

## Introduction

This management plan is designed for use in a secondary English or foreign language classroom. It assumes that the students in the classroom are from a variety of socioeconomic and ethnic backgrounds and that there are a wide variety of personality types present.

As a teacher, my goal is to create a welcoming, community-like environment in my classroom in which all students feel safe, accepted, and free to contribute in their own ways. To do this, I will set basic guidelines and expectations for my students as far as classroom policies and procedures, but will also introduce ways for students to take ownership of what happens in our classroom and assume responsibility for their own behaviors, positive or negative. I will also work hard to establish good relationships with students' parents and guardians, because I believe that successful encouragement and intervention of student behavior is most effective when teachers and significant adults in a student's life work together.

I believe that my goals and procedures for classroom management are age-appropriate and fit with my teaching personality and abilities. On the following pages, I will describe the steps I will take to best prevent occurrences of inappropriate behavior in my classroom, as well as the methods I will use to deal with student problems when they occur. My prevention and intervention plans are based on current research in the areas of child development, social problems and classroom management. I will also explain why my management plan fits with my teaching personality and abilities. As well, I will list the tasks and materials that I need to have ready before the first day of school in order to implement my plan successfully. Finally, I will include examples of the forms and handouts I would use as a part of my management plan.

The Table of Contents below lists each section of my Classroom Management Plan, its location, and a brief description of what has been included.

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## ☀ Section I. Prevention of Behavior Problems

### Student Ownership

I believe that in order for students to choose appropriate classroom behaviors, they must feel that they have some kind of ownership in what defines appropriateness. They must also believe that these appropriate behaviors are important and valuable to themselves and to their peers. Students who believe that something is important or valuable will take care of it and often influence their peers to behave the same way. Therefore, it is highly important for teachers to foster a sense of value in their classrooms from the very first day.

The basic ingredient of value in a school is respect. In American culture – especially among those of low socioeconomic status – many people hold the opinion that in order to give another person respect, they must first be treated respectfully. Being treated with respect makes a person feel more comfortable, important, and most of all, valued. A person who is comfortable with his or her surroundings and feels that he or she is a valued member of a group is less likely to act out against objects or other people. Teachers demonstrate professionalism in the workplace by respecting the school’s administration, their colleagues, school policies, and the school facilities. Teachers must also extend this respect to their students. This includes such basic things as learning to pronounce student names correctly, listening and responding to student questions and concerns with seriousness, and never belittling or mocking students in any situation. Teachers can also demonstrate respect by enforcing school and classroom policies fairly and consistently, and by using “please” and “thank you” statements when enforcing these policies. Finally, teachers should show respect to their students by admitting when they have been wrong about something and should give students a sincere apology.

I also believe that while teachers may do an excellent job of demonstrating respectful behaviors to their students, it is equally important that classroom rules defining expectations for respectful and appropriate student behavior be taught and enforced consistently from the very first day. These expectations, besides those policies and procedures outlined in the school handbook, should include the following:

- (1) Racial slurs, sexual innuendoes and jokes, swear words, belittling or insulting statements and other words and comments deemed inappropriate by the teacher are not welcome in this classroom.
- (2) Students should demonstrate good listening behaviors to the teacher and to their peers. This includes open ears, an open mind, and eye contact.
- (3) Objects belonging to other students in the classroom may only be touched or used with the owner’s permission.
- (4) Objects in the classroom set out for student use, as well as materials loaned to students, should be treated with care.
- (5) Supplies designated for student use (notebook paper, Kleenex, pencils, pens) should be used economically so that there is always some available for all.

In my classroom, I will introduce these expectations in the form of a contract that students will sign as individual classes on the first day of school. This “Respect Contract” (Appendix, Figure B) will be displayed in my classroom in a visible area.

Respect – given by teachers and students both – is just one ingredient in preventing behavior problems. Students will also be given a sense of ownership in my classroom by being allowed to set forth guidelines for appropriate behavior during certain times. I believe that brainstorming together about appropriate behaviors prior to classroom activities such as discussions or group projects is an excellent way for students not only to be reminded of expectations, but also to have ownership as a class of what those expectations are. Students will also be given ownership of certain areas in my classroom. These will include:

- a storage closet, table or shelf where supplies students can use freely are kept,
- a “pride” bulletin board where they can display pictures of themselves, newspaper articles about themselves and groups or activities they are involved with or post assignments they have done well on,
- an informational bulletin board displaying school announcements, a calendar, the school lunch menu and any other appropriate reference materials distributed by the school,
- crates where students can store their folders and/or journals for use during class, and
- the classroom library.

