

Classroom Management Plan

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Manchester College

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### Abstract

After researching the teaching philosophies of theorists Alfie Kohn, Rudolf Dreikurs, Fred Jones, Harry and Rosemary Wong, Richard Curwin and Allen Mendler, Jacob Kounin, Spencer Kagan, and Marvin Marshall, I have formed my own teaching philosophy in terms of classroom management. I have taken ideas each of these theories to form my own theory and have sorted the information into three main categories. I believe in showing students that I care about them and their success, using basic classroom management techniques, and helping students to learn a life skill that they can use years after being in my classroom. In order to fully understand my classroom management philosophy, I have also included a brief description of myself and my past experiences with teaching, so as to help describe how these experiences have shaped my outlook on classroom management techniques. I credit Mrs. Susan Griffey and Mr. Steven Bowman with these experiences. Without the concepts of these theorists and past cooperating teachers, my classroom management philosophy would not be as effective as I now believe it to be.

## **Philosophy of Classroom Management**

I am very excited to become a teacher soon. I have spent many hours researching, discussing, and experiencing different ways to manage a classroom. Manchester College has given me the opportunity to focus a lot of time on developing my own philosophy of teaching and how I will manage my own classroom. I will incorporate my personality into my classroom, while focusing on concepts from theorists Alfie Kohn, Rudolf Dreikurs, Fred Jones, Harry and Rosemary Wong, Richard Curwin and Allen Mendler, Jacob Kounin, Spencer Kagan, and Marvin Marshall. Each of these theorists' concepts can be divided into three main categories: how I will care for my students, how I will use basic classroom management techniques, and what students will take away from my classroom years after being one of my students.

I consider myself to be outgoing, charismatic, concerned about others, and dedicated. I enjoy trying new activities and learning from others. I can be really funny or really serious, but most importantly, I know when each characteristic is appropriate for a given situation. I typically put others first, and when I am teaching, I will put my students first when it comes to their success. I consider myself to be very dedicated to what I do. I do not commit to something that I know I cannot truly put all of my best effort into. I will be a very dedicated teacher. Because of my personality, I have what it takes to be a great educator.

Over the past four years at Manchester College, I have had many different experiences when it comes to seeing various classroom management techniques. In my first field experience placement at Shawnee Middle School in Fort Wayne, IN with Mrs, Susan Griffey, I learned a new classroom management technique. At the end of each period, she would make an announcement to check that each student had placed homework in the homework box, had turned in any class work, and had an idea of what the next day's lesson would be about. By

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reminding her middle school students to turn in homework, she eliminated the excuse for students not knowing it was to be turned in. However, students in her class were also not being taught independence. I can use her technique for telling students about the next class period, but I do not believe in constantly reminding students to turn in homework because I believe in promoting responsibility. When I was observing Mr. Steve Bowman at Manchester High School in North Manchester, IN, I learned another management technique. He had really great visuals on his walls that helped remind students of basic phrases and grammar points. Sometimes teachers have posters that represent the culture or a landmark in the target culture's country, but are they really helping students learn and are they promoting understanding of the content? I appreciated how helpful, but basic his visual aids were. I also took from Mr. Bowman's class a useful way to record student's participation points. At the beginning of the school year when students fill out an information card, he also has them do one for class participation points. This card has a chart for the semester, divided into weeks. He keeps the participation cards on his desk and whenever he asks the class a question, he refers to the participation cards. Whichever student's card is in front is the student that answers the question. If the student answers, he simply makes a tally mark in the week's space then places the card at the end of the pile. If the student refuses to answer, he puts an 'X.' If the student was absent when his or her card was pulled, then he would write 'AB.' This technique covered many classroom management techniques. It displayed even participation instead of calling on the same students, the concept of student involvement in the classroom, and a motivation for students to try a new concept. Students did not worry about being embarrassed of a wrong answer or be afraid their grade will suffer from a wrong answer. Between Mrs. Griffey and Mr. Bowman, I have learned more about myself as a teacher and how I want to manage my future classroom.

