**Classroom Management Plan**

**Big Ideas**

My school’s “Big Ideas” also serve as the school’s only 3 rules. I intend to use these school rules as the umbrella under which all of my classroom rules will fit. These rules are:

Be Respectful

Be Responsible

Be a Learner

I plan on creating a poster to hang in in the front of my classroom with our class contract. It will read, “*In this classroom we support one another to help everyone be the most respectful, the most responsible, and the best learners that we can be!*”

To me, the most important of these three guiding principles is Be Respectful. I will spend a good deal of time in the beginning of the year teaching my class how to be respectful to themselves, (no self put-downs, no “I can’t”), and how to be respectful to others, (listen to the speaker, no laughing at each others’ mistakes). I feel that students behaving respectfully are students who will then be able to follow the next two big ideas: be responsible and be a learner.

Being responsible will entail student honesty, helping each other when needed, remembering to do assignments, and staying on task. If I have students with extra behavioral needs, I will use this rule as the basis for students learning how to listen to their bodies and knowing when they need to take a break. Part of being responsible is knowing how to conduct yourself so that you are not distracting your classmates.

Being a learner entails following the aforementioned big ideas, with the additions of independently initiating classwork, being resourceful, and being a problem solver. It is important to me that my students learn how to be independent in their schoolwork, and learn deal with minor issues themselves. This will help them learn to be resourceful outside the classroom.

**Classroom Procedures and Plan for Teaching Procedures**

My classroom will have assigned chores so that I have student helpers for tasks such as passing out paper, sharpening pencils, turning on and off the lights, making sure everyone remembers their belongings at lunchtime and at the end of the day, etc. In the beginning of the year I plan on teaching the entire class how to do each chore before implementing the system. Each student will get to physically practice each activity. I will have a clearly posted chores chart that will change once per week—assuring that each student gets to perform each chore at least once per semester.

In my classroom we will use hand signals so that students may ask to use the bathroom or get a drink of water without breaking the flow of the lesson. I will teach the students each hand signal, and give them permission by nodding or ask them to wait by shaking my head. When students use the restroom, they will put the bathroom pass on their desk as a visual reminder for me to know who is out of the classroom at any given time. There will be one pass for boys and one for girls, thus only two students may be out of the classroom at a time. The clever part of this system is that these passes will be glued to hand sanitizer bottles that the students will use before putting them back where they live next to the door of the classroom.

I will have a “sound-o-meter” at the front of the classroom. It will be marked from 1-5 and have an arrow that I can move to indicate the current volume of the class. A sound level of 1 is very near silence with perhaps one student whispering, while 5 is class-party level. I will use this visual aid to show students the volume that I expect them to work at. For example, I can tell my students that during Drop Everything and Read time, we expect the classroom to be at a sound level 1. For indoor recess in case of inclement weather, I will move the sound-o-meter to level 4 or 5.

On a similar vane, if I am teaching in a lower grade we will have a line-o-meter, which the class will help me make. A line that’s a level 1 would be a scattered clump of students, while a level 5 line would be one in which everyone is standing in order with good distance between each student and there is an appropriate volume level for the next activity (for example, walking to the library would need a level 5 line with a level 1 or 2 volume, while heading to recess would be a line level 4 with a volume level 3 or 4) The line levels will be displayed in photos that I would take of my students enacting what each line looks like. That way, the students will have fun practicing their lines and I will have a visual aid to use to remind the students how their line should look.

If I am teaching in a lower grade my classroom will have both morning and afternoon meetings so that the students know what to expect when they first arrive and will have closure to wrap up the school day. In the mornings I will open the door and greet each student with hugs, high-fives, or handshakes and the students will know to drop off anything they want to leave at their desk and head straight to the rug. At the end of the day the students will pack their bags, then come to the rug for a meeting before being dismissed for the day. At Coleman, backpacks are kept outside the classroom doors, so the final shuffle of packing up won’t be the last experience the students have at the end of the day. After packing up the students reenter the room and have a short meeting so that they will leave school feeling centered.

