**Classroom Management Plan**

Ms. Abby Harnack

Table of Contents

Philosophy of Education……………………………………………………………………………………………………………………………………....2-3

Philosophy of Classroom Management……………………………………………………………………………………………………………......4-5

Diversity…………………………………………………………………………………………………………………………………………………………………..6

Safety……………………………………………………………………………………………………………………………………………………………………….7

Health Concerns……………………………………………………………………………………………………………………………………………………...8

Rules………………………………………………………………………………………………………………………………………………………………………..8

Logical Consequences…………………………………………………………………………………………………………………………………………9-10

Reward System…………………………………………………………………………………………………………………………………………………11-13

Classroom Layout/Organization………………………………………………………………………………………………………………………..14-16

Communication of Plan to Students and Guardians……………………………………………………………………………………………....17

General Procedures

Entering Classroom………………………………………………………………………………………………………………………………………………..17

Exiting Classroom…………………………………………………………………………………………………………………………………………………..18

Morning Meeting……………………………………………………………………………………………………………………………………………………19

Collecting Notes/Forms………………………………………………………………………………………………………………………………………….20

Collecting/Returning Assignments………………………………………………………………………………………………………………………….20

Unpreparedness…………………………………………………………………………………………………………………………………………………....21

Attendance…………………………………………………………………………………………………………………………………………………………….21

Tardiness……………………………………………………………………………………………………………………………………………………………….21

Absence…………………………………………………………………………………………………………………………………………………………………22

Unfinished/Late Assignments…………………………………………………………………………………………………………………….…………..22

Missing Assignments………………………………………………………………………………………………………………………………………………23

Correcting Assignments………………………………………………………………………………………………………………………………………….23

Homework……………………………………………………………………………………………………………………………………………………………..23

Take Home Folders…………………………………………………………………………………………………………………………………………………24

Emergencies…………………………………………………………………………………………………………………………………………………………..24

Attention Getters…………………………………………………………………………………………………………………………………………………..24

Classroom Jobs………………………………………………………………………………………………………………………………………………………25

Early Finishers………………………………………………………………………………………………………………………………………………………..26

Technology………………………………………………………………………………………………………………………………………………………….…26

Dress Code…………………………………………………………………………………………………………………………………………………………….26

Instruction Procedures

Group Activities……………………………………………………………………………………………………………………………………………………..27

Class Discussions……………………………………………………………………………………………………………………………………………………27

Text Reading………………………………………………………………………………………………………………………………………………………….27

Note Taking……………………………………………………………………………………………………………………………………………………………28

Test Taking…………………………………………………………………………………………………………………………………………………………….28

Asking Questions……………………………………………………………………………………………………………………………………………………28

Teacher Procedures

Organizing Student Work……………………………………………………………………………………………………………………………………….28

Sign Language………………………………………………………………………………………………………………………………………………………..29

Death…………………..………………………………………………………………………………………………………………………………………………..30

Student Anxiety……………………………………………………………………………………………………………………………………………………..30

Student Anger………………………………………………………………………………………………………………………………………………………..30

Student Melt-Down……………………………………………………………………………………………………………………………………………….31

Classroom Volunteers…………………………………………………………………………………………………………………………………………….31

Student-Led Conferences……………………………………………………………………………………………………………………………………….31

Home Communication……………………………………………………………………………………………………………………………………………31

References………………………………………………………………………………………………………………………………………………………..32-33

**Philosophy of Education**

I have dreamed of being a teacher ever since I was a little girl. Having the ability to directly influence students’ lives five days a week is a beautiful privilege. I hope to be the teacher that students remember best when they reflect back on their educational career. I want to be that teacher who dreamed big for them, who saw their great potential, and who loved them not only as a student but also as an individual. I desire to be that teacher.

I do not believe the sole purpose of education is to simply add knowledge to the minds of children. The goal of education exceeds far beyond that basic idea. As students, children grow as individuals. They grow intellectually, physically, socially, emotionally, and spiritually. The role of a teacher is to challenge students in all areas of life. It is to have students think beyond themselves. I believe the purposes of education include the following: to develop students that become life-long learners, to encourage students to do their best in everything, and to inspire students to follow their dreams. The School of Education’s Conceptual Framework states the belief that not only should students become life-long learners, but teachers should be such learners as well (Education, 2012).

All teachers have varying qualities. As an educator, I believe it is essential to have a deep love and passion for children. An educator should receive a sense of accomplishment when he or she witnesses a student comprehending something for the very first time. A teacher’s role is not only to teach students the given topic. A teacher has a multitude of jobs all wrapped into one. Educators are responsible for teaching students how to be self-motivated. Educators serve as role models. Students often look to teachers for advice and guidance. It is important for educators to set guidelines, establish goals, ignite creative ideas, and remain optimistic. As a teacher, my role is to strengthen the intelligence of my students while guiding them on their life journey. Teachers are to be instructors, counselors, encouragers, active listeners, and leaders. Campbellsville University School of Education’s Conceptual Framework parallels the belief that teachers are to be effective leaders in the lives of students (Education, 2012).

I would consider my viewpoint on education to be a blend of essentialist and progressive ideas. It is so important to help students develop a basic understanding of key concepts in all subjects. I believe students should be taught from a textbook; however, I do not believe textbooks should be the only resource used for instructing. Students need to learn the core content, but this can be accomplished through a variety of techniques. Lectures may be appropriate, but other times, group activities are more suited for student learning. I believe projects that align with the content are greatly beneficial. Students often need to comprehend the information and then apply such information to everyday life. Applying concepts to everyday life aligns more with progressive ideals. I want my students to be actively engaged at all times throughout the day. My classroom will be a place of interaction and discussion. Multiple hands-on activities will be included within my lessons along with visual aids. Children learn in all different ways. I believe it is important to teach in a way that addresses all learning styles. I plan on presenting the content to my class in a variety of ways so that each child’s learning style is met. Therefore, my teaching will be multi-dimensional.

I strongly believe that school is not a place to only be taught facts and statistics. It is a place to discover who you are as a person. It is a place where students gain intelligence, understanding, social skills, encouragement, and personality. Students are to be given the opportunity to explore, participate, and ask questions. The founder of progressivism, John Dewey, believed in the importance of providing students with a more active role in the classroom (Kauchak & Eggen, 2014). This is what I will seek to offer my students. Teachers must be dedicated to helping children grow as individuals. Students encounter many stages in life, and teachers can offer a helping hand along the way. I believe it is my personal duty as an educator to support students as they grow and discover who they are as a learner and individual.

I have many goals for my future students. As their teacher, I want my students to reach their full potential, accept challenges, and possess curiosity. However, the main goal I have for each of my students is that they would be inspired by my love of learning and choose to be all that they were created to be.

**Philosophy of Classroom Management**

All students are unique. All students learn differently, behave differently, and respond differently. Therefore, there is not one clear management strategy that will work for each and every student. Individual differences must always be considered.

When considering the classroom management approaches, I agree most with the ideas presented by behavioral approach theorists. Canter and Canter believe that positive reinforcement and negative consequences lead to appropriate behavior in the classroom (Manning & Bucher, 2013). I believe this to be true. However, I will consider each circumstance individually. Unlike Canter and Canter, I will not implement a one-size-fits-all discipline hierarchy. Students will be positively reinforced, and students will receive consequences, but consequences will directly relate to the rule. A penalty system with increasingly severe sanctions will not be strictly followed for each broken rule. The broken rule will be considered. The situation will be considered. The student and those involved will be considered. I believe in being as consistent as possible in the classroom. I will set a discipline plan in place at the beginning of the school year. All students will be aware of the rules and consequences. Consequences accumulated by students throughout the school day will never be carried over to the following day. I believe this does more damage than good. Once my students thoroughly know and understand the rules and consequences, I will strive to reduce any inappropriate behavior. I will expect students to behave appropriately; however, I will never expect my students to always behave perfectly. These ideas align with Canter and Canter’s theory of assertive discipline (Manning & Bucher, 2013).

