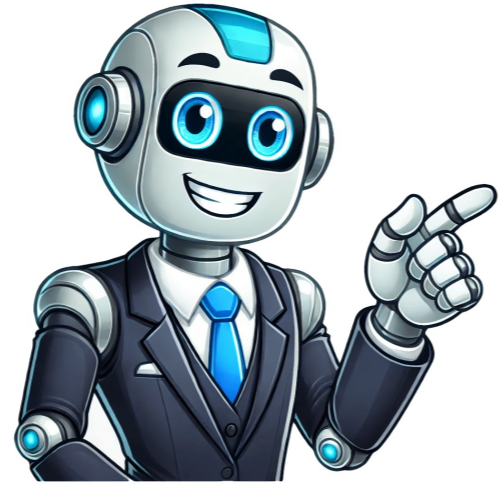


Click to prove  
you're human



























My name is Caitlin Crecelius (Maas) and I was born and raised in Fishers, Indiana. Growing up I danced and have continued to dance throughout all of my life. I am trained in ballet, pointe, jazz, and contemporary. I have four siblings, two sisters and two brothers. One sister is older and married, my other sister is younger and currently attending Ball State University, and my younger brothers are both in junior high. In the summer of 2018 I married my high school sweetheart, Arick. I recently graduating from Hope College with a Bachelor of Arts in Elementary Education and Special Education with an emphasis in Learning Disabilities. For as long as I can remember I have wanted to be a teacher and I cannot wait for this journey to continue as I get my first job! I have a passion for working with children of all ages and specifically those with disabilities. My ideal setting would be in an elementary self-contained resource room. All of the information on this site will be catered to this type of setting. To the left are links to my personal philosophy statement about classroom management and my views on how to communicate effectively as a teacher. 60%(5/60%) found this document useful (5 votes)3K viewsMy Classroom Management Plan outlines the author's philosophical approach and goals for classroom management. Rules, procedures, and classroom arrangement are discussed to provide a safe and...SaveSave My Classroom Management Plan2 For Later0%(60%) found this document useful, undefined Teaching students is not effective if the students are not engaged during instruction. It can be hard to have everyone engaged but this class has given me some techniques to use. These things are used to prevent the students from being distracted. One of the ways is to continually build rapport with the students. Students listen to people they like and respect. If you show an appreciation and respect towards them they will give you that in return. General education teachers and special education teachers continually work with all different types of learners. As teachers we need to understand that everyone does not learn the same. We need to be willing to teach differently to everyone. The skills that I have learned to break down assignments for students who are in special education can be applied in the general education field. Another way to make sure students are engaged is setting a routine so that they know what to expect. Routines are needed for everyone and especially for certain individuals in special education. In my classroom we will have a daily routine of going through the daily schedule. Then students will have the opportunity to ask questions about the schedule. Depending on my students I could create a daily schedule for each student that they would be able to follow. Students with Attention Deficit Hyperactivity Disorder tend to struggle with attention skills. I will do the best I can in my classroom to create a distraction free zone. This way if the student is overwhelmed with the class or needs no distractions he/she can go to that space and focus on their work and/or cool down. Hopefully in my classroom I will have different objects for the students to use to ease their distraction like fidget toys, different chairs to sit in, and noise canceling headphones. Another thing that I can do class wide for student is give them brain breaks throughout the day. If we have kids sitting for too long and talk for too long their brains begin to disconnect and they check out. By giving brain breaks and having the kids move throughout the day this will help kids focus more when we are doing instruction. These breaks will be put into the schedule so that the students know when they are and they do not have to keep asking me. The breaks will consist of students being able to read, play, close their eyes, dance to a song, etc. To help prevent misbehaviors in my classroom there are a couple precautionary steps I would take at the beginning of the year and throughout the year. On the first day of school we will go through all of the classroom rules and thoroughly discuss them. I would present them through modeling and getting the student involved. The rules will also be referenced throughout the year and we will explicitly review them as a class whenever I feel like the students are forgetting to follow them. Another thing that I will do to try and prevent inappropriate behaviors is to everyday go through a feeling chart with the students at the beginning of the day to check-in with them and see how they are. If any of the students say that they are mad/sad/embarrassed/etc I will pull them aside later in the morning to ask them more about it. Hopefully by confronting their emotions head on we can prevent inappropriate behavior. Explained below are three types of instructional strategies that I researched throughout this semester. Through research it was found that these instructional strategies are evidence-based. If you would like to learn more about my research and how I could see myself implementing them into my classroom please read more below. "The purpose of this study was to address the value of implementing a check-in/check-out system as part of a larger school system and guidelines for increasing the likelihood the intervention is matched to students most likely to benefit. The study did this by evaluating effects of a school's implementation of check-in/check-out with two typically developing students in the school. The students were a 10-year-old Caucasian male and a 10-year-old African American male who received all instruction in a general education classroom. Both of the boys attended the same public elementary school. Their classroom teacher, who reported several problem behaviors, referred them both to their school's behavior support team. The initial intervention did not produce significant effects so the authors modified the intervention slightly based on the FBAs that were done prior to the intervention. After they changed the intervention the results were positive for both