## **The First Days of School**

On the first day of school, I will give my students a “tour” of my classroom and explain to them what areas of the classroom are designated for their use and how they should use them appropriately.

Besides creating a welcoming, respectful classroom atmosphere in which students feel ownership, there are some common sense things the teacher can do to prevent behavior problems. From the first day of school, teachers should get to know their students and learn what are students’ normal tendencies and attitudes. A new teacher can share her class list with her colleagues and learn about student histories from other teachers’ experience. Armed with this knowledge, teachers should keep their eyes and ears open in the school on a daily basis and be aware of changes in individual students; knowing what is going on among students and who is having problems with who can give teachers an idea of which students are having a bad day and may act out and which ones are likely to engage in inappropriate behaviors when in the same room with one another.

The way the classroom is arranged can have an effect on student behavior. Teachers should keep chronic student issues in mind when planning seating charts; students who are less disruptive should be placed in high-traffic areas such as the route toward the student supply area since they will be less likely to distract other students as they walk by. As well, students who seem to consistently cause disruption with a particular student or group of students should be placed apart from one another. Teachers should arrange desks so that they can easily circulate around the room while teaching to supervise students and reach each student’s desk in a matter of seconds. Finally, teachers should keep student desks as far away from non-student areas as much as possible so that students are out of reach of things that the teacher does not want them to be tempted to touch or look at.

Classroom procedures can also have an effect on student behavior. As the classroom teacher, I will introduce my students to the procedures necessary for daily success in my classroom and also to procedures necessary for school safety as related to my classroom (fire and tornado drills, bomb threats, etc.). When students know how to act in a particular situation, there will be less confusion and less chance that something inappropriate or even dangerous will occur.

I can also discourage inappropriate behavior by making sure the students in my classroom have something to occupy themselves at all times. When students enter my classroom, they will see a “start-up” activity posted on the board. This may be a short writing prompt or reading selection related to the day’s lesson, a brainteaser, or another activity. As a procedure in my classroom, students will know that when they enter my room, they are to quickly find their seats and necessary supplies and begin work on the “start-up” activity. I will also over-plan my lessons or have backup plans ready each day so that there is no student downtime. With things for my students to do at all times, I will not only use class time wisely but also ensure that they do not have time to find other, inappropriate things to do to keep themselves entertained.

A teacher’s attitude toward his or her students is a final method of discouraging inappropriate behavior. I believe in consistently looking forward to and expecting appropriate behavior from my students, even from those with chronic behavior problems. When adolescents see that they are labeled or recognized as “troublemakers” in the school, they may feel like that is all that their teachers and classmates expect of them; therefore, they may see no reason to change their inappropriate behavior. I recognize the ability of each person to make a daily decision to follow or not to follow classroom guidelines for respectful behaviors; therefore, I will not let a student’s misbehavior in the past cause me to expect only negative things from him or her in the future.

In summary, in order to prevent behavior problems in my classroom, I will concentrate on developing and consistently encouraging a classroom atmosphere based on respect. I will not only demonstrate respectful behavior by acting appropriately toward the school, my colleagues, and my students, but also will teach what defines respect and consistently reinforce my expectations from the very first day. I will also allow my students to set forth their own expectations for respectful behaviors when it is appropriate to the day’s activity. Finally, I will use common sense techniques such as advance planning for possible disruptions, thoughtful classroom arrangement, instruction and practice of important procedures, and constructive use of class time to discourage inappropriate behavior. Most importantly, I will expect only the best from each student and will not let their mistakes in the past influence my opinion of them in the future.

## ☀ Section II. Intervention of Behavior Problems

Because of my strong belief in an atmosphere of school respect, I strongly support a behavior intervention model called Love and Logic, developed by Jim Fay. Mr. Fay's "...background includes 31 years as a teacher and administrator, 20 years as a professional consultant and public speaker and many years as a parent of three children." Today, he is the author of more than 100 videotapes, audiocassettes, books and articles on parenting and discipline, and is "...internationally recognized as a speaker and consultant to schools, parent organizations, counselors, mental health organizations and the U.S. Military."

I was drawn to Love and Logic because of the way it reflects the "real world" experienced by adults. I believe that one of the purposes of middle and secondary school is to provide an environment in which students learn about the expectations they must face once they leave it behind. This philosophy allows children to grow through their mistakes but also to live with the consequences of their actions, just as adults in real world situations may make a mistake and learn from it, but must also deal with any consequences of what they have chosen to do. I also like the Love and Logic philosophy because it empowers adults and trains them to be more skilled in their interactions with children. The Love and Logic philosophy "...helps children develop and grow in a healthy way, provides them with confidence and dignity, and teaches them how to become more responsible." Finally, I like the Love and Logic philosophy because it gives a student a feeling of ownership in an intervention situation, although in reality the adult still holds the control.

