

Classroom Management Plan

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#### Classroom Management Philosophy

As a teacher, my goal is to establish an organized classroom that fosters learning and builds relationships. The organization of my classroom will come from my procedures and strategies. Wong and Marzano focus on the first days of school and having high expectations for students. The *Love and Logic* method gives students the opportunity to make their own choices. It is important to allow students to succeed and fail. Responding with humor, hope, and empathy, is the key to building a relationship. A strong relationship between the student and teacher is necessary to have a successful classroom. According to *Love and Logic* “Human beings will perform for the person they love” (p.10). Wong, Marzano, and *Love and Logic* influence my philosophy of classroom management.

#### Classroom Environment

The classroom environment that I create either encourages a student’s ability to learn and feel comfortable, or it doesn’t. Therefore, it is imperative that I create a warm, safe classroom for my students. I intend to create a warm environment by having a bright theme in my classroom. My classroom will be structured and organized. I plan on having four students in sections so that the students can build a community. I will have a desk where a group of students can work with me during reading time. I also plan on having a rug on the floor to give students a variation for seating. I will include a couch and pillows in my room for more flexible seating options for the diverse student. The rug will also work well for instructional time. I will have cubbies for the students on the sides. My desk will be at the front of the room so that I can observe the students as they do assignments. In the corner of the room, I will have a quiet area for students who are

struggling or need a break. These elements will help create a warm environment that supports the needs of each child. My classroom will facilitate group learning and creativity while students remain in a safe environment.

### Rules

Rules should be positive and should be able to address multiple situations. By keeping rules simple, students will be able to understand them better. Rules should be kept to a minimum. I will have three rules in my classroom.

- 1.) **Be ready** – Be ready to listen and learn. Be ready to participate.
- 2.) **Be respectful**- Treat other the way that you want to be treated. Treat objects as if they were yours.
- 3.) **Be responsible**- My actions, My consequences. Make good choices. These three rules are most significant to elementary students. At their age, students are still learning how to behave so general rules are best for them. I chose rule one because I want my students to come to school ready to learn and listen to me. Rule two is about respect. We cannot have a functioning room if my students don't treat themselves and others with respect. This rule is broad, but it covers a wide range of trouble areas that elementary students have. I chose rule three because I want my students to be responsible. My students will take responsibility for their actions this goes along with the *Love and Logic* theory. I plan on teaching my students the rules by asking them what they think the rules mean. I will write their definitions down and they will be part of our classroom rules.

Each student will sign our rules so that they have a personal commitment to them.

## Connection to Students and Families

It is important to me to have a strong connection with my students. *Love and Logic* says that great teachers have success "...due to their abilities to establish positive relationships with children" (p. 20). It is important to know where your students come from so that you can build that relationship. I plan on giving my students a short survey on their first day so that I have an idea of their interests, study habits, and backgrounds (See Appendix A). This survey will be multi-purpose because they will play an ice-breaker game with it. Students will work harder for me if they like me, therefore a strong connection is vital.

By building a positive relationship with the parents, we can have a positive form of communication. "The more the home is connected to the classroom... the greater the chances are for your success and every students' success (Wong, 2013, p. 164)." I plan to start building a relationship with the parents from the beginning of the year. Before the students start their first day of school, I will send home a letter so that the parents can get to know me and feel welcomed (See Appendix A). Throughout the year, I will continue to stay in contact with the parents. I plan on doing that by sending a mass email to the parents weekly with information on what their children will learn the next week. I will also give an overview for any homework due for the next week. If any events or special activities will be happening, I will include that information. At the end of the email, I will always say that if there are any concerns or questions, to email me (See Appendix A for sample). The more I communicate with the parents, the more they will be involved in their student's education.

## Plan for the First Days

Classroom management is a necessary part of having a successful classroom. My classroom will be effective because I will have a plan for the first few days of school. According to Kounin in Wong, “Good management is based on the behavior of teachers- what the teachers do- not the behavior of the students” (p. 5). If I am not prepared, my students will not be prepared, and the repercussions will last throughout the year. I must have a well- managed classroom so that my students are engaged and can focus. During the first five days of class, I will use procedures from Wong and Marzano to create a productive learning environment.

## Day 1

**Classroom Management:****1.) Introducing Seating Arrangement and Numbers**

- a. Give each student a number and explain that this will be their number for the year. Their number will be used for their locker, current seat, and place in line. Explain the order that the numbers go in so that the students know where they should go.

**2.) Introduce Entering Room Procedure & attendance**

- a. Teach students how to properly greet and explain that each week a different student will be the greeter.
- b. Have students decorate a popsicle stick with their name on it.
- c. Teach students that when they enter the room, they will put their popsicle stick in one of the cups on the table by the door. This will be their attendance.
- d. The cups also have the purpose of counting lunch. Explain what each cup means.