of the students. The results showed the value of considering the function of a problem behavior prior to trying to implement any targeted interventions. This is important for us because in class we are constantly going back to the function of the behavior and this study shows us why we need to do that. When they did not look at the function of the behavior prior to implementing the check-in/check-out system it did not work but it worked when they changed the check-in/check-out system to align with the function of the problem behavior." Campbell, A. & Anderson, C. (2011). Check-in/check-out: a systematic evaluation and component analysis. Journal Of Applied Behavior Analysis, 44(2), 315-326. "The article talks about why one should use antecedent strategies and it provides literature-based examples of applications within the school setting. Instead of trial and error with interventions, the article talks about using functional assessments to isolate variables associated with problem behaviors. Antecedent intervention approaches focus on structuring the classroom and environment to be proactive and prevent problems. These approaches change things within the classroom that could create problem behaviors. Applying antecedent interventions class-wide can create a structured and orderly environment. If problem behaviors continue, these interventions can be placed on an individualized level. The article goes through four reasons why antecedent interventions work better than waiting and using reactive approaches. The reasons are as follows: 1. They can prevent problem behaviors from occurring. 2. They can be to quick acting. 3. It has the ability to correct an environment that is contributing to problem behavior. 4. They can enhance the instructional environment. In the article, they also provide an overview of empirically derived applications of antecedent intervention strategies in classrooms settings for the whole class and for individuals. Some of the antecedent interventions that they cover are clear rules and expectations, increasing predictability, praise, task difficulty, opportunities to respond, and classroom seating arrangements. A few of the individual antecedent interventions that they cover are work difficulty, mode of task completion, incorporating student interests, and choice. This article matters because antecedent strategies represent powerful class intervention approaches that can prevent problem behaviors. It is better for your classroom and students, in the long run, to be proactive about problem behaviors instead of being reactive." Kern, L. & Clemens, N. (2006). Antecedent strategies to promote appropriate classroom behavior. Psychology In The Schools, 44(1), 65-75. "The purpose of this student was to see how classroom structure influenced student achievement goal orientation for math. Three elementary school classes were randomly assigned to one classroom structure, token economy, contingency contract, or control. Two classes were fifth grade, and the third class was fourth grade. 25 fifth grade students were assigned to the token economy structure, 18 fourth graders were assigned to the contingency contract structure and 28 fifth grade students were assigned to the control condition. The students in each class had to create and set individual achievement goals on a weekly basis. It was determined by other studies that most goals are broken up into two categories: learning goals and performance goals. According to the model, students who set performance goals are focused on demonstrating their abilities to outside observers such as teachers, whereas students who set learning goals seek to increase their competence regardless of the presence of outside observers (Kaplan & Midgley, 1997). The study assessed the differences in goal orientation by comparing the number of students versus the performance or learning goals that the students set within the classroom structures. The findings of this study indicated that students in the contingency contract structure set significantly more learning goals than performance goals. The students in the token economy structure set significantly more learning goals than performance goals and students in the token economy classroom set significantly more performance goals than learning goals. This study is important because we have talked about both of those structures and this study showed some of the positives and negatives of each relating to goal setting. This can help us in the future if we are trying to decide between the two to implement in our classroom." Self-Brown, S., & Mathews, S.I.I. (2003). Effects of classroom structure on student achievement goal orientation. The Journal of Educational Research, 97(2), 106-111. Being able to stay positive and show confidence helps in the professional world. I want my students to know that no matter what they do I will never give up. I want them to know that it is alright to fail and we learn from it. I will share this with my class on the first day of school and will continue to tell them throughout the year. I will also be truthful with the kids and show when I mess up and fail so that they see that it is okay. Learning is different for every student. In my classroom I will teach that everyone can learn, some just may learn differently than you. My goal is to create a classroom where everyone feels confident in their abilities. I also want the students to be able to help everyone and cheer on everyone in the class. Below I go more in depth as to how I will work with students who may be in low SES household, have disabilities, and/or be an English Language Learner. Low Socioeconomic Status (SES) is an economic and sociological combined total that measures a person's work experience and an individual's or family's economic and social position in relation to others, based on income, education, and occupation. Student's that live in homes with a low SES may struggle more than other students in school. It has been shown that students who grow up in low SES homes have a smaller vocabulary count than those who do not. This gap is mainly because of exposure to text and words. To