

My Classroom Management Plan Ashley Dimino

You are a teacher in Spotsylvania County Public Schools. You have 25 students. You need to decide on the grade and subject you will be teaching.

Grade: Sophomore

Subject: World History II

Instructions

1. Complete the entire activity with authentic answers. Make this your own.
2. Where appropriate, cite class readings or discussions to provide context or rationale to your responses.
3. Use 5 theories from class in your plan. Write which theories you will be using at the top of your plan. They can agree with *or* disagree with the plan. **CITE and BOLD** when you use the theories, e.g, “yada yada” (**Skinner**) or “**Skinner** believed...”
4. Include evidence of Culturally Relevant/Responsive Teaching and Management in your plan. **Highlight where you have used it in yellow.**

List the 5 theories/theorist(s) that will be cited in your plan. (It’s helpful to write this after you have drafted it).

1. Jones
2. Dreikurs
3. Gordon
4. Kounin
5. Canter & Canter

You are to respond to each of the items below as if you are in a job interview with a principal. Your responses should be based on course readings and discussions with examples. They should be edited and concise. Like you are having a conversation with them.

Topic	Your Response
<p>Philosophy of Management In two-three sentences, what is your philosophy of classroom management? What is the role of the teacher, students, and classroom?</p>	<p>Learning should be a give and take process. I am there as the teacher to facilitate learning, but the overall goal is collaboration. The classroom is our place of learning and should be treated with respect.</p>
<p>Classroom Slogan or Motto What will it be? Even if you want to have your students create it, you need to provide me with one or more here.</p> <p>“What will your verse be?”</p>	<p>I really like this quote “Mistakes are proof that you are trying.” This is my base idea, but what I would like to have students suggest some mottos for their classes to decide what motivates them and reminds them why they want to be in this classroom and why they want to learn. I like the mistakes quote above, because I think too often we make our students so afraid to fail that they either stop caring or stop trying, and I want them to be comfortable to try, to <i>learn</i> by reassuring them that its okay to make mistakes.</p>
<p>Class Decorations What is going on your walls? I want you to find examples of what would put on that walls that would culturally responsive to classrooms in Virginia, and your endorsement and grade level. Go online. Find visuals. It can be an additional upload to Canvas.</p>	<p>I would like to decorate my walls with some of my favorite motivational quotes, some world maps and flags, and a variety of historical photos and posters (in this case related to World II), such as Napoleon, Toussaint L’Overture, Olympe De Gouges, Louis XIV, Queen Elizabeth, Marco Polo, etc. I’d also like to take the opportunity to push their perspective and represent marginalized groups and cultures on the wall such as with a map to show where Native American nations are across the US. See examples on attached document.</p>
<p>Behavior Expectations What behavior do you expect from my students? How can you convey this to my students? How can you reinforce this throughout the year?</p>	<p>I expect my students to be ready and willing to learn, to pay attention and to not behave disruptively in the classroom (where they take away from other students learning). I will reinforce this through teaching the students about self-discipline in the way Gordon and Jones expect students to be responsible for their own behavior. On my end, I intend to reinforce with proximity (Jones), allowing the students to earn PAT (Jones), and reminding students when they get off-task/disruptive.</p>

<p>Motivational Strategies What strategies will you use to motivate my students (i.e., tickets, marbles in a jar)? Will you rely on intrinsic or extrinsic motivation? How? Why? Give me detail here.</p>	<p>I primarily want to focus on intrinsic motivation and to help them to find what pushes them to learn or at least make it through the class. However, I do like the idea of using preferred activity time (PAT)(Jones) to reward focus during instruction and classwork by allowing them to earn more fun activities like Jeopardy review, Historical simulations, etc.</p>
<p>Class Rules What rules will you have to begin the school year? Will you ask for student input for all, some, or none of the rules? <u>Even if you have students help with rule development, I want your list of rules here that you would use.</u></p>	<ol style="list-style-type: none">1. Students will show respect to their fellow classmates, teacher(s), and themselves.2. Students will work hard and make an effort to participate and reach out when they have questions and or need help.3. Students will bring all necessary materials to class.4. Students will be seated and ready to work when the bell rings. Be prepared for class before class.5. Students will remain seated until dismissed by the teacher at the end of class.6. Students will remain seated and quiet while their classmates are talking (i.e. answering a question or speaking during a discussion) and the teacher is talking. If they wish to ask a question or respond, they will raise their hand and wait patiently.7. Students will not disrupt class lectures or presentations to sharpen pencils, use the restroom, etc. These tasks should be done before or after class or during independent work time in class with teacher permission.8. Students should not have their phones out in class during instructional time unless given express permission.

