Classroom Management Plan

**Seating Arrangement**

I intend to set my class up in a U-shape around the board. I imagine this will be difficult to do with 35 students, but I hope to make it work. I initially had no idea what I was planning on doing in my classes, but last semester in one of my classes we read a book called *Doing Literary Criticism* by Tim Gillespie. Gillespie starts off every chapter by talking about how he runs his classes, and his classes consisted mainly of discussions. He didn’t specifically say that he set his class up in a U-shape, but when I decided I also thought it was important to have classes revolve around discussions, I imagined a U-shape was the most accessible for that setup. This way, everyone can see the board, everyone can see each other, and everyone is sitting together. My idea was solidified by the article we read by JS Atherton, “Teaching and Learning: Physical Layout.” I believe this was the first time I have seen someone specifically recommend the U-shape, and it was for the same reason—to maximize class discussions.

If I have students with disabilities, this setup is also ideal because it allows placement throughout the room; all of the desks are “created” equal (everyone is together, everyone can see the board), but from another aspect, they are not (some are closer to the board.) If I have a student with a visual or auditory impairment, I can place him or her closest to the board in one of the seats in the front. If I have student with a physical impairment that requires the use of a wheelchair, I can place him or her on a corner in the back of the room, preferably the one closest to the door. That way, he or she can enter and exit easily, and the corner tends to have more room, plus he or she will not have a student on either side; only on one. If I have a student with ADHD, I can place him or her closest to the board, so there is only one person next to him or her and so the proximity between the two of us is always close. Ideally, he or she would be in the desk that is closest to my desk, as well, so I can make sure he or she is continuing to work and focus when I am not teaching.

**Sample Bulletin Board**

On the first day of school, I’m going to have my students draw the cover of their favorite books. They can attempt to recreate the real cover, draw their own, or just write the lettering, as long as the books are colorful. Then I’m going to make a bulletin board of these books. I think this is a good idea for a number of reasons. First, it gets students to think of a book they enjoyed reading, because many students come into English classes saying they don’t read or they don’t like to read, and for most of them, this isn’t true. Their favorite books can be something they read for another class or something they read when they were nine, just as long as they participate.

Second, this allows the students to talk about themselves a little bit; I believe your favorite book or genre says a lot about who you are. They can show their likes and dislikes, find other people in the class who picked the same book they chose, and show off their artistic skills. Finally, the bulletin board is English-related, and is also made of student work. I would like to show off my students’ work, and from what I’ve been hearing, doing so has become very important. I think it also makes your students feel included and that you care, plus if they know it will be on display, they will make more of an attempt to try to make their pictures look better.

**Introductory Letter to Parents/Guardians and Students**

Dear Parents, Guardians, and Students,

My name is Hannah Stone and I have the pleasure of teaching American literature this year. I am very excited about this opportunity, and I look forward to getting to know each of you. I love reading, but I know not everyone shares my passion. My goal is to get all of my students engaged in the reading we will be doing this year. Reading is such an important life skill to have, and the best way to become a lifelong reader is to practice reading. An important part of practicing what you read is by talking about it. I am a big proponent of discussion-based classes. I do not intend to stand in front of the class and listen to myself talk for an hour. I don’t want that and I know you do not want that either!

This year, we will be reading three novels, as well as an assortment of short stories and poems. Any reading materials that are necessary will be provided by the school, but due to time constraints in class, there will be some reading assigned as homework. Making sure all of the reading is done is a team effort, involving students, parents and guardians, and me! In addition, we will be practicing writing skills, both analytical and creative.

I will maintain a blog for parents and students who are interested to know more about what is going on daily in each class. You can always call my cell phone at (678) 395-1406 or email me at [hjstone3@gmail.com](mailto:hjstone3@gmail.com) if you would like an update, and I do plan to send out progress reports each Friday afternoon. In addition, you can schedule a conference with me anytime you would like to discuss a concern.

Thank you,

Hannah Stone

Parents and Guardians,

Please sign and date this form and return to me. Thank you!