help these students I will give times where they can come in for extra help and explain that everyone in the class can come because we all need help sometimes. Another thing that I will do is have extra snacks for the students who cannot afford them. Many of the students come to school having no breakfast, making it hard to concentrate. By allowing them to have a snack this will help them pay attention because they do not have to focus on their hungry stomach. A big thing that I want to do with students who have disabilities is to help build their confidence. Many of them lack confidence and I want to help them find it. I want to be a coach for my students, cheering them on in their academic and social life. I will have many one-on-one and group discussions on how to build confidence and what that looks like. My door will always be open and I will make sure my students, especially those with exceptional needs, know this. I want my students to be able to help each other gain more confidence and cheer on everyone. A big thing that I will push is finding what students can do, not what they cannot do. We will focus on finding things that they are good at so that they can see all their possibilities - not their limits. To help these students, I want to celebrate them and let them know that their culture is important. Throughout the year we will take time in class for each of the students to teach us about their cultures. During the year we can add things from their culture to our classroom so that we are continually thinking about the differences that bring us together. I will also be conscious of their abilities and understand that their social English will come a few years before they truly understand everything that we are talking about. Below is a WOW Activity that my group and I put together. We originally made it for middle school students but it can be adapted for younger students. During the first week of school I would do this WOW Activity to help students get excited about what we are going to learn in science. I can modify the different activities for the different units that we will be having. We had different stations for different experiments that related to the units that would later be taught. Click the links to gain more information. Science Madness PowerPointThe best thing you can do for your students is to have consistency. To maintain a positive classroom environment throughout the whole year I will make sure to refer to the classroom rules, procedures, and our classroom positive sayings whenever necessary. The consequences for negative behavior will also be consistent throughout the year. Another thing that will help maintain positive behavior is to be "strong" about everything at the very beginning of the year so that the students know their boundaries. Click the link below to see my classroom diagram. Poor classroom management can have adverse consequences on both teachers and students. For teachers, it results in the loss of instructional time, unnecessary stress, and feelings of inadequacy. Students, on the other hand, are unable to reach their full potential during this crucial learning phase. When faced with a disorderly and disengaged classroom, the first thing that may come to mind are classroom management strategies. True, they can certainly help, but they are not one-size-fits-all solutions nor magical potions that can generate instant results. They often need to be thoughtfully integrated into classroom management plans, which encompass classroom procedures, rules, engagement strategies, and more to ensure comprehensive and holistic classroom management. As such, this is a challenge that is not exclusive to new teachers. According to this research, teachers across all levels express feelings of being ill-prepared for classroom management. Worse still, available resources are often laden with jargon and unnecessary complexity, rendering classroom management an enigmatic realm of its own. Fret not, as we have prepared this comprehensive yet practical guide to walk you through the step-by-step process of creating a classroom management plan. Additionally, we would like to offer you a free, easy-to-use classroom management plan template that you can readily implement in your day-to-day teaching practice. How does that sound? A classroom management plan is a structured framework of plans, rules, procedures and more that serves as a guideline to provide teachers with a proactive and organized approach to managing the classroom, ensuring a well-managed classroom and conducive learning environment. Classroom management plan can be seen as a broader concept that encompasses classroom management strategies, which are specific techniques or approaches that teachers use within the framework of their classroom management plan to address specific issues or achieve certain goals in the classroom. According to education researcher Teodora Popescu, a well-managed classroom typically encompasses these elements: Optimal utilization of time and physical resources. Strategies that empower students to make positive choices rather than exerting control over their actions. Successful execution of instructional techniques. On top of that, effective classroom management plan ensures a highly engaged classroom, as well as academic, social, and emotional development in the students. Hence, if you haven't already, it is crucial for you as an educator to establish a robust classroom management plan to ensure the attainment of these essential teaching outcomes. Classroom Management PlanEffective classroom management starts today with better rules, procedures, reward systems, engagement strategies and intervention plans! Want to create an effective and foolproof classroom management plan? First it is important to understand the components of effective classroom management strategies. Drawing from an extensive compilation of 150 research studies, the National Council on Teacher Quality has advocated five core component of classroom management strategies that have received robust backing from research: Rules: instructing and reinforcing expected classroom conduct. Routines