

Classroom Management Plan

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Foundations of My Classroom Management Philosophy

My philosophy of classroom management is rooted in the belief that a well-managed classroom sets the foundation for an effective learning environment. Classroom management is crucial because it creates a space where students feel safe, respected, and ready to engage in learning. My approach to classroom management is informed by research, class discussions, and personal experiences. I believe that a teacher's role in managing a classroom and addressing student behavior is multifaceted. I as a teacher must set clear expectations, establish consistent routines, and model positive behavior. According to Positive Behavioral interventions & Supports they had mentioned, "A routine to start class or the day with a positive interaction. It can include greeting students by name, shaking a student's hand, asking a short question, or making a friendly comment that communicated they are welcome" (P. 1). This is important as it can be the first step in creating a safe, respected, and positive learning environment. In a video called Positive Greetings at the Door it explained the steps in how to positively greet students at the door, the video explained, "First stand just inside or outside the door, next greet each student by name, then have a short positive interaction, lastly, direct the student to the first activity". This video was helpful as it explained how to positively greet students at the doorstep by step. This was helpful as I can use this in my future classroom and create a safe, respected, and positive learning environment. By doing so, I can create a structured environment from the beginning of the school day where students understand our classroom routine, understand what is expected of them, and feel secure.

Planning and organization are key to fostering a positive learning environment. I want to plan engaging and well-structured lessons, that minimize disruptions and maximize learning time. In my future classroom I want it to be a place where students can communicate and feel

like there is a community among their peers. I want students to feel safe, loved, and valued. I want my classroom to be student filled and have my students share their thoughts. In an Edutopia article on Using Circle Practice in the Classroom, Mary Davenport said, “I’ve found that an effective and meaningful path to both community and communication in my classroom is circle practice, inspired by restorative justice (RJ)” (P. 1). After learning about what circle practice is I want to implement it in my future classroom. I think it is a great way to have discussions that foster community and intimacy in the classroom.

Effective planning also includes anticipating potential challenges and having strategies in place to address them, ensuring a smooth and productive classroom experience. The physical setup of the classroom significantly impacts the learning environment. Arranging desks to facilitate collaboration, ensuring that learning materials are easily accessible, and creating a visually stimulating yet orderly space can enhance student engagement and comfort. Routine and procedures are equally important in maintaining an effective learning environment. Establishing and practicing routines for common classroom activities helps students know what is expected and what is expected of them. This predictability reduces anxiety and allows for more efficient transitions, leading to a more focused and cohesive learning experience.

Supporting students and teaching positive behavior involves recognizing and addressing their individual needs, both academic and emotional. In an article on The Influence of Affective Teacher-Student Relationships on Students’ School Engagement and Achievement: A Meta-Analytic Approach, it stated, “Teachers can support these needs by showing involvement (i.e., caring for and expressing interest in the student), providing structure (i.e., setting clear rules and being consequent), and supporting autonomy (i.e., giving students freedom to make their own choices and showing connections between schoolwork and students’ interests). If children’s basic

needs are met, their engagement in learning activities will increase” (P. 5). This means creating a nurturing environment where students feel safe, respected, and valued. Positive reinforcement for desirable behaviors and clear and consistent consequences for misbehavior are essential.

Additionally, involving students in creating classroom rules and routines fosters a sense of ownership and community, contributing to a positive classroom culture.

Fostering Positive Behavior and Preventing Disruptions

Supporting students and teaching positive behavior are fundamental aspects of my classroom management philosophy. I believe that fostering behaviors such as respect, responsibility, and collaboration is essential for creating a positive learning environment. To reinforce these behaviors, I will use a combination of praise, rewards, and positive feedback. Recognizing and celebrating students’ achievements and efforts encourages them to continue exhibiting positive behaviors. Additionally, involving students in setting classroom expectations and rules helps them understand the importance of these behaviors and feel a sense of ownership over their actions.

To prevent disruptive behavior, I will take proactive measures such as setting clear expectations and designing engaging lessons that capture students interests and keep them focused. Establishing consistent routines and procedures will also help minimize disruptions by providing students with a predictable structure. When misbehavior does occur, I will use restorative practices and clear consequences to address it while maintaining a positive classroom climate. This approach emphasizes understanding the impact of one’s actions and making amends, rather than simply punishing the behavior.