The Love and Logic philosophy is based on only two rules:

### THE RULES OF LOVE AND LOGIC

#### **RULE #1:**

**Adults take care of themselves by providing limits in a loving way.**

- Adults avoid anger, threats, warnings or lectures.
- Adults use enforceable statements, rather than angry ones.  
*For example, if my students are being loud, I will say, "I will begin when everyone is quiet," rather than yelling, "You all need to be quiet now!"*
- Children are offered choices within limits.
- Limits are maintained with compassion, understanding or empathy.

#### **RULE #2:**

**Childhood misbehavior is treated as an opportunity for gaining wisdom.**

- In a loving way, the adult holds the child accountable for solving his or her problems in a way that does not make a problem for others.
- Children are offered choices with limits.
- Adults use enforceable statements, rather than angry ones.
- Adults provide delayed or extended consequences.
- The adult's empathy is "locked in" before consequences are delivered.

This intervention model fits for me at this point in my teaching career because I need an intervention model that is easy for me not only to learn and use, but also to be consistent with. Two rules, with basic techniques for following these rules that I have outlined and explained in the process below, are easy for me to learn and use. I like the way Love and Logic asserts that there are logical consequences that are established for each incident and type of misbehavior, and however much a student cajoles or pleads, the consequence does not change. This will be easy for me to use consistently and fairly because I won't have to look at each individual situation and think about the factors that were involved in it and then pass judgment; doing things that way might cause me to react more easily or harshly during separate occurrences of the same type of behavior. I also believe that Love and Logic fits with my personality and needs as a teacher and as an adult because it relieves me of the burden of "...anger, threats, warnings, or lectures." With Love and Logic, I have the opportunity to express my dissatisfaction with a student's behavior and present choices and consequences in a very basic, logical and effective way. Finally, I like the Love and Logic philosophy because it fits with my beliefs that students should be treated with respect and that positive expectations should be an important part of teacher-student interactions.

The following is the Love and Logic process, which I will use in my classroom to intervene with student behavior.

### THE LOVE AND LOGIC PROCESS

1. Shared control: Gain control by giving away the control you don't need.  
*Students are given a feeling of ownership in a situation by being presented with choices the adult in the situation can live with. For example, if a student in my classroom were to insult another student in my classroom and I believed an apology was in order, I might give him or her the choice of writing that student a formal apology for the insult or apologize to that other student in front of the class.*
2. Shared thinking and decision-making: Provide opportunities for the child to do the greatest amount of thinking and decision-making.  
*By being offered choices, the student must now weigh the pros and cons of each choice because he or she is, in essence, determining the consequence he or she will receive for the inappropriate behavior.*
3. Equal shares of empathy with consequences: An absence of anger causes a child to think and learn from his/her mistakes.  
*By reducing the amount of anger in a situation, students realize that the adult still values them as a person but does not value the inappropriate behavior. Students become less defensive about their behavior and because of this may have more opportunity to reflect on why what they did was wrong.*
4. Maintain the child's self-concept: Increased self-concept leads to improved behavior and improved achievement.  
*Students should not be belittled or ostracized for their inappropriate behavior. Instead, they should be reminded that although they may have made a mistake, they are still a valued member of the classroom community. Teachers should look for opportunities to praise students when they are modeling good behaviors, and should also hold positive expectations for all students.*

I have personally seen the Love and Logic process work in my student teacher assisting placement at Muskegon High School. I have used it to encourage productive behaviors during classroom work time; for example, when confronting a student who has put aside his or her pencil and supplies and is preparing to take a nap instead of doing the assignment, I might tell him or her, "Right now our class is working on this assignment. You may either finish the assignment I just passed out to all of you, or you may open your literature book and read the story from yesterday." This allowed the student to feel some control in the situation but also got them back to work instead of packing up, which is what I wanted to happen.

Of course, I realize that some student behaviors are so extreme that they cannot be reacted to by simply giving a student a choice. With behaviors such as fighting, bringing weapons or drugs to school, harassment, or the use of extreme racial or sexual language purposely used to hurt someone, there may be set consequences set forth in the school handbook as to what the immediate consequences of these behaviors will be. In essence, the choice for these behaviors is given with the distribution and explanation of the school handbook: "Choose Behavior X and you will receive Consequence Z." As well, I may have students in my classes who refuse to choose either of the options I give them. For the first instance of refusal, I will ask the student to leave my classroom (or go to a "detention corner" of the room, depending on my classroom's location in the building and what is available) and fill out a Behavior Management Form (Appendix, Figure B). This form asks the student to list their wrong behavior, consider what he or she wanted when doing the wrong behavior, explain what he or she should do the next time, and finally, apologize to the person(s) (including the teacher if applicable) he or she wronged by behaving inappropriately. The student may not return to class until the form has been completed, and he or she may not return to his or her desk until the teacher has looked over the form and approved it. The form will be stored in the teacher's student records. A second occurrence of the wrong behavior will result in a detention and a phone call home. A third occurrence of the wrong behavior will result in a student-parent-teacher meeting to discuss the student's behavior and formulate a plan for improvement.

