

My Classroom Management Plan

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Classroom Organization and Set up

An effective classroom is organized and functional. The first step is to decide the layout of the physical classroom. The routines and procedures will be created based on how the classroom environment is organized. One must consider how best to make the classroom accessible and encourage the students to be independent.

Walking into my classroom

Attendance/Lunch Station:

Creating an attendance and lunch station will promote independence and responsibility for the students. On a section of the wall near the doorway, there will be a whiteboard displayed. The whiteboard will be where the students show they are present and identify if they are buying lunch or packed.

I am here today!		I packed lunch 	I am buying lunch 
<div><div>NAME</div><div>NAME</div><div>NAME</div><div>NAME</div><div>NAME</div><div>NAME</div><div>NAME</div><div>NAME</div><div>NAME</div><div>NAME</div></div>		<div><div>NAME</div><div>NAME</div><div>NAME</div><div>NAME</div><div>NAME</div><div>NAME</div><div>NAME</div><div>NAME</div><div>NAME</div><div>NAME</div></div>	<div><div>NAME</div><div>NAME</div><div>NAME</div><div>NAME</div><div>NAME</div><div>NAME</div><div>NAME</div><div>NAME</div><div>NAME</div><div>NAME</div></div>

Take-home/Homework Station:

Below the attendance/lunch station, there will be a file shelf where the students will place their homework folders. The students will have individual spots labeled with their names. The inside pockets in the folder will be labeled either keep at home or return to school. This will help the student and teacher maintain a clean and organized folder throughout the school year. By placing this self at the front of the room the students will be reminded to unpack their backpacks upon arrival. Then during planning time I

can look through their folders, add papers if needed, check homework, or take out papers that have been returned.

Cubbies:

After walking through the doorway on the left wall next to the homework station, there will be a row of cubbies for the students to store items like backpacks, jackets, lunch boxes, etc. Each student will have an assigned spot with their name and a photo will be added later. The addition of the photo will help students who are in the younger grades of elementary school. Cubbies help keep the classroom organized as well as give the students a sense of belonging.

Daily Schedule:

The front of the classroom will have a smart board in the center of the room with two whiteboards on either side. The daily schedule will be posted in the front of the classroom on one of the whiteboards. Each component of our day like language arts, math, etc will be written on a magnetic name tag so they can be rearranged and changed throughout the year. The time will also be written next to each block in the schedule. Pictures can and will be added to the schedule if placed in a younger grade with students who can not read. Posting the schedule will help prevent multiple questions asking what is happening next as well as build the student's understanding of their routine.



Rules/Routine Posters:

A classroom rules poster will be posted in the front of the room to make referring to it easier. Other posters reminding the students of various routines and procedures will be posted throughout the room. For example, next to the writing station where students can find extra supplies, there will be a poster reminding the students how to access and use materials. These posters will be referred to many times throughout the year, especially in the beginning.

Desk Setup:

I plan to place the students in groups of three to five depending on space and number of students. I will ensure that no student's back is facing the front of the classroom and each one can see clearly. Grouping the students up will promote the creation of a classroom community as well as cooperation and communication. With the usage of group seating arrangements, I will have to implement and enforce expectations to limit disruptions and promote productive behaviors. The student's desks will be labeled with a name tag that displays their first and last name as well as helpful information (grade depending). Adding a name tag to the table will help promote responsibility, and create a sense of belonging and ownership.

Carpet area:

There will be a large carpet in between the desk and the front of the classroom. I plan to have a carpet that has individual spots so I can assign the students a carpet spot. Additionally having identifiable spots on the carpet will help students learn the concept of personal space. As well as help with reducing disruptions and unwanted behaviors.



Classroom Rules and Procedures

My goal is to create an environment that supports learning for all students. To maintain a positive and encouraging learning environment there must be rules, procedures, and expectations. These rules and expectations will help guide and teach students to make positive choices that promote their learning. Additionally, the students will learn what productive behaviors as well as behaviors that cause disruptions are. With these rules, expectations, and procedures in place, the classroom will be a safe and welcoming environment.

