**Introduction**

In constructing my classroom management plan I find that I am largely influenced by mistakes I have already made as a classroom teacher and by my formative experience as a student teacher in both Fayette and Woodford County. The teachers and students I worked with have given me much to think about as I lay my own foundation for classroom structure and management.

1. **Classroom Management Plan**
   1. **Classroom Management Goals**
2. Students will feel comfortable and cared for.
3. Prevent rather than punish misbehavior.
4. Create an environment in which I can be the best teacher I am capable of being.
   1. **Procedures**

The key to a successful Management Plan is the procedure. Procedures should address all aspects of a classroom that contribute to learning. The procedures I will outline in this plan concern the opening and closing of the class period. These are the most essential and will be repeated most often. The first day of school I will introduce and explain these procedures to my students revisiting them when necessary. Other procedures for collaboration, test taking and discussion will be outlined prior to their first appearance on the agenda and reinforced throughout the year.

* + 1. **Opening Procedures**

Each day before the arrival of my students I will write on the board, or other designated area, the agenda for the day. This will exist for the students’ benefit but largely for myself so that I can better manage my time and move through activities smoothly. Alongside the agenda I will post a recap or reflection prompt or questions that the students will respond to as an opening activity. In addition I will post the day’s learning target or main objective in a place where students can easily see it and I can refer to it throughout the lesson. Homework for the week will also be posted in the same spot each day.

As students arrive for the day I will greet them at the door and reiterate the opening procedure as follows. Any homework the students want to turn into the homework trays will be done at this time. Students should collect their response journals and prepare to respond to the prompt. When the bell rings all students will be in their seats and working on their responses. This activity will take at least five minutes, which will provide me with time to take attendance and note absences.

* + 1. **Closing Procedures**

At the end of the class period students will complete a closing activity based on their learning targets. This will be written in their response journals, which will then be replaced on the corresponding shelf. Students are to leave response journals in the classroom so that the journals are available for them each class period and for my own periodic learning checks. Students must all be in their seats when the bell rings in order to be dismissed. This will prevent the dreaded line at the door that begins three minutes before the end of class.

* + 1. **If I want your attention**

At the beginning of the school year I will explain my procedure for attracting the students’ attention when I need to address the class. I will first raise my hand and hold up three fingers. This action means, “Stop what you are doing”. Then I will lower one finger. Two fingers in the air means, “Look at the teacher.” Then I will lower one finger until only one finger is raised. This means, “Listen for instructions.” I will use this technique when I need to gain attention in order to transition activities or if the class becomes too loud during group work or discussion.

* + 1. **Turning in assigned work**

Near my desk there will be two sets of tiered trays. The first will be for “IN” work, in other words any work the students are handing in to me for feedback. Each class period will have a corresponding tray. Work that has received feedback from me will be placed in the second set of trays, the “OUT” trays. This will make it easy for me or another student to find the work to hand back to students.

* + - 1. **Absent/Late work policy**

This policy is a part of my classroom management plan because a large part of managing students is helping them accept and practice responsibility for their learning. Of course my enforced policy will reflect that of the administration of the school but as it now stands these are my policies on absent work and late work.

If a student is absent the day an assignment is due the student must turn in that work the day she or he returns. New work, defined as work assigned during the absence, must be completed within a reasonable timeframe (the number of days absent plus one day). This will only apply to daily work. Tests and quizzes are posted at least two weeks in advance and a student returning on the day of the test or quiz is expected to take the quiz or test. In the event of extreme circumstances and if the student and parent communicates with me in advance I will allow a make up test or quiz to be given.

Late work will not be accepted for daily work. Projects and standards based assessments can be made up. I will deduct points from projects that are turned in over a week late. I cannot deduct points from a standards based assessment but these must be made up within a reasonable amount of time and I will send home grade reports with zeros until the work is turned in.

* 1. **Physical Arrangement of the classroom**

Though the actual environment of my classroom will restrict this, my arrangement will mirror as far as possible the layout attached as Appendix A. This layout will be conducive to the movement of the teacher and the students. If desired the desks can be grouped for collaborative work or separated for independent work. Students should be able to move easily throughout the space to form discussion groups, jigsaws, conduct learning stations or gallery walks. As the teacher I also need to be able to float between individual students or groups to ensure that every one is on task.

Materials will be available and convenient to all students as much as possible. This will ensure that students spend as little time as is necessary on locating materials and more time on task. I would like to provide at least two sets of materials such as staplers, hole punches and tape so that students do not have to travel far. It is also important to everyone’s health and well being to have several boxes of tissues and bottles of hand sanitizer throughout the room.

* 1. **Incentives**

Students should be taught in an environment of respect, trust and support. If I as a teacher have expectations of my students as to their behavior then I can encourage and teach them to behave responsibly. One important part of this is the careful use of incentives. If a class meets or exceeds our expectations for a respectful and supportive classroom then I could see offering content appropriate incentives. For example if a class follows procedures and their behavior fits the expectations established in the classroom then they might be able to chose a preferred activity for part of Friday’s lesson. These could include a review game, learning stations, or computer or Internet based activities if resources allow. The only non-content specific incentive I might offer would be on a more frequent basis, to allow them to listen to music while completing an independent activity.