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One of my management techniques will support my belief in caring for my students. I believe that showing students that they matter can really go a long way when I want them to do their best and respect me. I believe that showing respect for students, giving feedback, and working with students are three great ways to show students that I care. Showing respect for students is a concept from Alfie Kohn (Charles, 2011, p. 77). Kohn (2011) states that “students behave more respectfully when important adults in their lives behave respectfully toward them” (p. 77). If they feel as though they are cared about, they will be more apt to care about others. I want my students to respect each other, the culture we study, the language we study, and any other differences our classroom discusses. Along with this idea comes the importance of feedback. Feedback, when used frequently, “offers students more information and reduces the amount of time they practice making errors if their performance is incorrect” (Emmer & Everston, 2009, p. 48). If I give my students feedback soon after an assignment is turned in, I am showing my students that I care because I am letting them know how they are doing in a timely manner. Never showing students how they are doing displays ignorance on the teacher’s part, in my opinion. Alfie Kohn takes feedback as a way to “write a comment – or, better, sit down and talk with them [the students] – as often as possible to give them feedback” (Kohn, n.d.). Another way for me to show my students that I care is to work with students versus doing something to them. Kohn speaks about how “students who see themselves as doing an assignment in order to receive a gold star, an A, or an award are actually less likely to develop an interest in the subject matter or to challenge themselves to do their best” (“Alfie Kohn - teaching - lecture topics,” n.d.). By offering a reward system, students are doing the activity for the reward, not the benefit of the knowledge. In order for students to become productive adults, training them as young adults that rewards are a result of completing expectations is not productive.

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I believe in a varied pattern of classroom management techniques in order to provide students with a voice and active involvement in the classroom, beneficial procedures, meaningful lessons, and a teacher that can manage the whole classroom. When students have a choice in the classroom, they are more apt to participate and feel as though their voices are being heard.

Rudolf Dreikurs is a theorist that follows the idea of student choice. He describes a democratic classroom, in which, “learning occurs best” and the classroom promotes “a sense of belonging and help[s] students acquire self-discipline” (Charles, 2011, p. 70). In this type of classroom, “students participate actively in class decision making and are treated as social equals by their teachers” (Charles, 2011, p. 70). I would like students in my classroom to participate freely and willingly and be able to add suggestions. However, students will not be making their own consequences, as this could lead to further classroom management conflicts. Fred Jones, another theorist that pushes student choice, thinks of discipline as a way of stressing student involvement. He believes the a classroom should be structured to “encourage attention, active involvement, and responsibility” (Charles, 2011, p. 134). If I were to implement this model, I would use an effective seating arrangement and establish clear routines. For any classroom to run smoothly, routines and procedures must be very easy to follow and clearly stated. One of the most well-known theorists for procedures is Harry K. Wong and Rosemary T. Wong. They go so far as to say that “the number one problem in the classroom is not discipline; it is the lack of procedures and routines” (Wong &Wong, 2009, p. 165). If a teacher implements procedures, students know what is coming and are not given surprises, which is a common origin of misbehavior issues. In order to be an effective teacher, I will “teach students how to responsibly follow procedures” instead of being an ineffective teacher that “use[s] controlling tactics to coerce the students into compliance” (Wong &Wong, 2009, p. 165). I will have procedures

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posted in my future classroom for how to begin a period, how to turn in student work, how I will handle absences, what the expected behavior is during cooperative learning, and how to end the period or the dismissal procedure. Once students are aware of my procedures, they should also be aware that I believe in relevant and meaningful lessons. Richard Curwin, Allen Mendler, and Brian Mendler all strongly believe in this type of teaching and its effectiveness, especially for students who are at risk of failure and may be likely to drop out of school (Charles, 2011, p. 226). Their theory stems from the idea that students misbehave simply to fill their hunger for attention because someone has damaged their sense of dignity (Charles, 2011, p. 226). In my future classroom I will make learning fun and try my best to ensure that students can be good at learning through creating relevant and meaningful lessons. I can do this by “encourage[ing] students to use different ways of thinking, provide for various learning styles and sensory modalities, allow for creativity and artistic expression, and use grading systems that provide encouraging feedback without damaging students’ willingness to try” (Charles, 2011, p. 226). By displaying all of the above teacher qualities and classroom management techniques, I am following part of Jacob Kounin’s concept of teacher ‘withitness’ (Charles, 2011, p. 67). This term refers to a teacher that is aware of his or her surroundings in the classroom, an awareness that is essential for a well-behaved class. Teachers with a higher level of withitness are able to “monitor and interact with groups of students doing independent work even while teaching lessons to smaller groups” (Charles, 2011, p. 67).

