

Classroom Management Plan

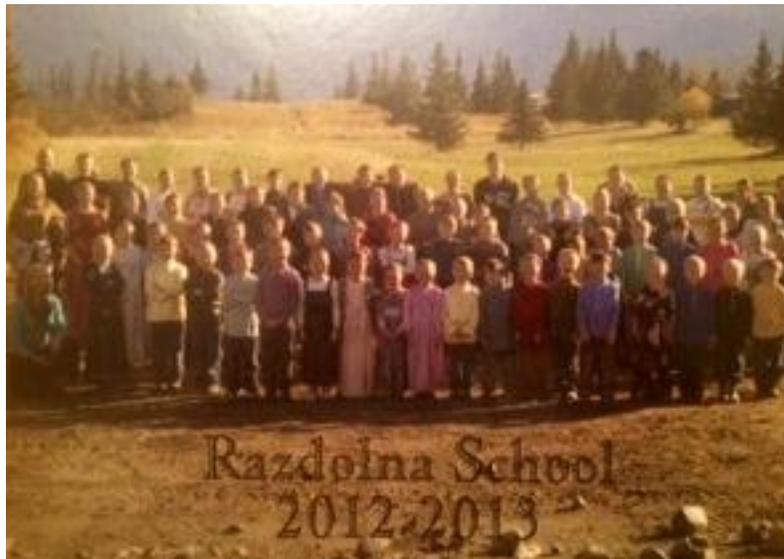


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Introduction

Definition: *Classroom Management consists of the practices and procedures that a teacher uses to maintain an environment in which instruction and learning can occur.* (Wong and Wong, 2009)

As a teacher, I aim to promote students' responsibility by focusing on helping them to develop critical thinking, reasoning and sense-making skills necessary for achieving success in their lives within the context of rich content knowledge. From my perspective, I believe that high school students need to develop habits of mind that will prepare them for life, workplace and scientific and technical community. They should learn the importance of *proof* in explaining why a particular result must be true. Thus, students should become autonomous learners capable to evaluate the validity of their own reasoning comparing with those of others, ready to prove their results by analyzing the problems, implementing strategies, seeking and using connections across different domains, contexts and representations, and reflecting on solutions to real life problems using reasonable interpretations. While my bold class objectives demand high expectations from my students, nothing would be accomplished in the absence of a good class organization resulted from the application of a comprehensive Classroom Management Plan with clear rules accepted and followed by everyone in the classroom. According to Evertson and Weinstein (2006), classroom management has two distinct purposes: *not only seeks to establish and sustain an orderly environment so students can engage in meaningful academic learning, it also aims to enhance student social and moral growth* (p. 4).

Classroom and Materials Organization

In my opinion, effective teachers should first understand the local culture of the community in the middle they teach and even before the school starts they should send presentation letters and engage in communications with students' parents and with other teachers that know students best. In this way they can get an idea about students' individual interests by checking their overall grades and accomplishments in other school subjects.

I truly believe that teachers' early preparation is crucial for setting a successful learning environment for the whole school year. *An essential part of classroom management is being organized and prepared before meeting your students for the first time* (Emmer, Evertson, and Worsham 2008). While I hope students will enjoy my lessons, *fun is fine in the classroom but the fun should be the result of accomplishment, not the purpose of learning* (Douglas Brooks in

Wong and Wong, 2009). Before the school starts, I will make sure that my classroom will be ready for my students, having the desks ready and arranged in one of the formulas shown in Annex 1 while appropriate posters and general classroom rules and expectations are being displayed on the walls. I will make sure that my school webpage is updated with a greeting and the syllabus and class schedule are visible. All proper forms that are used for daily school routines such as attendance, tardy slips, hall passes and referral forms should be also replenished and instruction equipment should be in an optimal stage of functioning. As Marzano et Al (2005) recommends, some of the key things to consider in making sure the classroom is ready for students, could be:

1. Initial learning goals for the first few weeks of class are clearly stated in a visible place and class syllabus and schedule are ready
2. Have a sponge activity (a warm-up activity or day-starter) ready on the board for students to begin the day
3. Plan and schedule class meetings times to give feedback on how students are doing in following established class rules and procedures
4. Prepare and practice your welcoming remarks for students
5. Write down and rehearse the lesson plan for the first day (p.138-140)

First Day of school

As Harry K. Wong and Rosemary T. Wong (2009) mention, *“How the class reacts to your first directions will be an indication of how students will react to your directions for the remainder of the year.”* Well aware that developing good relationships with my students doesn't happen overnight and can be damaged in a second, to accomplish good students-teacher relationships, I am always careful about the way students perceive me, beginning right with the first day of school, if not earlier. Thus, in order to improve relationships with my students I follow the recommendations of the TEP (Teaching Effectiveness) program developed by the University of Oregon.