Signature Date

**Student Information Form**

When is your birthday?

What are your hobbies?

What is your favorite book?

Who is your favorite singer or band?

What is your favorite movie?

What is your favorite sport?

What is your favorite food?

Where is your favorite place?

How many brothers and sisters do you have?

What is your favorite class?

How would you describe your feelings about English class?

**The First Day of School**

The first thing I will do on the first day of school is stand out in the hallway and greet each student as they come in (I plan to do this every day.) I will allow students to sit where they wish, unless it becomes a problem. Once everyone is seated, I will play some sort of “getting to know you” game as a way to get students to learn each other’s names, get accustomed to one another, and find out more about each other. I will also use this as a way to introduce myself to the students. I intend to play some sort of team-building game at least once a week, probably on Fridays. We will be doing a lot of discussion in class, and the best discussions come when students are comfortable with each other.

Next, we will have a class discussion to come up with our Class Constitution. Because I will have to combine each class’s decision with the other four I will have, I will not give students the final verdict until the second day, along with the syllabus. In an hour-long class, I believe coming up with the Class Constitution will take the majority of the class, but if we have any remaining time, I will let students know what they can expect from the remainder of the year and try to gauge their opinions about what we will by doing.

**Log for Parent/Guardian Contacts**

1. Student’s name:

Parent’s name:

Date of contact

Mode of contact:

Nature of contact:

Follow-up:

1. Student’s name:

Parent’s name:

Date of contact

Mode of contact:

Nature of contact:

Follow-up:

1. Student’s name:

Parent’s name:

Date of contact

Mode of contact:

Nature of contact:

Follow-up:

**Class Constitution**

I like the idea of collectively coming up with a Class Constitution, but with five or so different classes, I feel like it will be difficult. Rather than having each class come up with their own rules and consequences, I think on the first day of school I’ll have each class come up with what they feel are the five most important rules and the consequences to come with them. That night, I’ll review what each class said and put together a master list with the top five rules and consequences; hopefully there will be some sort of semblance of agreement amongst the five classes.

The next day, I will let each class know what the final decision is. I think cell phone use will have to be included, and I imagine most students will disagree with that. Everything else that I believe is important, like being on time, bringing all materials, being respectful, and staying on task are things that the students will think of themselves. Once the rules have been decided, I think students will also give a good idea of what they feel are appropriate consequences. The best thing about the Class Constitution is that students come up with the consequences themselves, so when a rule is inevitably broken, they know the punishment is fair—they helped come up with it.

**Involvement of Students in Setting Rules and Consequences**

I do believe it is important to allow students to help in setting the rules and consequences. Of course, you as a teacher have to give them some guidelines—however, high school students are responsible and will already have some idea of what is expected of them. The most important part of coming up with a Class Constitution is that the students assist in coming up with the consequences, so when a rule is broken, they cannot say the consequence is unfair—they had a hand in making it. If they disagree with the consequence, they had their chance to speak up on the first day.

With five classes of students, I will have each class come up with what they believe are important rules and consequences. I will then combine all of the answers and come up with the master list of the five most important rules and matching consequences. There are certain rules that have to be mentioned, but I do believe students will generally take care of the important ones themselves. Students will not have the ultimate say, but I will do my best to accommodate their wishes in the end.

