

TED 340: Teaching and Learning Processes

Classroom Management Plan

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First Grade

Introduction:

Classroom management, according to the book Methods for Effective Teaching, involves teacher actions to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation. I believe that classroom management is my actions, as a teacher, in urging my students to be the best they can be in and outside of the classroom. This can be them acting respectfully to others, the environment they are in, and to themselves. There are a lot of different ways to obtain classroom management. Different ideas for classroom management can work for different teachers and in different classrooms. I don't think there is one specific way to manage a classroom, but being able to manage a classroom is very important.

If a classroom is managed well, then the students will be in the best environment possible to learn. They will know what is expected in the classroom, and they will achieve it. If the students misbehave and disrupt others' learning, they will know that there will be consequences. When there is really good classroom management, the students gain the most they can out of their learning. If students do not have good classroom management, then they will be all over the room, being loud and rowdy. The teacher will be yelling at them more than she will be teaching them. There are also different responsibilities for teachers.

A classroom needs to have order to be successful. To do this, some areas of responsibility need to be met. One area is to select a philosophical model of classroom management and discipline. These philosophical models can be like teaching with "love and logic, cooperative discipline, discipline with dignity, and assertive discipline." These reflect philosophical views of student development, teaching and learning, and classroom management. They range from low

teacher control to high teacher control. They are useful because they offer a basis for analyzing, understanding, and managing student behavior. When you have a general understanding, you can see where you stand on the issues addressed and pick one that fits you. If the management plan fits your beliefs, then it is a good plan for you.

Another responsibility is organizing the physical environment. The arrangement of the classroom can be a crucial thing when dealing with the management of a classroom. If the classroom is cramped, then the management of the classroom will be uncomfortable. On the other hand, if there is a place big enough to run around, then students will be tempted to run through there. The desks and tables need to be arranged in a way that will create an easy flow to everything. Students can't be running into each other trying to get a book, pencil, etc.

Managing student behavior is another responsibility teachers have. Teachers need to set up classroom rules and procedures at the beginning of the school year and enforce them if they want to be listened to. These rules and procedures support learning and provide students with clear expectations. They also help in creating a safe learning environment.

Another responsibility is creating a respectful, supportive learning environment. This is very important for learning. Teachers take actions to create a cooperative classroom by developing positive teacher and student relationships. They should build up each student's self-esteem and create groups that work together. Teachers should also make sure that students are acting appropriately in the classroom by teaching them to take responsibility for their actions and reinforcing good behavior. Teachers should develop a motivation plan to help students progress toward learning. Teachers should also gain knowledge on the diversity of their students' learning styles.

Managing and facilitating instruction is also a big responsibility for classroom management. The structure of the lesson, the different groups used, and holding students accountable for their grades are all decisions to be made when planning the lesson. If students will be in groups, the teacher will need to think of the way to decide groups that will cause the least hassle and behavior problems.

Another responsibility is to promote classroom safety and wellness. The students need to feel safe, both physically and emotionally, to give their full attention to something. To achieve this, it is sometimes beneficial to incorporate an anger management/conflict resolution tool set at the beginning of the year. It might also be beneficial once getting to know the students to seat them in a way that those who do not get along do not sit near each other. Also, in the beginning of the year, when setting up the classroom, make sure that everything is safely laid out.

The last responsibility is interacting with colleagues, families and others to achieve classroom management objectives. Working with families helps to maintain order in the classroom. If a student is acting out, you can talk to the parents of that child and have them enforce the rules used in the classroom into the student's life at home. Also, if the teacher gets along and communicates with the family, the student will prospectively receive needed guidance and support, as well as have more self-control. It is also helpful to communicate with other colleagues because they have a lot of experience that they can use to help you with a situation you have.

Principles for Working with Students and Preventing Misbehavior:

Maintaining classrooms that are focused on learning that don't have a lot of behavior problems is tough. There are some principles to help with it though. One principle is to maintain focus on your major tasks in teaching. These major tasks are things such as promoting student learning, and helping them to be successful in accomplishing objectives and goals they set for themselves, and that you set for the lesson. You also want to help the students develop knowledge and skills to be successful. Another principle is understanding your students' needs and how to meet them. Knowing what the learners like, don't like, need, desire, influences and motivations are very important to working with them. You can use these to motivate them to work, and create a better learning environment.