The Love and Logic philosophy is something that I know I can easily put to use consistently in my classroom. It fits my personal beliefs about what encourages positive student behavior because it allows a teacher to respectfully confront students who are exhibiting inappropriate behaviors, gives that student ownership in the situation while getting the results from him or her I want, and also asserts that teachers should continue to have positive expectations of their students after incidents of misbehavior because students can learn from their mistakes.

## ☀ Section III. Preparation and Materials for the First Day of School

### Materials to Gather

pens	stapler	rocking chair/stool
pencils	staples	dry erase board pens/chalk
colored pencils	push pins	notebook paper
markers	paper clips	folders
highlighters	Scotch tape	white copy paper
rulers	masking tape	computer
scissors	file folders	printer
glue	single hole punch	printer ink refills
yarn	three hole punch	computer disks
construction paper	book ends	CD player
poster board	bean bags/pillows	CDs
books for class library	3-ring binders	baskets/boxes for storage
classroom decorations	dictionary	thesaurus
local phone book	MLA style book	rhyiming dictionary
permanent markers	Spanish/English dictionary	Spanish verb book
overhead transparencies	overhead markers	bookmarks
stickers	lesson plan book	gradebook/computer grading program
yardstick	copy of school planner	copy of school handbook
clipboards	cleaning supplies	medical supplies (for teacher)
crates	wall calendar	desk calendar

### Things to Do

- attend any school or district new teacher orientation programs
- discuss my class list with several of my colleagues and learn in advance about my students
- familiarize myself with school policies and procedures so that I can recite them without referring to the school handbook
- arrange and organize student desks, the teacher's work area, the class library, and class storage areas
  - \*\*\*make sure there is enough seating to accommodate the number of students in each class
- prepare an area for students to turn in work
- prepare an area for quiet student reading
- prepare an area for storage of student notebooks and/or journals
- continue to search for books for the classroom library in thrift stores, at garage sales, and bargain bookstores
- decorate the classroom walls and bulletin boards
- write a letter introducing myself and the beginning of the year's activities to my students and their parents or guardians (make sure to include personal contact information)
- look over class textbooks and make notes about book conditions
- create and update a class website
- make sure any computer/technology and other equipment provided by the school is functioning; request repairs if necessary
- inspect the classroom furniture and structures for damages and request repairs if necessary
- list student names in the gradebook and on student information forms
  - \*\*\*use pencil if using a written gradebook, as there may be changes in the first few days of school
- meet with colleagues to discuss the year's curriculum and begin lesson planning
- make copies of any worksheets, handouts, etc. necessary for the first few weeks of school
- prepare a letter and folder for a substitute teacher

## Section IV. Additional Practices, Methods, and Activities

### **Student Information Forms**

For each student in each of my classes, I will prepare a student information form that will be printed on sturdy paper (Appendix, Figure C). These forms will be arranged alphabetically by last name in a binder, and there will be one binder for each class. I will use these information forms to store information about my students such as their first and last names, parents' or guardians' names, contact information (address and phone number), and information about their interests and personalities. On the back side of this form, I will record dates and times I called a students' parents or guardians and what the subject of the conversation was. I will also use the back side of this form to record incidents of student misbehavior and what was done about it. After these information forms, I will store additional student information such as IEPs or teacher-student contracts, if necessary.

### **Student Surveys**

At the beginning of the year, I will ask students to complete a short survey about themselves (Appendix, Figure D). This survey will gauge their interest in and experience with the subject matter of my class as well as help me to learn more about their personalities and interests. I will collect these surveys from my students and keep them in my binders along with their Student Information Forms.

### **Communication with Parents and Guardians**

At the beginning of the school year, and at appropriate times of the year (such as the start of a new unit), I will send letters home to my students' parents or guardians (Appendix, Figure E). I think it is extremely important to keep parents updated with what is happening in my classroom and to give them the information necessary for them to contact me if they have questions. I want to invite parents to ask their students about what they are learning, and also give them an idea of what my students will be expected to accomplish in the next few weeks of class. Another way I will communicate with my students' parents or guardians is through phone calls and/or e-mail. I do not want to call home only when students are doing poorly in class, but also when students have done something unique or positive.