<p>Hierarchy of Consequences for Rule in Fractions What will you do with a student breaks a rule? What will my hierarchy of consequences? Give 2 cases. Walk me through how your hierarchy would work with the low-level case (like talking too much or cell phone use) and a more serious case (like being rude or insubordinate/refusing to follow your instructions). These are not violent behaviors.</p>	<p>Description of Hierarchy</p> <p>Case 1: Stanley is on his phone repeatedly in class during instructional time. To start, I would give Stanley a verbal warning/reminder that he should not have his phone out during instructional time; he will have 3 chances with verbal warnings before I schedule a meeting to speak with him before or after class to discuss what’s going on and see if we can find a solution. From there, if the behavior persists, I will reach out to him with his parents to see if we can develop a solution to solve the issue, and if necessary, send him to administration to loop them into the discussion.</p> <p>Case 2: Olivia is being rude during class and expressly disobeying my instructions to work on her classwork. The biggest thing I want to avoid here is to avoid getting into a power struggle (Dreikurs), so I would ask the student to step out into the hall with me so that we can discuss what’s going on and try to figure something out without an audience. If she continues to be rude or her behavior escalates upon entering the hall, I may send her down to the office to meet with administration. (Back-up systems, Jones; Discipline Hierarchy, Canter & Canter)</p>
<p>Management Procedures and Routines <i>What procedures and routines will you use in your classroom? Address each procedure and routine below. Provide examples for each.</i></p>	
<p>How does class begin? What are students doing when the bell rings? What should they have already done? What are they allowed to do? What are they not allowed to do? What constitutes being late (in the room, in the seat)?</p>	<p>Class officially begins when the bell rings, but students are expected to take their seats and begin working on their warm-ups. Class will begin a few minutes after the bell rings when we go over the warm-up. Students are late if they are not in the room by the time the bell rings unless given prior permission (like to go to bathroom, etc.).</p>
<p>How does class end? What are students doing before the bell rings?? What are they allowed to do? What are they not allowed to do? How do they know they are allowed to leave?</p>	<p>Class will end with either an exit slip and or an overview of what is happening next class to wrap up the day’s activity. Students are</p>

	expected to stay in their seats until dismissed by me once the bell rings.
How are you going to gain students' attention? What cues are you going to give them? How will students get help from the teacher (raise hands, put name on board, ask other group members first)? Provide examples.	I will gain students attention during activities through either a clapping sequence or a timer beeping when their activity time is up. During group work, students should first ask their peers for help; otherwise, they can receive help from me by either raising their hand or coming up to my desk to ask questions.
How and when will students leave their seats?	Students should not leave their seats during instructional time unless it is an emergency or they are expressly told by me, particularly in the case of an activity.
What do students need in order to leave the room (individual passes, room pass, teacher's permission)?	Students need teacher permission and a room pass to leave the room. They are expected to wait for group work or individual classroom time and not during instructional time.
Can the teacher keep one student or the whole class after class or school?	Definitely not – some students may not be able to get home if they miss their bus and no misbehavior deserves that kind of punishment.
How will students get recognized to talk (raised hand, teacher calls on student, talk out)?	Students should raise their hand to be recognized to talk unless the classes determine a different method of signaling that they prefer.
How and when do students sharpen pencils?	Students may sharpen pencils at the beginning of class or during group or classwork time, just not during instructional time. They can use the wall sharpener (if there is one) or the pencil sharpener beside my desk.
How will students turn in work (put in specific tray or box, pass to the front, one student collects)?	Students will turn in work on time in-class via a tray labeled by block near my desk.
How will students turn in makeup work if they were absent (special tray, give to teacher, put in folder, give to teacher's aide)?	Students will turn in late or makeup work in a labeled tray also near my desk (during or just after class I will stamp the work with the date received).
How will students distribute handouts (first person in row, a group member gets a copy for all group members, students pick up as they enter room)?	For handouts taking place at the beginning of class, the students will pick them up beside where they turn-in their homework. Otherwise, I will pass a number of copies to the first person in a row/group and have them distribute.
How will late work be graded (no penalty, minus points, zero, "F," use lunch or recess to finish, turn in by end of day, drop so many homework grades)?	Unless there is an extenuating circumstance, students will receive a five point penalty the first day (not class period) an assignment is late, and 10 points each of the following days.

