

Classroom Management Plan

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Students need to understand clearly what the teacher expects from them and what they can expect from their teacher.

ORGANIZATION

BEFORE THE FIRST DAY OF CLASS

The teacher will:

1. Identify concerns that can interfere with the students learning.
2. Determine the seating chart to create an adequate classroom environment.
3. Prepare his paperwork.
4. Plan his procedures.

DURING THE FIRST DAY OF CLASS

1. Classroom rules will be discussed and posted in the classroom the first day of class.
2. Classroom procedures will also be discussed the first day/week of class.

AFTER THE FIRST DAY OF CLASS

1. Lessons and assignments for each day will be planned in advance to keep students well-informed and motivated.
2. Lesson plans will follow the standards and the objectives of the course.
3. Lessons will be planned to teach students the objectives of the course and students will be evaluated according these objectives.
4. The agenda for the day will be written on the board.

PROCEDURES:

BEGINNING THE CLASS

1. Students will be in their seat when the bell rings and will have the required materials. It will result in a tardy if a student is not in his/her seat when the bell rings.
2. Students will be engaged in the warm-up question(s) with their homework on their desk. The teacher will take attendance and collect homework.
3. The teacher will answer questions regarding homework or previous lesson, clarify any misunderstandings, and use this as a transition into the new lesson.
4. Students who were absent need to look in the "Absent Folder" for their missed assignments.
5. Students who are tardy will do their best to meld into what the class is doing.

USE OF CLASSROOM RESOURCES

1. The teacher's desk, chair, and all materials on their desk are off limits to students.
2. Materials in the classroom need to be returned to their original place before the end of the lesson.
3. Technology equipment will be operated by the teacher.

OUT OF CLASSROOM PROCEDURES

1. The first day of school students will know where to go and what to do during an emergency.
2. Students will conduct themselves responsibly while outside the classroom.
3. Students will be respectful of all property of the school.
4. Students can get hall passes when the teacher is not lecturing.

ENDING THE CLASS

1. With the help of students, the teacher will summarize what was learned that period.
2. Homework assignments will be given out at the end of the lesson.
3. The classroom will be cleaned and returned to the state it was before the lesson began.
4. The teacher will dismiss the class.

DISCIPLINE

RULES:

1. The teacher and students will arrive to class on time.
2. Students will be prepared for the lesson and in their seat when the bell rings.
3. The teacher and students will be respectful of each person in the class and their materials.
4. Students will follow directions the first time given.
5. Students should raise their hand before speaking.
6. Concerns must be discussed with teacher privately.
7. Students should attend to personal needs before coming to class.
8. Students will follow the school code of conduct for technology usage and acceptable behaviors in the classroom.
9. Students should adhere to "Student Expectations".
10. At the end of the period, students will remain in their seat until they are dismissed.

CONSEQUENCES OF NOT FOLLOWING CLASSROOM RULES:

1. First Offense: The student will receive a verbal warning.

2. Second Offense: The student will have a teacher-student discussion.
3. Third Offense: The student will have a parent notification and detention.
4. Fourth Offense: The student will have a student-parent-principal conference and detention.
5. Fifth Offense: The student will be temporarily removed from the classroom to plan a strategic solution to deal with the particular situation.

EXPECTATIONS OF THE STUDENT:

1. Abide by classroom rules.
2. Each student will do his/her best.
3. Actively participate in each lesson.
4. Do his/her homework assignment.
5. Be responsible for his/her actions.

EXPECTATIONS OF THE TEACHER:

1. Be prepared for each class.
2. Be fair to each student.
3. Show enthusiasm in the subject matter.
4. Promote a safe classroom environment.
5. Teach considering the different kinds of learning styles, abilities, and disabilities of students when planning lessons.
6. Be always available to students who need help.

PROCEDURES:

MINOR DISRUPTIONS

Small disruptions will be dealt with by the teacher “working the crowd” using body language, wisdom, experience, and social skills. To avoid brat behavior, the teacher will be consistent showing that “no” means no. To eliminate backtalk and “curveballs”, the teacher will use body language instead of talking. Teachers will emphasize that both the teacher and students have a responsibility to support the learning of the entire class showing that discipline comes before instruction.

ON-GOING DISCIPLINE ISSUES

The teacher will have a misbehavior folder to deal with the student without wasting time when the student acts in unacceptable ways. The teacher will ask the student to meet to discuss his/her behavior after class. If there is something that is affecting his/her behavior in class, the teacher should “crack the code” of student’s behavior to see the hidden message and solve the problem instead of getting angry to mean business. If the misbehavior continues, the teacher should contact the student's parents to ask them to help the student improve his/her behavior. If the negative behavior continues, the teacher will call a conference with parents, the student, and him to help the student to improve his/her behavior with an action plan.