and Procedures: instilling and practicing classroom and school procedures. Praises and Rewards: offering specific and affirmative recognition of desired and appropriate student behaviors. Engagement: implementing classroom activities and strategies that encourage active student participation. Misbehavior: implementing consistent intervention strategies for inappropriate student behaviors. As such, an effective classroom management plan should include all of these essential elements of effective classroom management strategies. In this guide, we will cover both universal classroom management plans as well as targeted classroom management plans, plans, drawing inspiration from a response-to-intervention (RTI) framework that is recommended for both general and special education teachers. A RTI framework is a tiered system of support whereby each tier provides varying levels of intervention intensity and support to students in classroom management. Universal Classroom Management Plans: Tier 1 approaches of universal support, rules and procedures applied to everyone. Targeted Classroom Management Plans: Tier 2 approaches targeted towards students who do not respond adequately to universal strategies and misbehave. Targeted Individualized Classroom Management Plans: Targeted towards students who continue to struggle despite Tier 2 interventions, providing even more individualized support. Classroom rules are a set of rules that students are expected to obey and adhere to at all times. The general rule of thumb is to phrase the rules in dos rather than don'ts to encourage a positive and motivating learning environment. Recommendation : Involve students in the rule creation process to enhance students' sense of ownership over their actions. Classroom procedures are routines that you want your students to follow at different times or scenarios. There are various categories of classroom procedures, ranging from morning procedures and end of school day procedures, to transition procedures, homework procedures, emergency procedures, and more. Recommendation : Highlight the significance of regular practice of classroom procedures to establish these procedures as ingrained habits for students. Here are a list of 40+ classroom procedures you can steal and implement in your classroom. Engagement strategies are strategies to encourage active involvement and participation in the classroom. Some of the popular tried and tested engagement strategies include: Recommendation : Name Picker and Timer are great companions for these classroom engagement activities. Praises and rewards are the positive reinforcers you want to provide your students when they have performed desired or appropriate behaviors in the classroom. This approach cultivates a classroom atmosphere where students willingly follow rules, rather than complying based on fear. There are different types of praises and rewards you can provide your students with: Behavior-Specific Praises - Praises given upon completion of certain tasks or accomplishment of certain skills. Reinforcers - Tangible rewards or non-tangible rewards such as special privileges, free time, or removal of undesirable tasks. Token Economy - Positive behavioral reinforcement through tokens. Recommendation : Devise a leaderboard in the classroom to encourage healthy peer pressure, motivating students to perform better for greater rewards. Misbehaviors and conflicts do happen from time to time in the classroom. Recommended classroom misbehavior intervention strategies include: Planned IgnoringPlanned ignoring means not paying attention to the unwanted behavior and encouraging desired actions. This is suitable for dealing with minor misbehaviors that aren't causing much disruption.Signal InterferenceNonverbal signals or special cues, like a stop/go card to communicate with students.Interest BoostingRather than punishing students for not following assigned tasks, you can change things up to match the student interests better, for instance, offering alternative tasks or activities.Restructuring/RegroupingRearrange and regroup the classroom to ensure classroom order.Proximity ControlJust being nearby when a student is acting up, without saying anything, can often make them think twice or correct their behavior.Antisitepoc BouncingGiving students a short break to task to shift their focus when they're getting overwhelmed can prevent potential conflicts.Hurdle HelpOffering help before a student gets upset or make negative comments can defuse conflicts. Tension Decontamination (Humor)If students know and trust you, humor can be a great way to ease tension when discussing challenging topics.DiversionRedirecting a student's attention from potential conflicts or upsetting situations by offering a fun alternative activities.Removal of Seductive ObjectsKeeping distractions at bay by limiting access to unnecessary items on the desks or in the classroom.Direct AppealSometimes, it's as simple as privately and calmly asking a student to stop a minor and infrequent behavior without making a big deal out of it.Offer ChoicesGiving students positive choices and allowing them time to think can empower them and encourage cooperation.Top of FormBottom of FormError CorrectionA brief, specific, and teacher-provided statement given in response to inappropriate behavior, informing the student of the correct behavior to follow.Student ConferenceAddress frequent or intense behaviors through discussion, and teach the student the desired behavior. Best conducted when students are calm, not when they're upset.Physical RestraintUsing physical restraint should always be a last resort and should only be done by trained individuals. Loss of PrivilegesRemoving specific privileges or rewards as consequences for undesired behavior.Time OutTemporarily removing a student from a reinforcing environment or activity following problematic behavior, allowing them a break from potentially disruptive situations.Behavioral ContractsWritten agreements outlining expectations and rewards for behavior, helping students work towards specific goals.Group ContingencyApplying a reward or consequence to a group