Another principle that is good for working with students is understanding and respecting ethnic differences. When you understand these, you can guide the lessons to include those ethnic backgrounds. The students will either be able to learn more about their culture, or they will learn about a completely different culture, yet be able to connect it to someone they know. Teachers should also be able to know what causes misbehavior and how to deal with those causes. Once they know the causes, they should be able to find a way to decrease misbehavior. Another thing teachers should be able to do is provide clear rules and procedures to guide student conduct. If the rules and procedures are not clear, then the students might not know the expectations, so they could misbehave.

Another principle teachers should achieve is having a specific plan for responding to misbehavior with a hierarchy of interventions. If there is a specific plan to deal with misbehavior, then the students know what to expect. The teacher should also stick to that plan

and not stray. Teachers should also keep the students positively on track and not misbehaving, to keep good relations with them. Another principle teachers should follow is reducing the use of punitive methods of control. If students are punished constantly for misbehaving, it will cause a bad relationship between the student and the teacher. This can also promote antisocial behavior instead of positively reinforcing the good behaviors.

Another principle is taking actions to establish a cooperative, responsible. As previously stated, this can be achieved by reinforcing wanted behaviors and promoting student responsibility. This creates a positive learning community for the students. Teachers should also involve students meaningfully in making decisions. This causes them to feel more responsible and adult-like. This also helps them to be more committed to what they are learning, as well as what is going on in the classroom. Another thing teachers can do is teach critical social skills. Students need to have the social skills that will let them relate to their peers and do well academically. If the teacher helps promote these skills, they will have a more successful classroom. The last principle teachers should use is involving the families to a reasonable degree. When teachers communicate with families on a regular basis, it will help the student progress because they will be encouraged at home. This will also let the parents know what's going on in the classroom, and with their child.

Preparing for the School Year and First Day:

There is a lot that goes into preparing for the school year and the first day. As a teacher, you have to take in consideration all of the students you have, what materials you need, what rules you will want to use, and seating arrangements, just to name a few. To start it all off, you should get to know the school environment really well. Know your room like the back of your hand. Meet the other teachers and faculty beforehand. They can help you out when needed. This will also help you gain more knowledge on your class to make decisions with. Another thing that you should do when planning for the first day is gather the support materials. When you are done looking through the material planned for the year, you can think of ideas for lessons and activities. These need materials, so gather any support materials needed.

Once these materials are gathered, it is time to organize your materials. A file cabinet can be very useful. They can store important documents, as well as hold any papers, lesson plans, or activity papers that will or can be used. All of your materials should be organized in a way that is easy to get to and find what you are looking for. The next thing to do is create classroom procedures. There can be many procedures for different activities to enforce the first day/week so the students can learn to follow them right away. Before school starts, distinguish what actions or activities will need procedures. These classroom procedures are crucial to have a smooth running classroom. An example of this that I would like to use is when a student needs a pencil, they will hold up one finger. When they need to use the restroom, they will hold up two fingers. This doesn't interrupt the class but still lets the teacher know what the student needs. Assigning classroom helpers is useful when managing a classroom. When a student gets picked as the classroom helper, they feel proud, and it helps them become more responsible. Make a list of

things that need to get done, and then assign students to those tasks. Then, after a week, rotate the helpers. Some tasks could be line leader, door holder, book straightener, and office runner.

Before school starts, it is a really good idea to have a class list and make copies of it. This will come in handy all throughout the year. You can use them as a checklist for all the random things they will do throughout the year, as well as have an attendance for any substitute teachers that come into the classroom. It is also good to have school to home communication. Before school starts, it is a good idea to send out an introductory letter to welcome the families and inform them about you, the way you grade, other policies, and the curriculum. In the first week of school, it is a good idea to acquire a list of ways to contact the students' parents.

Depending on the age, but definitely good for first-grade students, it is good to celebrate or recognize each student's birthday. This is something to gain the information on the first day, maybe using an ice breaker. Another thing that is good to think about beforehand is how you are going to distribute the textbooks, of needed. Luckily for me in a first-grade class, there are slim to none books given out. When giving out books, you need an inventory form so you know which kid had which book.