### **Helping the Substitute**

There will inevitably be a time when I must invite a substitute teacher to take over my classroom. To prepare for such a situation in advance, I will prepare a folder for the substitute that contains the day's lesson plan, a class list and seating chart for each class, as well as a form letter explaining basic school rules and classroom policies and what the day's schedule will be (Appendix, Figure F). I may also mention the special needs of specific students if appropriate. I believe that doing this will help the substitute to be more prepared for taking over my classes.

### **Leadership-building and Cooperative Games and Activities**

In my classroom, on certain days I may ask students to participate in leadership-building and cooperative games and activities. These may include ice-breaking activities to get students to know one another, brain-teasing activities and projects to encourage leadership and cooperation, or other related activities. All sessions of leadership-building and cooperative games and activities will begin with a brainstorming session to explain and develop rules of behavior for the activity as well as a reflective piece at the end, which might include writing, large-and/or small-group discussion. I believe involving students in leadership-building and cooperative games and activities helps students to learn more about one another and about their own abilities, as well as build a community of trust and support among them.

### **Lesson Planning**

While my most important goal will be to develop lessons that are in alignment with state and district academic standards for my content area, I will also be working to develop lessons that help me with good classroom management. I can discourage inappropriate behavior by making sure the students in my classroom have something to occupy themselves at all times. When students enter my classroom, they will see a "start-up" activity posted on the board. This may be a short writing prompt or reading selection related to the day's lesson, a brainteaser, or another activity. As a procedure in my classroom, students will know that when they enter my room, they are to quickly find their seats and necessary supplies and begin work on the "start-up" activity. I will also over-plan my lessons or have backup plans ready each day so that there is no student downtime. With things for my students to do at all times, I will not only use class time wisely but also ensure that my students do not have time to find other, inappropriate things to do to keep themselves entertained.

### **Recognizing Diversity**

Something that is very important to me is recognizing diversity in my classroom. I believe in teaching and modeling tolerance as well as providing students with information that helps them to recognize and appreciate diversity in our community and world. I will do this not only by teaching a variety of literature in my classes from various cultures and world nations in support of the school's curriculum, but also by asking that students complete several diversity-related assignments that ask them to think about and reflect on diversity issues and experiences. For example, I would ask students to complete an immersion project in which they voluntarily elect to participate in an experience that exposes them to a culture or worldview different from their own. Students might choose something as simple as eating at a certain authentic ethnic restaurant, attending a community culture festival, or attending a religious service of a religion different from their own beliefs. Students would be required to write about their experience: why they chose to immerse themselves in that particular experience, what they assumed it would be like beforehand, what happened during the experience, what they have learned from it, and what they would want other students to know about that culture or worldview if that other student was preparing to go through the same experience. Students would share their experiences and advice with the rest of the class. By doing assignments like this, I believe that students will learn to appreciate differences more and also learn coping skills that help them to react more confidently and positively when in a situation that forces them out of their comfort zones.

### **Collecting and Returning Student Work**

In my classroom, I will have procedures in place for the collection and returning of student work. For each class, I will have a crate set up filled with file folders. Each of these folders will have a student's name on it, and will be arranged in the crate in alphabetical order. The teacher will also have a file folder in each crate, kept in front of the students' files. To hand in work, students will take their assignment to their class crate and stick it in the teacher's file. Upon correcting the work, the teacher will place the graded assignments in the students' individual files. The teacher will periodically remind students to "check their mail," which students will learn means to look in their folder and remove any corrected work they find there.

### **Classroom Library Procedures**

As a language teacher, I recognize the importance of having a classroom library. In my classroom, students will have the opportunity to select and check out books for assignments and for free reading. Next to the classroom library, I will keep a clipboard and pencil on which a student should list their name, the date, and the name of the book they are checking out in order to remove it from the classroom. While this procedure is basically built on the honor system, I believe that by filling out something before removing the book, it will remind students that the books are only on loan. Most importantly, it will give me a working list of what books are out and who has them.

### **Preparing for Parent-Teacher Conferences**

Before parent-teacher conferences, I will want to have information prepared for parents or guardians to view about their particular student. This will include a printout of each student's history thus far from the computerized gradebook (if applicable) or a list of current student grades and the written gradebook so a list of poor or missing assignments can be made during the conference. I will also want to bring along my student information binders so that I can update or add any parent contact information, as well as discuss incidents of inappropriate behavior with the parents that I have logged on their student's information card.