of individuals based on the collective behavior of the group. Classroom Management PlanEffective classroom management starts today with better rules, procedures, reward systems, engagement strategies and intervention plans! In addition to the components mentioned above, here are some additional considerations to take into account when drafting a classroom management plan: #1 A Plan is Nothing Without Goals Review the goals and objectives behind creating a classroom management plan initially. This process enables you to strategize and prioritize management plans and classroom management styles that align most effectively with these goals. For instance, if your aim is to establish a more orderly classroom environment, your priorities would lean towards emphasizing behavioral reinforcement and intervention in your plans. Conversely, if your objective is efficient and productive teaching, your priorities would shift, emphasizing classroom engagement and time management in your plans. #2 Beyond Extrinsic Motivations On top of a system of extrinsic rewards, consider implementing Meaningful Engaged Learning (MEL) activities focusing on learning by doing, real-world connections and higher-order thinking in your classroom management plan. MEL is an education approach where students are actively engaged in the learning process, construction of knowledge, and in making connections to real-world contexts. Unlike praises and rewards, MEL often promotes intrinsic motivation through stimulating the natural desire to learn and explore. #3 Students as Diverse Individuals A universal classroom management plan may not work perfectly for everyone considering that students are humans with diverse needs and learning styles. Hence, it is important to recognise the needs and preferences of your students and tailor the plans towards specific individuals when necessary. #4 Don't Forget Students with Special Needs In the same vein of thought, teachers should always consider the needs of students with disabilities or special needs when drafting classroom management plans, and make necessary adjustments and accommodations. For instance, you may need to revisit your classroom procedures that may not be friendly for students with dyslexia. Adjust classroom procedures for reading time by providing extended time, assistive technology, or even individualized goals for students with dyslexia as a great example of practicing inclusivity in your classroom management plans. #5 Are You Culturally Sensitive? As teachers, you should be mindful of cultural differences and sensitivities in your classroom, and adapt your classroom management plan to respect diverse backgrounds and perspectives. For instance, ensure that classroom rules and expectations are culturally inclusive and avoid rules that may inadvertently discriminate against certain cultural practices or beliefs. So instead of having a rule that states "No head coverings in class," create a rule that promotes respectful attire: "Please ensure that any head coverings are worn in a way that does not obstruct visibility or disrupt the learning environment. #6 You Need A Crisis Management Plan Crisis management plan should be put in place for handling serious or disruptive behaviors in school that could potentially be a threat to the safety of all students and staff. Consider including the following in your crisis management plan: Criteria of defining crisis behaviors Steps and procedures to follow when a crisis arises Emergency contacts Safety Measures De-escalation techniques Documentation Training and drills Or simply download our Classroom Management Plan to have a copy of the Crisis Management Plan. #7 Data Is King Without monitoring and tracking student behaviors, you wouldn't be able to measure the success of your classroom management plan. So, devise a system for tracking and monitoring student behavior with behaviorcharts, anecdotal recording, or behavior management tools. And regularly review the data to identify trends and address any emerging issues. #8 Two-Way Communication Even though the task of devising a classroom management plan lies in the hands of the teacher, teachers should encourage student feedback and reflection on classroom management plans and make adjustments based on the feedback. #9 Factor in School Policies Of course, it would be unwise not to consider school policies when crafting your classroom management plan. Always align your classroom management plan with school protocols to ensure consistency, not only within your classroom but also throughout the entire school environment. #10 Legal and Ethical Considerations Lastly, you wouldn't want legal issues to obstruct your efforts. Ensure that your classroom management plan aligns with and complies with legal and ethical considerations, including student rights and confidentiality. Once you have drafted your classroom management plan, follow the tips below to successfully implement the plan in your classroom: Introduce the Plan as Early as Possible Ideally, present your management plan on the first day of classes to establish consistency in procedures, penalties, and rewards. The earlier the introduction, the quicker students understand what is expected of them and your will have a higher success rate of integrating these expectations into their habits and daily routines. Reinforce the Plan With Visuals and Quizzes Consider crafting visual aids like a poster that prominently displays classroom rules and procedures and position it at a visible spot within the classroom. And regularly reinforce these rules and procedures using interactive quizzes or polls to help students remember them. You can also use brainstorming tools like Word Cloud to gather more ideas or feedback from students to further refine and make adjustments to the classroom management plan. Be Transparent In Your Communication Following the creation of the classroom management plan, it is essential that you communicate the expectations clearly and ensure that students understand the rationale and consequences behind each of the rules, guidelines and procedures. Involve Parents and Guardians Once you have the