CLASSROOM MANAGEMENT PLAN

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Classroom Procedures-Elementary

A. Room Use

In my ideal classroom, the teacher’s desk will be in the back corner of the room. It will be used for grading papers and management issues. I will have a small table in the front corner of the room that will be used for holding the day’s materials. I believe teachers are most effective when they are moving around the room checking all students’ understanding. The student’s desks will be in small groups of four desks. They will probably be moved several times throughout the year to best meet the needs of the students. There will be tables in the back of the room that will be used for small group activities as well as peer tutoring. Students will have a cubbyhole for personal belongings as well as access to a storage closet where classroom materials will be stored.

A pass system will be in place in my classroom for bathroom and drinking fountain visits. The procedure will be as follows. Only one student out at a time, if the pass is gone you wait. Students will also have to sign in and out before leaving. Students will be allowed to use the pass with out telling the teacher as long as it is not done during important instruction time and is not disruptive. The procedure for using the sink or pencil sharpener will allow only two students to be at these places at the same time. There will be only four students allowed at one of the small group tables at a time unless otherwise instructed by the teacher.

B.) Seat work and teacher-led instruction:

Students will be required to sit facing the teacher during whole-class instruction. Students will be encouraged to participate by asking or answering questions as well as giving pertinent comments. Students will be required to raise their hands when responding to the teacher. Students will be allowed to talk among themselves as long as the teacher, speaker, or student is not addressing the group. Students may ask the teacher or another student for help as long as it is done in manner that is not disruptive. Students will be required to stay in their seats during seatwork. Students with ADHD will be allowed two desks to move between. When seatwork is completed, students will be allowed to go to the “book nook,” game table, computer station, or another area of the room as long as they are not disruptive to their peers.

C.) Transitions into and out:

At the beginning of the school day, the students will be expected to come into the Classroom and put their things in their cubbyholes or lockers. They will then be expected to place any notes from home in a specified bin on the teacher’s desk. The students will then need to be seated to wait for the morning announcements. After the announcements, the teacher will ask students’ about their time away from school before starting the day’s lessons.

When leaving the room, students will be expected to push in their chairs and put their materials away. They will line up at the door and wait for the teacher. Each day there will be a new line leader from the class. When students return to the classroom, they will be expected to get out needed materials and return to their seats. When everyone is seated and quiet, the teacher will give the instructions to the students. In the case that the students leave the room in the middle of an assignment or project, they will be expected to come into the room and begin working immediately.
At the end of the day, students must put away all materials they have out and make sure their room is neat and clean. Students will need to check their mail cubbies to get any notes or papers that need to be taken home that night. I will remind the students of any very important material that they should make sure their parents see. Students will then gather their belongings and line up at the door. The teacher will lead them to their busses.

D.) Procedures during reading or student centered instruction:

During reading time or student centered instruction, the teacher will instruct the students to move to the “book nook” were they will sit in a semi-circle. During student centered instruction, the students will move to the tables in the back of the room. Students will move only after all instructions have been given and all questions answered. Students will be expected to move in a calm and quiet manner.

In a group setting, students will be expected to work together cooperatively. They will be encouraged to talk but will need to use low voices. All students will need to participate at some point in the lesson. When not in-groups, students will be expected to raise their hands to ask questions or make comments. Talking among the students will be allowed but only to discuss the assignment or ask a question. Students will be expected to treat each other with respect and courtesy.

E.) General Procedures:

Materials that need to go home with the students will be placed in the students' cubbyholes. There will be a homework bin placed on the teachers’ desk were students will deposit their homework at the beginning of the day. During the day, the procedure for handing in papers will be as follows. One student will be chosen each day as the paper person. He or she will pick up the papers and put them in the proper bin on the teachers’ desk. Handing out papers and materials will be done in the same way. A student helper will assist the teacher. If there is an unforeseen interruption such as a disorderly student, another staff member entering the class, fire drills, etc., the students will be expected to sit in their chairs and wait patiently for the teacher to return to them. They may talk quietly unless otherwise instructed by the teacher.

When my class leaves the room to go to a special, library, office, etc., they will be expected to walk in the halls quietly and obey all school rules. Students who do not obey the rules will have to return to the class to try again and will continue to practice until they get it right. When my students are at these special places, they will be expected to follow the rules and procedures set forth by the adult in charge of the room. If there is no procedure in the room, the students will be expected to follow the same rules and procedures as in our classroom. This goes for the cafeteria as well. If students can not behave and follow rules, they will be escorted to a quiet room were they will have to eat with out their peers.