## ☀ Section V. Self-Evaluation

I believe that it is extremely important that, at various times through the year, I evaluate my overall system of classroom management and make changes if necessary. By dealing with student behavior on a daily basis, I will have an idea what consistently works and what may need some tweaking to be more effective. I will want to keep in mind individual student needs and reactions to the current system when doing this. For example, if one consequence for inappropriate behavior works well for all students except one or two, I may want to keep that consequence in place but evaluate what changes should be made to it when dealing with the one or two students that are an exception to the trend. However, if one consequence only works well for one or two students and does not work for the rest of the class, I may want to keep that consequence in place for those few students and make changes to it for the majority.

After the first two or three weeks, and then after each marking period, I will want to sit down and formally evaluate my classroom management system. When evaluating my system of classroom management, there are some questions I will want to answer. To answer the following questions, I will reflect on them through writing. I will keep these written evaluations in a file to review at the end of the school year. These will help me to see my progress and also to know what changes should be in place at the very beginning of the next school year.

- How have students reacted to my classroom management system?
- How have parents reacted?
- How have other teachers and the school administration reacted?
- Are my rules and expectations realistic? Are they fair?
- Do I have too few rules? Too many?
- Do my rules and expectations mirror the goals and vision of the school and district?
- What rules and policies are most difficult for students to follow?
- Is my classroom atmosphere the way I envisioned it would be at the beginning of the year? Why or why not?
- Is there something I should change about my classroom to encourage better behavior/reduce temptation?
- Am I being consistent and fair when enforcing rules and policies?
- Have I provided students with enough training and practice on classroom rules and policies? What more do they need?
- Do I have any students I believe would benefit from a special evaluation and/or IEP? How should I take action on this?
- What do I envision my classroom will be like at the point of the next marking period?

Once determining that there may be a problem with a particular rule or policy, I may want to ask my students to help me evaluate it. I would do this by giving them a writing prompt about the rule or policy that has them judge it, then asks them to offer suggestions to change or modify it. I would read over their evaluations, and if appropriate, use some of their suggestions to make the rule or policy more suitable to their needs.

I not only value my own opinions about classroom management, but also those of my students, the school administration, my colleagues, and my students' parents or guardians. Besides formally evaluating myself, I will ask my students to do an anonymous evaluation of me at the end of each semester (Appendix, Figure G). In these evaluations, I will ask students to write which rules and policies are most difficult for them to follow and why, if they think the teacher is fair, if they think the teacher is consistent, if they believe the teacher shows respect for them and interest in them, what they liked most/least about the past semester, and something that the teacher should start doing, stop doing, and change. I will read over these student evaluations and take them very seriously. If I see a good idea among them or a trend among student opinion that indicates something should change, I will use this information to modify my classroom management system if appropriate.

Utilizing my administration is another way to evaluate my system of classroom management. While, as a new teacher, I can expect the building administrators to periodically evaluate me by observing my classroom and then to discuss these evaluations with me, I will want to approach them for help and advice when faced with a difficult situation or when I am feeling unsure about making a particular change. I may also want to invite them in to observe a particular class outside of their scheduled observations and then help me to evaluate myself and make changes if the situation calls for it. The experience and support of my building administration is invaluable, and utilizing their help and advice will only aid me in becoming a better teacher.

I will also want to utilize the help and advice of my colleagues. By sharing my class lists with experienced colleagues before the start of the school year, I may learn invaluable information about my future students as far as home life situations, possible behavior problems, and special student needs that will help me to prepare in advance for any difficulty. My colleagues can also help me to brainstorm possible issues with the arrangement of my classroom, and can give me hints and suggestions that will make my job easier and myself a more effective teacher.

Finally, I will want to take into account suggestions and compliments from parents. While I will not necessarily solicit a formal evaluation of my classroom from my students' parents or guardians, I will listen sincerely to their suggestions and compliments and take note of them so that I can add them to my sessions of formal evaluation.

By completing scheduled self-evaluations and by utilizing the opinions and suggestions of my building's administration, my colleagues, my students, and their parents or guardians, I will have compiled a great amount of information that will help me to better evaluate my system of classroom management and affect positive changes in my classroom.

## ☀ Section VI. Interview Questions and Responses

The following are possible questions about my system of classroom management I might receive in an interview situation.

**– What is your personality as a teacher?**

As a teacher, I recognize that various classroom situations call for an ability to change in attitude. During instructional time, I am more formal with my students in our interactions and will be very strict about classroom policies and procedures. I believe that my modeling seriousness, I am demonstrating to my students that what I am teaching is important and is something that they should take seriously. However, in order to keep students engaged, that seriousness must be combined with good humor and enthusiasm. Joking (not sarcasm) and dramatic speech and actions at times when it is appropriate helps a teacher to bond with students and demonstrates to students that their teacher is a human being while capturing student attention.