- Think about how you want to be perceived by your students
- Think about how your students want to be perceived by you and their fellow students
- Your appearance send a message
- Learn and use
- Communicate with your students
- Get feedback to students in a timely manner
- Use self-disclosure appropriately
- Maintain boundaries
- Consider creating a student information sheet.

More important than anything, TEP recommends that ~~%~~ one of the most important things you can do in building a relationship with your students is to WOW them on the first day of class. For this--you need a good plan+. The main reason to do that is driven by what students see and experience when they enter a teacher's classroom for the first time which makes a powerful impression that will carry the relationship with their teacher along the whole year.

I plan to begin my first day of school by greeting students in front of the classroom entry door. I would hand each student a folder that contains classroom rule sheet, expectations and contact information for their parents. I would direct my students toward their assigned seats, inspired by the arrangements experimented by Ashwaubenon School District, as they are reflected in Annex 1 or designed using the Scholastic virtual layout tool located at http://teacher.scholastic.com/tools/class_setup/

As I introduce myself, I would describe my expectations regarding students' behavior, including: arrival and exit from class, rules and daily procedures, consequences for breaking the rules. I would refer to the classroom routines and I would explain my discipline plan. I would present the safety rules while using the lab setting and I would briefly explain the curriculum and what I expect from my students to accomplish before the end of the quarter/semester/school year. I would explain my evaluation system and what students need to do in order to be successful in my class. ~~%~~About Me+, ~~%~~Student Interest+surveys and students' feedbacks are also activities that can be done in the first day of school as they shed a useful light over what students value more in terms of their interest. I would end the class period by asking students to involve in a Name Game and ~~%~~Getting to know you+activities.

First two weeks of school

"The function of a rule is to prevent or encourage behavior by clearly stating student expectations" (Wong and Wong, 2009, p.145)

"A procedure is simply a method or process for getting things done in the classroom" (Wong and Wong, 2009, p.169)

No learning process can take place in a chaotic environment. In order to make learning possible, teachers and students need to contribute to the maintenance of a structured environment where rules and expectations are designed to regulate the conduct of the participants to the overall learning activity. Since learning is a process where teacher and students participate actively, students and teachers alike should design together specific

classroom rules in order for everybody to keep a sense of ownership. In this way, students should become more responsible in following the rules they helped create by being part of the process and thus eliminating the idea that class rules were unwillingly imposed on them

During the first week of school I ask students to develop a Social Contract (Annex 2) that would reflect their views about a proper learning environment we should have in the classroom. After discussing it, students will sign the Social Contract and will post it in a visible place for the rest of the semester. Social Contract ideas will be translated into the Class

