

Classroom Management Plan for High School English

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Classroom Management Philosophy

My classroom management philosophy is based upon developing student responsibility and mutual respect. I want my students to know exactly what the expectations of my classroom are and how they will be able to succeed. This is quite similar to Marzano's classroom philosophy in which part of his philosophy is communicating high expectations (Marzano 2003). The students will be taught the expectations on the first few days and will have a say in those expectations, just like Wong's philosophy on classroom management: which is that a prepared and consistent teacher makes for a successful classroom (Wong 2014). These expectations, along with a mutual respect for all in the classroom, will create an environment of growth and learning.

Plan for the First Five Days

As I believe it is important for a teacher to be prepared, I must be prepared. This is my classroom management plan for the first five days of school.

Day 1:

Before class begins, I will put up name tents and write the agenda on the board as well as the class for that hour and my name. Five minutes before the bell rings, I will go out into the hallway to welcome my students into the classroom. This idea comes from Wong as he stresses the importance of greeting your students and the positive effects it would have on them (Wong 2014). I would greet my students and let them know to find their name on the desks. As soon as the bell rings I will step into the classroom and welcome my students to the class. I would introduce myself to the class and share a bit about me in a PowerPoint. I would then explain that where they are sitting currently will be their spots, and that if any student had a problem with where they were sitting that they could come and talk to me after class about it. I would then divert their attention towards the back of the room where I would have my standing desks. I

would explain that there are standing desks in the back for those who may want to stand during the class and how anyone who wants may request to use one of those desks. If there are more students who want to use the stand-up desks than there are desks, then I would write those students' names on pieces of paper and draw names for who would get use them for that week. I would then introduce the students to Bell Ringers and explain how they will work. For my classroom, Bell Ringers will be on the board as a journal prompt. The students will have a separate notebook (if they cannot provide one, I will provide one for them) which will be in a crate at the front of the room with their hour written on the crate. Their task is to come in before the bell rings and write down the date and their response to the prompt written on the board. I will make it clear to the students that I will be grading the Bell Ringers for completion and make that clear to the students so they feel free to express their thoughts in their answers. Sometimes we may have a class discussion on what they wrote about in response to a certain prompt. I will then tell them that they must have this journal for Bell Ringers by tomorrow, or if that was not possible than for sure by the end of the week. I would then talk about classroom procedures in general and why they are important. I would explain the right to a free and appropriate education for all. I would also talk about how I value their input into class and would explain to the students that they will come up with some of the classroom guidelines the next class period. Also explain what they can expect from me; which is respect. I would then go over school-wide procedures and explain why those are important. In my high school they always had the English teachers go over these procedures in detail because everyone had to take an English class every year. I am unsure if that responsibility would be given to me at the school I would be teaching at, but I decided to put it in my plan anyways as I would be touching upon some of those school-wide rules anyways. I would then hand out the class syllabus. We would read the class syllabus

in class and I would have a spot for them and their parents to sign. I would assign this syllabus as their first assignment and have it be due by the end of the week. If there is any leftover time, I would have them do an activity that would require them to talk to those around them. This will build community and lower anxieties for the students, especially freshmen classes.

Day 2:

I would greet students at the door and remind them that there is a bell ringer on the board for them to work on. I would collect notebooks for Bell Ringers and show all the students which crate was theirs. We would then go over procedures for the bathroom and entering and exiting the classroom. The bathroom procedure will be raising a fist in the air after which I will nod and they may go. I will explain that they must enter the classroom before the bell rings and that I will dismiss them when class is over. I will then go over the quieting procedure, which is just me telling them “may I have your attention please”. I would remind them of when we talked about classroom procedures yesterday and how they will play a part in helping make procedures for how things should be done in class and also consequences for things like cell phones and tardiness. My non-negotiable is swearing and I would explain that is because it is disrespectful to everyone around you. I would then divide the class into appropriately sized groups for the class and give each group markers and a larger sheet of paper and remind them of classroom procedures and what they think they should be. I would then collect the different groups’ ideas and combine them into one classroom guideline.

Day 3:

I would greet the students at the door and remind them to grab their journals from the crate in the front of the room for bell ringers. I would reinforce procedures. I would also go over the

compiled results and hang the compiled results on the wall. I would also remind the students that the syllabus with parent/guardian signature is due by the end of the week.

Day 4:

I would greet students at the door and reinforce all procedures.

Day 5:

Day five is the same. I would greet students at the door and reinforce all procedures, as well as collect the signed syllabuses and show them where they can put their homework. It will be in a file on the front table that will have their hour number on it.

Connection to students and families

It is important to me that I connect with the students and with their families as well. I believe it is a lot harder to connect to the families in high school, especially considering that I will only have their students for one class period, but I will try my hardest to connect with them. It is especially important as a first-year teacher to introduce myself to the community. To accomplish this, I will write a letter to the parent(s)/guardian(s) of my students. In this letter I would include a bit about myself as well as what they can expect from my class. I would also include materials that they might need for class, such as an extra notebook for out bell ringer journals. I would also include contact information in case they would ever want or need to reach out to me.

A lot of my connections to the students will be in class or in the hallways. I will be outside the classroom, greeting my students as they come in the room every day. I got this idea from Wong (53). This allows me to greet them all individually and to view how they behave outside of the classroom and who their friends are. The bell ringer response discussions will also allow me to connect with them and for them to connect to each other.

Alternative Strategies

There is also a possibility that the school that I work at will not have the funds to supply my classroom with standing desks. In this case, I may look online or at thrift stores in order to find a table tall enough that students would be able to use it as a desk if they would prefer. I believe having options for students who cannot sit all class or who want to stand is very beneficial for those students and those around them.

Appendix A

I think that it is very important to have seating that helps the students learn. I am really in love with the idea of having standing desks in my classroom for students who maybe have a hard time sitting still. My idea for standing desks to be placed in the back of the section facing the board. My room would consist of three groups of desks that would face each other with the boards being the fourth side of the square. There would be about 10 desks in each section as the average high school English class size in the Twin Cities is about 28 students. This picture is the most similar example I could find to what I would want, but the desks in the picture are too close to the front and not in their own groups.



Found from Pinterest: <http://caffeinatedconclusions.blogspot.com/2011/08/giveaway-winner-and-classroom-tour.html>

Works Cited

Marzano, R. (2003). *Classroom Management that Works: Research-based strategies for every teacher*. ASCD: Alexandria, VA.

Wong, H. and Wong, R. (2014). *The Classroom Management Book*. Harry Wong Publications, Inc.: Mountainview, CA.