classroom management plan in place, consider further engaging with parents and guardians by sharing a copy of the plan with them. Parents often value being provided with clear guidelines for classroom behavior can facilitate future discussions about any behavioral issues. Build Relationships A classroom management plan is simply a guideline to assist you in teaching and student management. Fostering meaningful relationships with your students remains the cornerstone of effective classroom management, encouraging students to respond positively to your strategies. Classroom Management PlanEffective classroom management starts today with better rules, procedures, reward systems, engagement strategies and intervention plans! Response-to-intervention approach to classroom management Classroom Management Research by National Council on Teacher Quality Surface Management Techniques for Misbehaving Students Meaningful Engaged Learning (MEL) Behavior-Specific Praises Classroom Reinforcers With numerous comments supporting one another, it's clear that effective classroom management is a multifaceted endeavor that requires thoughtful integration of strategies into a comprehensive plan. Our comprehensive guide and user-friendly classroom management plan template have provided you with the necessary tools to create a well-structured plan designed for success. Remember, in addition to implementing the recommended strategies, procedures, and rules, always prioritize the development of meaningful relationships with your students. This approach will help you establish a classroom environment that is not only well-managed but also fosters enduring trust, cooperation, and positive learning experiences among your students. This course and the projects that we did in it, including this website, helped me get a fuller look at classroom management. I was able to see classroom management through a special education perspective and I can take that perspective into general education classrooms. I've always know how I wanted my future classroom to run and with the help of this class I now know how to make that happen. Through this class I have learned that you can be the best teacher in the world but if you don't have control of your classroom and students then you cannot accomplish anything. I think classroom management is something that we can be continually learning about. From this class I learned that it does more harm to haphazardly throw together classroom management things in your classroom than to research it and do things that are evidence-based. Do not just do something because you remember it being done to you when you were in school. During this class I was able to put into practice what I was learning. For example, the reinforcement project that my group members and I worked to make a point sheet for a fictional student was great practice. Someday I could use that same point sheet or a modified version in my classroom. I was grateful for the experience because I got to think through the little things. Another experience that I had was writing FBAs and BIPs. I was thankful to be able to have practice and write these with my group members who are Emotional Impairment majors. They were able to give me tips while writing the FBAs and BIPs. This is something that I will have to continue practicing but I am thankful for the experience. Throughout the semester I was able to think about how I want to do classroom management in my classroom and what procedures and rules I want to implement. I think it was great that I got to start thinking through this things now instead of just prior to having my own classroom. By doing this it will give me time to learn more and refine what I want to do in my classrooms. Overall, I enjoyed all of the projects I had in class and I think I learned a lot from it. Communication is a huge part of everyday living making it that much more important in the field of education. As teachers we have to be able to communicate with administrators, behavior specialists, counselors, students, parents, paraprofessionals, general education teachers, and many other school personnel. These people are our stake holders in our children's education. Each one of them play an important role and can help with our job of teaching. It will be my goal as a teacher to be in constant communication with all of the necessary stake holders, as relating to my classroom. The form of communication that I have found to be the most reliable is email. Email is how I communicated with my professors, mentor teachers, and students with in college. Most people have an email and have it connected to their smartphone so they are constantly checking their email and/or getting notifications. I have heard other teachers say that they sometimes text people because they have made it know that that is how they best communicate. I think that as long as texting is used in a professional manner, not abused, it can be useful. As a future teacher I will be sure to contact any stake holders that can benefit my students, using any form of communication necessary. Another form of contact that I plan to use in my classroom is sending letters home at the beginning of the school year and throughout the year. I could send home a paper copy or I could send an electronic copy home. This would depend on my current classroom. Even before the school year begins I could send a letter home to all of future students to introduce myself. I could also add a list of supplies that the students would need to bring. Along with the student letter I could add a separate parent letter. Below are two links to two examples if letters that I could send to my students and their parents. Both of these examples are mock examples that could possibly be used in my future classroom. Below is the link to a mock letter that I might send to my students previous to school starting. In the letter I introduce myself, talk about the upcoming school year, and much more. Below is the link to a mock newsletter I created that could be used to send to the parents of the students in my resource room. This letter would give them more information about the specific disability their son/daughter might have. In the newsletter I talked about four categories. 