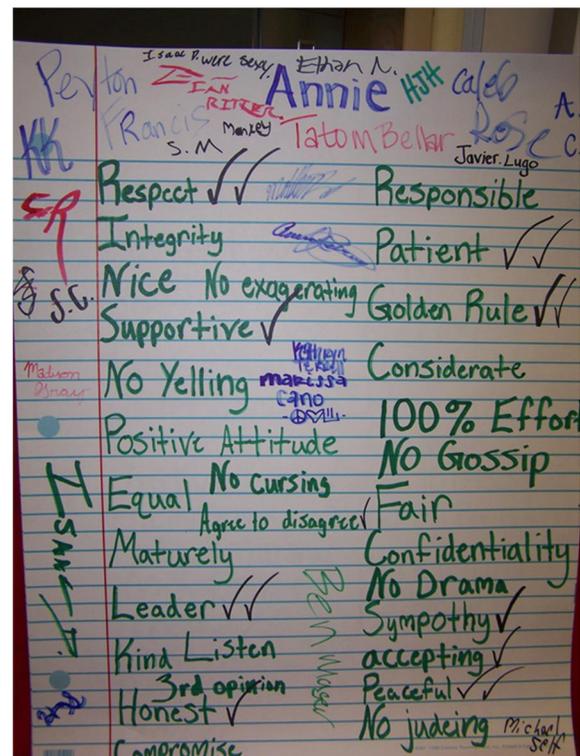


Behavior Matrix (Annex 2) that is inspired from the CHAMPS frame presented through Alaska Staff Development Network by Randy Sprick and Karl Schleich "CHAMPS: A Proactive Approach to Classroom Management". Most of the rules and procedures reflect terms like Respect, Productivity and Ownership that translates into the CHAMPS rules: Conversation, Help, Activity, Movement, Participation, and Success. Expectations will be displayed in the form of the five key expectations, as following:

1. Arrive on time.
2. Bring all materials and have them ready
3. Follow instructions and start working on your assignments right away
4. Follow CHAMPS rules:
 - " Conversation
 - " Help
 - " Activity
 - " Movement
 - " Participation
 - " Success
6. Be positive and do your best

Social Contract Sample →

Retrieved from <http://imgkid.com/the-social-contract.shtml>



The Social Contract, Classroom rules and expectations, Champs and Class Behavior Matrix should be posted in visible places and be revisited periodically together with students. After the first two weeks of school, I would expect students to become accustomed with the class procedures and I will reteach them if necessary. Thus, by this time students should be able to apply the appropriate voice level function of the activity they are working on, they should know how to enter the classroom, what to do when they enter the classroom, where to find the assignment, what to do if they need help with their assignment or after they finish the assignment, how they can get help with their working tools and materials. The daily routines should involve: attendance/tardiness procedures; heading papers; assigning work; homework; late work; materials; collecting work, etc.

Safety and Legal Requirements

From my personal experience I found that a good classroom management and an early set up of daily routines are a key factor in managing student behavior, helping them focus and avoiding accidents for happening in classroom or lab environment. To maximize learning and minimize disruptions, students must understand clearly what it is expected from them. They need to know what they are to learn, how they are to learn it, how they are to demonstrate what they have learned and how the quality of their learning will be evaluated.

As standards of conduct will be visible posted, clear formulated and periodically rehearsed, I will expect students to behave well in class, working together in centers or in individual settings. In time, they should be able to demonstrate a clear understanding of the standards of conduct by taking an active role in monitoring them. The atmosphere in classroom should be relaxing and students should have a clear understanding of the consequences of their misbehavior. My intervention as a teacher should be minimal and mostly related to the curriculum observations. It also should be preventive and sensitive to individual student needs. In these situations, I will gradually use various strategies as recommended by the habits of mind strategies and by PBIS as found at <http://www.pbisworld.com/>

Considering that I work with high school students having different personalities, I will be fair, but firm in combining the positive and negative reinforcement, the positive and negative punishment and I will apply by case the ten steps of the Response for Intervention (RTI) solutions for students' behavior challenges, the technique of least intervention, the check-in procedure and the cut-off technique. Good attitude will not pass unnoticed and will be by case

appreciated in the form of tangible rewards that for secondary grade students may include verbal phrase and critique, certificates and reward field trips.

I do believe that the most efficient method teachers can choose to improve their students behavior is the involvement of students parents in the process. This action should work since parents are the most authoritative figures in their childrens lives. Besides teachers, parents are the one who spend the most time with their kids, know them best and can understand the circumstances that drove their kids misbehavior at school

For inappropriate student behavior in class I will use a six steps process of explicit and direct consequences in my attempt to restore a proper classroom discipline. These steps are presented to my students at the beginning of each semester when the list is also open for improvement to their suggestions. Thus, students whom class behavior derailed from the social contract they previously agreed on, had to follow the consequences posted in a most visible location, as they are described in Annex 3

Safety Rules in a Lab Environment

As a physical science teacher I recognize the importance of maintaining the lab materials and equipment in good order. The improper handling of materials and/or equipment in a laboratory could result in dangerous situations. A lab environment is a particular situation where materials and equipment should be used respecting specific safety rules and procedures, on top of the ones specific to a general classroom.. For this, I would ask my students to read and sign a Lab Safety Contract, similar to the one exposed in Annex 4. Expectations and consequences for the mishandling of materials and equipment could be part of the set of rules and procedures previously discussed with students.

