**Classroom Management and Organization Journal**

Author: Lori LaFleur-Todd-WWTF Cohort 2  
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Although some details have changed, since I have actually spent more time in the classroom many things have not changed from my original classroom management plan including my strategies to build a community of learners and the ways that I intend to create diverse learners. My classroom rules have also remained the same but I reflect on them and often remind my students that we have them as they sometimes seem to forget or just act like the do. So instead of reading them out to the class rule by rule, I often just discourage the unwanted behavior. The students are aware of how I expect them to enter the classroom so they are aware of the entry routine for my classroom. If I see unwanted behavior I promptly correct it. I am aware that middle school students differ quite a bit from high school students in their maturity level so I am sensitive to that and explain things to them, more than once if needed. I let them know why we have the rules in place, to keep order, and that we all must abide by them.

I realize that although they seem to have a tough exterior, what I do or say to my students can help them reach the next level or tear them down. I don’t believe in tearing any student down but I do want them to think about their actions. I stay on them because I want them all to move to the next level. Middle school aged students are still in that moldable stage so you can take time out with them and make a strong impact on them as individuals. Actually, I think that this is true with all students.

Students need to be guided and corrected. Although they may not always tell you that they appreciate you providing structure and discipline for them and keeping things in order, they do. Students like to have an idea of what is going to occur from day to day in the classroom environment so I work to keep things consistent. I am always there to teach them as they expect so they get used to seeing my face and they know that I will be there to teach.

Students need to have a controlled classroom environment and I provide that for them. A student actually told me that one of her other teachers always had some type of chaos going on in their classroom and she disliked this environment because it was not controlled, letting me know that she appreciated the structure that I provided. Also there are a number of things in the classroom that need to stay organized, such as grades, attendance, paperwork, supplies to keep things as manageable as possible. Much of this I handle myself but I also assign jobs to students and they take them very seriously. They have proved to be great helpers and I appreciate their work. They collect and pass out assignments, paper, pencils, and calculators for me. So delegating tasks has worked out well, in my classroom and helps me to be a more effective educatoras well as learning to improvise, adapt, and overcome.

I expect students to be in their seats preparing for instruction unless I have asked them to do otherwise. I work to engage my students and keep them on task, part of this involves making sure that they know what they are supposed to be doing at all times. This can be managed by having thorough lesson plans and a daily classroom agenda, which I have.

In the case that I have to continually remind middle my middle school students about running their mouths, I make an example of someone, which usually does the trick. Once you take down the ring leader the others seem to fall in line. I don’t do this to single out anyone or make them feel bad, but I do this to keep order and to remind them who is really in charge which is me. I

cannot tolerate a lot of unplanned noise and chaos on a regular basis unless it is caused by the lesson I am teaching. I will not allow others who wish to talk or waste time to disrupt those that want to learn. No more of that nonsense should prevail. I have learned through trial and error that in this job you need to pay a lot of attention to what is going on in your classroom and you have to be on your toes daily making sure that everything runs smoothly as it should.

Some of thequieting or transition procedures that I use in myclassroom,when I need to get the classes attention for some reason include the following; I may ring a bell to signal students to be quiet so that I can speak and perhaps let them know that we are moving on to another assignment. When I do this I expect students to be quiet and look at me. Also if I hold up my right hand palm forward I am giving them a signal to stop what they are doing and pay attention to me. I now use some of the finger signals that I detailed in my CMOP, in my classroom, so that students can make me aware of their needs during the class period. I plan to continue to use a variety of these signals with my students in the future.

Also as far as an exit procedure is concerned, I alone make the decision to dismiss my class. I do not allow the students or the bells to do this job for me. This makes for a smoother transition between classes because unless items have been returned as requested or tables and the areas around them are clear and free of debris, students are not allowed to leave.