Building rapport and positive relationships with students is crucial for encouraging good behavior. According to article on PBIS Forum 18: Practice Brief Cultivating Positive Student Teacher Relationships, they had mentioned, “Positive student teacher relationships are considered by theorists to be the key ingredient in student motivation and academic engagement” (P. 1). I will take the time to get to know my students, show genuine interest in their lives, and create a supportive and inclusive classroom atmosphere. By demonstrating empathy, respect, and consistency, I will foster a sense of trust and mutual respect. These relationships will not only help prevent misbehavior but also make it easier to manage challenging behavior when it arises. Through these strategies, I aim to create a classroom environment, where all students feel valued and motivated to contribute positively.

The Impact of a Well Managed Classroom on Student Success

A well-managed classroom is crucial for student learning and success. My philosophy emphasizes the importance of fostering positive behaviors like respect, responsibility, and collaboration through praise, rewards, and positive feedback. By setting clear expectations and creating engaging lessons, I aim to prevent disruptive behavior proactively. Building strong relationships with students is also essential, as it encourages good behavior and helps manage challenges effectively. Overall, a well-managed classroom creates a supportive environment where students can thrive and achieve their full potential.

Resources

PBIS Positive Greetings at the Door. (2019). *PBIS Positive Behavioral Interventions & Supports*. https://ospi.k12.wa.us/sites/default/files/2023-08/5e7e3999b3c8b85b50c80c6f_positive_greetings_at_the_door.pdf

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YouTube. (2020, August 1). *Positive Greetings at the Door* [Video]. YouTube. <https://www.youtube.com/watch?reload=9&v=HgUcHU4eMD8>

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Establishing a Classroom Management Plan for a Positive and Productive Learning Environment

At the beginning of each school year, I plan to introduce my students to a set of clear and consistent rules and procedures that align with my classroom management philosophy. These rules will emphasize respect, responsibility, and collaboration, setting the tone for a positive and productive learning environment. I will explain the importance of these behaviors and how they contribute to a supportive classroom community. Additionally, I will establish routines for daily activities, transitions, and classroom interactions to provide structure and predictability. My classroom management philosophy, which focuses on fostering positive behavior through praise, rewards, and positive feedback, will inform my overall management plan. I believe that recognizing and celebrating students' achievements and efforts encourage them to continue exhibiting positive behaviors. Proactive measures, such as engaging lessons and clear expectations, will help prevent disruptive behavior. When misbehavior occurs, I will use restorative practices and clear consequences to address it, ensuring that the classroom climate remains positive.

These strategies will be used consistently year to year to create a stable and nurturing environment where students feel valued and motivated. By building strong relationships with my students and demonstrating empathy, respect, and consistency, I aim to foster a sense of trust and mutual respect. This approach not only helps prevent misbehavior but also makes it easier to manage challenging behavior when it arises. Ultimately, my goal is to create a classroom where all students can thrive and achieve their full potential.

Classroom Rules and Procedures

Creating a comprehensive classroom management plan is essential for fostering a positive learning environment. By establishing clear rules such as respecting others, punctuality, active participation, following directions, and maintaining personal space, students understand the expectations. Procedures like entering the classroom quietly, transitioning smoothly between activities, and submitting assignments properly help maintain order. Positive reinforcement, including praises, class wide rewards, and individual incentives, encourages good behavior. Consequences for misbehavior such as verbal warnings, timeouts, and reflection time, address issues constructively. Ongoing strategies like consistent routines, clear communication, and building positive relationships ensure a supportive and structured environment. This approach not only minimizes disruptions but also emphasizes a restorative approach, creating a safe classroom where mistakes are seen as a learning opportunity.

Appendix 1

Classroom Management Plan	
Physical setup of your classroom	The physical setup of my classroom is designed to support both individual and group learning. I arrange the desks in clusters to encourage collaboration and communication among students. There are designated areas for different activities: a reading nook with comfy pillows and chairs and bookshelves, and a flexible seating area where students can choose their preferred seating arrangement for some independent work that we do. At the front of the classroom, there's a whiteboard and a projector for instructional purposes. I also have a bulletin board where I display student work, classroom rules, and