Another thing that is important is room identification. The students need to be able to find your classroom. If this is their first time in the building, or if they were in a different place last year, it is hard to find rooms. One way to help with this is to have a poster with the teacher's name, grade level, and room number on it. It should also be written inside the classroom as well to double confirm that they are in the correct room. A crucial thing for smooth classroom management is the room arrangement. Seating should be in a place where you can see them, and they can see you. With first graders, there should be a spot to gather as a group, as well enough

space to maneuver easily, but isn't tempting to run through. Seating arrangements are also important. As previously stated, they need to all see you, and you need to see them all. What you need to decide is if you want to assign them a seat, or have them choose their own. With first graders, I believe that it is more beneficial to assign them a seat because they have a tough time deciding, and if someone doesn't get the spot they wanted, they will throw a fit.

The last thing you, as a teacher need to decide is the decoration of the room. I find this very important. With first graders, I believe there should be bright colors and posters on the wall. Any posters will help them to want to read more to figure out what it says. The room should look nice, but feel comfy, cozy. Pictures on the wall, as well as graphs, posters, and maps, make the room informative. Bulletins are a very good idea as well. They can have information on what you expect for the beginning of the year. What I think I might do is have a small bulletin board that introduces me, and then throughout the year, each student gets the chance to be featured each week.

Making Instructional Preparations:

Planning for the year's curriculum is extremely important. You can't just wing it. As a teacher, you need to think of everything that goes into teaching lessons. The first is long-range plans. Long-range plans are when you plan where the students need to be at the end and plan backward to incorporate everything. When doing this, make sure to leave review time at the end of each subject. Another instructional issue is supplementary materials. For each subject, there is a list of materials needed for it. When you figure out what is needed, it is better to get it done before hand, so you will be prepared.

Another issue is skeleton plans. These are brief overviews of intended accomplishments. This is where you include a weekly list of goals to be accomplished. They include more details than long-range plans, but not enough for daily lesson plans. Then there are weekly time schedules. Weekly time schedules are planned before school starts and plan out when each subject will be taught. This is like "A, B, C days." On A days there is music, B days there is gym, and C days there is art. Another plan is daily lesson plans. Once skeleton plans are finished, you can prepare daily lesson plans. This is more detailed and includes everything you are doing for that day in lesson plan format. These lesson plans include the amount of time it will take, materials needed, how to assess, etc. These are usually turned in to the principal the week before.

Teachers need to give the students information about the course. These are syllabi. We as teachers need to prepare a syllabus. I don't think first graders really need a syllabus. I don't remember ever getting a syllabus except for my freshman year of college. It is still important and includes important due dates, grading, and homework policies, as well as classroom rules.

Teachers need to also prepare policy sheets. These can be incorporated into the syllabus, but it pretty much is every policy the teacher has in their class.

It is a good idea at the beginning of the school year to give a tentative student assessment. This is an assessment to gain an understanding of where the students are at, and what they all know. Teachers also need to plan for homework. Think about how they will evaluate their students and determine grades. It is also good to have backup materials. If an activity is shorter than expected and planned for, then the teacher needs to have different materials ready to be used. These can be educational puzzles, word games, etc.

Teachers should establish an opening class routine. This can help the students perform better because they know what is wanted, and what to do. It can really be anything, as long as it's an orderly transition as students enter the room and get ready to start the day. Lastly, there needs to be folder for substitute teachers created. When a sub takes your place for a day, they need a few things from you. This can be a class list, the lesson plan for that day, and other activities that they can do with them. They also need the daily schedule for the day, as well as what to do in an emergency, and a copy of the classroom rules and procedures. They also need a list of any student that has a special need, and what that special need is. The better prepared the sub is with the most information given will lead to a smoother day for them.