Classroom Expectations:

The expectations will be explained clearly through a whole group discussion at the beginning of the year. Examples and scenarios will be provided to the class to promote understanding of each one. The goal is for the students to be able to identify

examples of behaviors that are not following the expectations. These expectations will be posted in the classroom and referred to throughout the year.

1. Show respect for yourself, teacher, classmates, and materials
2. Follow directions when given
3. Be ready to learn
4. Take responsibility for your actions
5. Be a good friend

Classroom Rules:

Rules help create order in a classroom. There should be a maximum of five to six rules that are clear, and inclusive. Effective rules are written in a way that tells the students should do, not what they shouldn't do. I would like to create my classroom rules with the help of the students in each class. However, I have thought about what rules I would like to have in my classroom. These rules will be posted in the front of the classroom to be referred to throughout the year. Reinforcement of these rules is crucial and needs to be consistent with all students. Consistency will build trust, fairness, and boundaries within the classroom. As well as encourage accountability and reduce power struggles.

1. Be Respectful and Kind
 - Be a listener when others are talking.
2. Be Responsible
 - Stay on task.
 - Keep track of your belongings and supplies.
3. Be Honest
4. Always try your best
 - Give your best effort in all activities.
 - Don't give up, even when something is difficult.
5. Be Safe
 - Walk, don't run, in the classroom and hallways.
 - Follow safety instructions during drills or emergencies.

Rule Reminders: Visual and Auditory

Visual	Auditory
<ol style="list-style-type: none"> 1. Rules poster in front of the classroom. 2. Rule reminder cards to be used to place on the child's desk when necessary. 3. Visual Rules keychain to use during transitions. 	<ol style="list-style-type: none"> 1. Verbal reminder and explanation of the rules 2. Use mnemonics and acronyms to help students remember the rules. 3. State the classroom rules each morning as a group

Communication with Parents:

It is very important to create a partnership with each student's parents. Communication is one of the easiest and best ways to start developing the partnership. After the rules have been created you can loop the parents in so they are aware of the rules their children must follow. Looping in the parents will help with future situations when calling home due to a student's behavior and action is needed.

Classroom Procedures:

Procedures tell students how to navigate different situations that come up daily in the classroom. These procedures need to be clearly and thoughtfully explained at the beginning of the year. As well as reviewed as many times as the students need until they internalize them. These procedures are created before the students start school so changes can be made if something is not working once you see it in play. When we make procedures with no specific student in mind we may overestimate or underestimate their capabilities. Thus creating procedures that have too high of expectations or too low of expectations. Be sure to provide the students with enough time and practice before saying a procedure doesn't work.

Teaching procedures are best done through the I do, We do, You do strategy. First, the procedures will be explained using explicit directions that provide clear expectations to reduce student failure. Then the procedure will be modeled for the students while explaining it again. Now that the students have heard the explanation twice check for understanding by asking guiding questions and seeing if the students can recall the procedure. The we do part is when you have a few kids demonstrate the procedure as you talk through the steps. Lastly, the you do, the whole class practices the procedure. As the students practice the procedure, acknowledge those who are following correctly and provide gentle reminders to those who missed a step.

Attendance and Lunch Choice

- After the bell has rung, the teacher will review the attendance and lunch choices. This is to ensure that all students have marked themselves present and identified their lunch choices.

Classroom Materials and Supplies

- There will be a designated area for shared materials. The students will be taught when it is a good and when is a bad time to retrieve and return materials and supplies. For example, during whole group teaching is not a good time to get materials or supplies.
- When the students need a new pencil they can find a sharp pencil on the writing station and place their dull pencil in the designated bin. At the end of the day, the teacher will sharpen the dull pencils so they are ready for tomorrow.

Transitioning Between Activities

- Students will learn verbal cues to indicate when it's time to transition from one activity to another. For example, a call and response can be used to get the student's attention, then directions can be given.
- Auditory signals like the school bell will be used to tell the students the school day has started and when it has ended.

Bathroom and Water Breaks

- A silent signal will be established for students to indicate they need to go to the bathroom or get water without disturbing the class.



Bathroom



Water

Hand-raising and Asking Questions

- The students will raise their hands to indicate they would like to speak, ask questions, or request help.