Years after leaving my classroom, I want my students to be able to remember something. I want them to take away from my classroom a meaningful life lesson that they can use for the rest of their lives. In order for this to occur, there will be specific actions or concepts that I will strive to instill into my lessons. In my classroom I will aim to train my students with life skills,

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not just content knowledge. This concept is supported by Spencer Kagan's theory about learned responsibility, a concept that describes the "desire to behave appropriately, which students acquire by practicing self-management and the skills of getting along with others" (Charles, 2011, p. 158). Kagan strongly believes in setting classroom structures that support long-term success, promote life skills, and avoid failure or embarrassment (Charles, 2011, p. 162-165). If I can teach my students how to have long-term success, use life skills, and to avoid failure, I will be helping them set themselves up for success after they leave my classroom. I am responsible for teaching students to be responsible adults, not just to be 'good at Spanish.' In order for students to understand the importance of life skills, I must show them that responsibility is more important than being 'obedient' to someone. This idea closely aligns with Richard Curwin, Allen Mendler, and Brian Mendler's theory again, this time concentrating on the responsible thinking process (Charles, 2011, p. 228). If a student is being responsible, he or she is making positive decisions; if a student is being obedient, he or she is just following orders or directions. My students will learn how to be responsible for their actions and think about their behavior. No student should do something or behave a certain way just because he or she was told to. The responsible thinking process "is not designed to control behavior, 'change' students, keep students 'in line,' or maintain an orderly class" (Charles, 2011, p. 228). The process' intent is to "cultivate respect for oneself and others, combined with a pervasive sense of responsibility for one's actions" (Charles, 2011, p. 228). With this process in place, "classrooms acquire a climate of respect, discipline problems decline, and academic learning and positive human relationships improve" (Charles, 2011, p. 228). If I use this model, my students should be more respectful, not have as many discipline problems, have higher grades, and have better relationships with others. I strongly agree in making students more responsible for their actions, a similar theory to

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Curwin, Mendler, and Mendler, described by Marvin Marshall. He stresses the idea of raising student responsibility in order to help teachers and students alike understand that classroom management is the teacher's job, but discipline is the students' job ("Dr. Marvin Marshall, n.d.). Marshall believes that the student is responsible for his or her own behavior problems and that he or she should take the initiative to fix the behavior problem under guidance of, but not by, the teacher. If I place more responsibility on the student for his or her actions, I will not be taking away as much instructional time from the other students, while still promoting the general life skill of responsibility: a concept they can take away from my classroom.

I know that I have what it takes to become a great teacher. I will frequently implement techniques to show students that I care about them and their success, use basic classroom management techniques, and strive to help students take away a life skill that they can use years after being in my classroom. In doing so, I am not only helping my students become successful in my classroom, but I am providing them with skills that they can use outside of my classroom. To rephrase, my job as a teacher is not to simply help them succeed in my content, but to train them to be responsible, productive, and successful adults. Through displaying my personality in my classroom and using concepts from the aforementioned theorists, I am personifying an ideal teacher.

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## Classroom Rules for Students

All students are expected to be responsible and respectful to everyone, their ideas, and the content of this course.

### Rules

1. Respect other students' property. Be polite, kind, and courteous to everyone.
2. Bring all required materials to class everyday: textbook, paper, writing utensil, workbook a reading book.
3. Be respectful to all speakers: teachers, students, and guests.
4. Be respectful of the Spanish language and the cultures we study that relate to the language. Differences do not equal inferiority or superiority, only uniqueness.
5. All other school rules will apply in our classroom. See your student handbook for a complete list of school rules and consequences.