	<p>motivational posters. I will also have storage areas that will help keep materials and supplies organized and easily accessible for students to use. This will also help in maintaining a tidy and efficient learning environment, which is important. This setup reflects my belief in creating an engaging, organized, and student-centered classroom. It allows for a variety of teaching methods and activities, making it easier to adapt to different instructional needs and keeps students motivated and focused.</p>
Planning and organization steps before the school year/class starts	<p>Before the school year starts, I like to get everything organized and planned out to ensure a smooth beginning. I like to arrange the desks and set up learning stations and decorate the classroom to create a welcoming environment. I also like to outline the curriculum for the year, breaking it down into units and individual lessons. I want to make sure to incorporate engaging activities and assessments. I also want to make sure I stock up on all necessary supplies like books, stationary, and tech equipment. I want to organize them so they're easily accessible throughout the year. I also want to develop a clear set of rules and routines. I will plan how to introduce these to the students and practice them during the first week of school. Another important step is making sure there is a communication plan. I will prepare welcome letters for students and parents and set up communication channels like email lists and class apps. Lastly, I think it's important that I take part in any training and workshops to stay updated on new teaching strategies and tools. These steps</p>

	<p>will create a structured and positive learning environment from day one, setting the tone for a successful school year.</p>
Setting a positive learning tone (Growth Mindset) for your students and classroom	<p>Setting a positive learning tone and fostering a growth mindset in the classroom is crucial for student success. There are a couple of strategies in which I will help achieve this. I will model a growth mindset. I will demonstrate a growth mindset through my actions and words. I will share my own learning experiences and challenges and emphasize effort and persistence. I will also encourage effort and resilience. I will praise students for their effort, strategies, and progress rather than just their innate abilities. I will also make sure I have created a safe environment. I will foster a classroom culture where mistakes are opportunities for our learning. I will encourage students to try new things and not be scared of failure or fear. I think it's also important to set high expectations. I will believe in my students' potential and set high, yet achievable expectations. I will provide support they need to make these exceptions. I will then also help students set realistic and specific goals. I will help guide students to develop their action plans and review their progress. I think by integrating these practices in my future classroom and integrating it into my classroom management philosophy I can create an effective learning environment where students feel empowered to grow and succeed.</p>

<p>Seating Arrangements to enhance learning</p> <p>(Assigned or open seating? Groups, rows of desks?)</p>	<p>Creating effective seating arrangements can significantly enhance learning in the classroom. I have some ideas for using assigned seating and groups of desks. I will have assigned seating in my classroom. I will place students next to peers who can positively influence their learning. I will also use assigned seating to minimize distractions. I will place students who may be disruptive closer to me and away from friends. I will ensure that students with specific needs are seated where they can best access instructional materials. I will also have desks arranged in groups. I will arrange desks into small groups to encourage collaboration and discussion. This setup is ideal for group projects and cooperative learning activities. By thoughtfully arranging seating and desk groups, I will create a classroom environment that supports effective learning and fosters positive interactions among students.</p>
<p>Opening class routines</p> <p>(how will you start each class session so that growth and learning start right away)</p>	<p>Starting each class session with a consistent routine can really set the tone for growth and learning. I will begin with a quick engaging activity related to the day's lesson. This could be a short quiz, a thought-provoking question, or a problem to solve that gets their brains working right away. I will also spend a few minutes reviewing what was covered in the previous class. This helps reinforce learning and provides a smooth transition into new material. I will clearly outline the day's objectives and activities. This gives students a roadmap of what to expect and helps them stay focused. By establishing these routines, I can create a structured and supportive environment that encourages students to engage and grow at the very start of class.</p>

Positive Behavior Expectations (what are 3-5 expectations you plan to implement and how will you engage students in generating/owning those expectations)

Creating clear and positive behavior expectations is key to a well-managed classroom. I will encourage students to show respect for themselves, their peers, and their environment. This could involve listening when others are speaking, using kind words, and taking care of classroom materials. I'll promote responsibility by expecting students to come prepared, complete their assignments on time, and take ownership of their learning. I will also foster a collaborative spirit by encouraging teamwork and helping each other. This can be through group projects, peer tutoring, or simply supporting classmates. To engage students in generating and owning these expectations I will have open discussions about why these expectations are important and how they benefit everyone. Let students share their thoughts and ideas. I will consistently model the behavior I expect. Show respect, responsibility, and collaboration in my actions. I will recognize and reward positive behavior. This could be praises, rewards, and a classroom incentive system. By involving students in the process and consistently reinforcing these expectations, I can create a positive and supportive learning environment.