**3.) Bell work & Schedule Procedure**

- a. Have students take out a notebook and write “Bell work” on it.
- b. Explain that once they put their popsicles in the cups, they will get this notebook out.
- c. I will have a problem or assignment written on the board for them to do for five to ten minutes until I ring the bell. When they are finished, they should write their name at the top of the page and keep their notebook open.
- d. Then they should put their notebook in the Bell work bin.
- e. Explain that the agenda will be on the board as a reference as to what we will be doing that day. Show them where it will be. Tell them that everyday it will be updated.

**4.) Flexible Seating Introduction**

- a. Introduce students to the variety of seating options.
- b. Give students the chance to try out the seats.
- c. Go through different scenarios and discuss how to use the seating appropriately

**5.) Attention Procedure**

- a. Introduce the attention signal to the students. Explain to students that when I clap my hands, I want them to clap back.
- b. They should immediately stop what they are doing, be quiet, and look at me.

**6.) Go over rules**

- a. Introduce classroom rules. Ask students what each rule means to them and write it on the rule board.
- b. Have students sign their names at the bottom of the rule board.

**7.) Line up Procedure**

- a. When I tell students to line up, I want them to quietly go over to their spot in the line. We will not move until everyone is quiet.
- b. Hands will be kept to themselves. They will be clasped behind their backs as they walk.

**8.) End of Day Procedure**

- a. Wait for teacher's announcement saying that it is time to go home. The bell does not dismiss you.
- b. Put away all books and clear off desk. Place all your homework you are taking home on your desk. Homework that needs to be taken home will be written on the board.
- c. Sit at your chair when you are finished. Once everyone is seated, I will call you to get in line. Take your homework with you.
- d. Give teacher high-five on your way out.

**Instructional program:**

**1.) Explain seating arrangement and numbers.**

- a. Show students what their numbers are for and show them where they go.

**2.) Welcome and Introductions.**

- a. Teacher introduction
- b. Student introduction

**3.) Go over classroom rules and attention procedure.**

**4.) Go over entering classroom.**

- a. Teach students how to greet.

**5.) Line up**

- a. Review everyone's numbers
- b. Have students line up in number order starting at one.
- c. Have students introduce themselves to the person in-front and in-back of them.
- d. Teach line up procedure.

**6.) Bell work & Schedule**

- a. Have students take out notebook and write “Bell work” on it.

**7.) Go over end of class procedure**

**Day 2 Classroom**

**Management:**

**1.) Reinforce entering room procedure**

**2.) Reinforce seating arrangement & numbers**

**3.) Reinforce bell work & schedule**

**4.) Reinforce rules**

**5.) Review seating rules**

**6.) Reinforce attention procedure**

**7.) Reinforce line up procedure**

**8.) Introduce Asking Questions Procedure** (Wong, 2014, p. 120) (Marzano, 2003, p. 21)

- a. Explain to students that there will be different hand signals for different questions to minimize distraction. Do not talk unless I call on you or tell you that you can talk. Raise your hand in accordance to what you need. I will nod my head in your direction so that you know that I have acknowledged it. I will raise one finger if I want you to wait.
- b. Hold index finger in air tells me that you have a question.
- c. Hold three fingers in the air lets me know you need my help.
- d. Hold four fingers in the air lets me know that you are done.
- e. Hold fingers crossed in the air means you need to use the bathroom, get a drink, or go to locker.
- f. Have students work together in groups and create four signs that interpret what each sign means.

**9.) What to do if Your Done Early Procedure**

- a. Introduce the board with three options that students can do when they are done.
- b. Tell students that when they are done, raise their four fingers in the air. After I am done checking their homework, they can look at the board and do one of the three options without asking me.

**10.) Reinforce end of day procedure**

**Instructional Program:**

**1.) Bell ringer**

- a. Have students pull out the notebook and follow the procedure

**2.) Review rules**

- a. Practice scenarios



**3.) Teach the Asking Questions procedure**

- a. Have students create posters.

**4.) Teach students what to do if they are done early. 5.) Review End of Class procedure**

Day 3

**Classroom Management:**

**1.) Reinforce entering room procedure**

**2.) Teach homework procedure**

- a. When students enter room, have them hand in homework.
- b. Introduce students to their homework file.
- c. Place correlating homework with its correlated file at the beginning of the day.

**3.) Teach notes/forms procedure**

- a. Show students the forms & notes tray.
- b. All notes from home or forms sent home, go in this tray.
- c. Put these papers in the tray at the beginning of the day.