**– We use [System X] as a school-wide behavior management philosophy and plan. This does not follow the model you have presented here. How would this affect you as a teacher in our building?**

What is most important for students is consistency in school rules and procedures and in the way those procedures are enforced. I would want to learn as much about [System X] as possible and then use that system in my classroom in order to provide that consistency for my students and give them situations they are used to. However, if I found that certain aspects of [System X] were not working for me as a teacher, I would want to meet with my school administration to assess my needs and my students' needs and help me to find ways that both support [System X] and also work in my classroom.

**– What do you need from your colleagues to support your system of classroom management?**

I definitely expect support and encouragement from my colleagues. I hope that my colleagues, although my particular system may be different from their own, would support my decisions in the face of student complaints. I would also hope that they would come to me with suggestions and ideas based on what they learned from students or parents or observed on their own, and would provide me with suggestions and ideas when I asked. I would hope for them to provide me with encouraging words and positive comments; this will support the confidence that I need as a new teacher. Finally, I would expect consistency from my colleagues in the area of enforcing school-wide policies and procedures.

**– What do you need from the school's administration to support your system of classroom management?**

From the school administration, I also expect support, encouragement, and consistency just as I would from my colleagues, though on a different level. In terms of support, I hope that they will provide me with sessions of professional development that will help me to learn more about the school's philosophy of classroom management and about the special needs of the students at our school. I also want them to support me by backing up my decisions to parents and to my colleagues when it is appropriate. Next, I expect them, when they evaluate me, not only to point out what they would like me to change through constructive criticism but also to encourage me by telling me what they enjoyed. Finally, I would expect them to be consistent in enforcing the school-wide policies and procedures that they put into place. In addition to these three things, I hope that my school's administration will put its trust in me and in the observations I have reported to them about incidents of student behavior.

**– How would you deal with an angry parent?**

How I dealt with an angry parent would depend on how that parent was expressing his or her anger. I do not expect to take verbal abuse or insult from an angry parent, and facing that would remove myself from the situation as quickly and as professionally as possible. In a phone conversation, I might say, "Mr. Smith, I realize you are upset about this situation, but your language is making me feel uncomfortable. Either you will agree to continue our conversation without using these types of words, or I will be forced to hang up the phone." Upon needing to hang up on a parent or guardian, I would report the incident to my building's administration and solicit their advice as to how to rectify the situation. In a face-to-face situation, I would give the parent the same style of warning, and would walk away if the abusive behavior continued. I would also report the incident to the administration. In dealing with an angry parent who was willing to communicate in a mature manner, I would definitely want to hear their views. I would want to give that parent time to express their feelings and opinions, and then would explain to them what the decision was that I made and the reasons behind that decision. How we then dealt with the situation would depend on the seriousness of it. At times I might be willing to compromise with the parent and change my initial decision. At other times I might feel that it is necessary to stand by my first assessment of the situation and

what choice I made. In this case, if the parent did not yet agree, I would want to set up a meeting between the parent, the administration, and myself, and then would follow whatever decision was reached in that meeting.

The following are questions I would want to ask my interviewer.

- **Do you have a support/mentoring system or orientation program in place for new teachers at your school?**
- **How will you educate me about school policies and procedures? What professional development sessions can I look forward to that will help me become a more effective teacher at your school?**
- **Are acts of violence or intolerance common at your school? What security procedures do you have in place to prepare for incidents of violence?**
- **What are the demographics of your school? What are common student needs?**
- **How do you promote a sense of school spirit and community at your school?**

## **Section VII. Appendix**

On the following pages, you will find samples of forms, letters, and surveys that I will use as a part of my classroom management plan and have discussed in previous sections.

**Figure A. Respect Contract**

**Figure B. Behavior Management Form**

**Figure C. Student Information Form**

**Figure D. Student Survey (Beginning of the Year)**

**Figure E. Sample Letter to Parents and Guardians**

**Figure F. Letter to the Substitute**

**Figure G. Teacher Evaluation (Completed by Students)**

## **Contract for Respect**

*We the undersigned, members of Miss Morse's \_\_\_\_\_ Hour, agree to the following rules for showing respect in our classroom. By signing, we agree that these rules are important for our class because they will help us not only to show respect to others but also for us to feel respected ourselves. By signing, I agree to do my part to follow these rules and to encourage my classmates to follow them.*

- (1) Racial slurs, sexual innuendoes and jokes, swear words, belittling or insulting statements and other words and comments deemed inappropriate by the teacher are not welcome in this classroom.
- (2) Students should demonstrate good listening behaviors to the teacher and to their peers. This includes open ears, an open mind, and eye contact.
- (3) Objects belonging to other students in the classroom may only be touched or used with the owner's permission.
- (4) Objects in the classroom set out for student use, as well as materials loaned to students, should be treated with care.
- (5) Supplies designated for student use (notebook paper, Kleenex, pencils, pens) should be used economically so that there are always some available for all.