Procedure for attention getting and class quiet focus (how will you bring students back from group work to quiet attention to you)

Getting students' attention after group work can be tricky but having a consistent procedure will help me a lot. Here are a few strategies I plan on using. I will use call and response. I will use a simple call and response technique. For example, I say "Class, class" and they respond with "Yes, yes." This quickly signals that it's time to refocus. I will also use visual signals. Use a visual cue like raising my hand or turning off the lights for a moment. When students see this, they know to stop talking and pay attention. I will also use a

	<p>countdown. I will give a countdown from 5 to 1. By the time I reach 1, students should be quiet and focused on me. By using these techniques, students will quickly learn to respond and refocus, making transitions smoother and more efficient.</p>
<p>Addressing off task behavior (How will you monitor student focus and bring them back to focus on the learning at hand)</p>	<p>Monitoring student focus and addressing off-task behavior is crucial for maintaining an effective learning environment. Some strategies I will use is moving around the classroom frequently. My presence can help keep students on task. Standing near off task students often brings them back to focus without needing to say anything. I will also use nonverbal signals like eye contact, a gentle tap on the desk, or hand signals to remind students to stay focused. I will also set clear expectations for behavior and tasks before the activity begins. I will remind students of these expectations as needed. If a student is off task, I will gently redirect them by asking a question related to the task or offering help if they seem stuck. By using these strategies, I can effectively monitor and manage student focus ensuring that learning stays on track.</p>
<p>Teaching positive social skills/addressing behavior that does not align with positive expectations (how will you help students</p>	<p>When students' behavior doesn't align with positive expectations, it's important to address it in a way that helps them learn and grow. One way is to talk to the student privately to discuss the behavior. This prevents embarrassment and allows for a more honest conversation. I will also remind the student of the positive behavior expectations and why they're important. Making sure they understand the impact of their actions. I will also recognize</p>

<p>realign with positive behavior expectations when they go out of alignment)</p>	<p>and praise students when they exhibit positive behavior. This reinforces the behavior I want to see. Of course, always modeling positive behavior myself. Students are most likely to follow expectations when they see them in action. By addressing behavior in a supportive and constructive way I can help students develop the social skills they need to succeed.</p>
<p>Turning in Assignments/ Grading and Feedback (what will be your efficient system for student submission of assignments and your feedback on their assignments)</p>	<p>To create an efficient system for student submission of assignments and providing feedback, I will consider many steps. I will set clear deadlines for when assignments are due. I will use reminders and notifications to help students stay on track. I will also develop clear rubrics for grading. I will share these rubrics with students beforehand, so they understand the criteria for their work. This makes grading more transparent and consistent. I will also aim to provide timely feedback. The sooner students receive feedback the more relevant it is to their learning. I will return graded assignments within a week. I will also provide constructive feedback that highlights both strengths and areas for improvement. Be specific so students know exactly what they did well and what they can work on. By implementing these strategies, I can create an efficient and supportive system for handling assignments and providing valuable feedback to my students.</p>
<p>Student roles in implementing</p>	<p>Assigning student roles is a great way to foster a positive classroom environment and help with classroom management. I will determine the roles that will help my classroom run smoothly. I will have roles that include being</p>

classroom management plan (how will you assign student roles in helping make the class run in a positive way)	the line leader, materials manager, timekeeper, tech helper, and classroom librarian. I will also clearly explain the responsibilities of each role to the students. I will make sure they understand what is expected of them and how their role contributes to the class. I will rotate roles regularly so that all students get a chance to take on different responsibilities. This ensures fairness and gives everyone an opportunity to develop various skills. I will recognize and praise students for their efforts and contributions in their roles. This reinforces positive behavior and motivates them to keep up the good work. By assigning student roles thoughtfully I can help create a positive learning tone and foster a growth mindset in the classroom.
What other positive routines and procedures do you anticipate planning and implementing in your classroom?	Planning and implementing positive routines and procedures is key to creating a supportive classroom environment. I want to implement morning meetings. Start each day with a brief morning meeting where students can share something positive, set goals for the day, and review the schedule. This helps build a sense of community and sets a positive tone. I will also incorporate brain breaks. Including brain breaks throughout the day to help students recharge and stay focused. These can be quick physical activities, mindfulness exercises, or fun games. By implementing these positive routines and procedures I can create a safe classroom environment where mistakes are seen as learning opportunities.