I believe it is essential to not only correct behavior but also attempt to prevent behavior. Nelson’s Think Time is a behavioral approach that is both corrective and preventive. The focus is on helping students develop self-management strategies (Manning & Bucher, 2013). Although, I will manage the conduct of my students, I will be sure to teach students how to effectively manage their own personal conduct. I will modify Nelson’s approach by not sending the student to a separate classroom with a separate teacher but a separate area in the classroom away from other students. It is important for students to be given the opportunity to be alone and think. Students will be removed from disruptive situations and asked to think about their behavior and how to improve their conduct in the future. I love the idea of this approach because students are provided feedback and a positive relationship is built between the teacher and the student. The student is not given a consequence and then forgotten. The student is cared for and set up for future success.

Although I agree with several behavioral approach ideas, I will also implement suggestions from the process-outcome approach of the responsive classroom. Students are not just academic beings. They are social beings. I believe in the importance of not only growing students academically but also socially. The responsive classroom emphasizes the need for teachers to provide a structure including guidelines and limits so that students are able to develop self-control. The ultimate goal of discipline is to teach learners how to discipline themselves (Manning & Bucher, 2013). I fully believe that positive interactions between teachers and students leads to both academic and social success. My classroom will be one where students are encouraged to socialize and interact with their peers. Students will have the opportunity to share, plan, and participate in group activities during morning meeting, an idea from the Northeast Foundation (Manning & Bucher, 2013). We will focus on essential social skills such as cooperation and self-control. I don’t believe teachers should only focus on what students learn. I will place equal emphasis on how students learn. Families will be viewed as an essential part of the classroom community. Students will be given the opportunity to make choices in regards to their learning. I will expect my students to demonstrate some level of independence in the classroom. The responsive classroom supports the idea of having consequences directly relate to the rule which was mentioned previously (Manning & Bucher, 2013). I will strive to encourage my students rather than praise my students. My goal is for my students to feel that they are a part of something special.

I strongly believe it is essential for students to be a part of the learning process. Students should be active participants instead of passive recipients. I want my students to feel as if they are a part of a team. Together, as a class, we will strive to meet our goals. I do believe that times of direct instruction are important. However, such times will never be lengthy and will often be interrupted with various activities to maintain student engagement and strengthen learning. I will serve as a facilitator during the learning process. I will plan and prepare all activities and guide students along the way. Students will be required to take responsibility while learning. Expectations will always be clearly stated. I believe that students learn through a combination of direct instruction, discussion, whole-class activities, group activities, and independent activities. Assessments will be both formal and informal. Learning will align with class assessments. No day in my classroom will look the same as any other day. Students and I will work together. We will explore together. We will learn together. We will succeed together.

**Diversity**

Students from different cultural backgrounds will be encouraged to share about their culture with the class. Communication barriers between the student and me and/or the family and me will be properly addressed. I will meet the families of diverse students within their home if more feasible. Specific cultural elements will be included into my lessons to make the student feel valued and appreciated. Diverse students will be asked to identify inappropriate body language in their culture. I will be aware of my use of eye contact, physical proximity, and touch when teaching diverse students. Since some cultures view rewards negatively, students may choose whether or not to participate in the class reward system. No student will be required to participate.

Games and competitions will be used in my classroom for learning purposes. Research shows that male students often enjoy competing more than female students. Therefore, no student will ever be required to compete. Each student may choose for themselves whether or not they want to participate in the class competition. An alternative assignment will be given to any student who chooses not to participate. The class reward system has not been created to encourage competition. Students will work individually for rewards and as a whole group for a class reward.

Students with disabilities will be considered an equal member of the class. There will be a zero-tolerance policy for any form of bullying towards a student with a disability. All accommodations and modifications provided in such students’ IEPs will be provided to best meet their needs. Students with disabilities will be given the opportunity to participate in the classroom at all times. My class will come to learn that no person is better than another.

Gifted students will not be excluded from participating in regular activities with their classmates. Although more challenging assignments will be given to such students, they will be consistently given the opportunity to learn alongside their peers in addition to their individual course work. Gifted students will be required to be sensitive to the learning abilities of fellow peers. Such students will be expected to demonstrate humility.

The physical needs of all students will be met. Students from low-income families will be provided the basic necessities. The school’s resource center will be contacted if I am aware of any student need. I will make sure that every one of my students has a full belly, appropriate clothes and shoes, and the products needed for personal hygiene.

**Safety**

Physical Safety – All students will be physically safe in my classroom. The classroom door will always remain locked. Students who leave the classroom will be responsible for knocking on the classroom door when returning. Students will never be allowed to open the classroom door without my permission. Everything in the classroom will be properly stored so that no student is in danger of something falling on top of them. I, along with the help of the students, will keep the classroom free from clutter. Students will know where every classroom item is to be placed. Backpacks and lunchboxes may never be on the floor. They must be stored in the cubbies. Nothing should ever present a tripping hazard. All learning materials and supplies should be within cubbies or student desks. Student desks will be laid out so every student has a direct route to the doorway for emergency purposes. Nowhere in the room will a student have difficulty escaping the classroom.

Bullying – Bullying will not be considered a normal part of childhood in my classroom. I will always be aware of potential bullying in my classroom. If I witness any form of bullying, it will immediately be addressed. Students will be encouraged to come to me if they experience bullying personally or indirectly. Parents’ bullying concerns will be taken seriously. Bullies will not receive punishments. Logical consequences will be used as they are for all types of misbehavior. The logical consequence for bullying will be a private meeting with me to create an action plan.

Once I have witnessed bullying or received a report about bullying, the victim will meet with me privately. Together, we will discuss the concerns regarding the bullying. I will gather information regarding the type and intensity of bullying. I will ask the victim to share what they would like to see changed. If needed, the student will be directed to the office to receive counseling.

Next, I will confront the bully privately. I will discuss my concerns while allowing the student to voice their thoughts. Together, we will create an action plan to solve the bullying problem. I will sign the plan along with the student. In addition, the student’s guardian must sign the plan. I will expect the student to immediately enact the plan. A follow-up meeting will occur one week after the plan is enacted. The student and I will discuss progress and make any necessary changes to the plan. If needed, the student will be directed to the office to receive counseling.

After the action plan has been signed by all three parties, I will share the plan with the victim. The victim will sign the plan along with the victim’s guardian. A follow-up meeting with the victim will occur one week after the plan is enacted. The student will share what changes, if any, have been made regarding the bullying. Any necessary changes will be made to the plan.

Bullying prevention strategies will be used in my classroom. Differences will be celebrated. As a class, we will define bullying, discuss the problems and harm of bullying, and engage in various activities to help prevent bullying.

Depending on the severity of the bullying, administration may become involved.

**Health Concerns**

Student health concerns will be taken seriously. Guardians will be encouraged to notify me of the ways in which to ensure the health of their student. Students will be sent to the school nurse for minor health issues such as a headache, bloody nose, or upset stomach. Students will be required to take a nurse’s form with them. The completed form will be sent home in the students take home folder. For major health emergencies such as a seizure or broken bone, the office will be immediately called. If necessary, 911 will be dialed. If possible, students will quickly leave the scene of the emergency.

**Rules**

Primary Rules

Rule #1 – Be nice.

* Be nice to yourself.
* Be nice to your friends.
* Be nice to adults.
* Be nice to your school.

Rule #2 – Tell the truth.

Rule #3 – Always try your best.

Intermediate Rules

Rule #1 – Be respectful.

* Be respectful to yourself.
* Be respectful to your peers.
* Be respectful to adults.
* Be respectful to your environment.

Rule #2 – Be honest.

* Be honest with yourself.
* Be honest with others.

Rule #3 – Always try your best.

