

Classroom Management Plan

Philosophy Statement

All students have exceptional personalities and ambitions, and there must be a classroom environment that not only provides instruction that promotes higher order thinking skills and relation to students' lives, but also a climate where students can practice empathy and kindness regardless of differences. As an instructor, I will provide this by supplying students with genuine enthusiasm towards content material and building encouraging rapport with my students. (Motto: Teaching Students, Strengthening People)

My objective as a teacher is not only to spread my fascination with history, but I want to foster citizens who can develop perspectives based around history and current experiences within society, spark the ingenuity of my students through activities that enrich and expand upon their prior knowledge, and give students who are battling their own issues the voice and reassurance I felt nervous to receive when I was struggling in my adolescence.

Classroom Design

My classroom design will have tables with groups of four to six students depending on the number of students I have in class, as I will hold plenty of small and whole group discussions within my lessons. My desk will be in the corner near one of the desks and behind the students, there will be shelves of books relating to social studies, but also recommendations from my students. There will also be a table with materials by the cabinets and storage container with materials such as pencils, pens, and papers relating to a lesson.

Class Rules

- I. Students must be **prepared** for class every day. My objective is for students to fulfill at least one goal before they arrive to my classroom: to have the required materials. In my classroom, students will be required to have a pencil and a notebook to participate in coursework, group activities and exercises, and individual notetaking. However, I will have extra supplies for students, especially those who are unable to afford the materials or have difficulties in bringing them to class.
- II. **Always** ask questions if you are curious. I want my students to harness their curiosity, develop upon their confidence & public speaking, and feel like they have the capability to contribute a fascinating perspective to the class during lecture time. However, students must remain respectful while I am still speaking and should not speak out loud while I am talking during the lecture.
- III. Remain **respectful and considerate** towards the teacher, other adults like substitute teachers and administrators, your peers, and the classroom. It can feel humiliating when an individual does not feel acknowledged and valued in the classroom, and I never want anyone, regardless if they are the adult or the student, to feel disrespected when speaking. My hope is for my students to be amicable and compassionate

- towards myself, other adults, and their peers in order to engage in a sincere and positive academic atmosphere.
- IV. **Do not** plagiarize your work in this class. Students will be expected to complete projects requiring a bibliography or works cited page, like an essay or a presentation. To promote research and interpretation of sources, I will not allow students to give a claim without providing evidence, giving evidence without credit from the original author or publisher, or blatantly rewriting an initial work. Those who plagiarize will receive a 0 on their project and will not have a chance to correct anything. This is for students to recognize the significance of plagiarism as a crime and how it will affect them in future courses.
 - V. Be **prepared** to have discussions during lecture time. At times, I will open the class to debate about the current topic being discussed, especially in courses like Federal Government and Economics. My hope is for students to develop their own perspectives on certain matters, find solutions through perspectives to solve problems, and improve their communication skills.
 - VI. Put forth **your best effort** in our class. I want to promote creativity and excellence within my classroom. Rather than having students complete coursework out of the textbook, I want students to drive the classroom and their coursework through collaboration, quality, and ingenuity depending on the activities and exercises they are to be completing throughout the period.
 - VII. Come to me if you are **struggling**, regardless if it is an academic or personal concern. While I will have a boundary with my students over discussing about my experiences and how they structured me into the individual I am today, I want my students to understand that I have more than likely been in their shoes. I grew up with a low socioeconomic status. I was bullied heavily, driving me to have suicidal thoughts and be diagnosed with generalized anxiety disorder. I failed many of my courses and even failed one of my STAAR exams. I overexerted my energy throughout high school and never gave myself time to breathe and relax. It hurts to know that I lived through this pain, but it gives me the empathy necessary to help my students who are battling with problems in their own lives. I do not want my students to feel silenced or anxious to communicate their problems to someone like I did when I was in school. I may not be their friend, but I certainly want to lend a helping hand in any way I can, even if I do not have all of the solutions.

Class Procedures

- I. I will greet students at the door during most passing periods to establish effective and active relationships with them. However, depending on the day, the door will be closed due to errands and meetings arising during conference periods, along with specific duties where I have to actively monitor certain areas, like the restrooms or

hallway. If my door is closed, students must **remain outside in a single file line**. If a student knocks on the door, they will continue to **wait** until I arrive at the door and greet them. While my students may be of older ages than those in elementary, having students wait in a line rather than crowd at my door will provide a structure that will prevent inconvenience and potential disarray in the traffic of the students at the beginning of class.