How and when will students make up quizzes and tests missed (same day they return to school, within twenty-four hours, within the week, before school, during lunch or recess, after school)?	Depending on the number of days they missed, students will have the number of consecutive absences +1 class period to arrange to make up the quiz or test in question either after/before school, during a study block, or during class.
How will late projects such as research papers, portfolios, and artwork be graded (no penalty, minus points, lowered letter grade, no late work accepted)?	Same as the above late work policy.
What is your policy for bathroom use?	Students may use the bathroom when they need to, but they are expected to wait for group work or individual classroom time and not during instructional time.
What is your approach unfinished work in class?	Whatever the students are unable to finish in class becomes homework unless otherwise specified.
What is your approach to homework?	I prefer not to assign it, but I would like to have students do some chapter readings to help them gain a general understanding of a topic before we cover it in class. I plan to only assign 1-2 readings per week and to give the students the reading plan in advance like a college syllabus. We will also go over reading and note-taking tips in class so the students have a general idea of how to go through a reading.
What is your cell phone policy?	No cellphones out during instructional time unless otherwise specified, but they may be used with permission during classwork (to listen to music) if given permission for group work or an activity.
What materials are students expected to bring to class every day?	Their notebook/binder, writing utensils, textbook only when specified by the teacher.
Building Positive Classroom Community <i>What will you consider when planning for instruction. Respond to each of the following. Please provide examples.</i>	
How will you create a maintain a positive classroom culture and climate?	I want students to feel open to discuss things in class, so at the beginning of the year we will collaborate to create discussion rules and to put a system in place if discussions become heated and or inappropriate. I also want to get an idea of the things my students like and the way they enjoy learning to try and help me to adapt and

	develop learning to suit their needs/wants. I will try to do this through a questionnaire at the beginning of the semester.
How will you teach your rules and routines to your students?	We will walk through the rules and routines together on the first day or two as I point out the parts of the process throughout class. I will explain my rules and ask students to think about the rationale/to share their opinions on any rules they may disagree with and to support their dissent to the rule.
How will you prevent discipline issues?	I will be open and honest with my students. I know they don't all want to be there, I know they don't all like history, but I want them to pick one thing that they want to get out of the class and to focus on that throughout the semester. I hope by giving them each an individual goal that they won't want to act out as much in class. I also believe sometimes it just takes a simple reminder of the rules or a problem-solving discussion with the student to stop discipline issues early.
How will you build class community? How will you enable for students to see their similarities through their differences?	Just as I talked about above for discipline, I want each of my students to pick one thing they want to get out of the class and to invite the students to share their goals with each other. I will encourage them to help each other work towards their goals. With this program, I want to encourage them through the quote "We rise by lifting others." Through encouraging the students to work with and help each other, I hope to build a community where the students are engaged in wanting each other to succeed. This is similar to Kounin's idea of group focus and alerting as I want to create an environment where the students are helping each other to stay on task and stay focused.