Rules will be clearly posted in the classroom. During the first two weeks of school, we will state the rules as a class every day. We will discuss various misbehaviors and determine which rule is being violated. Students will learn the difference between a consequence and a punishment. No student will be punished in my classroom. Instead of a punishment, students will receive a consequence. A list of the rules will be sent home with parents. Students will be expected to know the rules. Primary students will be required to individually state all three rules. Intermediate students will be required to write all three rules. Students will continue to practice until they know every classroom rule. The rules will be reviewed as often as needed.

**Logical Consequences**

Primary Logical Consequence Examples:

Rule #1 – Be nice.

* Be nice to yourself.
* Student states, “I am stupid.” This student is violating Rule #1.
* This student will be required to meet with me after class. Together, we will create a list of three things that prove the student is not stupid.
* Be nice to your friends.
* Student calls a peer a mean name. This student is violating Rule #1.
* This student will be required to apologize to the peer. Then, the student will be required to write down three things they admire about their peer. The paper should then be given to the peer.
* Be nice to adults.
* Student talks while I am talking. This student is violating Rule #1.
* This student will be asked to explain why they were talking while I was talking. The student will be required to apologize to me and the class for being disruptive. The student will then be required to learn from a peer what I was discussing and then write or draw a picture based on the discussion they interrupted.
* Be nice to your school.
* Student throws trash on the ground. This student is violating Rule #1.
* This student will be asked to explain why they were not being nice to the school. The student will then be required to pick up their trash and any other trash on the ground that is visible.

Rule #2 – Tell the truth.

* Student lies about turning in homework. This student is violating Rule #2.
* This student will be asked to explain why they did not tell the truth. This student will then be required to complete and turn-in their homework. On the homework, the student must write or draw why it is important to tell the truth.

Rule #3 – Always try your best.

* Student talks to friends instead of attempting in-class assignment. This student is violating Rule #3.
* This student will be asked to explain why they are not trying their best. Then, they will be required to apologize to their friends for being distracting. Then, the student must move to the Think Time desk to attempt their assignment.
* The Think Time desk is an area away from the rest of the class. It serves as a less distracting, more peaceful environment for students to accomplish work or simply think about their behavior. Students can be sent to the Think Time desk at any time for a variety of reasons. Being at the Think Time desk does not mean a student is “in trouble.” If desired, a student can even ask to sit at the Think Time desk if it is available.

Intermediate Logical Consequence Examples:

Rule #1 – Be respectful.

* Be respectful to yourself.
* Student states, “I am too dumb to ever do math.” This student is violating Rule #1.
* This student will be required to meet with me after class. Together, we will discuss why the student feels dumb. The student and I will sort through past and current assignments. The student will be required to identify three pieces of evidence that reveal they are not dumb in the subject of math.
* Be respectful to your peers.
* Student purposefully excludes peer from activity. This student is violating Rule #1.
* This student will be required to explain why they are being exclusive. They will be required to apologize and then make a greater effort to include peer in activity.
* Be respectful to adults.
* Student does not follow directions the first time. This student is violating Rule #1.
* This student will be asked to explain why they did not immediately follow directions. They will be asked to restate the directions and then follow them. The student will be required to write a paragraph explaining the importance of following directions.
* Be respectful to your environment.
* Student writes on the bathroom wall. This student is violating Rule #1.
* This student will be asked to explain why they chose to disrespect their environment. This student will be required to use cleaning supplies to remove the writing on the bathroom wall.

Rule #2 – Be honest.

* Be honest with yourself.
* Student cheats on test. This student is violating Rule #2.
* This student will be asked to explain why they were not honest with themselves. The student will be required to retake the test after class. In addition, the student will be required to write a paragraph explaining why it would have been better to not have cheated at all in the first place.
* Be honest with others.
* Student lies about what they were doing in the hall. This student is violating Rule #2.
* This student will be asked to explain why they lied. All those involved will be asked to explain the situation. The student will be required to write a paragraph explaining how lying could negatively affect their future.

Rule #3 – Always try your best.

* Student comes to class unprepared. This student is violating Rule #3.
* This student will be able to use my classroom supplies to complete the lesson activities and assignments. The student will be required to stay after class to make a list of the items they need to bring to class the following day. I must review the list before the student can be dismissed.

**Reward System**

A reward system will be used in my classroom as a way to positively reinforce appropriate behavior. Students will collect “Hoot Loot.” Hoot Loot can be earned by following directions quickly, answering a challenging question, turning in homework on time, being prepared, acting kindly, cooperatively working together, and many other ways. Hoot Loot can never be taken away from a student. A student can only earn Hoot Loot. No student will receive the punishment of losing earned Hoot Loot. Students will receive consequences instead of punishments.

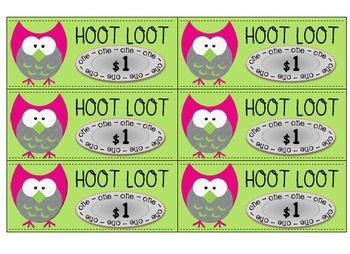
There will be a designated area in the classroom for primary students to store their Hoot Loot. Intermediate students will be responsible for personally storing their Hoot Loot within a folder or pencil pouch or backpack. Lost Hoot Loot will not be replaced.

Students in a self-contained classroom will obviously have a greater opportunity to earn Hoot Loot due to the amount of time they will spend with me during the day. Therefore, the prices of store items will be more expensive for self-contained students. Transitional students will have a small amount of time to earn Hoot Loot throughout the day, since they will be rotating from one teacher to the next. If I am the only teacher using Hoot Loot, store item prices will be adjusted based on the average amount of Hoot Loot given to my students. If all teachers agree to the Hoot Loot system, prices will remain high, since students can earn Hoot Loot throughout the entire day.

Students will individually collect Hoot Loot to spend at the store. In addition, the class as a whole will work together to earn Hoot Loot. The class can earn Hoot Loot by receiving a compliment from an adult, keeping the classroom clean, behaving well during times of activity, working together efficiently, and many other ways. Students will vote to determine whether to spend their class Hoot Loot or save their class Hoot Loot. Students will also vote on what to purchase with their class Hoot Loot. Class Hoot Loot will be kept in a jar on my desk.

The Hoot Hut will open every other Friday. The Hoot Hut will be the class store where Hoot Loot can be spent. Students can choose to either save their Hoot Loot or spend their Hoot Loot. Students who save their Hoot Loot will be able to purchase greater rewards. Tangible rewards and intangible rewards will be available for students to purchase. Both individual and whole class rewards will be available for purchase.

Guardians who are able will be encouraged to help with the Hoot Hut. Guardians may purchase various types of tangible rewards to be sold in the Hoot Hut. Organization will be key to effectively running the Hoot Hut. Therefore, volunteers can help keep rewards properly organized. Guardians who have open schedules will be asked to sign-up for a Hoot Hut Friday. They will be responsible for setting up and running the Hoot Hut. I would like to continue teaching the class while the Hoot Hut is being run. Students will be sent to the Hoot Hut in small groups to make purchases if desired. If volunteers are limited, I will take a more direct role in the running of the Hoot Hut. Hoot Hut dates will be posted in the classroom and within the weekly newsletters.

[](https://www.google.com/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&ved=0ahUKEwji5MTDiZTQAhUIyyYKHcBFC1QQjRwIBw&url=https://www.pinterest.com/explore/classroom-economy-system/&bvm=bv.137904068,d.eWE&psig=AFQjCNHn2ZLLb9XILzBGdgY_5Dy4O0vxnw&ust=1478519770216208&cad=rjt)

(Yanong, n.d.)

Hoot Loot will come in denominations of 1, 5, 10, 20, and 50.