0 ratings0% found this document useful (0 votes)3 viewsThe classroom management plan emphasizes creating a functional and respectful environment where students can participate and collaborate freely. It outlines specific rules and procedures for...SaveSave My Classroom Management Plan For Later0% found this document useful, undefined0 ratings0% found this document useful (0 votes)3 viewsThe classroom management plan emphasizes creating a functional and respectful environment where students can participate and collaborate freely. It outlines specific rules and procedures for... My CLASSROOM MANAGEMENT PLAN I want a classroom to be functional. I want my students to be participative, collaborative and to have fun in the class discussion. I want them to openly share their ideas or opinions without anypressure. I want them to be respectful and mindful with their actions. Classroom Rules and Procedures The class will start with a greeting. Followed by a prayer. Then, the arrangement of chairs to maintain order and cleanliness. After that, the checking of class attentans and the school uniforms and IDs. Moving forward, I will ask for a recap from the previous discussion. Then, the lesson proper will start. Entertaining questions will follow. Utilizing an evaluation. Giving assignments. Lastly, further announcements. Teacher-Student Relationships I want to set a boundary towards with my students. I want them to have limitation. When I am in school, I am their teacher, so they should treat me as a teacher. Outside the school, I am a citizen, so they can treat me like a friend, with respect of course. I want them to have thisboundary and limitation to avoid unnecessary issue. Moreover, I want also to be fair with mystudents in terms of grading system and treatment. I will make sure that there will be no oneleft behind. Time management is very important. Attendance will be monitored as this will help the learnersto be responsible enough with their time. The submission of assignments and projects will be monitoredas as well, and there will be no extensions for that. If there is a call of emergency, youcan write an excuse letter with the signature of your parents or guardians. Classroom Structure, Design and Arrangements There will be a minimum of two leafy plants inside the classroom because I want the classroombto be ventilated (electric/ceiling fans can be sometimes no use at all). There will be a limiteddisplay on the wall as prescribed by the new curriculum of DepEd. I will include emergencyhotlines, classroom rules, proper waste disposal, proper hygiene for boys and girls. For thearrangement of chairs, it will be alphabetical order. I want to keep the classroom clean andorganize. Classroom Safety Rules and Procedures There will be a poster of emergency hotlines, classroom rules, proper waste disposal, properhygiene for boys and girls. There will be an entrance-exit door. Also, emergency kit for healthpurposes. Strategies for Rewards and Consequences There will be penalties for those who will be late, not wearing their school uniform and ID, on-time submission of assignments and projects. They should have a valid reason for them tocompensate. I want them to explain the reason behind being late in English. For those who willhave a perfect attendance, always wear their school uniforms and IDs, there will be a reward forbearing a responsible learner of that school. Another plus point for on-time submission of assignments and projects. Attached in a document below are my personal beliefs when it comes to education. Through reading this document you will get a glimpse into my beliefs about classroom environment, my philosophy on the purpose of education, my beliefs on assessing and evaluating students, and my beliefs on different instructional methods. Click on the link to learn more! \*Not in my personal philosophy-Any student has the ability to learn and we should not limit them because of their exceptional learning needs. We should all, as teachers, strive to teach every single child to the best of our ability. We can learn so much from individuals with exceptional learning needs and they can get us to think outside of the box. My faith is a large part of who I am. I believe that God created us all uniquely and loves all of this. I want this to shine through my classroom and teaching, even in a public school. Every student deserves to be loved like Christ loves us. No matter what classroom or behavioral problems are going on we should remember that they are children of God. I will teach my classroom rules on the first day of school. They will be reinforced throughout the year and I will continue to reteach them when needed. Each rule will be explained thoroughly through modeling and discussion in the classroom. After I have explained all of them I will have the students review with their classmates and then reexplain them to me. I will also explain to the students what will happen if they do not follow the rules. I will have a token economy system in my room (I will explain it further down) and the students will be told that if they do not follow the rules they do not get their points and/or points will be taken away. The rules will be displayed on the walls throughout the classroom, at an appropriate height for the students, so that they will be visible for the students and so that we can easily revisit them. Mrs. Crecelius' Classroom Rules:1. Respect Everyone - Self, Peers, Teachers, and School Staff2. Be Responsible - For your actions, words, and thoughts3. Eyes on the speaker 4. Raise your hand and wait to speak Below are different procedures that I plan to implement in my classroom. All of these procedures will be taught during the first day/week of school and continue throughout the year. A morning routine is key because it can tell you how the rest of your day is going to go. Throughout the first week of school I will teach my students their morning routine that I expect them to do. First, the students will put their coats and backpacks away, whether that be in the