Class Period Overview Classroom Management Plan

Appendix 2

***A Class Period Overview
Classroom Management Plan***

Class Schedule	Min.	Classroom Management Issues/Rules/Plans	
		Class Sessions	Classroom Management Strategies
	0:00-0:15	Class Period Opening	<p>The first fifteen minutes I will be giving an Introduction and warm up. For this I will begin with a Brief introduction to the day’s lesson, followed by a warmup activity related to the topic. The class will do a quick discussion question. For my special needs I will provide visual aids and clear concise instruction. I will also be using assistive technology as well. For my gate student I will pose a higher order thinking Question related to the warmup activity to challenge their critical thinking skills. For my English learner I will use visuals and simple language. I will pair them with a buddy who can help them during the warmup activity. I will also go into my classroom expectations and set clear expectations for behavior and participation. I will use positive reinforcement such as To encourage engagement.</p>
	0:15-0:30	Class Period Segment 2	<p>For the second period I will be giving direct Instruction. I will be delivering the main content through a lecture by using an interactive presentation. For my special needs student, I will break down the Information into smaller, manageable chunks. I will use repetition and check for understanding frequently. For my gate student I will incorporate advanced concepts and ask these students to contribute their insights or relate the content to real world applications. My English learner will use bilingual resources and visual aids. I will check for understanding by asking them simple questions. For my classroom management I will maintain eye Contact and move around the room to keep students Focused. I will use positive reinforcement for Students who are paying attention and participating.</p>

<p>Scenario 1: After receiving an assignment for group work, one group of students, male and female, sit in the back of class in a cluster and talk. They are positive towards you until you ask them to focus on their assignment, at which point you start getting pushback. At this point, however, their talking has become a distraction from the rest of the class and two of the students seem to want to push the boundaries of what they are allowed to, despite their effects on your ability to teach. How will you work with these students to provide a more positive and workable solution so that they refocus on their assignment and learning?</p>	<p>To address the situation, I will start by reminding the group of the expectations for group work and the importance of staying on task. I will clearly outline the consequences of not adhering to these expectations. Then I will acknowledge any positive behavior I observe, no matter how small. This can help reinforce the behavior I want to see. For example, if they start working even a little bit, I will praise their effort. I will also consider that sometimes students may need more structure to stay focused. I will break down the assignment into smaller, Manageable tasks and check in with the group Periodically to ensure they are on track. If the group continues to be a distraction, I will calmly and firmly redirect their attention back to the task. I will use proximity by standing near the group, which can often help them refocus. By setting clear expectations and providing positive reinforcement, I can help the students refocus on their assignment and learning.</p>	
<p>0:30-0:45</p>	<p>Class Period Segment 3</p>	<p>Then we will move onto a guided practice activity. Students will work on an activity with my guidance. This will be group work, and they will be working with their partners. For my special needs student, I will provide step by step instruction and offer additional support as needed. I will also use manipulatives or hands on materials to show them how to do the activity and allow them to use the tools. For my gate student I will assign more complex problems that require them to critically think and problem solve. For my English learner I will offer sentence starters and a vocabulary list to help them participate. I will then pair them with a supportive peer to help them. For classroom management for this period I will monitor the room, offering help and encouragement. I will use positive reinforcement for students who are on task and collaborating well.</p>
<p>0:45-0:60</p>	<p>Class Period Segment 4</p>	<p>For the final period I will have students do an Independent practice and assessment. Students Will work independently on a worksheet that reinforces the lesson. My special needs student will be provided with a modified worksheet and additional resources to ensure they can complete</p>

		<p>the task successfully. My gate student I will have them explore the topic further through reading and researching. For my English Learner I will offer additional language support and check their work for understanding. For classroom management for the last activity I will keep the room quiet and focused. I will use positive reinforcement to acknowledge students who are working diligently.</p>
	<p>Scenario 2: At the end of the hour, your students start to mentally check out, start talking, and some start to pack up about ten minutes early. How will you address this in terms of your overall classroom management plans so that your students learn out of habit to stay engaged to the end of your class, and how will you handle this on this particular day to make the change to better practices?</p>	<p>To address students checking out early and ensure they stay engaged until the end of the class, I will implement the following strategies such as setting clear expectations. At the beginning of the class, I will remind students that they are expected to stay engaged until the end of the period. I will clearly communicate that packing up early is not acceptable. I have also planned engaging activities throughout the lesson and planned for a discussion for the last 10 minutes of class. This discussion is a quick review game. Keeping the students engaged with interesting content can help them maintain their focus. I will also recognize and praise students who remain engaged until the end. Positive reinforcement can encourage others to follow suit. I will also make sure we have a classroom routine. Establishing a routine that includes a structured closing activity every day. When students know what to expect and that the class isn't over until the activity is complete, they are more likely to stay engaged. By setting clear expectations and providing positive reinforcement, I can help my students learn to stay engaged until the end of my class.</p>