In addition, fire, earthquake and other emergency drills should be rehearsed periodically with students being prepared to act in conformity with standard directives imposed by the school and school district. An evacuation plan together with an emergency bag should be located next to the entry door of my classroom, in a most visible location.

Student Diversity: Cultural Diversity

I truly believe that it is possible to incorporate a differing worldview into a school or district. After having the teaching experience with Zuni Native American students in New Mexico and Russian Old Believers students in Alaska I believe that the change should start with the educator by incorporating the indigenous culture and the local traditions of the place into

teaching. In this way, the educator will not be seen anymore as an outsider who tries to enforce useless information to the indigenous students that has no value to the local place. More than that, the educator will be seen as someone who understands the local traditions that helps the cultural barriers to diminish. By teaching from a multidisciplinary perspective, indigenous students will be offered the possibility to relate their way of life to the modern concepts in education. By including ethnic studies in the curriculum, specific to the ethnic diversity of the student population that attends the course (like ethno-mathematics or tessellations) and by developing multiple intelligences assessment menus in conformity with Gardner's theory of multiple intelligences, I aim to reach each of my students understanding based on his/her specific cultural background. In the case of ELL students I plan to adjust the course vocabulary words to match the more familiar words & roots specific to the native language of my ELL students.

Student Diversity: Special Needs Students

While teaching special needs students I aim to provide differentiated instruction in individual or cooperative instruction settings, based on the level of readiness of my students in class. I plan to create special students accommodations resulted from the recommendations decided in EIP meetings and to use manipulatives and mathematical models while applying INCLUDE strategies.

In her book *Including Students with Special Needs: A Practical Guide for Classroom Teachers*, Marilyn Friend suggests a seven step approach to considering instructional strategies, accommodations, and/or modifications to meet students with disabilities learning needs. The steps are:

1. Identify classroom environmental, curricular, and instructional demands.
2. Note student strengths and needs.
3. Check for potential areas of student success.
4. Look for potential problem areas.
5. Use information gathered to brainstorm instructional adaptations.
6. Decide which adaptations to implement.
7. Evaluate student progress

Community Resources

As a teacher with an engineering background that taught in a very distinct Alaskan community of Russian Old Believers I aim to address multidisciplinary projects that motivate my

students through their potential of applicability in real life situations which can be connected to my students' traditions and particular to their level of interest. As a teacher in Alaska, I am thrilled to discover together with my students the huge potential Alaska has through the vast resources that were being discovered in this state. Some of the actions in which I used the local resources resulted in several field trips around Homer, Alaska, as following:

1. Bishop's Beach Park extends from the end of a residential street in Homer to the mouth of Beluga Slough to the east. During days with a low tide and while looking for evidence of leaving things my students were excited to discover on the beach many clams, mostly shells and some barnacles.

2. As a science teacher, I've organized several field trips to the Island and Ocean Museum in Homer, AK where HS and MS students have learned about Kasatochi Volcano that is located in Aleutian Islands and its eruption and about the successful program that was developed to save the Cackling Goose which was considered an endangered species. The museum tour was followed by a presentation about career opportunities in science.

3. Further, Seward represents a great destination with its SeaLife Center where students were able to have close encounters with puffins, octopus, sea lions and other sealife while receiving explanations from ocean scientists studying Alaska's rich biodiversity.

4. Glacier watching during a two days trip at Peterson Bay near Homer was another great trip students can use when low tides guarantee a huge biodiversity of intertidal organisms. There, students would be able to spend time learning about the adaptations of animals in the intertidal zone and go on a forest ecology hike.

5. By inviting an Elder from the local community coming and helping me during the Life Science %Salmon in the Classroom+project I felt that Middle School students would be able to grasp a better understanding of the role salmon is playing in the ecosystem of the bioregion where Razdolna students live. By inviting a biologist from the Fish and Game office in Homer, I tried to expose my Middle School students to alternative views of addressing science and to determine them to make connections between both worlds.