- II. As students will enter the classroom, there will be a tray to obtain the coursework or rubric necessary for the lesson and activities being completed that day, along with another tray to place homework due. Students are expected to **sit down in their seats** after retrieving their coursework and completing other necessary tasks, like turning in journals for grading or sharpening their pencil. After students finish their tasks, they are also expected to read the standards written on the board to understand what is being discussed during the period. Students are **not allowed** to remain standing during passing periods to provide for efficient movement as students are completing different tasks before the class begins. After I walk into class when passing period ceases, all students **must remain seated** as I hand out the materials and begin my lecture time to avoid any squandered moments. Students **will NOT sharpen pencils, speak to their friends, or get up for any other reason during lecture time**. This is meant to avert from prospective interruptions and provide students with a productive atmosphere to take notes and ask questions if they are confused or curious about the topic(s) being discussed. I will be actively walking around the classroom to observe any disruptions and quietly remind student(s) causing distractions to be respectful of lecture time.
- III. If students have any questions during lecture time, they **will raise their hands** without speaking out loud to avoid interruptions for students listening to the lecture. It is probable that I will not get to their question immediately, so I will be signaling them with one finger to represent 'one moment.' I will also write their name on the board to remember that they had a question about the material being discussed to refer back to, especially when more than one individual has a question about the subject matter. On the first day of class and throughout the year, I will remind students to **write their questions down**, so they do not forget their query. This will help the class operate effectively without unnecessary pauses in attempts to remember the question.
- IV. After lecture time ends, depending on the grade level being taught, different activities will be utilized for students to comprehend the topics learned during lecture time, interpret the material, and relate it to their current lives or society. During this time, students **are allowed** to sharpen their pencils, ask to use the restroom, and talk at a reasonable level **as long as they are completing their objectives**. As the class completes their exercise, I will be actively observing the behavior and volume of the classroom by walking around. If something goes awry across the classroom, I will remind the students to decrease their volume or stop doing a certain action. If only an individual student or a small group is causing a disruption, I will either place a hand on their shoulder or observe them until they recognize their misconduct. If the

- behavior persists, the student will stay after class with me and I will have a discussion with them about their actions and what is potentially causing that conduct. Not only will this prevent students from forming disorder in the classroom structure, it also promotes a student-centered classroom and the formation of positive relationships with students, especially when their behavior is of concern. I want my students to recognize that I am always there to comprehend what situation they are undergoing. I want to be as empathetic as possible in their time of need, even if I do not always have a solution.
- V. Before leaving, students **must clean up around their desks and along the classroom**, especially when participating in exercises that require materials that may cause clutter, including excess paper, misplaced materials, or any other objects that need to either be thrown away or placed in a different area. Students must **respect their environment** just as they respect myself, other adults in the room, and their peers. After cleaning the room, students must **remain seated** until I release them. The bell **will not** release students. Similar to the rationale from the first procedure, this is to avert students from crowding the door and leaving as the bell rings and provide a predictable composition for students in terms of entering and leaving the room.
- VI. Technology is **permitted within the classroom** for **ACADEMIC PURPOSES ONLY**. Cell phones must be placed in the student's backpack and must remain in the bag for the remainder of the class period. I may allow students to utilize their cell phones for research over topics during time for activities or exercises, but they must **leave** their phone in their backpack, **especially during lecture time**. Having students keep their phones in their backpacks will be essential for a student-driven classroom and in averting from any distractions for the student and their peers.
- VII. In the event of a drill or situations of a fire, natural disaster, or active shooter, students must **remain calm** and follow my directions and those from administration. Students must refrain from causing a commotion over the situation to keep themselves and their peers safe from harm, along with providing for a seamless transition from the classroom environment to the guidelines given from myself and administration.

Class Rewards and Consequences

If a student completes a procedure or follows a rule to the best of their ability, I will give them some form of positive comments, such as "You are doing a great job!" or "Amazing work!" depending on what the student is fulfilling. However, in terms of consequences, students will receive warnings, verbal or nonverbal, depending on the severity. If negative behavior persists, I will ask the student to stay after class so we can address the misconduct and uncover the reasonings behind it. However, depending on the severity and persistence of the misbehavior, I will have to communicate with the parents or administration about the actions. Rather than relying on either party to find a method to aid the student, I want to reassure them that I am available to help in any way possible.

Intervention Strategies

Specific Learning Disability

- Provide students with copies of notes, visuals like graphic organizers, and giving instructions in both oral and written manners
- Break down large tasks into smaller portions
- Providing nonverbal and verbal cues during instruction, guided practice, and independent practice

Other Health Impairment

- Provide students with appropriate and nonintrusive seating arrangements with little to no distractions, like seating a student away from doors and windows or near the teacher
- Use visuals and note-taking outlines for students during lectures
- Allow these students extra time in shifting during activities and lectures
- Provide concise and consistent schedules and other organizational methods to develop organizational skills

Emotional Disturbance

- Provide students with opportunities to take initiative or responsibility, such as passing out papers and materials
- Develop and maintain an active schedule with these students
- Provide structure in class through specific routines and procedures that students can anticipate
- Teach students how to monitor themselves and their progress through techniques such as monitoring on/off task behavior (teacher gives specific cue, student records behavior)

Autism Spectrum Disorder

- Use a visual system to display procedures and tasks, such as a color-coded system
- Structure specific routines for classwork, homework, and exams
- Utilize visual reminders and cues to signal transitions and other shifts during the lesson
- Provide an area for calming/stress relief in the classroom for students including items such as stress balls, headphones, quiet music, and drawing.