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Classroom Management Plan

I. Grade Level and Subject Area

- a. This classroom management plan was designed for classroom.
- b. This plan could be adapted to fit most subject areas. The particular rules and procedures listed below are for a language arts class.

II. Teacher and Student Goals

a. Teacher Goals

- i. As a teacher, I will employ my knowledge and skill to the best of my ability to help all of my students succeed in language arts.
- ii. I will strive to improve the reading and writing skills of all of my students.
- iii. As the academic leader of the class I will further my knowledge base in my subject area and stay up to date on new developments in education.
- iv. I will work to arouse interest in my students to read books, newspapers and any other informative pieces of information as well as classic pieces of literature.
- v. I will come to work ready to teach and conduct my classroom in a professional manner.

b. Student Goals

- i. I wish for all of my students to enjoy my class and learn something useful everyday.
- ii. All of my students should be able to show marked improvement in the areas of writing and reading at the end of the school year. With this improvement, I hope to raise their self-confidence in their written and verbal communication skills.

iii. With their new confidence in their reading abilities, I hope my students will view reading as a fun activity that will help them to become life-long learners.

iv. My students should stay open-minded and be ready to learn each day.

III. Discipline Plan

a. Rules

i. Come to class with all of your materials each day.

ii. Treat your teacher and your classmates with respect.

iii. Help keep your area and the classroom clean.

iv. Talk only when given permission, at an appropriate voice level.

v. Do your own work. (Cheating will not be tolerated.)

b. Positive Consequences (For staying on task, performing well on an activity, following rules and procedures.)

i. Praise

ii. A positive note or phone call to guardian.

iii. Listen to music during independent practice.

iv. Homework lifted for a day or weekend.

v. Popcorn and (G-rated) movie party.

c. Corrective Consequences

i. When a student knows the rule and can verbally repeat the rule without having to read it off the list, but still has problems realizing that he or she is repeatedly breaking the rule, then that student will be taught to self-monitor his behavior.

ii. When a student does not know the proper way to go about one of any of the classroom procedures or does not understand a rule, a classmate will teach the proper behavior or explain the rule. If the student still has problems, the teacher will then review and model the behavior or rule for him.

iii. Verbal and physical cues will be used by the teacher to help remind those students who know rules and procedures, but are unsure when to carry out the behavior associated with the rule or behavior.

d. Negative Consequences

i. On the first offense, the student's name will be written on the board.

ii. When a check is added to the student's name on the board, the teacher will have a short conference with the student.

iii. If the behavior continues, a note will be sent home or a phone call will be made to the student's guardian. If the student doesn't understand and continues with a disruptive behavior, he will be given a detention.

iv. Next, a referral may be filled out to the office and the student will be detained after school for 30 minutes. During these 30 minutes, the student will write a letter to his parents explaining what he did and why his behavior was an infraction of the rules. (The student's guardian will be notified two days in advance.)

v. If the above consequences fail to motivate the student to improve his behavior, the teacher will have a conference with the parents and the student. The student will also lose all extra privileges the rest of the class may have earned for the next week.

IV. Procedures

a. Entering the classroom/beginning class

i. When the students come into the classroom each day, they should take their seats and get out their materials. They should look at the board and follow the directions.

ii. If the students need to sharpen their pencils, they should do so in the first three minutes of class.

iii. Any homework that needs to be turned in should be handed in to a designated area at this time also.

b. Whole-class activities

i. Directions will be explained for the activity and major steps will be written on the board.

ii. A volunteer will repeat the directions to ensure that all students understand.

iii. The teacher will ask for questions to further ensure that all of the students understand the activity and its purpose.

iv. The activity will be carried out with the teacher closely guiding the students.

c. Independent work

i. Independent work should be done with each student at his/her desk.

ii. The assignment will be explained and written on the board.

iii. If a student has a question during independent work, he/she should ask the student in front and/or back of him/her before he/she asks for help from the teacher.

d. Small Group Activities/Cooperative Groups

i. The activity will be explained and directions will be given and written on the board.

ii. A student volunteer will then be asked to repeat the directions.

iii. The class will be broken into groups by number. The students will count off from 1-4 or how many groups there are to be.

iv. The students will then go to a designated area for each number. All 1s will be grouped together, as will all 2s and so on.

v. Once in the groups, the students will be responsible for a role depending on their birthdays. The jobs will be listed on the board. The person with a birthday closest to January 1st will have the first job listed. The person with the next calendar birthday will have the second job listed, and so on. The jobs are: secretary, narrator, supply person, and timekeeper. All students will have clean-up duty after the activity is completed.

e. Student Use of Classroom Space and Facilities

i. The students as well as the teacher will be responsible for keeping the classroom neat and organized.

ii. After a student uses anything in the classroom, he should leave it as he found it. (Return books, turn off computer monitor, close closet or cabinet door)

iii. If there is a sink in the room, students should always turn off the water and clean up and water that may have splashed or spilled.