Automatic Class Hoot Loot Earnings:

* Activity teacher gives positive report – 1 Hoot Loot
* Classroom is clean at the end of the class/day – 1 Hoot Loot
* Adult gives class compliment – 5 Hoot Loot

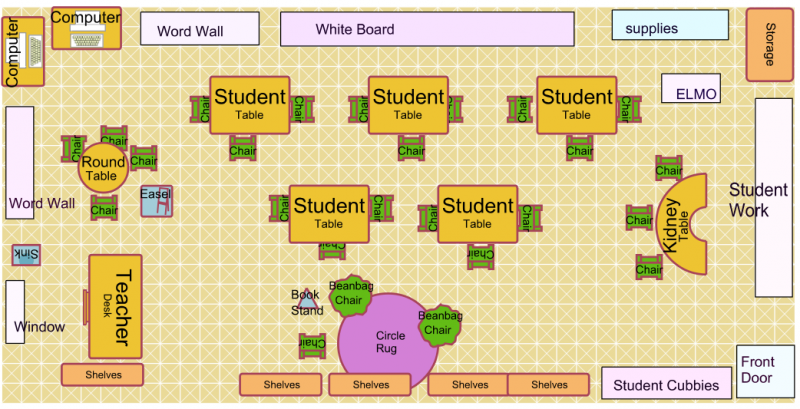
Automatic Individual Hoot Loot Earnings:

* Arriving to class prepared and on time – 1 Hoot Loot
* Returning completed homework assignments on time – 2 Hoot Loot
* Receiving an “A” on a test or project – 3 Hoot Loot
* Receiving a “B” on a test or project – 2 Hoot Loot
* Receiving a “C” on a test or project – 1 Hoot Loot
* Returning signed communication journal on Monday – 2 Hoot Loot
* Fulfilling classroom job throughout the entire week (self-contained) – 2 Hoot Loot

|  |  |
| --- | --- |
| Hoot Loot Class Rewards | |
| Reward | Price (Hoot Loot) |
| Chew Bubblegum in Class | 30 |
| Pajama Day | 40 |
| Lunch in Classroom with Music | 50 |
| Cookies and Milk | 60 |
| Board Games (30 minutes) | 80 |
| Ice Cream Sundaes | 100 |
| Outdoor Field Games (1 hour) | 120 |
| Movie and Popcorn | 150 |

|  |  |
| --- | --- |
| Hoot Loot Individual Rewards | |
| Reward | Price (Hoot Loot) |
| Fun Size Sweets (Skittles, M&M’s, Hershey’s, etc.) | 10 |
| Pencils, Pens, Erasers, Bookmarks | 10 |
| Candy Bars (Snickers, Kit Kat, Twix, Reese’s, etc.) | 40 |
| Bottled Soda (Sprite, Coke, Sunkist, etc.) | 40 |
| Activity Books | 60 |
| Small Tangible Rewards (Crayons, Markers, Colored Pencils, Stickers, Tattoos, etc.) | 50 |
| Medium Tangible Rewards (Glow Sticks, Silly String, Silly Putty, Bracelets, Racecars, etc.) | 60 |
| Large Tangible Rewards (Puzzles, Nail Polish, Make-Up, Journals, Balls, Jump Ropes, etc.) | 70 |
| Reading Books | 100 |
| Choose Class Job for the Week | 60 |
| Spotlight (Show and Tell) | 75 |
| Seat Swap for a Day | 100 |
| Sit at Teacher’s Desk for a Day | 150 |
| Personal Ice Cream to Eat in Class | 200 |
| Eat Lunch and Chosen Treat in Classroom with Teacher and Friend | 225 |
| Teacher for a Day | 250 |

**Classroom Layout/Organization**



(The University of Texas, n.d.)

This classroom layout represents a student-centered classroom. It is suitable for group work since students are sitting together at tables instead of individual desks. Students have easy access to supplies, cubbies, and shelves. Students should easily be able to get what they need when they need it. The round table and kidney table are perfect for station teaching and small group work.

Changes to the Layout:

* The circle rug would become a creative and comfortable reading nook.
* For primary students, one of the word walls would become a Hoot Loot bulletin board with pockets for students to store earned Hoot Loot.
* The current storage location would be used for the Think Time desk. Storage would move to the corner behind my desk.



(BuzzFeed, 2015)

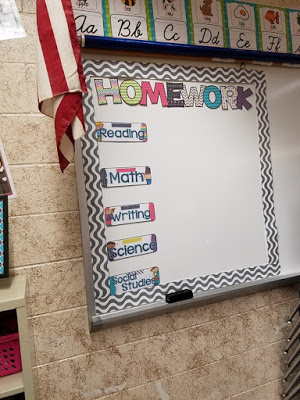
(E., 2010)

Think Time Desk Reading Nook

[](http://1.bp.blogspot.com/-s8emSDHUcUs/TcF0wQrMdrI/AAAAAAAABCg/D9CgH_M7PmU/s1600/dots.jpg)

(Noble, 2011)

Objectives for each subject will be written along with key vocabulary terms that align with each objective. Under the planner and agenda section, the day’s activities and in-class assignments will be written next to each subject heading. Clearly posting the objectives and outlining the day’s plan immediately sets students up for success.

[](http://1.bp.blogspot.com/-Y9AUqpEJFwI/TcF0wGMNeaI/AAAAAAAABCQ/E7qFLPm3jvQ/s1600/dots+small+space.jpg)[](https://2.bp.blogspot.com/-MsyN43LDMyE/V6p_-h9GMjI/AAAAAAAAwi0/iGzBKr7pyewdtR2J35hCSDRnraOhe_LUQCLcB/s1600/20160805_152907.jpg)

(Tara, 2016)

(Noble, 2011)

The week’s homework will be explicitly written on the white board at the beginning of each week. Homework will be broken down by subject if self-contained.

Reminders will be written on a white board directly beside the classroom door. Reminders will include upcoming quizzes, tests, projects, school-wide events, Hoot Hut dates, and more.

[](http://www.theclassroomcreative.com/wp-content/uploads/2012/08/IMG_7873.jpg)

Students will be expected to be prepared for class on time each day. Students must have a pencil that is ready for use before class begins. In order to save time during class, students can easily get a sharpened pencil before class begins using this pencil system. One of the weekly classroom jobs will be to keep track of the pencil cans and sharpen those needing sharpened. I refuse to waste instructional time because of a pencil.

(Scott, 2011)

[](http://3.bp.blogspot.com/-Lf3YCh1z1B8/Uia5zEDeb_I/AAAAAAAACHw/7r09CtoAxLs/s1600/00015v.jpeg)[](http://3.bp.blogspot.com/-qNDKiy1-AQQ/VbakBE51DuI/AAAAAAAAIPo/e--HtjZC9P8/s1600/14.jpg)

(Reed, 2015)

(Christy, 2013)

Classroom supplies will be kept organized through the use of various sized and shaped storage containers. Each container will be appropriately labeled so supplies can easily be retrieved by me and my students. Instructional time will not be lost due to a lack of organization. Students will be expected to remember where supplies are located. Questions regarding where to find specific supplies should not be consistently asked. The class will be expected to keep all supplies organized. Each supply should be stored in its respective bin.

A caddy system will be used to keep group supplies organized. The caddy will include all the basic supplies needed for a group activity. Any additional supplies for a specific activity will be added to the caddy before the start of the activity. The group captain will be responsible for retrieving the caddy, returning all the supplies to the caddy, and then placing the caddy back in its original location.

[](http://3.bp.blogspot.com/-vS39xSswiLA/Vbak0XKKzcI/AAAAAAAAIQg/wa0Lojxo-tU/s1600/7.jpg)

[](http://3.bp.blogspot.com/-DHT2dxNyvD4/Vbaj64AkJmI/AAAAAAAAIPY/R1ArmfPFwsI/s1600/13.jpg)

(Reed, 2015)

(Reed, 2015)

Trays will be used to organize daily materials for students. Worksheets, study guides, rubrics, take-home letters, forms, tests, and other such papers will be placed in trays according to the day in which they are to be given to students.

Storage containers will be used to sort read-aloud children’s books according to themes such as seasons and holidays.

