

- **Organize a classroom for effective instruction through appropriate physical arrangement and grouping of students for optimal learning and safe movement around the classroom**

(This is based on a future, third grade classroom)

The classroom will be set up to allow for easy movement throughout the room, both for the teacher and the students. This will make it easier for the teacher to check-up on students' work and to provide individual help at each student's desk. This will be accomplished by utilizing space efficiently in small groups, ideally groups of four.

The students will all have an equal view of the board because each desk will be placed perpendicularly. The view for each student, no matter which direction they are facing, will provide education material on the walls. The room will be decorated with posters the class has created for different lessons that will remind them of the content they have learned about. These posters will be large and easily read from anywhere in the room to make it easier for students who are further away from them or have to turn in their seat to read them. The classroom will be bright and inviting but unnecessary decorations will be avoided to prevent distraction during instruction.

The seat assignments will take into consideration student relationships, interpersonal skills, and special needs. Students that do not work well together or cause distractions will not be placed in the same group and students who work well together will be placed in the same group. Some students complement other students in their work behavior and their social skills; these students will be placed in the same group. Students with special needs will also be considered. Physical disabilities will factor into the seating arrangement depending on the student. If a student is in a wheelchair or has difficulty moving in tight spaces he or she will be placed on the outer edge of the group, close to the most commonly used part of the classroom, the carpet meeting area. Students with special attention needs will be placed closest to the teacher and the board. He or she will also be placed with a student with whom they get along and will encourage the student with attention difficulties to stay on task.

The carpet meeting area, as mentioned before will be one of the most commonly used areas in the classroom to create a community of caring atmosphere. The day will start with a morning meeting on the carpet to encourage students to interact and relate to their peers socially and build relationships. The carpet area will also be used throughout the day during transitions between subjects, coming into the

classroom, and for instruction and various activities.

- **Use effective routines and procedures, and maintain effective and efficient use of time**

From the first day of class and for the first few weeks of school the class will learn the class running routines, lesson-running routines, and interaction routines. I will begin the year by enforcing the new policies strictly and consistently. As the year goes on I can become less strict if the students have learned the routines, but the students need to get used to the high expectations about their behavior that I have for them before I can ease up. The students will become so proficient in the routines that they will be able to help any new students to our class learn the routines without my help.

Part of the routine in the classroom is the homework procedure. Students will come in every morning, unpack their backpacks, turn in their homework, and get settled into their morning work. Toward the end of the day the students will write their homework assignments into their assignment books. I will then sign the books before the students are allowed to pack up their backpacks.

Transitions can be the most difficult part of the day in terms of classroom management. Occupying these moments with expectations can help focus the students on what they should be doing. Anytime the class comes back into the classroom, say after lunch or centers, we will meet on the carpet and discuss what is coming next in our schedule. This will happen as we are transitioning between subjects as well. Then, as the students are transitioning between the carpet and their desks, they will either be assigned to think about a specific question that they will be asked to answer upon arrival at their desks or they will be given a fun movement to perform as they are moving back to their desks (swim like a fish, tiptoe like a mouse, hop like a bunny, etc.). This will help prevent downtime and maintain activity flow as well as making transitions easier. If transitions flow more easily and downtime is filled with something, students will not have time to get distracted and will have more time to spend on productive work.

Developing a routine for students who do not exit and enter the room with the rest of the class (pull-out and push-in students, students coming in late, going to the clinic, etc.) is essential to maintaining the flow of instruction and classroom management. Students will be taught to go out and come in quietly and

respectfully, only to let the teacher know they are leaving and to ask peers what they have missed. Each student will have a shoulder-partner (the student sitting next to them at their desks) to refer to when they have missed instruction for some reason. This person will be able to tell the student where to find the proper materials and explain the instructions for the activity.

The school's emergency procedures/crisis plans are all explained in the school handbook and is always located in my emergency procedure drawer located right by the door.

- **Organize and manage instruction**

Students will be grouped for various activities and during different subject instruction. Students will be grouped by ability when the discipline calls for it, most prevalently in reading groups. They will also work in groups for group activities during science experiments and group projects as is called for. For the most part, groups other than ability groups, will be determined by the seating arrangement and the groups in which students already sit. These groups have already been carefully considered will be most easily utilized to create a harmonious group experience. Occasionally, as a treat, students will be allowed to choose their own groups so long as they work productively.

An interest and preference survey will be given to the students at the beginning of the year. This will help me get to know basic likes and dislikes of each individual student that I can build on throughout the year. Knowing what the students are interested in and what they prefer will help me develop a management system that will directly influence their motivation. I would not want to send a student to time-out in a different classroom if their best friend is in that classroom. This would not be a good motivator for the student to behave properly because they would like going to time-out in their friend's class.