**Classroom Rules**

As discussed in the “Big Ideas” section, I will use the three school rules as a basis for all specific classroom rules. If I am teaching in an upper grade, I want the students to have voice in the creation of their classroom rules. I will have one rule that must be on our list. I will ask that under “Be a Learner,” one rule will be that students must raise their hands and wait to be called on. Other than my one rule, I want to have a dialogue with my students about what it looks like to be respectful, responsible, and a learner, and we will brainstorm ideas for our own rules. We will narrow it down to 2 or 3 specific rules for each big idea. The class will then have written 6 to 9 rules that they will abide by during that school year.

If I am teaching a lower grade, I will write these rules myself and have them clearly posted starting the first day of school. They will be:

Be Respectful: Listen to the speaker, raise your hand to be called on, and be kind and polite to your peers.

Be Responsible: Do your best work, and stay on task.

Be a Learner: Follow directions, keep hands, feet, and other objects to yourself, and use appropriate language.

Part of having the students come up with their own rules is that I want the students to feel that the rules are fair. If the students have written their own rules, they are less likely to break the rules, and will remember and respect the consequences.

**Consequences**

In order to enforce the classroom rules, I will have clearly stated consequences. Each student has the right to one warning before the first consequence kicks in. After the one warning, students will face reductions in table points. After that, if they are still breaking a classroom rule they will have a 1-on-1 meeting with me in which we discuss appropriate further action. The further action will likely be that the student loses their right to sit with their friends during lunch and will have to eat in the office. If this student is a particularly wiggly student, they will have to pick up 20 pieces of trash during lunch or recess (that way they still get to move their body).

After that consequence, continued misbehavior means that the student must write an apology either to me or to a peer depending on the offense. Finally, if the student breaks a classroom rule for the fifth time during a school day and has already lost table points, had a meeting with me, lost play time/picked up trash, and has written an apology, then we call his or her parents, talk about the behavior, and possibly schedule an in-person conference.

**Physical Space**

I want my classroom to be colorful and cheerful, with lots of light. I don’t, however, want the classroom to be too visually stimulating. I have walked into classrooms that are overwhelming with posters and artwork covering every inch of the walls and ceiling. I want to have visual aids that help my students such as word walls and reading comprehension strategies. I will have one large section of the classroom walls called the Student Museum. Students who produce excellent work (showing progress for them as an individual) can choose if they want to display their work in their spot in the museum or not.

Other than helpful visual aids and displays of student work, I don’t want to have too much visual clutter around the room. I plan to have my windows be unobstructed and only hang things from the ceiling for holidays or special circumstances.

I plan to use table groups of 4 to 5 students. Desks will be arranged in a way so that students can see the front of the room without turning more than 90 degrees in their chairs. These table groups will serve as the foundation for small-group discussions and partner work. The table groups will be rearranged about 6 times throughout the year, and each change will serve as a new bonding time for each group. The table groups will come up with a name for themselves and will receive table points for following the classroom rules. Table points add up to no-homework passes and for special prizes such as stickers and erasers, which students will be able to choose from the “treasure chest.”

I plan to have a section of my whiteboard dedicated to tallying the table points. Also on the whiteboard I will have the daily schedule posted with times written next to each activity. That way the students can see what will happen throughout each day and will be able to monitor their table points.

I hope that my classroom will be large enough to accommodate one or two larger tables that can accommodate 4-6 students at a time for group-work. These tables will also serve as a place that students can go if they are feeling over stimulated by sitting near their peers. Students will be permitted to excuse themselves from table groups if they feel that they will be better learners at the back table.

Finally, I hope that my classroom will be filled with books. I love reading, and plan to read to my students every day. There will be a section of the classroom dedicated to be a quiet reading space. If students have finished assignments, they will be allowed to go to this special place and read to themselves while their classmates are finishing their work. I think Drop Everything and Read time is a great way to encourage literacy in the classroom and beyond. I hope to practice DEAR with my students at least once per week.