DESCRIPTION OF PROJECT

A day before the project was scheduled students watched the PBS video Salmon-Running the Gauntlet and discussed how the alterations of salmon's natural habitat in the Pacific Northwest had an influence over salmon's chance of survival and what are the efforts scientists make to minimize those alterations. During the project, Middle School students had

the chance to apply on several types of salmon brought by a biologist from Fish and Game local office, their previous knowledge developed while fishing with their parents in Bristol Bay. Thus, students have identified several types of salmon and discussed the differences between them. After a local Elder made a demonstration about a series of techniques he generally used to catch the fish, groups of students started to dissect the salmon under the Elder's supervision. The biologist helped students identify salmon's internal organs and students described their functions. Students also learned how modern technology (sonars) is used to count the fish in determining what amount is available for fishing in a certain year. The following day, students watched the PBS Frontier video "Alaska Gold" where they could learn about the Pebble Mine Project that is developing close to Bristol Bay. Based on this video, students had to explain in a one page essay why they agreed or disagreed with the Pebble Mine project and how this project could influence the future of their community in particular.



Razdolna students participating in the *Salmon in the Classroom* project. Photos by Jennifer Keil

Planning and Conduction Instruction

"If a student cannot demonstrate learning, or achievement, the student has not failed – We have failed the student." (Wong and Wong, 2009)

According to Kounin (1970), *whititness* is *the teacher's ability to know what is going on in all parts of the classroom at all times and to target desist behavior accurately and in a timely way. Desist behavior is anything a teacher does to stop a misbehavior.*

As Marzano et Al. describe in the book *A Handbook for Classroom Management that Works*, *Whititness* is a term that comprises four related behaviors:

1. Occupying the entire room
2. Noticing potential problems
3. Using a series of graduated actions
4. Forecasting problems

In her article *“Withitness in the classroom”* published on the www.education.com portal Barbara Pressman (2011) describes a good teacher as a teacher that is great at multitasking: *“Their mind is able to process multiple sensory inputs at once – the random sounds in the classroom, the voices of her students, people walking by her classroom door – all while conducting a lesson and focusing on the educational content that needs to be presented.”*

My goal is to use withitness extensively in my class while students will self-manage themselves, using self-control regarding their behavior. In this way they should be able to engage intellectually in significant learning and to make contributions to class activities. My lessons will be adapted to the needs of individuals and the structure and pacing will allow for student reflection and closure. My questions will reflect high expectations and will be culturally and developmentally appropriate. Students should be able to formulate many of the high-level questions as I will ensure that all voices will be heard. Big Ideas and Essential Questions will be visible and will be addressed. For teaching ethnically diverse students, I will include ethnic studies in the curriculum. For IEP students I will work together with designated teachers to follow the IEP plan. During instruction, I will use various teaching strategies and techniques, like: KWL tables, inductive and deductive thinking, concept attainment, inquiry thinking, jigsaw activities, cooperative learning, and understanding by design through differentiated instruction.. Since motivation is a big piece in the learning process, I will try to adapt my instruction to my students personal experience and level of interest. As I have formal engineering education and experience, I will aim to connect my instruction to real life situations. In this way, students will understand that what they learn in my class will help them in their future endeavor in real life. I will try to diversify my instruction to involve direct and indirect instruction, lab work and fun activities, smart board, video and computer activities, hands on projects, abstract and lab experiments. In summary, I will try to make my lessons memorable for all of my students.