**Communication of Plan to Students and Guardians**

Students will be made aware of the classroom management plan from the very beginning of the school year. The first week of school will be dedicated to learning each procedure and understanding how the classroom operates. Procedures will be modeled, practiced, and repeatedly reviewed. Intermediate students will receive paper copies of management plan pieces such as rules, logical consequences, and the reward system. In addition, class rules, morning meeting procedures, group activity procedures, and other management elements will be posted in the classroom for constant reference.

My classroom management plan will be first discussed with guardians at the open house. Guardians will receive a folder with printed copies of classroom management elements such as rules, logical consequences, the reward system, communication plans, and more. My classroom management plan will be posted on the class website for guardians to review. Changes to classroom management plans will be addressed in weekly newsletters.

**Entering Classroom**

Transitional:

* Place technology in assigned classroom pocket
* Prepare all supplies needed for class
* Check “You’ve Got Mail!” crate
* Place clothespin on any homework and turn in
* Complete bell ringer at desk
* If fully prepared, collect 1 Hoot Loot

Self-Contained:

* Place backpacks, lunchboxes, and other items from home in personal cubby
* Place any forms or notes in the ladybug mailbox and lift flag
* Get all supplies needed for class
* Check “You’ve Got Mail!” crate
* Place clothespin on any homework and turn in
* Complete morning activity at desk
* If fully prepared, collect 1 Hoot Loot

**Exiting Classroom**

End of Class:

* Write down any homework
* Place clothespin on any assignment and turn in
* Collect all class materials
* Clean personal workplace and classroom
* If whole classroom is clean, class collects 1 Hoot Loot
* Wait to be dismissed
* Collect technology on your way out

End of Day:

* Write down any homework
* Place clothespin on any assignment and turn in
* Collect all class materials
* Prepare backpack, lunchbox, and any other items to take home
* Clean personal workplace and classroom
* If whole classroom is clean, class collects 1 Hoot Loot
* Wait to be dismissed

Errand/Need:

If a student leaves the classroom to run an errand (office, copy room, etc.) or address a need (restroom, counseling, etc.), the student must take a class hall pass. In addition, the student must move their magnet with their name on it to the section identifying their location. Students will not be assigned a number. This magnet system will allow me to know where students are at all times.

[](https://diaryofasecondgradeteacher.files.wordpress.com/2012/07/img_49601-e1343585759892.jpg)

(E., 2012)

**Morning Meeting**

If class is self-contained, morning meeting will begin as soon as school starts. If students transition from classroom to classroom, morning meeting will occur in homeroom.

Morning Meeting Guidelines:

* If it is not your turn to talk, it is your turn to listen.
* Make room for everyone.
* Look your friends in the eyes.
* Listen so we can move forward quickly.
* Have fun respectfully.

Morning Meeting Schedule:

* Greeting
* Students will practice firm handshakes and maintaining eye contact.
* News of the Day
* Share Time
* Students will be given the opportunity to share about their life.
* Fun Fact
* Class Motto
* At the beginning of the school year, we will work together as a class to create a motto.

**Collecting Notes/Forms**

All notes and forms should be placed in the classroom’s ladybug mailbox. Students will be expected to raise the mailbox’s flag to notify me that I have mail.

**Collecting/Returning Assignments**

[](http://3.bp.blogspot.com/-Q1BkvXa-aJw/Uu1qzidFvXI/AAAAAAAACQw/KkZJbjzinQ4/s1600/Missing+Work.png)

(Jamie, 2014)

I will collect assignments from a turn-in tray. One tray will be for homework. Another tray will be for in-class assignments, projects, tests, and quizzes. Before placing work in a tray, students must attach their clothespin to their papers. Clothespins will have student names instead of numbers. Using this collection system will allow me to easily know which students have not turned in their work.

[](http://4.bp.blogspot.com/-1TZPdzwIawE/UARrhhuLW-I/AAAAAAAAB24/6W9Z4heJFvA/s1600/IMG_1425.JPG)

(Kim, 2012)

All homework and in-class assignments will be returned using the “You’ve Got Mail!” crate. Instead of wasting instructional time passing out papers, students will collect their work from their personal folder within the crate. Hoot Loot will be attached to work using the clothespin. Students are to place work in take home folder, store their Hoot Loot, and return their clothespin. Tests, quizzes, and projects will not be returned using this crate. Such work will be passed out to students. We will then cover the material as a class. Earned Hoot Loot will be attached to the work. After reviewing the material, all clothespins should be returned.

**Unpreparedness**

Unprepared students will not receive a punishment. Instead, students will receive a logical consequence if it is evident they are not trying their best to be prepared. If a student comes to class unprepared, they will not earn their Hoot Loot for preparation. The student will not lose Hoot Loot. They simply will not earn Hoot Loot. Classroom supplies will always be made available to students. Transitional students will not be allowed to go their locker or another classroom to gather supplies. This wastes instructional time. The student should simply use what is available in the classroom or share materials with a peer. Unprepared students will be required to stay after class to explain why they were not prepared. Then, the student will be required to create a list of everything that will be needed for class the following day. Once the list is complete, the student will be dismissed. If unpreparedness continues, the student will receive a more complex logical consequence.

**Attendance**

After the first few days of school, attendance will be taken without the use of roll call. Students will be assigned to a specific seat. A seating chart will be made. This chart will allow me to quickly determine who is absent. Instructional time will be saved.

**Tardiness**

Tardiness will be handled in the same manner as unpreparedness. A student will be considered tardy if they are not in the classroom by the time the bell rings. Students will not be punished for being tardy. Instead, students will receive a logical consequence if it is evident they are not trying their best to be on time. If a student is tardy, they are not ready for class. Therefore, the student will not earn their Hoot Loot for preparation. The student will not lose Hoot Loot. They simply will not earn Hoot Loot. The student will be required to evaluate the reasons for their tardiness. Then, the student must develop a plan to be on time. For primary students, the plan may be a drawing. For intermediate students, the plan must be in written form. If tardiness continues, the student will receive a more complex logical consequence.

**Absence**



(Hillin, 2016)

Students who are absent will be given the opportunity to complete all make-up work. Students will be responsible for collecting their make-up work from the “While You Were Out…” bulletin board pockets. Work is organized according to the day. All make-up work will have students’ names prewritten. This will help me know which students have not collected their make-up work. Students will be given two school days to complete their make-up work. For example, if a student is absent Tuesday, all make-up work is due Friday. Any student who knows they will be absent should notify me so I can prepare all make-up work to be given before the absence. Students will still be given two school days to complete all assignments. If a quiz or test is missed due to an absence, the student will be responsible for taking the assessment the day after they return to school. For example, if a student is absent Tuesday and returns on Wednesday, the student will be given the assessment on Thursday. Students may choose to take the assessment the day they return if desired.

**Unfinished/Late Assignments**

Unfinished assignments will be returned to students for completing. Students will be required to complete the assignment and return the following day. There will be no grade penalty for an unfinished assignment. The student will not receive any Hoot Loot for an unfinished assignment. The student will not lose any Hoot Loot for an unfinished assignment. Students will be required to provide an explanation for why their work is unfinished. Based on the response, a logical consequence will be given. For example, if a student explains that they were talking instead of working on their in-class assignment, the student will complete the next in-class assignment at the Think Time desk to limit distractions.

Late assignments will be accepted. There will be no grade penalty for late assignments. The student will not receive any Hoot Loot for a late assignment. The student will not lose any Hoot Loot for a late assignment. Students will be required to provide an explanation for why their work is late. Based on the response, a logical consequence will be given if necessary. A logical consequence will not be given to a student if the reason for late work is appropriate. For example, no consequence would be given if a student’s work is late because there were family concerns the prior evening.