* 1. **Classroom Discipline**
     1. **Expectations**

In my classroom I would have the following expectations posted at the beginning of the year. 1. Respect yourself, your teacher and your classmates. 2. Take care of the classroom and all materials. 3. Come to class prepared to learn. These expectations would be displayed in the front of the room and explained at the beginning of the year and reinforced or reviewed as necessary. Any additional rules required by the school would also be posted, including cell phone or gum restrictions. Later in the year the poster might be moved to the back of the room.

These expectations lay the groundwork for what I believe is a functioning and productive classroom. “Respect yourself, your teacher and your classmates” fits any instance of disruption, rude language, or behavior that detracts from the learning environment. “Take care of the classroom and all materials” shows students that it is important to me that they are able to learn in a clean, neat and well kempt environment. It also reinforces that they should take responsibility for their belongings. “Come to class prepared to learn,” exemplifies how important it is to arrive in class on time and with all materials necessary for participating in class.

* + 1. **Consequences**

The key to providing consequences and addressing misbehavior is consistency. If possible I will seek to redirect off task behaviors, which make up the largest portion of “misbehaviors” in the classroom. If redirection fails then I will continue to the discipline hierarchy. This hierarchy will be explained to students at the beginning of the year and stated in a letter sent home to parents.

Redirection will take the shape of four main approaches. The first is “the look”, if a student is off task I will silently catch their attention and shake my head and hold out my hand as if to say, “Stop.” If this does not stop the behavior I will move closer to the student and use proximity to address the behavior. If these do not address the issue or if the issue recurs throughout the class I will apply the discipline hierarchy.

For the first few weeks I will use a checklist to keep track of warnings and disciplines to help me maintain consistency and to track any long term patterns. If I am able I will discontinue the use of the checklist. The checklist will be used to record the following discipline hierarchy. The first time an expectation or rule is broken the students will receive a verbal warning. If during the same class the student again repeats the behavior I will require the student to stay after class to speak with me about their behavior. The third time the student will stay after class so that I can explain to him or her that I will be contacting their parents to speak about the behavior. If this student is a repeat offender or is the violation is severe I will skip to the severe clause of the discipline plan. If the student misbehaves outside of class, for example during a special event such as a guest speaker the consequences will be different. The student will most likely lose privileges to participate in a preferred activity or in extreme cases be sent to the office.

Severe discipline is removing the student from the learning environment and often sending them to the principal’s office. In the instance that a student is verbally or physically abusive to myself or to another student the offending student will immediately be sent out of the room to the office. Additionally if the student is in violation of a school rule that requires them to be sent to the office, such as cell phone possession or dress code violation the student will be sent immediately to the office as required by the school.

* + 1. **Scenarios**

The key to successful discipline in my experience is to have your answer ready. The following scenario explains why. The class spent the day before in the library participating in a book discussion with the literacy specialist. One student put his head down and went to sleep during the discussion. I move in quickly to wake him up and he stands beside me for the remainder of the period, after which then I speak to him about his behavior and explain that it was unacceptable. He is warned that the next day he will have another consequence.

The next day the class watches a movie based on the book we read as a class. However, because the student slept during the presentation I tell him to move his desk into the hall where he will complete a set of questions using the book instead of the movie to answer them. He immediately asks, “Why!?” hoping that I will react poorly and cause a disturbance. I tell him, “You know why. Do you remember what happened yesterday in the library?” He replies, “No I didn’t do anything.” I remind him that he fell asleep during the discussion and that I told him he would have a consequence as a result of his behavior. He assents and moves into the hallway where he quickly and quietly completes his work. When he is finished I check his work and allow him to re-enter the classroom.

Another scenario would be a student who is disrupting the class because he or she continues to talk out of turn and is off task. The first time this happens I would mention the student’s name, “Sara, you are not meeting the expectation of respect because you are interrupting me (or another student). This is your warning.” If Sara interrupts again I would tell her that she would have to stay after class and discuss her behavior with me. If she does this a third time she will have to stay after and we will discuss her behavior and I will let her know that I will be sending home an email about the disruptions in class.

1. **Conclusion**

High school students want to be trusted. They want to be viewed as independent and responsible. However they still need a lot of help and direction in the classroom. This is particularly true at the beginning of the year when teachers and students are trying to figure one another out. Students are trying to juggle expectations and understand just what each of their four, five, or seven teachers wants from them on a daily basis. If teachers and students are able to reach and understanding early on then the growing pains can be largely avoided.

The key term lacking in many teenagers vocabulary and every day life is “consistency”. As far a humanly possible all teachers need to be consistent with expectations and consequences. This consistency helps to create an environment that fosters learning, creativity and appropriate risk taking.

1. **Discipline Theories**

The two plans that influenced me are those created by Canter and Jones. In particular the Canter model of creating and teaching your discipline plan to students struck a chord. The assertive nature of the two plans appeals to me because I have tried to work on the opposite end of the teacher v. student control continuum and found that I cannot be the kind of teacher I want to be unless I am more assertive and take more control of my classroom. I need a lot of structure and organization in order to be successful, not because it comes naturally, but exactly because it does not.

Student Resource Center

Teacher’s Desk

Whiteboard/Screen

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Student Resource Center

Filing Cabinets

Bookshelves