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Classroom Management Plan

Philosophy of Classroom Management

When it comes to my philosophy of classroom management and how it relates to my teaching style, I come from the place where I believe behavior should be managed and that assessing the situation is a must compared to just disciplining the child. As it is stated from the first article I researched “The last two actions proposed by Evertson and Weinstein (2006) indicate that effective classroom management improves student behavior. Hence, classroom management is an ongoing interaction between teachers and their students.” (Korpershoek, Harms, de Boer, van Kuijk, & Doolaard, 2016). I believe that if my classroom is well managed, bad or “annoying” behaviors that are able to be avoided will rarely occur due to positive and enriching interactions between my students and I.

I believe that my classroom should be a place for students to have fun and to learn but students know that we are only able to have fun if they are able to control themselves along with not having to resort to extreme or reactive ways of disciplining. I want to be able to nip bad behavior in the bud while also not having students see me as being an over authoritative teacher that doesn’t allow fun or creates an overly controlling environment. I want extreme disciplinary actions to be a last resort and I don’t want to stick to those go to strategies that make both me and my students frustrated. “Only when the efforts of management fail should teachers have to resort to reactive, controlling strategies. Therefore, it is important to distinguish between preventive and reactive CMS” (Korpershoek, Harms, de Boer, van Kuijk, & Doolaard, 2016). This quote

from the journal article I read relates to my philosophy because of how much I care about being able to use effective classroom management strategies that aren't meant to come down hard on the students but are able to correct and decrease bad behavior.

One final part of my philosophy also includes maintaining being able to focus on a well-rounded approach to working with students and manage behaviors both good and bad in the classroom. I believe that good classroom management is a way to cater to the student as a whole and not just their struggles academically, behaviorally, or socially. As stated in the journal, "Classroom management aims to facilitate both academic and social-emotional learning" (Korpershoek, Harms, de Boer, van Kuijk, & Doolaard, 2016). I agree with this statement because of how I believe that if one wants to have a functioning class where bad behavior is minimized, they must understand that a student's behavior works in a cycle where all aspects of themselves are affected.

Room Arrangement Map

For the room arrangement map that I have attached, I took into consideration how I remember my classrooms in school along with what I would want my classroom to be set up like. Since I am earning my license in general education for elementary education, my classroom will most likely have to cater to all subjects. I want my students to work both independently and collaboratively throughout the day which is why I would ideally like to have my desks set up in groups of 4 which are represented by the tables with the 4 chairs each in them.

I also would like to have a round table or a half circle table located in the back of the room for small group work where students can work for extra space or I can work more individually with students who need help. This ties into my goal of wanting students to work

collaboratively with one another. I would also like my desk to be located towards the front of the room so that I can see all students and be able to manage my classroom better.

I will most likely also have a smart technology board of some sort so that will be the focal point of the front of the room along with having a bunch of counter space and cabinets in my room. I pictured in my head having cabinets/shelving at some point on every wall in the classroom due to storage of materials and resources. Along with plenty of cabinet space and shelving, I would ideally love a corner in my room where students can discover new books, use their free time to decompress, or do read alouds/group shares with students. I want students to be able to use that corner during appropriate times along with creating a cozy spot in my room that makes it easier to decompress if needed.

Overall, I would like my classroom to be a place where students feel comfortable yet ready to work and are able to give their best. I plan on including many motivational/encouraging posters to keep the overall energy of the classroom encouraging and positive. I want my students to know that they are able to be themselves and that this can be a safe place for them if they need it to be.

Rules and Expectations

In regards to the rules and expectations I would set for my students. I would create a new set of classroom rules every year that I would work to create with students. I want my students to have an input in what they believe would be important to consider as a rule or expectation for everyone in the classroom. A sample set of rules that I would work to create with my students could look like:

1. **DO YOUR BEST** – While working with others and on your own, you should always try your best no matter if you end up with the correct answer or not (Effort is important!)
2. **Respect your classmates** – We work together. We will work to listen to others and understand everyone has different perspectives and opinions.
3. **Communicate!** – If something is bothering you or if you are unsure of something, raise your hand or talk to Ms. Sweeney after class is over. We will talk it out and work something out!
4. **Respect your classroom** – This is where you will be almost everyday during the school year. We have to maintain a clean classroom and treat our supplies with respect. You wouldn't like it if Ms. Sweeney came into your house and made a mess and broke your things!
5. **Use your time wisely** – The time that is given to you during school is given to you so that you can work to reduce the amount of time you would have to do homework. Don't waste precious time! You won't get it back!
6. **Look out for others** – If you see someone being treated unfairly, stand up for them! Treat others how you want to be treated.
7. **Turn in your homework on time** – If you would like to be able to enjoy recess or any other free time, do all your work on time! Recess and free time are a privilege that can be taken away if you do not do all of your work and turn it in.
8. **Be prepared and on time –** It is important that on top of having your work done, you arrive on time with all of your materials.

All of these rules and expectations are meant to help students be successful and work up skills to be able to work well with others and to respect others.

Rewards and Consequences

When it comes to rewards and consequences, I do not want to use rewards or consequences to suppress or pacify bad behavior. I do not want to bribe students as a way to get them to stop the bad behavior either. I believe that rewards are something to be earned and they are a privilege. In regards to rewards specifically, I will offer choices for students who are

intrinsically and extrinsically motivated. I will offer things like stickers, pencils, and pencil cases as physical rewards so that students can use them and I will offer other things like a free seat pass, homework pass, etc. I want to be able to provide rewards that students understand are worth working for and that they are to be earned and not just given to them.

On the other hand, consequences are something that I do believe also should play a role in my classroom. I want my students to understand that consequences are real. I also want students to understand that if students decide to engage in or continue bad behavior, there will be consequences they will have to deal with because they made bad or poor choices. My consequences will be based on how poor the choice the students made or how bad the behavior was. For example, if students decide to not complete their homework, they will have to miss out on free time or recess and they will have to work on it during that time. My consequences will also be dependent on the school's overall policy and the standards set for the entire building.

Procedures

For procedures, I feel that I will have to establish many procedures for my classroom and I will have to set clear expectations for students to understand what is expected. I believe that consistency and structure are major elements when it comes to procedures. I believe modification is necessary when there are faults but there has to be consistency when modification takes place. I think procedures are key to having a good pattern to smoother school weeks. They keep things going and provide structure and stability to students.

One example of procedures that I will utilize in my classroom is in the morning when students get to school, they will unpack their backpacks, hang up their coats, and grab their folders and other supplies they need. They will then line up outside of the classroom until I am

ready to let them into the classroom. I will let them in and then they will take their seats at their desks. I will have the lunch options for students to mark down, the schedule for the day, and any other important notes for students to know. During this time, students will mark their lunch choice, take out their homework to be turned in, and prepare for the first subject that is planned. When it comes to daily procedures, I will always have a daily schedule posted on the board for students to understand and have structure every day of school.

References

Korpershoek, H., Harms, T., de Boer, H., van Kuijk, M., & Doolaard, S. (2016). A Meta-Analysis of the Effects of Classroom Management Strategies and Classroom Management Programs on Students' Academic, Behavioral, Emotional, and Motivational Outcomes. *Review of Educational Research*, 643-680.