**Missing Assignments**

Students will receive a “Missing Work” notice if an assignment is missing. The notice will include the student’s name, the assignment, the original due date, and the date of the notice. Notices will be placed in the “You’ve Got Mail!” crate for students to collect. Students will receive no grade penalty for a missing assignment. Hoot Loot will not be given to an assignment that was originally missing. Hoot Loot will not be taken away from a student. Students will be expected to complete the missing assignment and turn the assignment in the following day. All missing work should be placed in the “Missing Work” tray on my desk. The notice should be attached to the assignment. Students will be required to explain why their assignment was missing. Based on the response, a logical consequence will be given. For example, if a student states that they simply forgot about the assignment, the student will be required to have me check their agenda each day for a week. I will be verifying that all assignments have been recorded. This should solve the problem of forgetting to complete assignments.

**Correcting Assignments**

Depending on the number and type of questions missed, students may be asked to correct their assignment. Feedback will be provided on students’ work to assist students during the correction process. Some students may be asked to turn in their assignment again so corrections can be checked. Corrections will not alter grading. Any assignment requiring written corrections will be a formative assessment. Therefore, a summative grade will not be recorded for the assignment. All quizzes and tests will be reviewed together as a class. Therefore, students should correct their answers during the review.

**Homework**

Homework will be regularly given to students. Homework will never be busy work. I will only assign homework to enhance student learning. Each day I will clearly state my expectations for homework assignments. Students should never hesitate to ask for clarity regarding assignments. All homework assignments will be posted on a white board. Homework assignments will be included in the weekly newsletter for primary students. Intermediate students will be encouraged to keep track of all assignments within an agenda. Students will be required to self-assess every completed homework assignment using a green, yellow, or red writing instrument.

Question-Based Homework Task-Based Homework

Green – I completely understand. Green – I tried my best.

Yellow – I sort of understand. Yellow – I tried.

Red – I do not understand. Red – I did not try.

All homework should be turned-in to the appropriate tray after attaching a clothespin.

**Take Home Folders**

Each student will have a folder specifically used for bringing papers to and from school. All homework assignments, rubrics, study guides, forms, and notes should be placed in the student’s take home folder. Guardians should check their student’s take home folder nightly.

**Emergencies**

Our class will follow set school procedures for all types of emergencies. Our classroom evacuation route will be posted by the classroom door. A copy of the class roster will be in a pocket by the classroom door. This roster will only be used for emergency purposes. If class is not self-contained, all class rosters will be in the pocket. If the class appropriately behaves during an emergency drill, the class will receive 5 Hoot Loot.

**Attention Getters**

I will strive to never raise my voice to get students’ attention. At the beginning of the school year, we will practice the different ways in which I plan to get the attention of my students. I will reward the class with Hoot Loot whenever their attention is easily obtained.

|  |  |
| --- | --- |
| **Teacher** | **Students** |
| Eeny meeny… | Miny mo! |
| Chicka chicka… | Boom boom! |
| 3, 2, 1 | \*Clap\* |
| Shark bait… | Oooh ha ha! |
| Can I get a… | Whoop whoop! |

**Classroom Jobs**

|  |  |
| --- | --- |
| **Classroom Job** | **Description** |
| Class Hoot Loot Tracker | Collecting class Hoot Loot and tracking total |
| Pencil Monitor | Sharpening pencils |
| Line Leader | Leading class line |
| Caboose | Making sure no student is left behind, shutting doors, turning off lights |
| Trash Collector (2) | Throwing away all trash found in classroom |
| Librarian | Keeping reading nook in order |
| Errand Runner | Running any needed errands |
| Teacher’s Assistant | Helping with random tasks |
| Cafeteria Helper (2) | Throwing away trash, cleaning tables, making sure nothing is left behind |
| Greeter | Opening classroom door, welcoming guests |
| Board Eraser | Erasing board after each lesson |
| Distributor | Distributing papers and supplies to students |
| Group Captain (4) | Leading group in activity, collecting and returning supply caddy |
| Media Technician | Turning off all media devices and placing on chargers at the end of the day |
| Organizer | Keeping supplies and classroom organized |

These classroom jobs will be assigned to self-contained students. If students successfully fulfill their assigned classroom job throughout the entire week, they will receive 2 Hoot Loot. There are only 20 jobs. Therefore, students will not be assigned a job every single week. Hoot Loot cannot be earned on such weeks. Students will rotate jobs. New jobs will be assigned every Monday. Additional jobs will be added as needed.

Transitional students will not be assigned specific classroom jobs, since students will be with me for a short period of time. Students will work together to meet the needs of the classroom. Students will still serve as group captains. Captains will rotate weekly.

**Early Finishers**

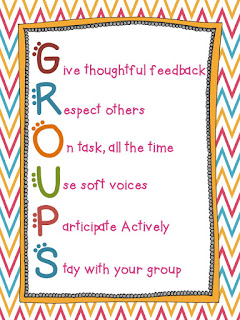
Students who finish an assignment early will be expected to complete any other unfinished work. Students should check the “You’ve Got Mail!” crate for any missing assignment notices. If a student has completed all of their assignments, the student may choose to read at their desk or at the reading nook. Students will be expected to always have a book with them. If a student does not have a current book they are reading, books will always be available at the reading nook. Reading is such an important part of learning. Therefore, any time a student finishes work early, they will be expected to dive into a book. Students will be encouraged to ask me for book suggestions if they are struggling to find a book of personal interest.

**Technology**

Self-contained students will be required to keep all personal forms of technology in their backpack. Student backpacks should remain in the classroom cubbies throughout the entirety of the school day. Personal technology should not be accessed during the school day. Transitional students will be required to place any forms of technology within the numbered classroom technology pockets. Students will receive a technology pocket number at the beginning of the school year. When students enter the classroom, technology should be placed in the assigned pocket. As students exit the classroom, they may collect their technology.

**Dress Code**

My students will be required to be in dress code whenever they are in my classroom. If a self-contained student is out of dress code, a note will be sent home in the student’s take home folder. The student will not lose Hoot Loot for being out of dress code. The student will be responsible for explaining why they are out of dress code and how they plan to ensure that they will be in dress code the following day. If a transitional student is out of dress code in my class, a note will be sent to the student’s homeroom teacher. A note will be sent home for any of my homeroom students who are out of dress code. The homeroom student will be responsible for explaining why they are out of dress code and how they plan to ensure that they will be in dress code the following day. The homeroom student will not lose Hoot Loot for being out of dress code.

[](http://2.bp.blogspot.com/-HSbOXroOUd0/UPy6yqJH8aI/AAAAAAAAAlc/pH2dV1hn0bY/s1600/Slide2.jpg)**Group Activities**

(Mary, 2012)

My students will participate in group activities on a regular basis. Groups will be assigned and strategically organized. Students will be expected to follow the “Groups” acronym when participating in group activities. Groups will be monitored. Group assignments will be adjusted if necessary. Each group will have a captain. Group captains will be assigned at the beginning of each week. Supply caddies will be filled with everything needed for groups to complete activities.

**Class Discussions**

Students will often be encouraged to participate in class discussions and debates. All students will be required to respect each other’s opinions. Students will be expected to actively listen throughout discussions and debates. Depending on the topic, students may want to take notes for assessment purposes.

**Text Reading**

There will be times when students are assigned at-home text reading. Students will be encouraged to mark what they find interesting. In addition, students should write down any questions they have about the reading. Students will be required to follow along during in-class text reading. There will be times when I read the text to students. Other times, students will be required to read the text to their peers. Comprehension questions will be asked throughout the reading. Class discussions and activities will often interrupt text reading. Students will never be expected to read a large portion of the text without stopping for times of class reflection.

**Note Taking**

Primary students will be given note-taking guides to complete during times of direct instruction. The guides will include fill-in-the-blank slots and areas for drawing pictures. These guides will encourage students to remain actively engaged during direct teaching. Such guides should also be used for studying purposes. Intermediate students will be responsible for taking notes without the use of a note-taking guide. Such students must begin to practice properly taking notes. We will practice taking notes at the beginning of the school year.

