



Classroom Management Plan



Frankie Grgas

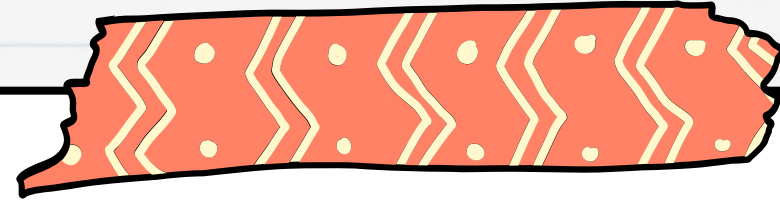
LBS 302





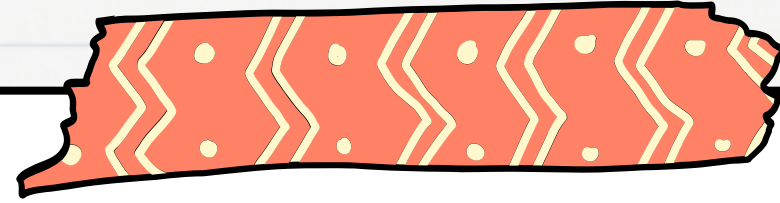
Introduction

- I plan to create a culturally responsive learning environment by honoring students' backgrounds, encouraging student voice, and building strong, respectful relationships. Classroom norms will promote inclusion, fairness, and belonging for all students.
- Through classroom observation, I have learned that English Learners benefit from clear directions, visuals, and opportunities to practice language in a supportive setting.
- I have also observed that students with special needs succeed when routines are consistent and accommodations are normalized within the classroom.
- Students experiencing academic or emotional struggles benefit from patience, positive reinforcement, and trauma-informed support.



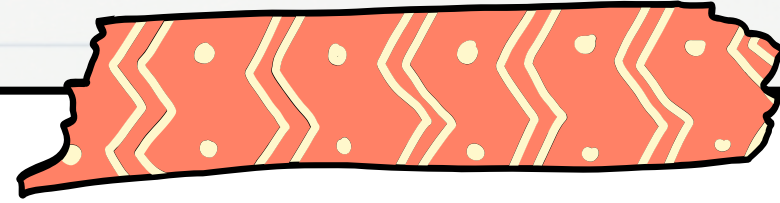
Classroom Climate

- I will foster a classroom culture that values diversity, equity, and inclusion, where all students feel respected, safe, and represented.
- Fairness and respect free of bias will be reinforced through clear norms, consistent expectations, and inclusive language.
- Conflict resolution will be addressed through restorative justice practices, focusing on accountability, reflection, and repairing harm.
- Bullying, discrimination, harassment, and intolerance will not be tolerated and will be addressed immediately using restorative approaches.
- Fieldwork Connection: During my fieldwork, I participated in a restorative justice circle with two students who were at risk of a physical altercation. The circle allowed both students to express their feelings, de-escalate the conflict, and resolve the issue respectfully, reinforcing my belief in restorative practices.



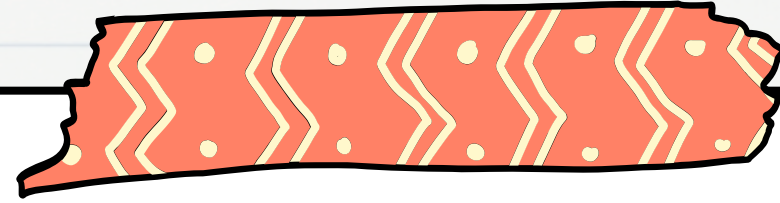
Expectations & Rules

- Students will help create the classroom rules so they feel like part of a team and take ownership of making the classroom a safe space.
- Rules will be co-created at the beginning of the year and reviewed regularly to ensure understanding and consistency.
- Co-created rules will be posted in the classroom all year as a visual reminder of shared expectations.
- This approach promotes student voice, accountability, and a positive classroom community.



Routines & Procedures

- Based on Hammond's Culturally Responsive Teaching & the Brain, routines will be modeled and practiced to reduce stress and support students' cognitive engagement, especially for learners who may feel disconnected from school
- Drawing from Pinto's Strategy 4: Establishing Routines and Rituals, classroom routines will be explicitly taught, modeled, and practiced to promote consistency and student independence.
- Learning routines (such as collaborative work norms, discussion expectations, and independent work flow) will be practiced regularly so students know what is expected.
- Consistent routines help reduce confusion, prevent disruptions, and create a predictable, culturally responsive learning environment.



Maximizing Instructional Time

- **Strategy 23: Collective Responsibility for Time Use**

Students begin each class with 3 minutes they can “bank” by staying on task and transitioning efficiently. This shifts responsibility from individual discipline to shared accountability, encouraging peers to support one another and build a positive classroom climate.

- **Strategy 20: Using Praise and Encouragement Constructively**

Use specific, timely encouragement to reinforce on-task behavior (“I notice this table transitioned in 10 seconds and is ready”). This increases time-on-task and reduces repeated redirection.