Voice Level

- The students will learn different types of voice levels and when they are allowed to use them.
- There will be a poster made reminding the students of this procedure.

Timers

- A timer will be used throughout the day as a visual reminder to stay focused and work hard. Timers promote time management skills for kids and provide structure and routines.
- The students will learn that when the timer is on they are to be focused and work on the activity instructed. Then when the timer goes off the students will learn that it means to put pencils or materials down and look up front. The students will wait quietly for further instruction.

Classroom Jobs

- Classroom jobs can be used to save your time as a teacher and promote a sense of ownership of the classroom among the students.
- A list of jobs will be created with identified tasks for each job.
 - **Line Leader:** Leads the class when walking in line.
 - **Door Holder:** Holds the door for the class.
 - **Paper Passer:** Hands-out worksheets or materials.
 - **Supply Manager:** Organizes and distributes classroom supplies.
 - **Board Cleaner:** Cleans the whiteboard or chalkboard at the end of the day.
 - **Messenger:** Takes notes or messages to the office or other teachers.
- A rotation system for the jobs will be created to maximize the chances of students having a job. Depending on the grade level, will determine how frequent the rotation is (daily, weekly, bi-weekly).
- Each job will be introduced and explained.
- The teacher will monitor and support the students through the completion of their job.
- Praise and recognition will be given to those who complete their jobs well through verbal praise or a reward system.

Emergency Procedures: Fire drill, Shelter-in-Place drill, and Lockdown

These may be the procedures that are used the least during the school year but should be taught first. We don't know when emergencies will happen so we need to make sure our students know how to behave during these procedures from the start of the year. The students need to know how to behave, stay calm, and follow safe rules and choices during any type of emergency. The administration of my future school will most likely have specific guidelines already created that must be followed.

When explaining and practicing be sure to include why we have these procedures. Teaching them the why is important to help them feel safe and prepared. I have included basic emergency procedures below.

Fire Drill Procedures: To evacuate the building safely in case of a fire.

Steps:

- A loud fire alarm signals the need to evacuate.
- Students line up quietly and exit the building using the designated evacuation routes.
- Teachers lead the students to a predetermined meeting spot outside of the building.
- Teachers take attendance once at the meeting spot to ensure all students are accounted for.
- Everyone waits quietly for further instructions before re-entering the building.

Shelter-in-Place Procedure: To provide protection from severe weather (like tornadoes) or hazardous materials in the environment (e.g., gas leaks).

Steps:

- A shelter-in-place order is announced.
- Students move to designated safe areas within the school, away from windows (such as hallways or basements).
- Doors and windows are sealed if necessary (especially in hazardous materials situations).
- Students remain quiet and calm while waiting for further instructions.

Earthquake Procedure: To protect students during an earthquake

Steps:

- At the first sign of shaking, students are instructed to Drop, Cover, and Hold On.
- Students drop to the ground, take cover under desks or tables, and hold on to the desk/table legs for stability.
- After the shaking stops, students and teachers evacuate the building if necessary, following the same procedures as a fire drill.

Lockdown Procedures: To protect students and staff from an internal or external threat (e.g., intruder, dangerous situation nearby).

Steps:

- A lockdown is announced over the intercom or through an alert system.
- Teachers lock doors, turn off lights, and close window blinds.
- Students are instructed to stay silent and out of sight (e.g., hide in a designated safe area).
- No one leaves the classroom until an all-clear signal is given by administration or emergency personnel.

Lesson Plan:

Lesson Focus:

This lesson will teach and model how to ask to use the bathroom or get water without disrupting the whole class. As well as identify when there are good times and when there are bad times to go.

Explain: (I do)

“Today we are going to learn how to sign bathroom and water in sign language. By learning how to sign we can maintain a quiet learning environment for our classmates.”

Ask students,

“Why do you think we should use hand signals instead of asking verbally?”

Provide feedback to students’ answers,

“We can use hand signals so we don’t disrupt or distract our classmates as they learn.”

Teach the students,

“This is the sign for bathroom” (demonstrate the sign to students)

“This is the sign for water” (demonstrate the sign to students)



Bathroom



Water

Ask students,

“When do you think it is a good time to use the bathroom or get water?”