AGGRESSIVE BEHAVIOR

If a student becomes violent in the classroom, the teacher should be calm. Emotions are contagious. If the teacher is calm, he will have a calming effect on the student. Manipulating his emotions and being calm, the teacher should separate that student from the rest of the class and call security to send him/her to the office. If the teacher needs to bring the student to the office, he will get another staff member to watch the class while he is away. The teacher should resume teaching as soon as possible.

INSTRUCTION

BEFORE THE BEGINNING OF THE UNIT

The teacher will:

1. Identify the learning goals according to the standards.
2. Plan lessons to teach students the objectives of the course.

3. Plan lessons and assignments to give an effective instruction to all kind of learners.

4. Plan lessons including materials and activities for students according to their needs, interests, and abilities at the appropriate level of difficulty.

DURING THE UNIT

The teacher will:

1. Diagnose the strengths and weaknesses of students and use these to guide instruction.

2. Make every effort to address the needs, concerns and problems of each student.

3. Provide well-planned instruction with lesson plans that follow the standards and the objectives of the course.

4. Vary his teaching style according to the situation to attract the different learning styles in the classroom showing the material in different ways.

5. Use “Praise, Prompt and Leave” strategy, “Visual Instructional Plans”, and “Say, See, Do Teaching” strategy to build independent learners looking for mastery.

6. Provide students feedback and help them self-assess their progress toward achieving their goals identifying what they already know about the topic, thinking about the topic in advance, and comparing the new knowledge with what is known.

7. Have students keep notes on the knowledge addressed in the lesson.

8. Ask students to work individually or in cooperative groups to practice the instruction monitoring them.

9. Assign homework giving students opportunities to improve their knowledge.

AT THE END OF THE UNIT

1. The teacher will provide students with clear assessments of their progress on each learning goal according to the standards.

MOTIVATION

COURSE

The teacher will:

1. Tell students what they must do to succeed in the class.
2. Avoid intense competition among students to improve the learning environment.
3. Give students options on assignments to motivate them to work hard developing deeper understanding.
4. Give students many opportunities to succeed increasing the difficulty of the material as the semester progresses to motivate them to do their best.
5. Break the routine incorporating a variety of teaching activities and methods in the class.
6. Plan and prepare the lesson in varying ways to meet the needs of the students in the classroom.

ENVIRONMENT

The teacher will:

1. Create an atmosphere that is open and positive.
2. Help students feel that they are valued members of a learning community.
3. Respect students' differences and allows students to use their own prior knowledge and experiences to make connections and learn.
4. Do everything to satisfy the physiological, safety, belongingness, and esteem needs of their students.

5. Show that “each student has unique talents, abilities, goals, challenges, and circumstances”.
6. Demonstrate students that he cares about them.
7. Encourage students to see rewards of schooling.
8. Give students meaning and direction to their lives to make students act mindfully and set goals to succeed.
9. Help students develop conative attitudes connecting knowledge, affect and behavior.
10. Develop positive relationship with parents of students to make these parents help their children to be motivated in class.

FEEDBACK

The teacher will:

1. Give frequent, early, positive feedback that supports students' beliefs that they can do well.
2. Reward success publicly giving students some indication of how well they have done.
3. Introduce students to the good work done by their peers to emphasize the importance of a good work improving the general knowledge.
4. Be specific when giving negative feedback to identify students' weakness and correct it making students understand that his comments relate to their performance, not to them as individuals.

GRADING

The teacher will:

1. Emphasize mastery and learning rather than grades.
2. Design tests that encourage the kind of learning he wants students to achieve.

3. Avoid using grades as threats.

INSTRUCTION

The teacher will:

1. Ensure opportunities for students' success by assigning tasks that are neither too easy nor too difficult.
2. Help students find personal meaning and value in the material.
3. Design assignments, in-class activities, and discussion questions to address own needs of students.
4. Make students learn by doing, making, writing, designing, creating, solving.
5. Show enthusiasm and organization using appropriate, concrete, and understandable examples.
6. Make assignments, give presentations, conduct discussions, and grade examinations holding high but realistic expectations for students.
7. Encourage students to focus on their continued improvement helping them set achievable goals for themselves evaluating their progress to analyze their strengths and work on their weaknesses.
8. Use effective questioning techniques to make students understand the lesson in a better way.
9. Make students use journals to know what they think and motivate them.
10. Vary their methods of instruction to incorporate visuals, movement, listening activities according to the situation motivating children to learn.
11. Use an adequate system of incentives to create a culture of success with an appropriate balance between quantity of work and quality of work.