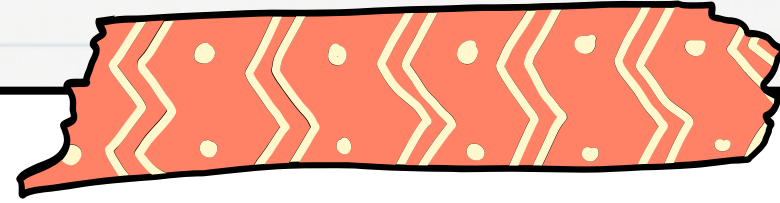
- **Strategy 19: Minimizing Teacher Talk**

Use brief, clear directions, modeling, and visual cues instead of lengthy explanations. This supports efficient transitions and maximizes instructional time.



Diverse Learners

- Instruction will be differentiated through intentional small-group and individual instruction based on student needs.
- Small groups will be strategically set up and managed by the teacher, with clear goals, expectations, and rotation structures.
- English Learners will receive language supports such as visuals, modeling, sentence frames, and structured academic talk led by the teacher.
- Students with special needs (including disabilities and gifted learners) will receive appropriate accommodations, extensions, and supports aligned with their learning plans.
- Students who are struggling academically or emotionally will be supported through check-ins, flexible pacing, and individualized guidance.
- During small-group instruction in my fieldwork placement, I observed that targeted teacher-led support helped students who were struggling academically stay engaged without relying on peers as accommodations.



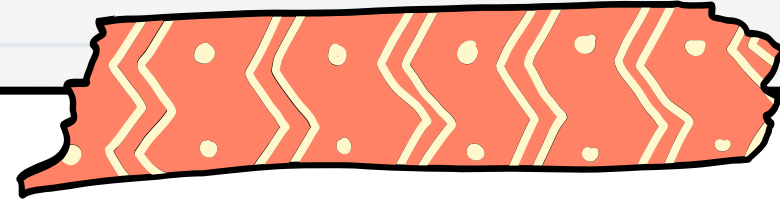
Social and Emotional Development

- Through a trauma-informed lens, social and emotional development will focus on emotional safety, self-regulation, and relationship-building.
- Drawing from Pinto's Strategy 10: Mental Set & Emotional Regulation, both students and teachers will reflect on emotional responses and learn to use emotions in constructive, not destructive, ways.
- I will support students in identifying emotions, managing frustration, and reflecting on their mental set, recognizing that emotional expression varies across cultures.
- Behavioral responses will prioritize discussion, reflection, and support over isolation or punishment.
- By maintaining a calm, supportive tone and avoiding power struggles, I will help create a classroom environment that supports emotional regulation and academic success.



Peer Collaboration

- **Structured Group Roles:** Students will be given clearly defined roles (e.g., facilitator, recorder, speaker) to ensure equitable participation and shared responsibility.
- **Purposeful Grouping:** Groups will be intentionally formed based on learning goals, strengths, and needs to promote inclusion and positive peer interactions.
- **Collaborative Norms:** Clear expectations for respectful communication, active listening, and accountability will be taught and reinforced to support productive collaboration among diverse learners.



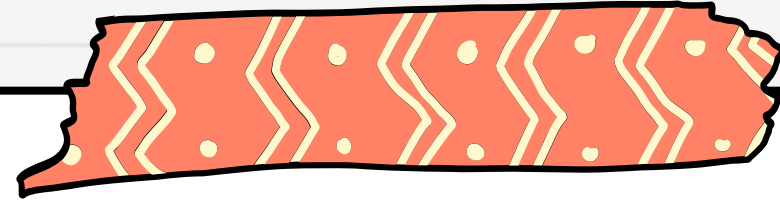
Parent Communication & Involvement

Communication Strategies

- Regular communication through ClassDojo, email, or newsletters to share classroom updates and student progress.
- Two-way communication that invites families to ask questions, share concerns, and provide input.
- Language-accessible communication, including translated messages when needed, to ensure all families can stay informed.

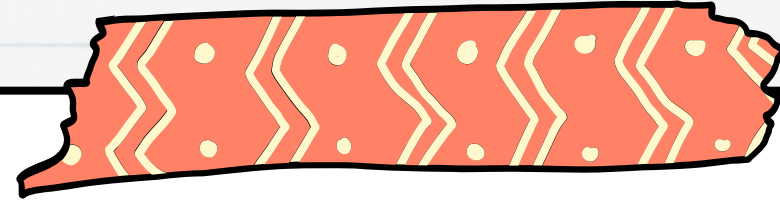
Engagement Strategies

- Family learning nights or curriculum showcases that allow families to engage with student learning.
- At-home learning connections, such as discussion prompts or reflection activities families can do together.
- Workshops for Spanish speaking families to help them learn English.



Conclusion

- This Classroom Management Plan emphasizes culturally responsive, trauma-informed practices that support all learners.
- By prioritizing relationships, restorative practices, and clear expectations, this plan creates a safe and inclusive learning environment.
- Strategies outlined in this plan promote student responsibility, engagement, and collaboration while maximizing instructional time.
- Family communication and engagement are valued as essential partnerships in student success.
- Overall, this plan reflects my commitment to equity, consistency, and student growth.



Reference Page

- Pinto, L. E. (2013). From discipline to culturally responsive engagement: 45 classroom management strategies. Corwin Press.
- Hammond, Z. (2015). Culturally responsive teaching and the brain: Promoting authentic engagement and rigor among culturally and linguistically diverse students. Corwin Press.
- Davis, B. (2014). How to teach students who don't look like you: Culturally responsive teaching strategies. Corwin Press.

Thank You!

