rotated weekly, giving the children a sense of daily responsibility preparing them for society.

The following routines will be put into action; entering and exiting the classroom (quietly), bathroom and water fountain permission (students ask the teacher using sign language “W” for permission to go to the washroom and “V” for water fountain in order

to prevent interruption during a lesson), noise control (the use of turning off the lights for noise control, students know they are to quiet down when the lights are off), instructional management (using the clapping gesture learners then responding with the same rhythm and/or “sh, sh, sh, sh, sh” with student repeating to get attention and all eyes on teacher for instructions) to avoid chatter.

In order for transition times to occur successfully for every subject, students part of the collection duty are responsible for handing out the appropriate duo tangs for the subject about to be taught. I will have different colour duo tangs for each subject with the appropriate worksheets and lined paper to avoid wasted time in a lesson and to keep the students organized. The learners are aware of the daily agenda as it is always posted on the board with visual symbols for modifications to some learners. Therefore, students know what to expect for the day keeping them on a structured routine.

As for physical education students line up in a single file line in the classroom at the door to get ready to walk to the gym in a quiet manner, if a student is being to noisy they will be asked to go to the back of the line.

Materials such as a stapler, glue sticks, sharpened pencils, scissors, etc. will be supplied at the back of the classroom. Students are not allowed to get out of their seat to sharpen a pencil but rather get one off the materials table to avoid disruption. Students have the option to borrow materials from the table at their leisure as long as they do it in a quiet manner. Instructional approaches are discussed in my philosophical statement in my teaching style.

Classroom procedures

How are the lessons structured? How do they start and finish? What are your expectations regarding student movement, responding, and general work flow? This section should also include some of the principles of your assessment and grading plans.

Lessons are structured alike the Nipissing University Lesson Template starting with a hook in order to get the students engaged, teaching the lesson which most likely involves a mini lesson on the information the students need in order to work together to work together collaboratively in their classroom seating plan to interact about ideas and experiences allowing the learner to play an active role in their learning and the teaching guiding them along the way.

It is important to consolidate at the end of every lesson the make sure students took the knowledge expected to gain from the lesson. In order for children to have a fair share of responding to the activity they each will be given a role and will rotate through each role as the weeks progress.

Assessment will be both a combination of formative and summative. I will have an binder devoted to recording the students grades down in the subject and collect all students work filling it to provide to the parents if need be. I will use the computer to input grades but will also write it down on my organized binder that has sectioned in each

subject. For example if I am grading a student in math it is important for me to split the grading sheet into each of the strands making sure they have been assessed on each strand equally allowing me to visually see what has yet to be assessed.

I will also implement an assessment with sticky notes, writing quick notes about the student that I can put into their file in my filing cabinet that I can later refer to in order to better my lessons and relate back to come report card time.

Encouraging All Students:

When managing students that are behaving negatively in class it is important to be aware of the causes of misbehaviour in order to deal with them prior to a more serious behaviour. It is essential to be a good “detective and find the mistaken goal” in order to redirect the overall behaviour. Managing students that are misbehaving in the class is controlled by the “Make the Right Choice” behaviour management technique. Being aware of the discipline policy manual for the board I teach in is my belief to become familiar with in order to act accordingly.

Positive Reinforcement:

Behaviour modifications can be changed with incentives or rewards in order to modify extrinsically. Positive rewards most likely result in a positive response. A behaviour modification I believed worked well in an education setting was green, yellow and red (Making the Right Choice). Students strive to achieve green at the end of the day for good behaviour, rewarded with a dot on a twenty square chart. Once the learner complete their sheet of twenty they are then rewarded with positive reinforcement and choose an item out of the treasure box.

Another positive reinforcement for good behaviour in the classroom I would implement the rock jar. This is a positive group reinforcement, one child is selected to take a handful of rocks out of a basket and make a math problem with it, once the math problem is complete the rocks are placed in their group rock jar. Once the jar is full of rocks the class is rewarded with a trip or one of the following provided.

Rewards can be earned individually, in groups, or as a whole class for example:

Individual

- Certificates
- Special activities
- Stickers, small gifts
- Food
- Homework passes
- Verbal praise
- Computer time

Whole Class

- Popcorn parties
- Field trips
- Extra P.E time
- Ice cream party
- Special cooking activity
- Verbal praise
- Preferred Activity Time

Also I'd not only like to focus on misbehaviour in the classroom but also to reward for consistent good behaviour. I believe it is important to acknowledge good behaviour in the classroom and provide them with positive feedback with a weekly certificate.

Conclusion:

As discussed, I believe classroom management is an extremely important aspect in providing a comfortable learning environment where learning can take place. I hope to create a critical thinking environment that involves all learning styles therefore involving all of my students. I believe that in order to successfully manage a classroom is to create a good rapport with your students encouraging critical thinkers, providing fun experimental lessons within the curriculum, consequently not allowing the time or chance for students to misbehave. I believe the environment I plan to create will limit if not avoid behaviour problems in my classroom from the very beginning.