Classroom Management

Importance of content is conveyed by the teacher’s genuine enthusiasm:
As a teacher, I will use my enthusiasm for the content area to get my students involved and intrigued. I want them to want to learn. I want them to be as excited about the material we will study as I am. I also want to help make the content relevant to their lives. If the students can see the relevance, then they will be more intrigued by the content and they are more likely to enjoy it. I will convey my enthusiasm by:

- Modeling to the students by reading my own novel during SSR or other silent reading activities.
- Leading class discussion and provide my own life examples to show relevance.
- Having the students work in pairs to get to know one another so they might have someone to relate to in the class.

Management of transitions:
Transitions are used to move from one activity to another. I will expect this to be done quietly and promptly. At the beginning of the year, I will put these transitions into practice right away. Some of the transitions I will use are listed below:

- Bell Ringers will be posted on the board at the beginning of each morning. The students will transition from putting their book bags and belongings away into a quiet Bell Ringer in their seat.

- Turning in papers can be simplified for me by using the students’ seating arrangement to guide the procedure. Students will have a number, one, two, three, or four, at their desk. I will call on one specific number to collect the papers for their table and to quietly bring them to me. I have included a copy of the seating chart at the end of this document.

- After working in small groups and coming back together as a class, the noise level can sometimes be too high. When the noise level is too high and I need to give directions on what needs to be done next, then I will use the Snap Technique. The students will snap the number of times I ask them to until the room grows quiet. This is a good way to put chaos back into order between activities.
Expectations are clear:

It is very important for the expectations of an activity, lesson, or behavior to be clear.

Students should be aware of their expectations at all times. I will make all of my expectations clear by:

- Creating classroom guidelines with the students. At the beginning of the year, I will ask my students to help me create the guidelines they will be expected to follow in my classroom. Also, I will let them know the expectations and consequences if they do not follow these guidelines. Students will receive a copy to keep in their folder and sign it so we make it a “contract.”

- I will post these guidelines in the room so the class can see them at all times.

- I will also post any other expectations throughout the classroom so they know what is expected of them at all times. For example, a poster of “Rules for Literature Circles” will be posted on the board so the students can look back to the poster if they have any questions about their behavior.

- I will inform parents of these expectations by posting them on my classroom website. Also, I will send a copy of the classroom guidelines to all parents at the beginning of the year. I will write them a letter explaining to them that all of the students, their children, participated in creating this list. I will also ask for their signature on a copy of these guidelines.

Monitoring of student behavior:

Students will be responsible for their own behavior and the consequences of their behavior. I will assist the students in monitoring their behavior and follow up with consequences. However, I am not a babysitter. The students will be held responsible for their own actions, and they will be expected to monitor and regulate their own actions. I will assist the students by:

- Helping them monitor their noise level when working in groups. When we work in groups, the students will be expected to keep their conversations at an appropriate level. I will write “4, 3, 2, 1” on the board and when it gets too noisy I will erase one number at a time beginning with four. If I have to erase the one, every student will have to serve lunch detention or another form of punishment as a class.

- Monitoring student behavior through the use of “bell to bell” assignments, journaling, and other activities which will allow me to evaluate the students. However, these procedures will also allow the students to monitor and evaluate their own behavior.
and their learning process. Through journaling or reflections over activities, the students will be able to monitor their thoughts before and after a lesson.

- Using a seating chart. Having a seating chart will help both me and my students monitor their behavior. This will make roll taking easier and it will also allow me to learn quickly who can and who can’t sit by one another. The students can also monitor their behavior in this way. If they feel that sitting next to a fellow classmate is disruptive to them or will have negative consequences on their learning, they can talk privately with me about their situation. This will help the students monitor their personal learning experiences.