**Classroom Procedures and Routines**

1. Procedures for Beginning Class
2. Absentees: I will do what Courtney said she does in her class and have a table in the front of the room that has all of the handouts we have done in class for students who were absent to come and get when they return. What I may tweak from Courtney’s idea is to have a folder for each student that I prepare the afternoon before by putting in all of the work that they missed. The main idea here is that students do not come to me when they miss something, but know to automatically go to this table. Another thing I will do is put handouts and the schedule up on the class blog, so students can access this at home and do their best to keep up with the class should they miss school.
3. I plan on starting each class with about five minutes of journaling, and I will also be journaling along with students, so I should be able to mark down who comes in tardy. I will have a master list I will take care of during planning, lunch, or after school to keep track of all tardies.
4. If students come to class and forget something, that is understandable; I will allow them to go back to their lockers with a pass one at a time.
5. My class will be in U-shape, so everyone will pass their completed work toward the board. For the students in the middle, they will pass to their left. This way, I only have to pick work up from three students, instead of 35. I will also pass handouts to these three students to be further distributed.
6. During the first five minutes of class, the students will be journaling. I do not intend to do administrative things at this time; I will also be journaling.
7. Procedures Related to Instructional Activities
8. I will allow students to move around the room when they wish. I believe most students will stay in their seats, unless they are sharpening their pencil or throwing something away, which isn’t a big deal. I do believe some students learn better when they are standing or moving around, and I intend to give them the freedom to do so.
9. To get student attention, I will turn the lights off briefly.
10. My class will consist of mainly class or small group discussion, so participation is necessary. All students will be expected to join the discussion. If students need assistance during individual seatwork, I will have them stand a book up on their desks.
11. I will allow students to choose their own groups sometimes, but the majority of time, I will assign them randomly by something like birthday month or number of pets.
12. Because our class will consist of mostly discussion, there shouldn’t be a lot of individual work. If we are doing individual work, students are to work quietly.
13. If students finish early, they can do other homework or free-read. They should not talk to neighbors.
14. Procedures for Ending Class
15. I will let students know when we have one minute left in class for them to put away their books and materials. They must stay in their seats until the bell rings.
16. Other Procedures
17. I will write down any homework on the board and also verbally remind them at the end of class. They can also check the class blog if necessary.
18. Students can go to their lockers if they forget a material absolutely necessary for our class that day.
19. Students can go to the restroom or water fountain as needed, but they must ask for a hall pass and only one student can be out of the room at a time.

**Teaching Procedures**

To learn these procedures, we will verbally go over them, students will receive a handout with a list, and they will also be posted in the room. The best way to learn these procedures, though, is to practice them. The purpose of the procedures is to set a routine, and that routine should be followed on a daily basis. If necessary, we can practice these procedures, but I don’t believe that will be necessary for high school students. If we are moving from one procedure to another, like journaling to discussion, I will let students know verbally that journal time is now over. The same will go for a student who may transfer in the middle of a semester; however, by that point, his or her classmates should be able to set an example for him or her to follow.

**Substitute Teacher Procedures**

I will have a folder for substitute teachers that I will leave on my desk each night, in case of an unexpected absence. The folder will contain all necessary information, such as the Class Constitution, rules and procedures, and the schedule of what should be done that day. Based on Joycelyn’s suggestion, I will also leave handouts to help students study for standardized tests if the substitute is unable to cover what was originally scheduled for the day.

**Diversity**

The classroom procedures should encompass all students, regardless of gender, ethnicity, race, or ability. They should be things that all students can understand and follow. I do not believe there will be a whole lot of discrepancy between cultures when it comes to making rules, but if there appears to be an issue, I will attempt to rectify it by including the other culture. I believe everything I am including in my classroom management plan reflects my views, but I do keep in mind that everyone does not agree with me. I try to be inclusive of all types of people and learners when envisioning my future classroom.

One example of embracing cultural diversity in my class could be found in the bulletin board. I assume many students will choose books that portray aspects of their culture or are written by an author of the same background. Another example can be found in the student information form. I will ask students about their interests, and again assume there will be many different responses, some based on cultural differences; I intend to compile these interests to add into student work and discussions.

**Philosophy of Education**

I believe my philosophy of education comes into play in many ways with this classroom management plan. My biggest goal in the classroom is to create an inclusive environment, a community, to enable students to learn how to effectively communicate with others verbally. This comes through with my seating arrangement. Another way of creating this community is allowing students to assist in creating the Class Constitution. I also want my students to be able to effectively communicate through their writing, and I make sure that my procedures allow for time for journaling each day.

I also hope to learn as much as I can about each student, personally and professionally, and this is reflected in the student information form. Finally, a big part of my philosophy of education is about classroom management in general. This includes creating a structured environment that fosters learning, which manifests itself in the procedures that have been set.