Provide feedback to the students,

“While we transition and walk to lunch, recess, and resource. When you are independently working.”

Ask students,

“When do you think is not the time to ask to go to the bathroom or get water?”

Provide feedback to the students,

“During whole group or small group instructions. While directions are being given.”

Reassure students,

“Please let me know if it is an emergency and you don’t think you can wait. But ~~don’t abuse this and use it every time~~. Be honest ”

Rehearse: (We do -Guided Instruction)

Ask students,

“Can you show me the sign we will use to ask to go to the bathroom?”

“What about the sign for water”

Guide students in recalling when they should use the bathroom and get water by asking questions,

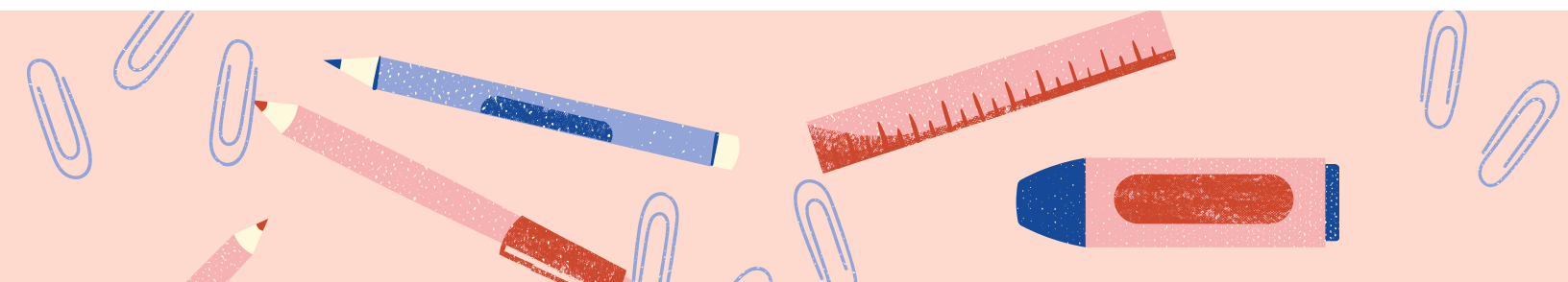
“If I started giving directions on the next activity you all will do is that a good time to use the restroom?”

Provide the students with other scenarios and invite students to share their own.

Reinforce: (You Do)

Provide praise to students who use the hand signals at appropriate times throughout the day.

Remind students of the hand signals or appropriate times to go when necessary.



Classroom Routines

Classroom routines are essential in providing structure, supporting learning, and creating a positive learning environment. Students in younger elementary schools thrive in environments where they know what to expect. Providing and reinforcing routines help create a predictable classroom atmosphere which reduces anxiety and helps students feel secure. Learning time is maximized because time is not wasted

during transitions throughout the day. Additionally, routines foster independence within the classroom and students begin to take more responsibility for their learning and behavior. Below are general routines, however, some changes may be made to them depending on what grade level I teach in the future.

Morning Routine:

Morning routines set the tone for the rest of the day. By establishing a consistent morning routine, teachers can create an environment that is calm, focused, and conducive to learning. When establishing a morning routine consider what are the most important things the students should do before instruction begins to prepare for a successful day. As well as what are the students capable of.

The Routine:

- Enter classroom quietly
- Mark attendance and make lunch choice
- Unpack backpack into cubby
- Place homework folder in designated homework spot.
- Make sure you have all materials needed for the day (will be displayed on the board).
 - The students can get replacement materials and supplies from the writing station at the back of the classroom.
- Read today's schedule.
- Complete morning work pages
 - The morning work gets the students thinking through review activities that spark their creativity and critical thinking skills.
- Read silently

End-of-Day Routine:

By the end of the day, everyone is tired and ready to go home. The end-of-day routine helps students transition smoothly from the classroom to home and reinforces positive habits.

- Review how each student is getting home each day (bus rider, walker, staying for an after-school activity)
- Call on each table number to pack up all belongings in their backpack.
- After everyone is packed up, ask them to pick up trash around their desk.
- The students will line up quietly when called for dismissal.
 - The students will be dismissed based on how they are going home each day.
- The students can read at their desks while they wait for dismissal.