hallway or classroom - depending on my school. Then they will turn in anything that they need to - library books, homework, things for msk etc. After the students will go make their lunch choice. Once their lunch choice is made, the students will go to their assigned seats and start on their morning work. I will already have their morning work at their tables. While the students are doing all of this I am greeting my students at the door and talking with them. I believe that building rapport is a key part of teaching. By having this routine we can start the day off on the right foot. If a student is tardy they will come into the classroom, put their stuff away, and then start wherever we are. If they missed anything during a break I will talk to them or a student will to get them caught up on what they missed. By having the student join in where we are prevents a start and stop classroom. This is why I will wait until a natural break to talk to the tardy student. At the beginning of the year the students will each get a homework folder so that they can hopefully keep themselves organized. They will bring this folder back and forth from home to school everyday. It will contain their homework for the night and their completed work the next morning. One side will be labeled "In" and the other side will be labeled "out". The "In" section is for the homework that will be completed in the evening and the "Out" section will be for the completed homework that needs to be turned in. This folder is great because it will help keep the students organized and it will help remind the students when they get home. When they students come in, in the morning they will turn their folders into me in a box that will be by my desk. This way everything is still contained and I can go through their folder. In my room there will be a folder for each of the days of the week to put the papers that we used during that day. Then if a student is absent, when they come back to school they can go to these folders and grab the papers they need. At the beginning of the year when I am explaining this procedure I will inform the students that I expect them to talk to their peers about what they missed before they come to me. By doing this, it will limit the number of kids coming to me and asking the same questions. During a natural break in the morning, I can pull the absent kids over and make sure they understand everything. A token economy is a very commonly used reinforcement in the classrooms. It is relevant for students' behavior because many students struggle with completing tasks and maintaining a positive behavior throughout the day. This system allows for there to be focus on the target behaviors rather than on the negative behaviors. Using a token economy system will allow me to have a structured and clear set of expected target behaviors in my classroom. At the beginning of the year I will explain the token economy to the students and explain ways that they can receive their dollars. A few examples are raising their hands, being a leader in the classroom, not disturbing other, etc. These seems broad but the point of my system is to systematically randomly give the dollars. I want the students to allows act like that so giving the dollars will not be at set times. Each student will receive an envelope to keep their money in. Once they have enough they can come to the class store on Fridays to spend their money. The things that they can be able to will coincide with the four functions of behavior so that I am replacing negative behaviors with positive behaviors of the same function. This system will continue throughout the year and I can adjust the prizes based on my students. Below is a diagram of a classroom that I made and could see myself in. This classroom layout allows for students to work by themselves, in groups, or with partners. It also provides an area to cool down and take a break. My desk is in view of the door and everything happening in the class. Below the picture there are explanations for why I put things where I did. \*This is one layout - I would be able to work with whatever I am given. Student Tables - The student tables are larger tables that are on wheels so that they can be moved around the room. This will allow for a better use of the classroom space. I will be able to have them like they are in the diagram for lecture and then we can move them around the classroom for group work. Student Desks - Near the door there are a couple individual student desks. These can be used for many things, one being if a student needs individual time with limited distractions. Teacher's Desk - The teacher's desk is placed in the corner of the room so that he/she is able to see the door and everything in the classroom. The desk faces the class so that when he/she is working at the desk he/she still faces the classroom. Behind the desk is a fridge, shelves, and storage. This is for the teacher to be able to keep all of his/her materials and personal items in. Computers - Most schools have one-to-one devices for all the students and if not yet they are leaning towards this. I think it is still useful to have a couple of classroom computers so that students can use them in class. Especially if their technology is not working. It can also provide a break for a student. The computers where placed strategically so that the teacher can see what is on their screens at all times. Square Rug/Corner - This area will be used for reading time, independent time, and a cool down area. All students, especially those with special needs, need breaks throughout the day. I have couches and bean bags in this area so that it is a comfortable spot to go to. I will also take time during the day to read out loud to my students because I know how beneficial reading out loud can be. I will also allow my students to free read in this area. Kidney Table - This table will allow me to work with students one-on-one or in small groups. I will sit on one side and the students will sit on the other. This table will help me delegate if I am working with multiple students at once because I can see and talk to every student.