The students will be engaged because we will do a lot of hands-on learning and there will be minimal down-time. Minimal down-time will reduce distractions and will help keep the students engaged.

- Develop and use a classroom management plan that provides clear expectations of student behavior, including appropriate responses to inappropriate student behavior

My theory of discipline is based on prevention. It is easier to prevent a behavior than to correct misbehavior. A firm set of rules and a clear set of expectations will be given to the students from the very beginning of the year. I believe that it is harder to add rules as the year goes by than it is to ease up on rules, so we will start the year with a very firm expectations and consequences. As soon as the students learn my expectations and how to meet them, we will not need as many consequences.

Rules will be established at the very beginning of the school year. I will be very strict and consistent at the beginning, with the possibility of lightening up as the school year progresses and the students understand the behavior expectations and routines of the classroom. We will develop our classroom rules together as a class. Coming up with their own rules will help the students remember them and it will create a sense of community because they have had a say in their classroom. Creating the rules will also elicit collaboration skills from the very start of the year and the students will start to understand the need for cooperation. Our rules will be based on respect and will include different ways to respect one another in our community of caring. The rules will be different every year depending on what the students come up with.

The overall discipline plan will match the misbehavior to the consequence. By making the consequence (and not punishment) match the misbehavior, the student will recognize why their poor choices are wrong. For example, if a student rips a book, they have to stay in for recess and help repair it. The Student Interest and Preference Inventory will help me make sure that the consequences for individual students are not something that the student actually enjoys doing. If the survey reveals that a student does not like going outside for recess, a consequence for their bad behavior will not be taking their recess away.

These rules will be enforced on a case by case basis because the consequence will have to match the misbehavior. I will also have a clip chart to track good and bad behavior. The students will each have a clip with their name on it. There will be a vertical chart with, starting from the top, purple, blue, green, yellow, orange, and red. All of the students will start in the middle of the chart, on green and throughout the day they can move up if they have shown positive behavior or down if they are misbehaving. There will always be an opportunity for the students to earn their way back to the positive colors but if they end the day on a negative color

a consequence will follow (a note home, etc.).

When implementing behavior management techniques, I will always approach a situation with caring a support and I will be especially aware of the cultural differences and special needs of my students in terms of behavior management. The area in which I [hope to] teach, there are many different cultures and new families to the United States.

I will take into account the cultural differences when reprimanding a student. There is a booming Korean population in Fairfax County and many times these students come from homes that encourage a different kind of respect toward teachers. This silence can be taken as a student ignoring the instructions or not participating when in fact the student is just showing respect the only way that they know how.

I will also keep in mind a student's special needs when reprimanding them. If a student is developmentally delayed, for example, it might not be appropriate to reprimand them for something because they do not know any better. A student with Tourette Syndrome might shout out or squirm around but they cannot be reprimanded in the same way as the students without this syndrome because it is involuntary and accommodations must be made.

Prevention is always the first line of defense for any type of misbehavior, but if prevention does not work and misbehavior start happening it is important to help the student get back on track. Minor misbehaviors can be ignored at first, so as to keep instruction going or to not acknowledge the behavior in hopes of it fading away. If the behavior is more serious, a private conference should be held as soon as possible after the misbehavior occurs. The student must acknowledge that their behavior was inappropriate and they need to explain how they will act appropriately in the future. Chronic and thorny issues should be approached with an intervention designed to help alleviate the student's reason for acting out. Observations should be recorded regarding these behaviors in case of a future need for child study or if the counselor needs to be brought in. If interventions do not work, the counselor or special education teacher will need to be consulted. The observations can be presented and a plan can be informally or formally developed with the counselor's or special education teacher's help.

Creating a community of caring is a great way to prevent problems from escalating into violence. If students feel safe and trustful of each other they will be more likely

to avoid problems, be able to deal with problems more effectively, and less likely to fight, both verbally and physically. Making sure that each student feels like they have something to contribute to the class and that they are safe to do so will create a harmonious environment. Respect will be taught early and often. I will collaborate with the school counselor to develop lessons regarding respect and caring.

Prevention will be the biggest part of my classroom management plan. Part of prevention is emphasizing the positive behavior from students, especially those students who have the most behavior issues, before bad behavior starts. By anchoring my behavior management in positive reinforcement, the misbehaviors will become less of an issue. Right from the start of the year, I will make sure to emphasize the students' positive behaviors in school and through their families. I will contact their guardians either with a phone call or a note about something positive their student has done. This will encourage the student to continue behaving appropriately and will make a strong connection with the family. Families can be great partners to have if any behavior issues come up later.