### Consequences for Breaking Rules/Disruptive Behavior

When a rule is broken once: Verbal warning given to student to redirect behavior, depending on the severity of the action. If the disruptive behavior clearly goes against school policy, school rules will be put into place (foul language, aggression toward another student, threats, etc.).

When a rule is broken a 2nd time: The student will have a conference with the teacher to discuss the behavior. If the behavior is a more serious offense, this step may also result in a notice to the parent.

When a rule is broken a 3rd time: Under the supervision of the teacher, the student will call the parent and discuss the continuing behavior. The teacher will also discuss with the parent the recurring behavior and write a behavior contract that explains how to prevent the behavior. If the behavior is recurring after this step, it may result in removal from the classroom.

(A student's class participation will also suffer from not following rules, as outlined in the participation section of students' grade calculation.)

### Grading Scale

100-90-A

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80-89-**B**

70-79-**C**

60-69-**D**

59 and below-**F**

What is my grade? Any...

**Test:** 100 points per test and 30% of final grade when combined at the end of the semester

**Presentation:** 100 points and 30% of final grade

**Quiz:** 50 points and 20% of final grade

**Homework Assignment:** 10% of final grade when combined at the end of the semester

**Participation:** 10% of final grade: Your participation in class discussions will be evaluated using this scale for points towards your final grade for the semester:

**5** = Student often contributes thoughtful comments and insights based on class materials; has been a catalyst for other student comments as well as teacher response; AND listens to the comments and insights of others with respect and attention.

**4** = Student regularly contributes thoughtful comments and insights based on class materials; sometimes results in student as well as teacher response; AND listens to the comments and insights of others with respect and attention.

**3** = Student sometimes contributes comments and insights based on class materials and, more often at teacher prompting; generally polite but could be more engaged in class discussions.

**2** = Student seldom contributes comments and insights of her/his own will; comments not always relevant to materials or discussion at hand; needs to pay more attention to the contributions of the teacher and peers.

**1** = Student rarely and reluctantly contributes to class discussions; comments minimal and/or disrespectful; often noticeably disinterested in teacher's and peers' contributions to classroom discussion.

**0** = Student never contributes to class discussions and/or has demonstrated frequent disrespectful behavior towards teacher and peers.

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**Late Work/Tardies/Absences:**

Late work: 10% counted off for each day late, unless excused. Late work will not be accepted if it is more than 4 days late. Incomplete work will not be accepted for full credit.

In case of excused absences: You have one extra day (a total of two per day absent) to make up work for each excused day absent.

In case of unexcused absences: Work due on the day of an unexcused absence receives a grade of zero until it is turned in, and then will be subject to the late work policy.

Tardies: following school procedures students who are tardy are expected to have a signed pass from the attendance office. Students who arrive late without a signed pass from the attendance office will need to go to the office and explain to the secretary why they were tardy and obtain a tardy slip. The rules and consequences for tardies can be found in your student handbook.

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## **Summarized Classroom Rules for Posting in my Classroom**

All students are expected to be responsible and respectful to everyone, their ideas, and the content of this course.

### **Rules :**

- 1. Respect other students' property. Be polite, kind, and courteous to everyone.**
- 2. Bring all required materials to class everyday: textbook, paper, writing utensil, workbook a reading book.**
- 3. Be respectful to all speakers: teachers, students, and guests.**
- 4. Be respectful of the Spanish language and the cultures we study that relate to the language. Differences do not equal inferiority or superiority, only uniqueness.**
- 5. All other school rules will apply in our classroom. See your student handbook for a complete list of school rules and consequences.**

### **Consequences for Breaking Rules/Disruptive Behavior**

When a rule is broken once: Verbal warning given to student to redirect behavior, depending on the severity of the action. If the disruptive behavior clearly goes against school policy, school rules will be put into place (foul language, aggression toward another student, threats, etc.).

When a rule is broken a 2nd time: The student will have a conference with the teacher to discuss the behavior. If the behavior is a more serious offense, this step may also result in a notice to the parent.

When a rule is broken a 3rd time: Under the supervision of the teacher, the student will call the parent and discuss the continuing behavior. The teacher will also discuss with the parent the recurring behavior and write a behavior contract that explains how to prevent the behavior. If the behavior is recurring after this step, it may result in removal from the classroom.