1. After using the sink, paper towels should be properly disposed of in the trash can.

iv. Pencils should be sharpened in the first three minutes of class. If a student realizes that the pencil sharpener is full, he should carefully empty it and return it to the wall.

f. Quieting the Class

i. When the class gets too noisy, the teacher will hold up her hand and wait patiently and quietly for the students to come to order.

ii. Appropriate speaking voice levels will be taught at the beginning of the school year. The students will follow a color system to know at what voice level they should be speaking. There will be an easel in the front corner of the room with large pieces of colored construction paper on it to indicate the noise level for each activity. The color system will be: red – presentation voice, purple – class discussion, yellow – group activity, blue – quiet voice for asking questions of neighbor, black – silence.

g. Ending the Class/Dismissal

i. At the end of each class, all students should clean the area in and around their desks.

ii. Students will hand in any work that needs to be collected for that day.

iii. Before they are dismissed, all books and materials used during class should be returned to their proper place.

iv. Also before they are dismissed the students gather their materials to be ready to leave.

v. The class will be dismissed by rows depending on behavior.

h. General Procedures

i. Distributing materials

1. During whole class activities, the first person in each row will be responsible for handing out materials and papers. The last person will collect the papers or materials for the row at the end of the activity.

2. During group activities, the supply- person will be responsible for handing out materials to the group and returning them at the end of the activity.

ii. Lunchroom

1. The students will go to the lunchroom in a single file, by row.
2. The students will sit at the class's designated table, but may sit beside anyone in the class.
3. If classroom behavior becomes a problem, the class table will automatically have silent lunch for the rest of the lunch period. During lunch the next day, the students will have assigned seats. The seats will remain assigned until the teacher feels that the students can behave properly.
4. Students will be dismissed and will put their trays up in an orderly fashion and return to the class quietly in line.

iii. Drills

1. Fire, earthquake, tornado or any other drills will be taught and modeled at the beginning of the year.
2. The class will always participate in school-wide drills.
3. The class itself may review and practice the drills periodically as needed.
4. A copy of all drill procedures and school evacuation routes will be posted in the classroom.

V. Procedures to Ensure Student Accountability

a. Overall Work Requirements

- i. Students should keep a 3-ring binder for the class, with all work and handouts kept in order.
- ii. Students should do class work on white, wide-ruled notebook paper.
- iii. Students should write only in pencil, unless otherwise instructed.
- iv. Students should write their names on their papers with the proper heading, which will be taught at the beginning of the school year. An example of how to head papers will be posted in the classroom.
- v. Work will not be accepted if it is excessively sloppy, written in pen (unless instructed to do so), or if it is not headed correctly.

1. Work that is not accepted will have to be redone if it is sloppy or corrected if it has the wrong heading.

b. Communicating Assignments and Instructions to Students

i. A daily planner will be posted each day, so that the students know what to expect during class.

ii. Major assignments will be posted on an "Assignments Calendar".

iii. All instructions will be told to the students and then repeated by a student to ensure understanding.

iv. Page numbers and other important assignment information will be written on the board before independent practice.

v. Major projects will be explained verbally and in a written outline that will be handed out to students.

c. Teacher Monitoring of Work in Progress

i. As the students work on independent practice assignments, the teacher will walk around and quickly look at student papers.

ii. If students are working on a project, they will turn in what they have completed at the end of each class. This work will be checked and commented on, then given back the next day.

d. Routines for Turning in Work

i. Work to be turned in should be properly headed, on white paper and written in pencil (unless otherwise specified).

ii. There will be designated bins on a table in the front corner of the room for class work and homework.

1. The papers will be passed up the row and then across the front row to the side of the room where the bin is located.

2. The person in the front row, closest to the bin will gem-clip the papers and then put all of the papers in the bin.

e. Regular Academic Feedback to Students

i. All assignments and tests will be given back the next class day graded. After the students have seen their grade, the papers will be returned to the teacher to be filed.

ii. Progress reports will go out once a month with all class grades and the students' average for the guardian to sign.

iii. All student assignments that have been turned in will be kept in a folder for the guardian to see at any time each grading period.

1. At the end of each grading period all papers will be sent home in a large, sealed enveloped on the same day as the report cards.

f. Procedures for Handling Absentees' Make-up Work

i. There will be a bin that will hold the assignment for the previous day. Also in the bin, will be a paper for the student to sign when he has gotten his missed assignment.

1. The student will sign this sheet so that there is evidence that he did know what assignment he missed.

ii. When a student is absent, he should go to the bin and get the assignment, copy it in his notebook and return the paper.

iii. The absent student will have two days, for every one day he was absent to make up all assignments.

iv. If a student has trouble understanding make-up work, he should let the teacher know immediately so that he can receive a short, private tutoring session by a student or the teacher.