**Guidance and Discipline Strategies/Consequences for Misbehavior:**

Misbehavior will not be tolerated in the classroom. The students will be familiar with the classroom expectations and their consequences on the first day of school. If and when misbehavior and unruly conduct does occur, the students will be informed of their actions and why it is inappropriate. There are some students who need to be told why their actions are wrong or inappropriate for the classroom. Although, misbehavior must be approached in a fair manner for each student, it is important to realize that there are students who do have behavioral disorders. For these students, it might be most effective to send them to the guidance counselor so their behavior issues can be dealt with properly. Discipline is not effective unless it is practiced fairly and equally among all of the students though. It is not fair to not give different consequences to the female student who gets straight A’s when she leaves an assignment at home from the male student who slacks off and turns an assignment in late. The students realize these things happen and it will cause unnecessary negativity in the classroom among the students. Some of the effective discipline strategies I will use are:

- Giving the students a choice of their consequence for misbehavior when a minor misconduct takes place. I would say, “You can either go down to Mrs. Smith’s room and sit in her time out corner, or you can change your behavior and continue to participate in this learning experience.” I feel as if this is a fair discipline procedure if the misconduct is minor because I do not like the idea of sending students outside of the classroom where they will not learn.
Having the students complete a discipline referral sheet that is created and used in the school. This sheet asks the student to explain the reasons for his or her actions, why it was inappropriate, and write an apology to the teacher or classmates it affected. This really allows the students to think about their actions and reflect on them.

The check system will be used as a group plan between a team of teachers, myself and the other teachers my homeroom has for other classes. The students will receive a check by their name if they act up, forget something for that class, don’t have their assignments completed, or show disrespect toward other students and teachers. The check sheet is kept on a clipboard and is taken to every class with the students. By Friday, if students have three checks, then they miss out on Friday reward (games, movie, outside recess.) The students can always ask if they are not sure how many checks they have received throughout the week. Their names are not written on the board but they are kept on a sheet of paper that is passed to other teachers. One student is given the job for the week of bringing the clipboard from class to class.

The check system also serves as a positive consequence for behavior. If students do follow behavior guidelines, turn in assignments, and come to class prepared, then they will be able to participate in Friday reward.

The seating chart, which I have included at the end of this document, can also be used to promote positive group or partner work. The seating chart is set up so it is easy for the students to partner up with their “shoulder partners.” Also, this arrangement allows for easy access to small group work. I could either have the students work in their table groups or I could have all of the “4’s” at one table, all of the “3’s” at another table, etc. This is a quick and easy way for students to get into small groups.

Motivation Strategies:
Motivation is the key to learning. If the students are not motivated, then they will not want to learn. As a teacher, I want to motivate my students to want to learn. I want them to be interested and to feel the need to learn. I hope to motivate my students by:

- Showing the relevance between their lives and the lesson. If the lesson does not apply to the students’ lives then they will quickly become disinterested. They will become bored and fall into a pattern of “hating” school because it does not apply to them. Any lesson taught in the classroom can be or is relevant to students’ lives. When reading a novel students need to see how they can relate to the characters or the plot in the novel. Or when teaching a social studies lesson in Civil Rights, students need to discuss their rights and how their rights are important to them.

- Making a lesson fun instead of boring can motivate students. It does not take much to get students interested when activities are hands on or when there is friendly competition taking place. Games can be used effectively in the classroom to get students motivated about learning. Games do not always have to be for a reward
either. It is good to get students used to playing for knowledge instead of playing for a reward. Sometimes the information from the textbook is too dry or too advanced for the students, so I plan to go outside of the textbook and use other resources to create other learning activities for the students that interest them.

- Allowing the students to have a say in what they learn will motivate them. If the students are the ones to make a decision then they don’t have anyone to blame if the lesson is boring. I will let the students help to decide what is included in the lesson and even allow them to teach it one day. Small group teaching is fun for the students, and it will allow them to choose what the class will learn and how they will learn it.

- Setting goals for the students. The students will work hard if they have goals to meet. The goals can be set by both the teacher and the students. The goals will have much more meaning if the students help in creating them. This will motivate the students when they know they are working towards something.