Classroom Management Strategies Using Rewards and Consequences

Using rewards and consequences helps shape students' behavior by providing positive reinforcement for desired actions and negative consequences for undesirable behaviors. Teachers can reward students by giving verbal praise as well as through fun activities. I will explain more below.

Strategies to Use for General Misbehaving:

1. Start with the Positives

- Offer praise and encouragement to each student throughout the day.

2. Redirect

- Use redirection when positivities fail to encourage the student to get back on track.
- Remind the students of the expectations they are breaking and why it is important to follow them.
- Tell the student what will happen if they continue breaking the expectation.

3. Remove the Student from the Group

- Tell the students that this is a chance to learn better and try again in a different place.

Strategies to Use for More Severe Behavior Issues:

1. Send a Child to the Calm Down Area

- The students will set a timer and use the tools and materials to calm down. When the timer is up and they feel ready to rejoin the group they may. If they need more time they may reset the timer. The teacher will check in with the student as soon as she can without disrupting whole group learning.

2. Remove the Child and Have a Private Chat

This is an important strategy to use in the classroom, however it is not the easiest one to implement. The remaining students in the class may miss out on further instructional time due to having a private chat with a student. Whether to have the chat immediately or during recess time can be decided based on what is going on at the point of the day and the severity of the behavior. Talking through the behavior, the

why, and what are better choices builds students' responsibility of one's actions, honesty, and conflict resolution skills.

Steps:

1. Get down on the child's level. Ask the student to look you in the eyes and tell you what they were doing, and if it was or wasn't a good choice, and why.
2. Listen to what the student has to say. Do not interrupt
3. Ask the students to help you figure out what caused the behavior. Tell the students that they have the power to make different choices next time.
4. Then, ask the students to tell you how they will do differently next time. Once the child has spoken to you they can rejoin the group or go play at recess.

More Classroom Strategies to Promote Responsibility:

ClassDojo:

ClassDojo is a free electronic way to manage behavior in the classroom. Teachers can input each student's name and customize which skills are most important to their classroom. For example honesty, cooperation, voice level, respect, and impulse control. The class and individual students can be awarded dojo points when they have been seen displaying the chosen skills. Points can be taken away as well when the students are not making good choices. There is also a teacher-parent communication feature through ClassDojo. Parents can see their child's feedback on how they are doing in school throughout the day.

Classroom Rewards

Recognition or a shout out gives the students a little boost and promotes self-efficacy. Positive behavior reinforcement is an important part of the classroom and school culture. Below are some options for rewards for either individual students or the whole class.

Rewards for ALL Students:

1. Extra Recess
2. Class outside
3. Free time
4. Lunch with the teacher
5. Theme days
6. Steam challenges
7. Bring a stuffed animal to school
8. Dance party/ choose a brain break

These rewards will be used throughout the year with approval from the administration team. The whole class will vote and pick one of these rewards to work towards together.

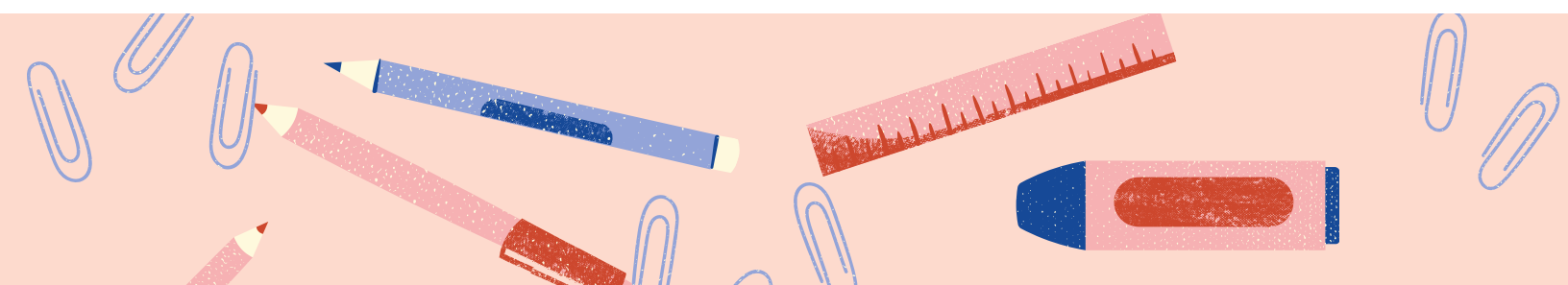
Rewards for Individual Students:

1. Write in special pencil for a day
2. Lunch in the classroom with a friend
3. Good phone call home or positive note home
4. Choose your class job
5. Choose the read-aloud book
6. Fun erasers
7. Sit in the teacher's chair
8. Bring in a show-and-tell item

Classroom Consequences

Consequences are necessary to maintain and promote a positive classroom culture. Teachers must be clear and consistent about what behavior will result in consequences. The consequences will be used based on the behavior displayed and the amount of times it has occurred. Each consequence will involve positive reinforcement to promote productive behavior and self-esteem. As well as a reminder of expectations and further consequences.

1. Lose five minutes of recess.
2. Loss of classroom job.
3. Sit alone for the rest of the day.
4. Loss of participation in whole class reward.
5. Call home to parents
6. Send home behavior updated through ClassDojo
7. Write a letter to the teacher about their choices and how they will make better ones (for those who can write)
 - Private chat with the teacher for those who can not write.
8. For severe behavior, send to the office or write a referral.



Evidence-Based Practices For Student Engagement

1. Create a Positive Classroom Environment

- Creating a space where each student feels safe and comfortable to express themselves is key to promoting engagement. Another powerful tool that enhances engagement is collaborative learning. Due to how it encouraged students to work together and exchange ideas. A management strategy that can help create a positive classroom environment is for the teacher to create a compliment jar. The compliment jar is where the students and teachers will recognize and praise their peers for positive behaviors or contributions to the class. There can be a whole class reward when the jar is full.

2. Incorporate Active Learning Techniques

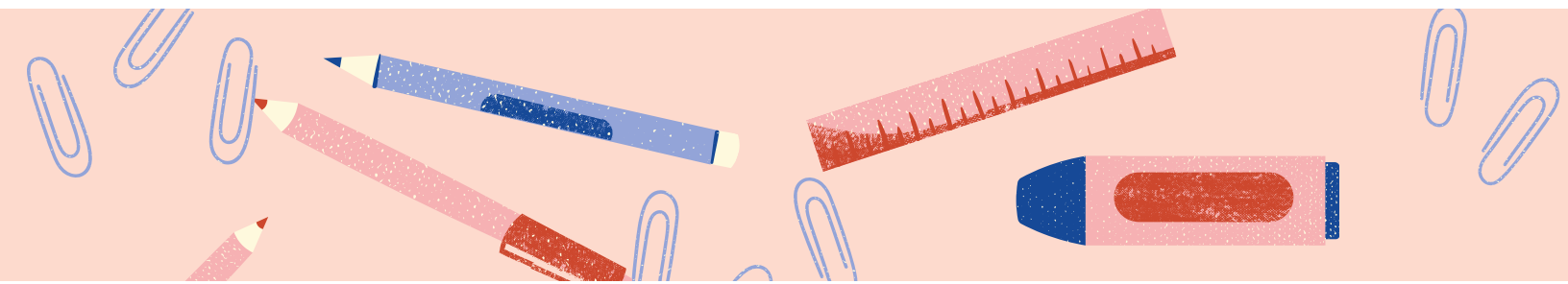
- This is a proven way to increase student engagement. Project-based learning is where students work on long-term projects that require them to think critically. Through these projects, the students develop problem-solving skills. Students become active learners while they work on these projects. Other effective active learning techniques are role-playing and inquiry-based learning experiences.

3. Give Students a Choice in Their Activities

- Choice within activities helps students foster their interest and take a more active role in their learning. Choice boards are a way to give students options on what activities they would like to partake in while still keeping everyone on track for the teacher's learning objectives.

4. Use Personalized Learning Materials

- This means having flexible classroom resources that can adapt to the needs of all students. Including having additional materials for students to use if they need more of a challenge or materials to help those students who are struggling. Technology can be used to help you keep all students engaged while providing them with their individual needs.