(A student's class participation will also suffer from not following rules, as outlined in the participation section of students' grade calculation.)

### **Grading Scale**

100-90-A 80-89-B 70-79-C 60-69-D 59 and below-F

What is my grade? Any...

Test: 100 points per test and 30% of final grade when combined at the end of the semester

Presentation: 100 points and 30% of final grade

Quiz: 50 points and 20% of final grade

Homework Assignment: 10% of final grade when combined at the end of the semester

Participation: 10% of final grade: Your participation in class discussions will be evaluated using this scale for points towards your final grade for the semester:

### **Late Work/Tardies/Absences:**

Late work: 10% counted off for each day late, unless excused. Late work will not be accepted if it is more than 4 days late. Incomplete work will not be accepted for full credit.

In case of excused absences: You have one extra day (a total of two per day absent) to make up work for each excused day absent.

In case of unexcused absences: Work due on the day of an unexcused absence receives a grade of zero until it is turned in, and then will be subject to the late work policy.

Tardies: following school procedures students who are tardy are expected to have a signed pass from the attendance office. Students who arrive late without a signed pass from the attendance office will need to go to the office and explain to the secretary why they were tardy and obtain a tardy slip. The rules and consequences for tardies can be found in your student handbook.

## **Procedures and Routines**

### **Beginning of the period:**

When the bell rings for the class period to begin, I will expect students to be in their assigned seats and ready to begin class. I will complete basic administrative tasks, such as taking attendance and checking to see that all students are dressed appropriately and have their required materials. Any homework should be turned into the appropriate space, as described below, or on the students' desks to go over it if they were previously instructed to do so.

My procedure for beginning a period is very basic, but helps keep a positive learning environment and is important for classroom management. Because students are in their assigned seats, I can take attendance very quickly by simply looking at which desks are empty. Also, this prevents problem students from sitting in close proximity, causing a distraction. My assigned seating arrangement will prevent any classroom management interruptions because I will get to know my students and understand which students work well together and which students do not. Because I will typically have students turn in homework before the class begins, I am preventing most cheating or copying work from other students or completing the assignment during class. I am promoting honesty, responsibility, and efficiency in my classroom.

### **Turning in Student Work:**

I will have a designated area in my classroom, such as a bin or tray for both turning in work and receiving graded work. Students will be expected to place all homework or other assignments into the box designated for their specific class period as a way for the teacher to stay organized. If a student turns in late work, it will be subject to the late work policy that is outlined in the Late Work section of my Classroom Rules.

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Having a designated place for students to turn in classroom work as well as having a late work policy is an effective classroom management technique. When students know what is expected of them, they do not feel stressed with surprises, papers and assignments are less apt to becoming lost, and homework becomes a responsibility instead of a daunting task. My late work policy will help prevent students from turning in assignments from previous weeks or from earlier in the semester. This is also a great way to promote responsibility in the classroom.

**Absences:**

If there is an absent student, I will be able to notice as soon as the bell rings, as students are expected to be in their assigned seats. I will be able to quickly take care of the attendance-taking task. If a student is absent due to skipping my class instead of being absent from school, that student will be subject to the school's policy. This student will also receive repercussions when it comes to his or her participation grade, which is outlined in my Classroom Rules. As for student work when a student is absent, this concept is clearly outlined in my Classroom Rules as well. Any student who is absent has two additional days from the original due date to turn in an assignment, as long as the absence is excused.

With this procedure, I am incorporating both my personal classroom management procedure, as well as the school's policy. Any absence that is designated as excused will not affect the student's grade in a negative way. The only negative repercussions a student will face are in regards to unexcused absences, an issue that is also a problem with the school policy itself. Because any situation regarding student work or participation is already outlined in my Classroom Rules, students understand how to turn in work so that I do not have to spend instructional time answering students questions such as, "When is this due since I was sick yesterday?" or "Will my class participation grade be effected because I was absent?" I am

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providing absent students with an achievable and fair time frame to turn in class work because I want my students to succeed.