When out on the playground, students will have procedures and guidelines to follow to ensure everyone’s safety. Students will not be allowed to wander away from the group or go back inside the school with out permission from the teacher. Students who do not follow rules and procedures will not be allowed to visit the playground the next time. Fire and disaster drills will be explained to the students after which they will practice them. The class will practice on their own as well as when the whole school does so. Students will be expected to remain silent and using the escape routes posted in the room, evacuate quickly. The students will need to remain with the class and wait for
further instructions. The classroom line leader will be expected to lead the group from the building if the teacher is busy checking the room. He or she will leave when the teacher instructs them to.

Classroom helpers will be a big part of my classroom. I believe it gives students a sense of belonging and pride in their class. There will be a helper for handing in and distributing papers, a line leader, a helper who writes agenda on board, and many other helpers a needed.

**Accountability Procedures:**

A.) **Grading System:**

My grading system will ultimately adhere to the policy in the district where I choose to work. If I am free to choose my own system, tests, projects and experiments (authentic assessment), homework, and quizzes will each be averaged in as ¼ of the overall grade. Attendance and participation will get students extra credit. My grade book will be organized so that there are spaces in between students to write down anecdotal records, communications with parents, special needs of the students, and anything else valuable to meeting the needs of the students.

B.) **Feedback and Monitoring:**

I will monitor and give my students feedback in many ways. I will write comments on the student’s assignments, which they can feel free to discuss with me at any time. I will have conferences with all of the students whether they are doing good or bad. The conferences will be a chance to let the student know were they are headed in the class. If it is not were they wish to go, I will give them suggestions to improve. These conferences will take place on a monthly basis unless a student requests one earlier. Students will be provided with a copy of the assignment list were there will be spaces for them to keep track of their grades if they wish. I will check classroom assignments by walking among the students and asking questions about were they are and if they need help. If a student seems to be struggling, a peer may be asked to help them. Long assignments and projects will be broken into segments that will need to be checked off as they progress. These assignments will be shown to teacher on a regular basis until finished.

C.) **Communicating Assignments:**

Assignments will be given to students verbally by the teacher. They will also be written on the agenda board on the wall. This board will be used mostly for those students who were absent and did not get the assignment but can also be used by those students who did not understand the verbal direction or have forgotten them. Handouts will be placed in a folder near the agenda board for absent students. Grading criteria and requirements will be given to the students on a handout so that they may refer to it while completing their assignment. Rubrics will be discussed with the students and used to grade some assignments. Students will have an opportunity to help the teacher construct an appropriate rubric to be used in the grading process.

Students will be encouraged to turn in all work in a neat and orderly fashion. The students will be encouraged to use a computer/word processor when available. All work that is to be turned in must be in pencil or black or blue pen. Standard lined paper will be used for all assignments unless otherwise instructed by the teacher. Students who turn in an incomplete assignment will have it returned and they will be given one day to
complete it but will lose an appropriate number of points on it. Late assignments will also have points deducted unless the student has a legitimate and verified excuse. If a student stops doing the required assignment, they will lose playground privileges or other treats their peers receive. Parents will be contacted and a solution will be worked out. There will be a set heading that should go on the top of every piece of work the student completed. The heading will include the student’s name, date, teacher name, and the name of assignment.

Material that needs to be sent home to parents will be placed in the students’ cubbyhole. The teacher will remind the students to be sure they take it home and give it to parents. Their will be a paper stapled to the item going home that the parents will be expected to sign and return so that I will know they got it. Parents will also be encouraged to write me notes with questions or comments about their child’s education.

I strongly believe in posting students’ work to encourage them and give them a sense of pride in a job well done. Students work will be displayed throughout the classroom on the walls and bulletin boards. If the school allows it, work will be displayed in the halls outside the classroom. Students will be encouraged but not forced to display their work. They can also decide where they want their work to be displayed, in or out of the room.
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This management plan has been derived from all of the teachers I have had as a student as well as the teachers I have had the good fortune to work with. I took all the things that I particularly liked from each of the classrooms I have been a part of and came up with my management plan. I believe this plan will best suit the needs of all of my students. It will provide a positive and safe environment for students to learn in. If I incorporate this plan into my classroom and I find that it does not work, I will modify it appropriately. I believe this management plan has all of the characteristics of an effective teacher, which I strive to become.