

Classroom Management

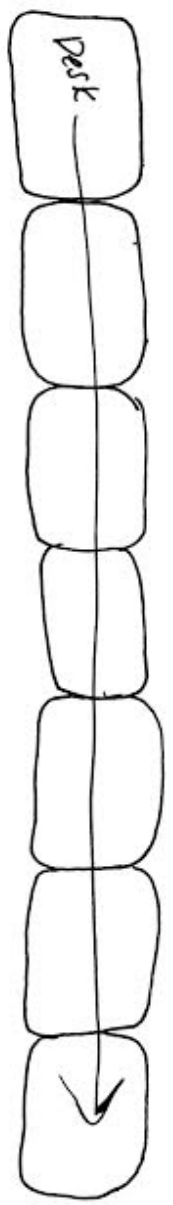
Management Design Final

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Physical Space

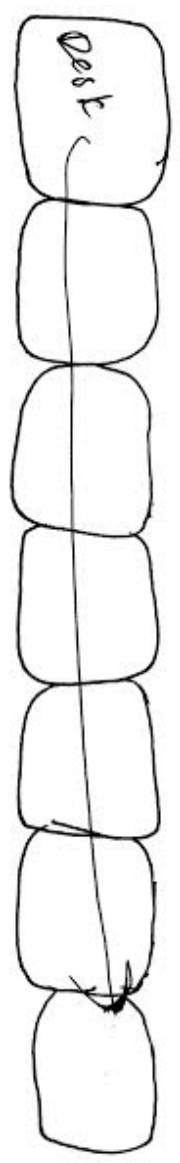
In determining how to set up my classroom, I must consider multiple factors. One is the placement of desks in distracting areas. I will avoid doing this as it can affect my students' learning. Distracting areas can include seats next to windows, a seat right next to my desk, or a seat next to the trashcan or classroom door. In some cases, it will be inevitable that some seats will be in distracting areas depending on the size of the room, but I will do my best to move them in areas that will be more advantageous to my students' learning. Ideally, I would like to create a shape that resembles a runway. This can help students to interact with one another while still facing me. This can help to keep off-topic discussions at a minimum, whereas clustered groups of desks will encourage discussion amongst students, but they might be discussions that may not pertain to what we should be doing in class at that time. My layout may need reconstruction as the year progresses and I get to know my students better and learn their strengths and weaknesses. Examples could be a student needs to be closer to the board or a student who likes working independently sitting further in the back.

WINDOW WINDOW WINDOW



ME

WHITE BOARD



DOOR

TRASH

My Desk

Positive Behavior Interventions and Supports Plan

There are many ways to encourage positive behavior in the classroom. I will begin by making my expectations of my students clear and clearly explaining how students can reach these expectations. This is something that should happen at the beginning of the year regarding the general expectations of the classroom as well as every day regarding the specific expectations for that day. Setting general expectations in the beginning of the year helps to eliminate any confusion and discourages students from “testing” what I will tolerate and what I will not. Stating the expectations at the beginning of every class regarding the agenda for that day helps to eliminate confusion about what they should be working towards. It’s important to note that these expectations should not be expressed in a threatening way. Rather, I will approach these expectations with an optimistic voice. An accusatory way of speaking, especially in the beginning of the year, sets up a “you vs them” system that will decrease the chances of building trust and relationships between you and your students. When students feel as though they immediately are on the defense, they are less eager to listen to your instructions or adhere to your expectations.

My job does not end with letting students know what is expected of them. It is important to then make sure students are following your expectations. Having “withitness” is key to doing this. By constantly observing my students, they will be held

accountable to do their work. It is just as important to look out for positive behaviors as well. Constantly drawing attention to those who are misbehaving can not only be exhausting for myself, but it also decreases morale amongst the other students. My goal is to give more positive feedback than negative feedback every day. This will help to show my students that I genuinely care about their success, and thus, make them want to succeed more.

For those students who do not seem to respond to my positive reinforcement, I will try other positive behavior interventions. Often, students who act out are seeking some sort of attention, even if that attention is negative. To prevent the negative attention from occurring, which could distract other students in addition to those who are acting out, I will give these students the attention that they desire through positive activities. This could be as simple as having this student get up in front of the class and run a quick errand for you (if you can trust that they won't take advantage of this), reading their work aloud, giving them a compliment, or calling on them more during group discussions. These simple practices could make all the difference in the amount of negative behavior that may occur.

Classroom Norms

Classroom norms are the rules, whether they are writing, spoken, or implied, that students absolutely must adhere to. Personally, I do not think of things like turning in homework or showing up to class on time when I think of my classroom norms.

Although these things are important and should be expected of students, I think that in some cases, there are valid reasons as to why a student might not have their homework sometimes and why another student may always be running late. Oppositely, there are some things that are inexcusable and should never be tolerated. Some of these are bullying, harassment, racism, sexism, and general disrespect for others. To me, these are standards that must be met and come before any expectations involving curriculum. Without an accepting and comfortable environment, not everyone will be able to learn. Although I hope that my students have had these values instilled by their parents, this not always the case. Therefore, it is important to make these standards known immediately. If issues arise and certain students are not meeting these expectations, I will schedule a time to speak with the student and his or her parents. There are also different exercises that can help build empathy between the students which may discourage them from bullying one another. These exercises could include the popular “cross the line” activity which entails each student crossing a taped line on the ground based on what they have experienced. I can only facilitate these exercises if I am permitted to do so. Nevertheless, they could be another solution in making sure that these classroom norms are apparent and well followed.

Discipline Protocols

Although there are preventative measures, it is inevitable that I will need to discipline students. The degree of the consequence will depend on the degree of the

misbehavior. For instance, I would not send a student to the principal's office for chewing gum. Disciplinary actions vary from teacher to teacher and many view the need for discipline differently depending upon the situations. I have constructed a chart to demonstrate to which degree I view each misbehavior and inserting a corresponding consequence for each. The chart moves downward from more harmless offenses to more serious offenses.

How My Classroom Management Design Reflects My Current Management Philosophy

I think that my classroom management policy has evolved drastically since the beginning of the semester. In fact, I did not have much of a classroom management philosophy at all. I have the same expectations, however now I have ways that I can apply these expectations in my future classroom. Instead of them being ideas, I now have more tangible ways to manage my classroom. Because of this, I feel more confident to head into my first classroom as a new teacher. This classroom management design reflects my classroom management philosophy in that it shows how my values as a future teacher are reflected through the way that I plan to run my classroom. I think that an emphasis on respect for myself and others should be placed first in the order of importance. Aside from that, I think I will be on the more relaxed side of the spectrum. This is shown through my table of misbehaviors and consequences as well as in my classroom norms section. Some teachers, who might have different values, would put

something like chewing gum at a more serious degree. This design reflects my personal values which may not coincide with many other teachers'.