**Expected Behavior During Cooperative Learning:**

During any cooperative learning activity, students will be expected to work together as a group. Any task given as group work will have a rubric or clearly stated objectives. This teamwork concept consists of each student completing his or her part to the fullest, so as to not leave another student with more work than his or her part requires. Because each individual's work will be expected, each cooperative learning activity will be assessed both on a group basis and an individual basis to stress that each student need to fully contribute to the group's learning goal or assignment.

If each group member were not held accountable, certain group members would have to cover the other student's task, causing conflict. This should help with classroom management because all students are required to work evenly, or there will be repercussions regarding the student's grade that is not working to his or her fullest.

**Dismissal/Ending the Period:**

Ideally before leaving each day, I will have given an exciting closure to that day's lesson and gave students an idea of what to expect for the next class. When ending any period, students should have placed any class work or already completed homework in the designated tray or box for that specific period. Any items on the floor such as food wrappers, paper, or other items should be disposed of properly before students leave the classroom. Upon leaving my classroom, students should wait for the bell to be dismissed and remain in their assigned seats instead of lining up early at the door. If I am in the middle of giving students a direction or explanation, then I will dismiss the students, not the bell.

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Because students know where all work belongs, to clean up the classroom, and to stay in their seats before leaving, I have set up an orderly way to leave the classroom. Often confusion can occur when students leave a classroom messy or line up at the door before dismissal. Students know that the bell dismisses them from my classroom unless I am talking. This also clears any confusion as far as expectations are concerned. With these rules in place, my classroom should run smoothly and be free of classroom management issues upon leaving the classroom.

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## Parent Letter

604 E College Ave  
North Manchester, IN 46835

August 31, 2011

Dear Parent/Guardian:

New School Year 2011-2012:

Hello! My name is Miss Stephanie Hofer and I will be your student's Spanish teacher this year. I am very excited to get this year started. I recently graduated from Manchester College with a degree in Secondary Spanish Education and a minor in TESOL/ESL. Something about me that you may find interesting is that I spent a semester abroad, studying the Spanish language and culture in Barcelona, Spain. I will be incorporating some of what I learned there into your student's class.

I wanted to make you aware of what we will be doing in Spanish this year and how my class will work. I have attached a copy of the rules and procedures of the course for your reference. Your student is already aware of the expectations, rules, and consequences because we have discussed them in class.

In the year ahead, we will be focusing on the acquisition of the Spanish language, the grammatical structure of the language, and learning the unique aspects of Spanish speaking cultures, the land, and its people. Because of the nature of this class, it is of the utmost importance that your student refrains from negative attitudes of other cultures. In our rapidly changing world, there is a strong chance that your student will someday have to work with someone from a different culture. Cultural understanding and acceptance is expected in this class and will be addressed frequently. It is important for your student to practice speaking, reading, writing, and listening to Spanish outside of the classroom.

If you have any concerns about coursework or your student's performance or progress, please do not hesitate to contact me by phone or by email. After all, we share the same goal: the success of your student. I will do my best to answer any questions you may have or address any concerns you may have. This year will be very rewarding for you student, but it will also be very challenging. Let's help each other in guiding your student to success.

Sincerely,

Miss Stephanie Hofer

Spanish Teacher at This High School  
260-PHO-NMBR  
misshofer@thisismyemail.com

### Classroom Rules in Señorita Hofer's Class:

All students are expected to be responsible and respectful to everyone, their ideas, and the content of this course.

#### Rules :

1. **Respect other students' property. Be polite, kind, and courteous to everyone.**
2. **Bring all required materials to class everyday: textbook, paper, writing utensil, workbook a reading book.**
3. **Be respectful to all speakers: teachers, students, and guests.**
4. **Be respectful of the Spanish language and the cultures we study that relate to the language. Differences do not equal inferiority or superiority, only uniqueness.**
5. **All other school rules will apply in our classroom. See your student handbook for a complete list of school rules and consequences.**

#### Consequences for Breaking Rules/Disruptive Behavior

When a rule is broken once: Verbal warning given to student to redirect behavior, depending on the severity of the action. If the disruptive behavior clearly goes against school policy, school rules will be put into place (foul language, aggression toward another student, threats, etc.).