**Test Taking**

Before taking a test, students will be required to set up their testing folders. These folders will help create a personal testing area and eliminate cheating. Students will be required to remain silent until all tests have been turned-in to the appropriate tray. Students are not to leave their seat during a test. If a question needs to be asked, students should raise their hand. I will come to the student to answer the question. Tests will be graded and returned to students as quickly as possible. Test answers will always be reviewed. Earned Hoot Loot will be attached to students’ tests using the clothespins.

**Asking Questions**

In order to keep distractions and interruptions to a minimum, students will be required to raise their hand if they have a question during times of direct instruction. If a student has a question regarding instructions, assignments, or in-class activities, the student should first ask a peer for assistance. If the student is unable to get an answer for their question, they may ask me.

**Organizing Student Work**

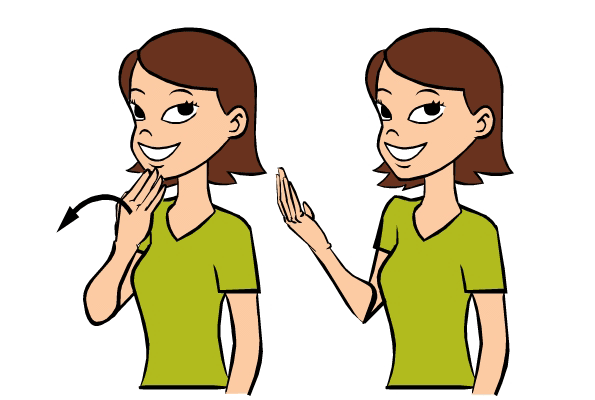
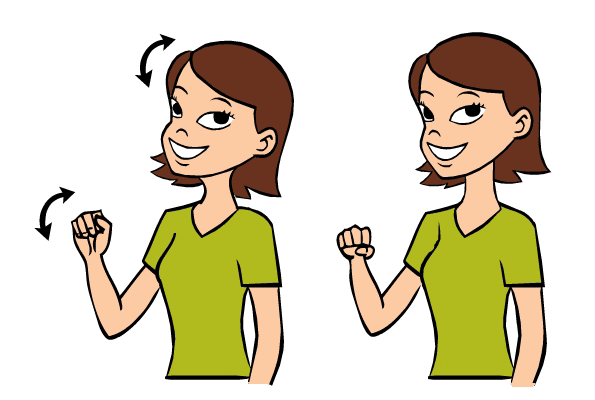
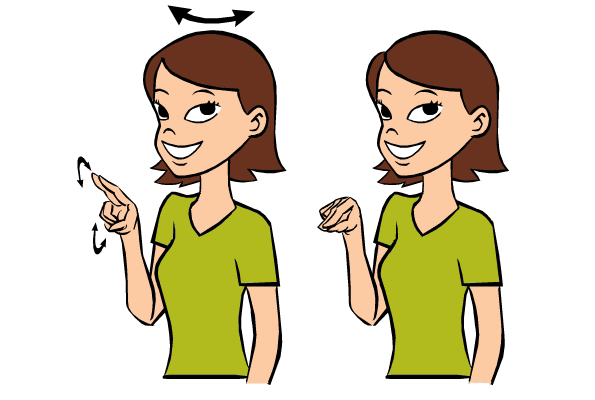
**[](http://mrslambsclass.blogspot.com/2013/06/those-fabulous-drawers-monday-made-it.html?showComment=1370296069100#c9186103377364625172)**

A storage container will be used to keep student work organized. Lesson materials needed for class will be placed in the “Copy” drawer for student copies to be made. Student work will be removed from the clothespin trays and placed in the “Grade” drawer. Once student work is graded, it will be placed in the “File” drawer to be returned to students or placed in the “You’ve Got Mail!” crate.

(Lambs, 2013)

**Sign Language**

At the beginning of the school year, students will be taught various ASL (American Sign Language) signs. These signs will be used for many different reasons. Using signs will allow me to address students individually without distracting the entire class or embarrassing students. I will also be able to sign and talk at the same time allowing me not to waste instructional time. Students will not be expected to sign, but they will be expected to read the following signs.

[](https://www.google.com/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwjG8rnXnKfQAhWG7CYKHXVbDn0QjRwIBw&url=http://www.babysignlanguage.com/dictionary/t/thank-you/&bvm=bv.138493631,d.eWE&psig=AFQjCNFD-vpmS8o6v2z7Uzdfh6eW6vAKRA&ust=1479177753366417)

(Baby Sign Language, 2016)

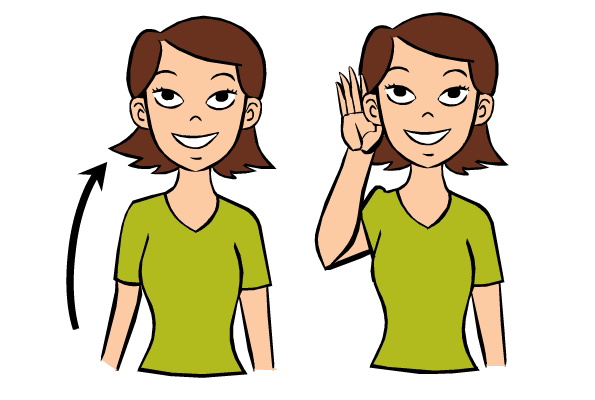
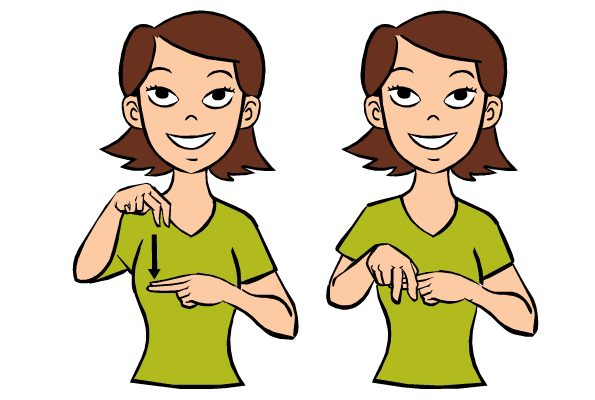
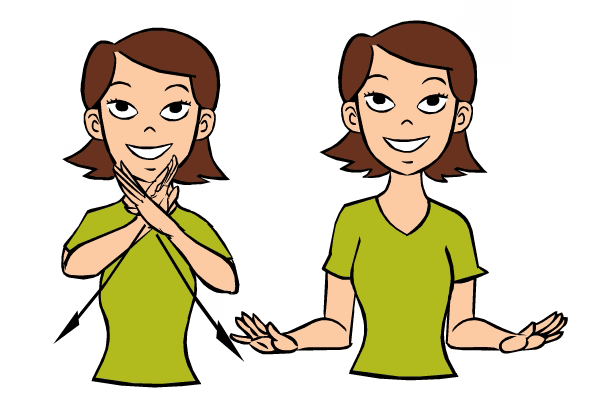
(Baby Sign Language, 2016)

(Baby Sign Language, 2016)

Thank you

No

Yes



(Baby Sign Language, 2016)

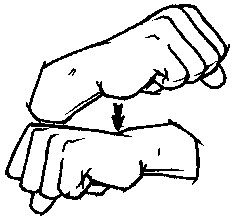
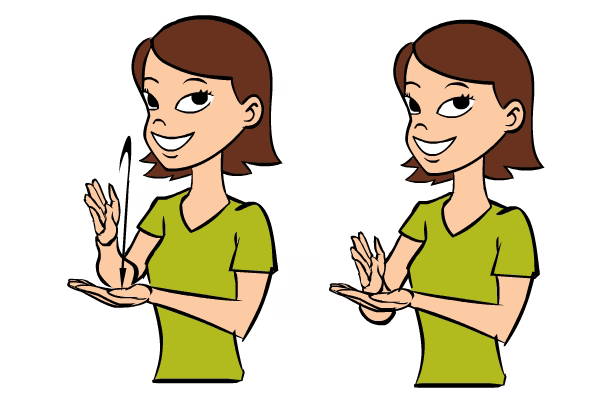
Quiet