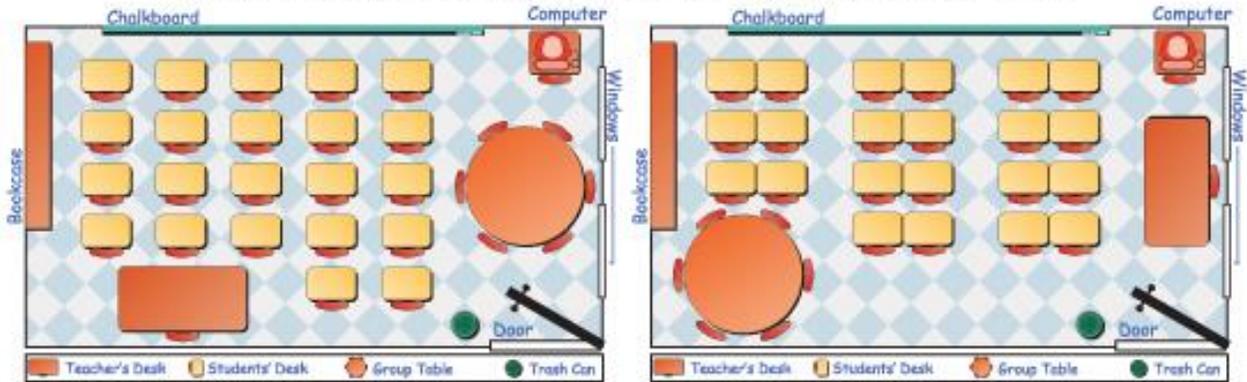
Summary

While teaching, I always try to have positive expectations, stay enthusiast, be an effective classroom manager, improve my ability to design lessons and activities and maintain a good rapport with my students. By using real life situations in designing and differentiating my instruction toward my students specific interest area, I can increase the quality of relationship

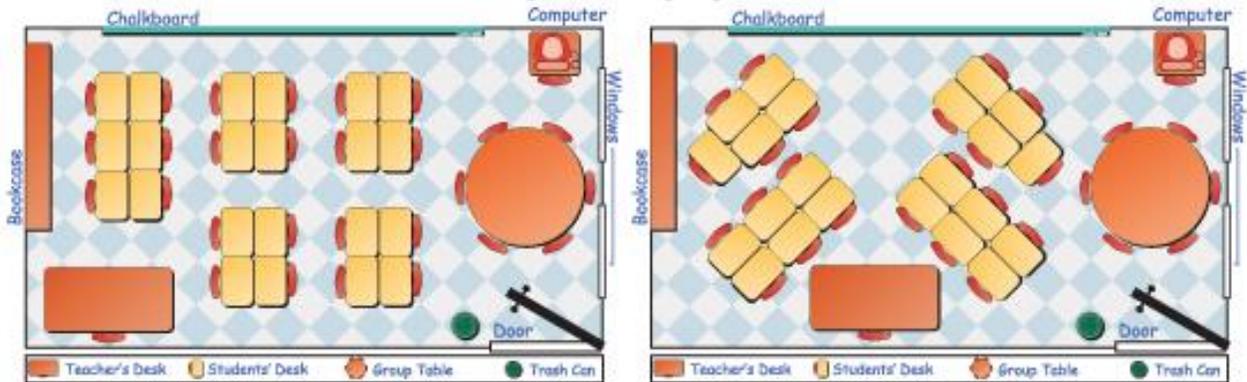
with them in a much improved classroom environment. By following a clear Classroom Management Plan my instruction will become more predictable, leaving less room for interpretations and my students will benefit from a greater quality time spent to develop valuable skills required in an increasingly overly global society.

Annex 1

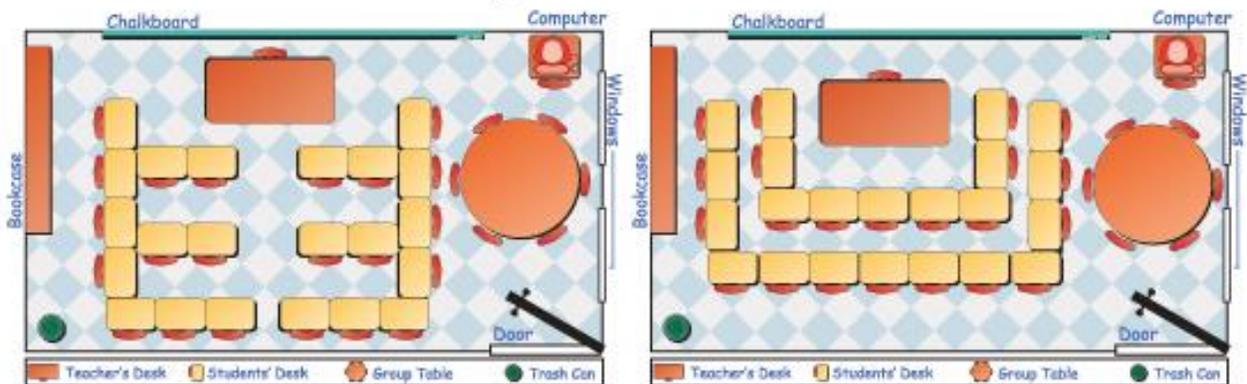
Possible arrangements for independent work/tests/beginning of the year/lecture:



Possible arrangements for group work/stations:



Possible arrangements for demonstration/discussion:



Annex 2

Mr. Rizea | Class Behavior Matrix

	All Settings	Classroom
Respect	<ul style="list-style-type: none"> - Behave respectfully - Return resources (supplies, chairs, electronics) - Do not pull others off task - Listen attentively 	<ul style="list-style-type: none"> - Create no distractions - Follow CHAMPS rules: Conversation, Help, Activity, Movement, Participation, Success
Productivity	<ul style="list-style-type: none"> - Walk directly to destination - Advocate for needs - Use technology appropriately 	<ul style="list-style-type: none"> - Stay on task - Follow directions - Know the immediate task - Use appropriate voice level - Advocate for help - Choose a productive seat
Ownership	<ul style="list-style-type: none"> - Take all belongings upon departure - Sign computers, headphones in and out 	<ul style="list-style-type: none"> - Listen to and consider other's ideas - Bring appropriate materials to class - Leave class with all personal materials

Annex 3

Action	Consequences
1. First Observation (non-verbal sign, clues)	- No consequences
2. Second Observation (explicit)	<ul style="list-style-type: none"> - 8/10 Employability points - Student choose to review his/her behavior or to support a consequence
3. Third Observation or more	<ul style="list-style-type: none"> - 6/10 Employability Points - Write and sign a copy of the Social Contract - 1 min detention after class
4. Third Observation or more/Disruptive	<ul style="list-style-type: none"> - 4/10 Employability points - Time out seat - Lost class privileges
5. Disruptive	<ul style="list-style-type: none"> - 2/10 Employability points - Lunch Detention - Sign explanatory note sent home and returned the following day signed by the parent (to be followed up by teacher)
6. Defiance / Violent behavior	<ul style="list-style-type: none"> - 0/10 Employability Points - Office Detention - Parent direct notification (email / phone call) - Meeting request with student, parent, counsel, principal, scheduled for every 2 weeks

Annex 4

Science Lab Safety

Physical Science
Mr. Rizea



1. Follow all written and verbal instructions carefully. If you do not understand a direction or part of a procedure, **ASK YOUR TEACHER BEFORE PROCEEDING WITH THE ACTIVITY.**

2. When first entering a science room, **do not touch any equipment, chemicals, or other materials in the laboratory area until you are instructed to do so.**

3. **Do not eat food, drink beverages, or chew gum in the laboratory.** A sealed container of water is allowed ONLY on days when we are not performing a lab. Do not use laboratory glassware as containers for food or beverages.



4. Keep hands away from face, eyes, mouth, and body while using chemicals or lab equipment. Wash your hands with soap and water after performing all experiments.



5. Dress properly during a laboratory activity. **Long hair, dangling jewelry, and loose or baggy clothing are a hazard in the laboratory.** Long hair must be tied back, and dangling jewelry and baggy clothing must be secured. Shoes must completely cover the foot. No sandals allowed on lab days.

6. Be alert and proceed with caution at all times in the laboratory. Notify the teacher immediately of any unsafe conditions you observe.



7. Be prepared for your work in the laboratory. Read all procedures thoroughly before entering the laboratory. Never fool around in the laboratory. **Horseplay, practical jokes, and pranks are dangerous and prohibited.**

8. Experiments must be personally monitored at all times. Do not wander around the room, distract other students, startle other students or interfere with the laboratory experiments of others.

9. Dispose of all chemical waste properly. Never mix chemicals in sink drains. **Check with your teacher for disposal of chemicals and solutions.**



Science Lab Safety



Physical Science Mr. Rizea

10. Report any accident (spill, breakage, etc.) or injury (cut, burn, etc.) to the teacher immediately, no matter how trivial it seems. Do not panic.

11. All chemicals in the laboratory are to be considered dangerous. Use tweezers, gloves or other safety equipment when directed. When making an observation, keep at least 1 foot away from the specimen. Do not taste, touch, or smell any chemicals.

12. Check the label on all chemical bottles twice before removing any of the contents. Take only as much chemical as you need.

13. **Never** return unused chemicals to their original container.

14. **Never** remove chemicals or other materials from the laboratory area.

15. If you do not understand how to use a piece of equipment, **ASK THE TEACHER FOR HELP!**

16. Observe good housekeeping practices. **Work areas should be kept clean and tidy at all times.**

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