Managing Assessments, Record Keeping, and Reporting:

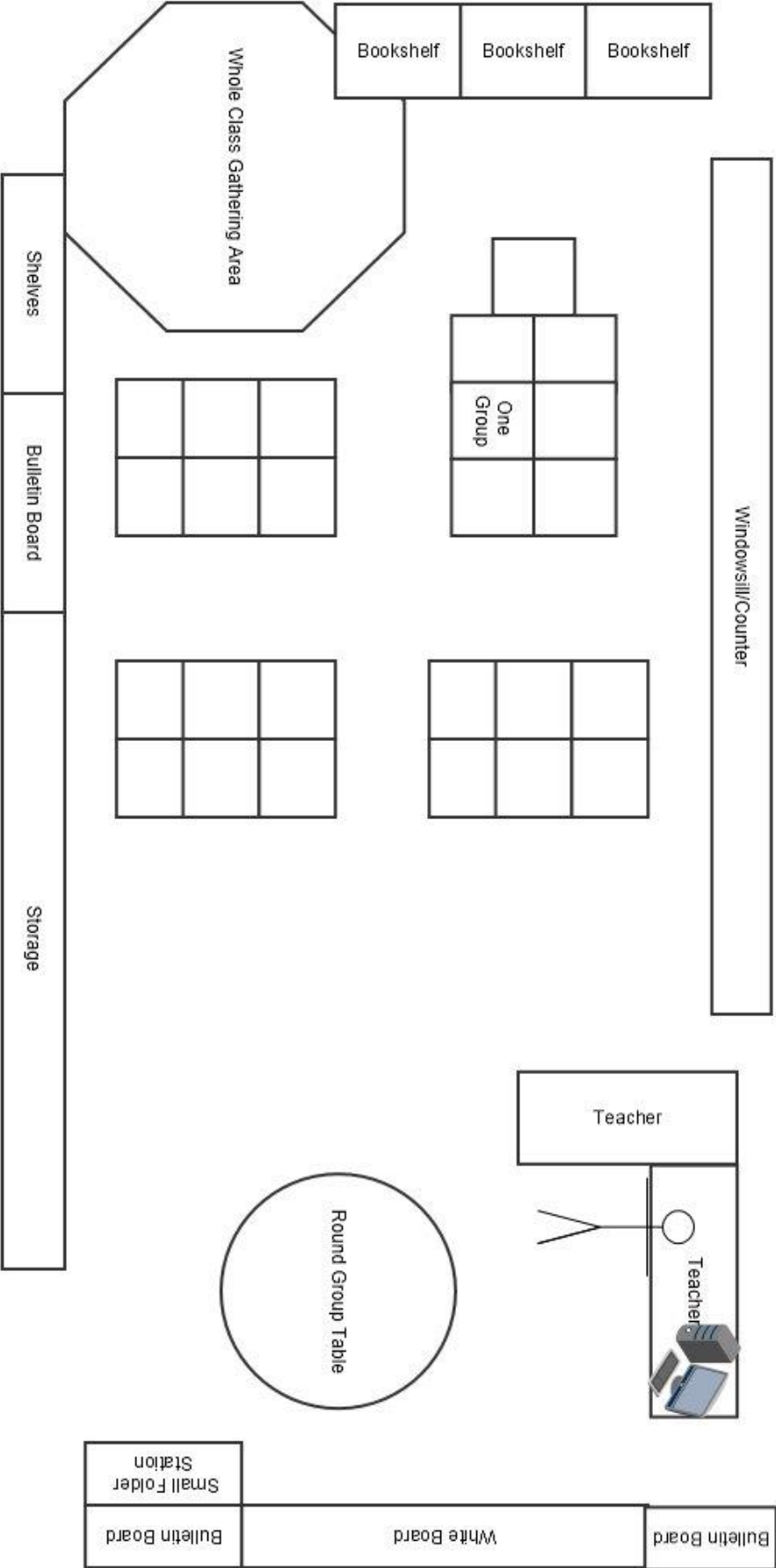
It is extremely important to evaluate where the students are at with what they are learning and to see how they compare with others of the same age group. This is where assessments come in. There are many different ways assess your students. There are teacher-made tests, as well as performance-based tests. Teacher-made tests and quizzes are very common. They test the material you just taught them. The performance-based tests measure products such as portfolios, projects, and lab reports, and performances such as oral presentation, demonstrations, and debates. For each of these, the teacher will have to figure out how to evaluate the level of skill shown. This could be like an answer key or a rubric.