Sit

Listen

(Baby Sign Language, 2016)

(Baby Sign Language, 2016)

[](https://www.google.com/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&ved=0ahUKEwjVu9nvnafQAhWGSyYKHbyJCk0QjRwIBw&url=https://quizlet.com/66825153/asl-vocabulary-chapter-7-flash-cards/&bvm=bv.138493631,d.eWE&psig=AFQjCNGIm9-WaDt90dsoFXwuTpJrnWghuA&ust=1479178071810997&cad=rjt)

(Baby Sign Language, 2016)

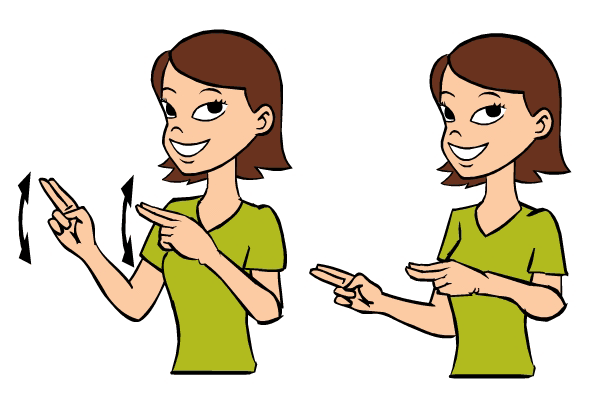
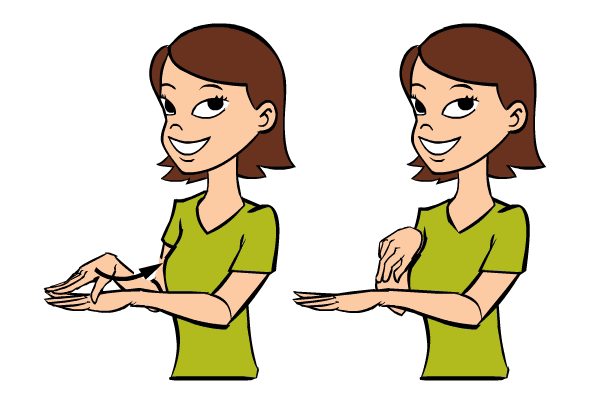
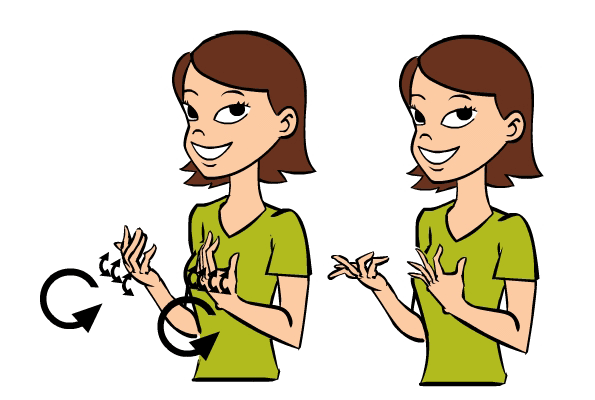
(O’Rourke & Padden, 1980)

(Vicars, 2015)

Pay Attention

Stop

Work

[](https://www.google.com/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwjZ4-zum6fQAhUK4iYKHWLqDtMQjRwIBw&url=http://www.babysignlanguage.com/dictionary/s/slow/&psig=AFQjCNGeGEYdnxH41cSTsLMlXZxb0dlumA&ust=1479177532657868)[](https://www.google.com/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwjWwbqInafQAhXKZiYKHejdChYQjRwIBw&url=http://www.babysignlanguage.com/dictionary/w/wait/&bvm=bv.138493631,d.eWE&psig=AFQjCNEnK6hUWWx1l-n5ZeJvBTKfhM0GqA&ust=1479177856947898)

(Baby Sign Language, 2016)

(Baby Sign Language, 2016)

(Baby Sign Language, 2016)

Hurry

Slow Down

Wait

**Death**

If a family member of a student dies, the class will be made aware of the death in a very sensitive manner. As a class, we will create a card for the student expressing our love and sympathy. Together, we will discuss the appropriate response for when the student returns to school. The students will be asked to consider how they would want their peers to respond during such a difficult time. Guardians will be made aware of the death through the weekly newsletter. If needed, the returning student may set an appointment to meet with the school counselor.

If a student dies, the class will be made aware of the death in a very sensitive manner. As a class, we will create a card for the student’s family expressing our love and sympathy. Together, we will honor the student in a variety of ways in our classroom. We will discuss how to support one another during such a difficult time. The school will notify guardians of the student’s passing. Students will be encouraged to talk with the school counselor if necessary.

**Student Anxiety**

Students who suffer from anxiety will be encouraged to meet with the counselor on a regular basis. I will do my best to eliminate any anxiety triggers for such students. Appropriate accommodations will be made to reduce test anxiety, social anxiety, and other forms of anxiety. If a student has an anxiety attack during class, the student will be removed from the classroom. The school counselor will be called as I attempt to address the attack to the best of my ability. Guardians will be notified of such attacks.

**Student Anger**

If student anger escalates to full rage, the class will be removed from the classroom. The class will only move outside of the room if I feel the student may harm one of their peers. If the student is angry but controlled, the student will be removed from the classroom instead of the whole class. Depending on the level of student anger, I will calm the student myself or call for assistance.

Anger between students can often lead to physically fighting. I will strive to prevent such fighting by properly addressing the students’ anger before escalation. If a student fight does begin, all students will be required to move back from the fighting students. No student should intervene. I will do my best to break up the fight. I will call for assistance if necessary. The students involved in the fight will be immediately sent to the office based on their inappropriate behavior.

Violence will not be tolerated. No form of a weapon is allowed in the classroom or school. The office will be immediately notified of violent actions or possession of a weapon. Once the office is made aware of the situation, they will address such behavior. Guardians will be notified of the situation.

**Student Melt-Down**

If a student has an emotional break-down during class, the student will first be sent to the Think Time desk to regain composure. If the student is uncontrollable, they will be led out of the classroom. I will try my best to calm the student and attempt to understand the reasons for the emotions. The student will be given time to settle down and control their breathing. Once composure has been regained, the student may reenter the classroom. If the student does not appear to be calming down after an adequate amount of time, the student will be sent to the school counselor for guidance.

**Classroom Volunteers**

Classroom volunteers are a true blessing. There are several ways in which volunteers can help meet the needs of the classroom. If an individual is interested in volunteering, an email should be sent to me. In order to volunteer in my classroom, the office has to clear each individual for volunteering. If a volunteer is approved, I will work with the individual to schedule volunteer times. Some volunteer tasks may include making copies, preparing bulletin boards, organizing school supplies, planning class parties, reading to the class, running the Hoot Hut, and much more. If the class is in need of a volunteer for a particular reason, a volunteer position will be posted in the weekly newsletter.

**Student-Led Conferences**

Instead of the traditional parent-teacher conferences, I will implement student-led conferences. Students will be responsible for leading conferences between their guardians and me. Students will begin to plan a week before their conference. I will assist students as they prepare all that is to be covered during the conference. Involving students in such conferences encourages students to take responsibility for their work and behavior. If there are serious concerns, the student will not be present for the entire conference.

**Home Communication**

One of my top priorities will be to keep guardians informed about what is happening in my classroom. Students will be responsible for bringing their take home folder with them each afternoon. Homework, study guides, graded papers, forms, and daily notes will be sent home using this folder. Guardians will be expected to place any completed forms or written notes in the student’s take home folder. The student will then be responsible for turning-in the form or note via the class mailbox. Weekly newsletters will be sent each Friday. The newsletters will address the upcoming week. In addition, journals will be sent home each Friday. They are to be returned on Monday signed. Hoot Loot will be given if journals are signed and turned-in on time. I will directly communicate with parents using the journals. Parents should write their questions/concerns within the journal. All journal responses will be reviewed and addressed.

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