

CLASSROOM MANAGEMENT PLAN

Classroom Management - Aspire

Your Classroom Management Plan is YOUR MAP for how you will guide students to develop self-management skills in your classroom. This is **your own plan based on how you believe students learn best and based on your own developing style**. Rest assured that this is a “work in progress,” for you will revise your plan as you expand your professional reading, observe others, and gain more experience. You may be surprised, however, at how much thought and reflection this will involve.

Please be sure that your plan is clearly written and that **elements in your plan are consistent with each other**. Write your plan as if you were explaining it to a parent or an administrator (perhaps at the beginning of the year or during a job interview). This means that if you use educational terms, define them and translate what you say into regular talk. Give **specific examples of what you’ll do and say**. Most of all, your plan should reflect YOU! (If you find it necessary to make adjustments in order to be consistent with your supervisor’s style, that’s fine. Just be sure to explain.)

(Please be sure to answer each of the questions in the following sections.)

Include the following sections in your 6-8 page plan, in this order:

Welcome to my class!

Introduction: What might visitors see and hear in your classroom? What will learning in your class look like? What will it sound like? (1 short paragraph)

Who are they?

1. **Context (15):** INTASC Principle 5.36; TSPC Competency 2.1, 2.5)

How would you describe the student population and the setting of your pre-student teaching class (students’ ages, genders, learner characteristics, e.g., special needs, TAG, ESOL, diverse cultural and social backgrounds)? Your school population and setting? (socio-economic level [free & reduced lunches], cultural and social backgrounds, size, facilities, support personnel, etc.) The community? (socio-economic level, cultural and social backgrounds, size, etc.) This section will also meet a requirement for your Work Sample when you student teach. Please use pseudonyms. (Note: You’ll develop this in greater detail during your Equity course next term.)

How do students learn?

2. **Philosophy about how students learn (10):** (INTASC Principle 2.11 (developing))

What are your long-term goals for your students? How do you believe students learn best? What kind of classroom atmosphere do you want to create? How will you convey that *all* students can learn? Explain how an educational theorist has helped shape your philosophy. What should your role as teacher be? Define any terms you use. (Note: You’ll develop this in your Ed Psychology class. For this assignment, submit a summary that focuses on these questions.)

What do I expect?

3. Expectations for students (15): (INTASC Principle 5.36; TSPC Competency 2.2, 2.4, 2.8, 2.9)

What do you expect of students? What will be your “rules” (agreements, standards)? How will they be developed/introduced? What classroom procedures (routines) will you teach? (Give a specific example of one and how you’ll teach it.)

How can I help students be all they can be?

4. Relationships (15): (INTASC Principle 5.14, 5.21, 5.23; TSPC Competency 2.1)

How will you “set students up for success” (individually and as a class) to meet your expectations?

How will you set up effective teacher/student, student/student relationships in your classroom?

How can I let students know they’ve done well? How will I encourage them?

5. Reinforcement (10): (INTASC Principle 5.21, TSPC Competency 2.4)

How will you let students know they’ve met your expectations, agreements? How will you balance any extrinsic with intrinsic reinforcement? Explain.

What do I do now???

6. Monitoring & Follow-up (15): (TSPC Competency 2.6)

How can you be “proactive,” as J. Kounin has suggested? What will you do if students *don’t* do what is expected? What will be the consequences? How will you guide students to solve problems? How will you help students to succeed on their own?

What about Mom/Dad/guardians?

7. Parent involvement (10): (INTASC Principle 10.34; TSPC Competency 2.7)

How will you work *with* parents/guardians to promote the best in their children? How will you inform parents about their children’s successes and challenges?

What does my classroom look like?

8. Classroom arrangement (10): (INTASC Principle 5.36)

How will you arrange your classroom? How is it consistent with your philosophy and management plan? Include a diagram.