Effective Classroom Management Throughout the Year

Creating positive relationships with each student is key to effective classroom management. Teachers can build strong teacher-student bonds through a three-phase process. The first part of the process is to start the year off on a positive note. This can look like many things. One is to take time to get to know each student through one-on-one interviews. Encourage student-led activities to give students opportunities to share their interests with the class. Incorporate class greetings and get-to-know-me activities throughout the first few weeks of school. Lastly, teachers can use communication techniques to build their relationships. Including open-ended questions, reflective listening, validation of statements, and expressing enthusiasm or interest in their lives.

Part two is to maintain the relationships you worked so hard to build. If teachers do not work towards maintaining their relationships they may deteriorate over time. Incorporation of various strategies can help maintain relationships with the students.

1. Take note of positive and negative interactions with students. You don't want the negative interactions to exceed the positive ones.
 - Aim for a five-to-one ratio.
2. Regularly check in with students
 - Ask them how they're doing and what support they may need.
3. Acknowledge good behavior
 - When the focus is on positive behavior and choices, disruptive behaviors can be decreased before an issue arises.

The last part is to repair harm before things get worse. If the negative interactions are left unaddressed, the students may feel disengaged and be less willing to participate. There will also be an increased chance of misbehavior creating further damage. It is important for the teachers to intentionally reconnect with the students and restore their relationship to a positive state.

Teachers can:

1. Let go and start fresh
 - Holding mistakes over a student's head should be avoided. Rather give the students a chance to start each day with a clean slate.

2. Take responsibility for their actions

- Teachers can also avoid blaming students when things go wrong. They can think about what they could have possibly done to avoid the problem in the first place. This type of reflection and apology can help build trust with the students.

3. Show empathy

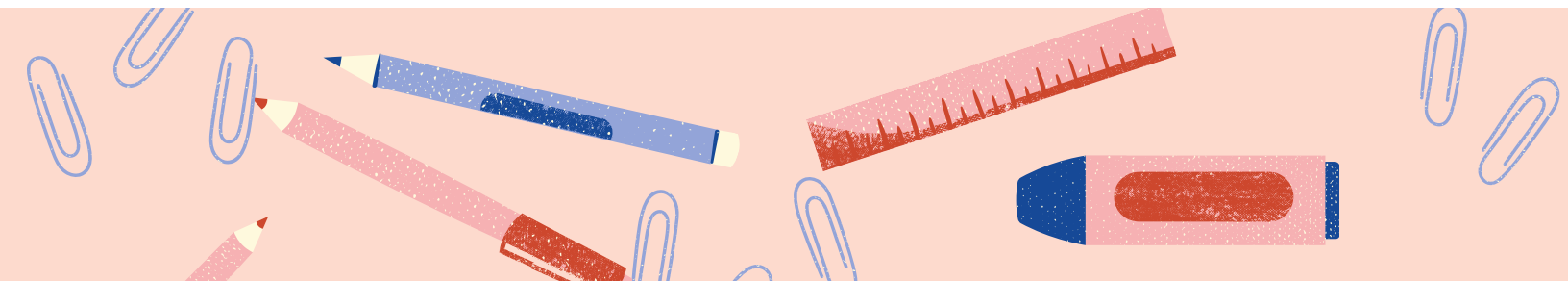
- There are always two sides to a story. Teachers can show empathy and acknowledge that students may have a different perspective about what happened.

4. Focus on solutions, not problems

- Teachers can work with students to find a solution that everyone agrees on and feels fair.

5. Separate the deed from the doer

- It is important to separate the behavior from the student. The behavior is the one being criticized not the student.



Resources:

A classroom management plan for elementary school teachers. Centervention®. (n.d.). <https://www.centervention.com/classroom-management-plan/>

Terada, Y. (2019, February 27). *The key to effective classroom management.* Edutopia. <https://www.edutopia.org/article/key-effective-classroom-management/>

7 strategies to increase student engagement in elementary school: Kodable. Kodable Education. (n.d.). <https://www.kodable.com/learn/7-strategies-to-increase-student-engagement-in-elementary-school>