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(A student's class participation will also suffer from not following rules, as outlined in the participation section of students' grade calculation.)

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Please read, sign, and return by Friday, September 2, 2011.

**Student Contract:**

I have read and understand what is expected of me in this class. I understand this class could be a challenge, but it will be one that I am willing to accept. I will take all the necessary steps in order to be successful in this class. I understand that this includes asking Señorita Hofer for extra help before or after school if needed. I will take good notes, listen in class, participate in all in-class activities, and do my homework on time in order to be prepared for tests and quizzes. I will also come to class prepared with a writing utensil, paper, notebook, folder, and any other item that I may need in order to be successful in Señorita Hofer's class.

Student name: \_\_\_\_\_

Student Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**Parent/Guardian Contract:**

As a parent/guardian, I have read what is expected from my student in order to be successful in this class.

Parent Name: \_\_\_\_\_

Parent Signature: \_\_\_\_\_

Date: \_\_\_\_\_

The best way to contact me is through email:

\_\_\_\_\_

The best way to contact me is through phone:

\_\_\_\_\_

I would prefer this method of communication instead:

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

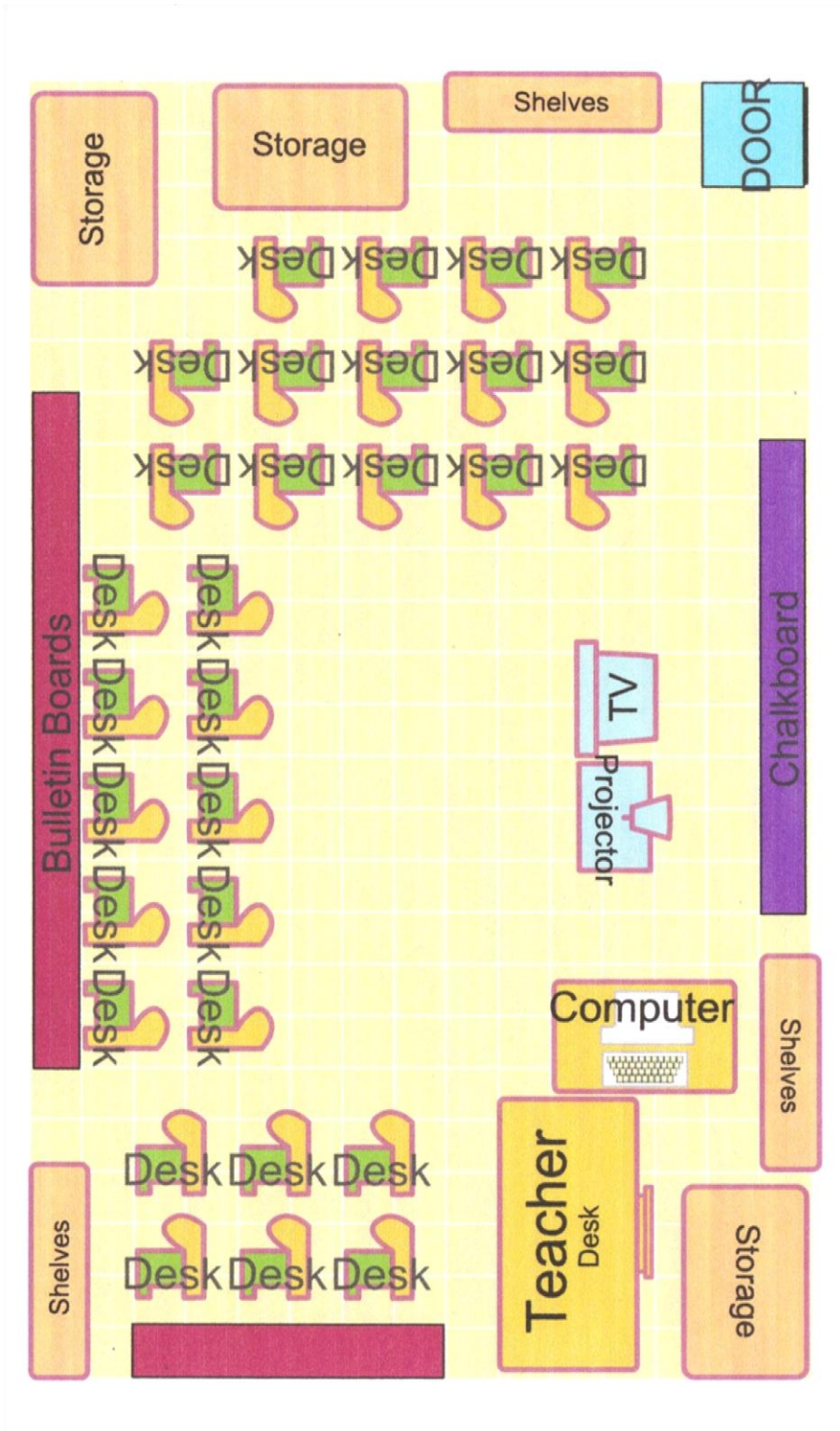
## **Classroom Arrangement**

My future classroom will be arranged to support my teaching philosophy. I believe that an open, U-shaped classroom is more inviting than a traditional classroom with rows. However, rows are more effective for student learning. With these two concepts in mind, I will organize my future classroom with a combination of these ideas. My students will be in a U-shape, but also in rows, as shown in my diagram that I created on [classroom.4teachers.org](http://classroom.4teachers.org) (Classroom Architect). To support this idea, D. Scott Enright and Mary Lou McCloskey from Teachers of English to Speakers of Other Languages, Inc. (1985) introduce the communicative teaching model, based on the principle that students “learn language as a medium of communication” and “language is viewed as a verb (doing language, or communicating) rather than as a noun (knowledge of a language)” (p. 434). What this means for language teachers is to set up a classroom in which materials “are chosen and arranged to be accessible to the students as well as to the teachers, to be used by students as well as teachers, and to be used to accomplish students’ ideas and purposes as well as teachers’” (Enright & McCloskey, 1985). This is a beneficial setup for second language learners, because students must be able to both practice communication in the target language and be able to focus on the teacher during instructional time with minimal distractions. I have chosen to model my foreign language classroom after the aforementioned basic concepts of communicative teaching, so that students get time to practice their language skills in close proximity with those around them.