*Signed,*

## Behavior Management Plan

**Directions:** Fill out this behavior management plan as completely and with as much sincere thought as possible.

When you are finished, return to the room and wait for further instruction from the teacher before returning to your desk.

**Name** \_\_\_\_\_

**Date** \_\_\_\_\_

1. What were you doing?

2. What did you want when you were doing that?

3. What could you have done instead?

4. What do you plan to do the next time this situation occurs?

5. On the back of this sheet, write an apology to whomever you hurt, offended, disobeyed, etc. (Was it to one person? A group of people? The whole class? The teacher?) You may have to write more than one.

## Student Information

Name: \_\_\_\_\_ Hour: \_\_\_\_\_

Parent(s)/Guardian(s):

\_\_\_\_\_ Relationship: \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_

Telephone Numbers: Home \_\_\_\_\_ Work \_\_\_\_\_

E-mail: \_\_\_\_\_

\_\_\_\_\_ Relationship: \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_

Telephone Numbers: Home \_\_\_\_\_ Work \_\_\_\_\_

E-mail: \_\_\_\_\_

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**Student Interests and Notes about the Student**



# Student Survey

Welcome to my classroom! I've already introduced myself to you; now it's your turn to introduce yourself to me. Complete the survey below by answering the following questions. Your answers will not be shared with your classmates. However, if you don't want to answer a question, or if you have no answer, please write "No Response."

What is your name?

What do you like to be called (nicknames)?

Do you have any brothers or sisters? What are their names and ages?

Have you always lived in \_\_\_\_\_? Where else have you lived or visited?

Do you do anything outside of school? (Sports, clubs, activities)

What are your interests and hobbies?

Do you have any talents? (It's okay if they are unique, weird or funny).

When is your birthday?

What is your favorite color?

What is your favorite song or music artist?

What is the last book and/or magazine you've read?

What do you expect to learn this year in \_\_\_\_\_ class?

What are you looking forward to?

What are you not looking forward to?

What do you think you will need help with?

## Welcome to my classroom!

Today, (day and date), you will be supervising my \_\_\_\_\_ classes. In this folder, you will find lesson plans, a class list, and seating chart for each class, as well as the locations of the particular supplies you will need to complete each activity. Please mark attendance on the class list and leave it in this folder.

The basic rules I ask my classes to follow deal with respect. They are as follows:

- 1) Racial slurs, sexual innuendoes and jokes, swear words, belittling or insulting statements and other words and comments deemed inappropriate by the teacher are not welcome in this classroom.
- (2) Students should demonstrate good listening behaviors to the teacher and to their peers. This includes open ears, an open mind, and eye contact.
- (3) Objects belonging to other students in the classroom may only be touched or used with the owner's permission.
- (4) Objects in the classroom set out for student use, as well as materials loaned to students, should be treated with care.
- (5) Supplies designated for student use (notebook paper, Kleenex, pencils, pens) should be used economically so that there is always some available for all.

My students are used to these rules and are expected to be on their best behavior at all times. This school requires that students \_\_\_\_\_, and they should be expected to follow these policies as well.

(May add important information specific to classes or students here).

Please make note of anyone who gives you trouble and I will deal with them when I return.

If you have any questions, concerns, or comments, \_\_\_\_\_ in Room \_\_\_\_\_ and \_\_\_\_\_ in Room \_\_\_\_\_ are close by and should be able to assist you. You can also call the Main Office at extension \_\_\_\_\_.

I hope that you enjoy your day in my classroom. Thank you in advance.

Sincerely,

Miss Morse

## Teacher Evaluation

**Do not write your name on this evaluation form!** This evaluation is to help Miss Morse learn what you think about her class, and for you to give her suggestions that will help her to be a better teacher. Please answer the following questions as completely and honestly as possible. Your answers will not affect your grade in this class in any way.

Which rules and policies in this classroom are most difficult for you to follow? Why?

Is Miss Morse fair and consistent when enforcing classroom rules? Why do you think so?

Does Miss Morse show respect for you and interest in you? Please give one example to support your opinion.

What did you like most about this past semester? What did you like the least?

What is something that Miss Morse should...

...start doing?

...stop doing?

...continue?

**Thank you for your help in completing this evaluation. Please return your evaluation to the yellow envelope at the front of the room.**