MaryHannah Schwarzen

Box #7737

Dr. Kathryn Saynes

Classroom Management

Classroom Management Plan Two

My classroom is set up to be more fluid since it is aimed at 9-12 graders. This layout should allow them more mobility, and the chance to find how they study best, as well as the opportunity to engage in less of a “classroom,” but engage a little more like real life. I have structured my classroom to be looser and more open because I desire to create a more cohesive environment, not a compartmentalized approach (especially since I prefer medium and low control models of management). Students can do research and work in at least half of the classroom and can choose what works best for them as they do so. They can also see all their peers while doing so, since there are no barriers from one side of the classroom to another, thus creating a sense of community. I have included a computer/writing area and a research/reading area in my classroom because I will be regularly encouraging my students throughout the year to dig more deeply into history subjects, we discuss as part of assignments. I have also included a fun addition in the “History Question of the Day Box.” My idea for this set-up is to have a daily fun fact about history posed in a question format that students can guess at, and then reveal and see if they got close (I think it would be a great idea to have this as part of morning assembly, and then have a student read the answer at the end of class period). My desk is placed so that I should be able to see each area of my classroom well and is easily accessible by students. I opted to keep a traditional student desk area but see myself as using this for less than half of a class period, as I like students to move around, find what works for the, and be comfortable. I see myself using this area of my classroom as a place for lectures and viewing video resources.

As far as differences between the first day and the overall sense, you will notice that my classroom does not change much. This was a purposeful choice to allow students to begin cultivating a sense of order from day one. The writing/computer area and the reading/research area will not be available during the first day, as I need to be able to gauge everyone’s behavior patterns first and offer an immediate structure to lay out rules. I feel that keeping the students in one area the first day will help create structure and a sense of security in a brand-new environment. Seeing these areas but not having access to them yet should also excite students about what we will be doing in class throughout the year. I have also opted to move the supply kiosks closer to the desk area so that students can grab their supplies the minute they walk in the door. All of this should cut down on any first day confusion or becoming overwhelmed.

SCROLL DOWN TO SEE CLASSROOM OVERVIEWS.

First Day of School Set-Up

Whiteboard with Projector

Teacher Desk

Computer Lab

Table with chairs

Computer and Writing Area Off Limits First Day of School

Desks

Window

Table with chairs

Desks

Desks

Bookshelf

Assigned seating day one for roll call.

Couch

Beanbag chairs

Couch

Research/Reading Area Off Limits First Day of School

Door

Supply Kiosks: easy access day one

Bookshelf

History Question of the Day Box

Turn in assignments here; coat rack

Classroom Basic Overview

Whiteboard with Projector

Computer and Writing Area

Research/Reading Area

Fluid seating unless two students need to be separated

Supply Kiosks

Desks

Desks

Desks

Turn in assignments here; coat rack

History Question of the Day Box

Couch

Bookshelf

Couch

Bookshelf

Door

Window

Table with chairs

Table with chairs

Computer Lab

Teacher Desk