Upon walking into my classroom, one will notice that teachers and students alike have access to needed materials, students can see the chalkboard, projector, television, bulletin board and visual aids, and be in close proximity to those around them. Most of the storage units will be out of the way of high-traffic areas, yet easy to get to for both the students and the teacher when

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necessary. Shelves around the perimeter of the classroom will contain extra student textbooks, student resource books for language learning, and project/extra classroom materials. Arranged in a friendly U-shape, students have full visibility to all sides of the classroom, in order to see the chalkboard/front area and the walls with visual aids and interest points. There is a clear separation between the student areas, shared areas between students and the teacher, and the teacher-only space. The student areas are clear because they have rows within their conversational U-shape, leading to conversation when needed and classroom order when needed. Conversation is essential, but teaching and maintaining classroom order still needs to be a central focus of any classroom, a concept I strongly believe in when it comes to basic classroom management. The teacher's desk is placed in the corner of the room so the teacher can see all students and the students can access the teacher. Teacher-only materials and references will be on the storage unit and shelves located in the teacher's corner in order to let the teacher have a private workspace, yet still be visible and open to students. Another reason for the placement of the teacher's desk is to monitor who comes in and out of the classroom, as the teacher's area is opposite door. Visitors to the classroom walk right straight in and see the teacher, instead of being in a distant corner. Overall, I will have an inviting, safe, friendly, productive, and helpful teaching environment when I set up my first classroom.



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References for my classroom arrangement:

Classroom Architect. (n.d.). *Classroom architect*. Retrieved October 23, 2011, from

<http://classroom.4teachers.org/>

Enright, D. S., & McCloskey, M. L. (1985). Yes, talking!: Organizing the classroom to promote second language acquisition. *TESOL quarterly*, 19(3), 431-453. Retrieved November 13, 2011, from <http://www.jstor.org/stable/3586272>