Once the students have been assessed and scored, records of those grades need to be made. They can be kept in a grade book. There are hard copy grade books, as well as electronic grade books. Grade books usually have a place for daily attendance, achievement scores, and conduct scores. After entering every grade into the grade book, you also need to have an idea on how to translate all those grades into one final grade at the end of the year. How much will the tests be weighted? What about the homework? It's a lot more work than just throwing the grades in.

Once the grades have been recorded, the school district will want these grades. With the electronic grade books, this makes it a lot easier to do. A copy already sends to the person in charge. For the end of the year report card, it depends on the school district to figure out how these subjects will be graded. It can be in percentages, letter grades, or pass or fail. As well as recording grades with grade cards, there should also be a collection of grades and projects to show the students' parents at parent-teacher conferences.

Organizing Your Classroom and Materials:

I believe that I need to see the room I will have before getting really specific on how I am going to arrange it. It depends on the size of the room to see how much space we have for working with. For now, using a class of 25, I would put them in 4 groups of 6 with one group of 7. I will have a desk in the front corner for me. I will have a large round table at the front to do small group reading and other small group projects. I will have an area in the back of the classroom where the entire class will be able to gather and have shared time. This can be reading to the whole group, having the students speak to the students, or giving general instructions and lessons. This way I have them all in one spot, and they won't be fidgeting or messing with others. I will have bookshelves for my books, and I will have another bookshelf to the side for storage of my learning center activities. I will have a small area at the front of the room where the students' papers will be stored after graded. That will be their take home folder area. Each table will have their own supply basket. This basket will have pencils, crayons, glue, markers, and anything else that would be needed for the entire table.



Classroom Rules and Expectations:

Classroom Rules:

1. Raise your hand when wanting to share or ask a question.
 - a. To teach this, we will all practice doing it.
2. One person speaks at a time, and everyone will listen when others are talking.
 - a. Talk about why it's important to listen when others are talking and only having one person talk. Ask someone to tell a story, and then right in the middle I will start with my own story.
3. Hands and feet to yourself.
 - a. Play the game "Which one is right?" and be a model demonstrating keeping hands and feet to yourself, and not keeping hands and feet to yourself.
4. Be respectful.
 - a. We will talk about what it means to be respectful. This means no rude words, only kind ones.

One way to get students to do the right thing in line is singing a song to the tune of The Adams Family. It goes "Show me a line *snap snap* Show me a line *snap snap* Show me a line. That'll be fine. Show me a line. *snap snap* My feet are facing forward, my hands are by my side. My mouth is nice and zippered, now show me a line."

Behavior Management Procedures:

The behavior management plan I will use is the system where they all start on a color. They all start on green at "Ready to Learn." Whenever they do anything that is absolutely superb, they go up a color. The next level up is blue, with "Good Choices." The next level up is purple with "Great Choices." The highest level is pink, with "Role Model." Whenever any student does anything that is really bad, or is just persistent in not wanted choices, they go down. The level under green is yellow, which is "Warning." Under that is orange, with "Consequence." Last is red, with "Parent Contact." The students can range through the entire chart in a day, so if they start off badly, they can work their way back up. The consequence for orange is at recess, they will stand on the wall for 5 minutes. I will have folders that go home with the students every night. In that folder, I will have a sheet for each week that leaves a space for the color they got that day, a space to explain why, and a spot for parent signatures. This will be how I communicate with the parents. If a student gets on red 3 days in one week, a phone call will be made to the parents.

Reinforcing Desired Behaviors:

One way I will reinforce desired behaviors is by singing a song that points out what I like about the way someone is sitting. This song puts pride in the people that are named while also getting the other students to try and get recognized as well, so they sit perfectly. I will also point out everything I see is going well, rather than nag on the things that are wrong. I really like to give praise to students, so I will definitely be praising them. If the entire class does wonderfully through the entire day, or during a time that I really needed them to be on their best behavior, I will take them out for extra recess or getting tickets. I also like the thought of giving out tickets for every big good thing they do and then they can save up for random little fun things; such as lunch with the teacher, a small prize, or a candy bar.