**4.) Reinforce seating arrangement & numbers**

**5.) Reinforce bell work & schedule**

**6.) Reinforce rules**

**7.) Reinforce attention procedure**

**8.) Reinforce asking questions procedure**

**9.) Reinforce line up procedure**

**10.) Reinforce if your done early procedure**

**11.) Reinforce end of day procedure Instructional Program:**

**1.) Bell ringer**

- a. Have students pull out the notebook and follow the procedure

**2.) Teach homework procedure**

- a. Show students their numbered files.
- b. Give scenarios

**3.) Teach forms/ notes procedure**

- a. Play scenarios game

**4.) Review rules**

- b. Practice scenarios

**5.) Review line up procedure**

- a. Practice getting in a line

**6.) Review End of Class procedure**

Day 4

**Classroom Management:**

**1.) Reinforce homework procedure**

**2.) Reinforce notes/forms procedure**

**3.) Reinforce attention procedure**

- 4.) **Reinforce asking questions procedure**
- 5.) **Teach group work procedure** (Marzano, 2003, p. 23)
  - a. Each student has a popsicle stick and I will draw randomly for groups. Students will go to place I have assigned.
  - b. Create clear expectations for student behavior. Have students help brainstorm ideas.
  - c. When writing, each member will use a different colored. There will be a task list on the board. Everyone must participate.
  - d. You are responsible for your actions.
  - e. If you need help, ask your fellow group mate. Only if no one knows the answer, raise your hand to ask me.
  - f. When bells ring, the time is up, and everyone goes back to their desks.
- 6.) **Reinforce line up procedure**
- 7.) **Reinforce if your done early procedure**
- 8.) **Teach class jobs procedure** (Wong, 2014, p. 122)
  - a. Show students the job wheel.
  - b. Explain each job and the importance of it.
  - c. It must be done by the end of the day before you line up.

**Instructional Program:**

- 1.) **Bell ringer**
  - b. Have students pull out the notebook and follow the procedure
- 2.) **Homework**
  - a. Have students submit homework to proper files.
- 3.) **Review rules**
  - c. Practice scenarios
- 4.) **Review line up procedure**
  - b. Practice getting in a line
- 5.) **Group work**
  - a. Have students decorate a popsicle for their group work name.
  - b. Practice working in groups.
- 6.) **Classroom Jobs**
  - a. Teach students each job.
- 7.) **Review End of Class procedure**

Day 5

**Classroom Management:**

- 1.) **Teach Tardiness Procedure**
  - a. Tell students that when they are late for school, they should enter the class quietly.
  - b. Show student the box for Tardy slips. Tell them they should place their tardy slip in the box.
  - c. The student should join the rest of the class and continue with the day.
- 2.) **Reinforce attention procedure**

**3.) Teach Missing Work Procedure** (Wong, 2014, p. 160)

- a. Tell students that if they don't turn in an assignment, don't want to do it, or miss one, you will get a pink-slip.
- b. Show them the slip and explain each line. Emphasize that their homework is their responsibility. The pink-slips will be kept on file
- c. Let them know that when they get a pink-slip their grade will be "M" for missing. If they turn it in, they will get appropriately graded.

**4.) Reinforce asking questions procedure****5.) Reinforce group work procedure****6.) Reinforce line up procedure****7.) Reinforce class jobs procedure** **Instructional Program:****1.) Bell ringer**

- a. Have students pull out the notebook and follow the procedure

**2.) Tardiness Procedure**

- a. Practice tardiness procedure.

**3.) Homework/ Missing Work**

- b. Have students submit homework to proper files. Have students practice writing a pink-slip.

**4.) Review line up procedure**

- c. Practice getting in a line

**5.) Group work**

- c. Have students decorate a popsicle for their group work name.
- d. Practice working in groups.

**6.) Classroom Jobs**

- b. Review classroom jobs and practice.

The procedures I have listed above are all necessary for developing a structured classroom during the first week of school. It is important to implement all these procedures the first week that I teach. There are many other procedures I will add throughout the year. The procedures stated above will be my focus for the first five days of class. I will use the Teach, Rehearse, and Reinforce strategy when I implement these strategies. I will assess the productivity of my procedures by using the Creating, Implementing, and Assessing strategy. This script will be useful when I have my own classroom and it will be interesting to see how these procedures operate.

### What if? - Alternate Strategies to Avoid Inappropriate Behaviors

Procedures and rules won't always work, and I will need to have some alternate strategies to circumvent inappropriate behaviors in my classroom. There are three rules that I will focus on in dealing with discipline from *Love and Logic*. One is to share control with the students. Delay consequences. The last one will I focus on is building a positive relationship with my students (Fay & Funk, 2010, p. 44).

#### 1.) **Emotional Distress** – Student is in an emotional state and is not in a reasoning state.

- a. Tell student that “I noticed...” to show that I care about them. Ask student how they are feeling on a scale from one to ten. Ask them what is wrong. If student does not respond to this try following methods.
- b. Try distracting student with an app or other activity.
- c. If student does not want to be distracted, send them to a quiet area. Have them write about their feelings.
- d. Give student time to calm down and occasionally walk around and ask a simple question. When student is calmed down, ask them what happened.
- e. If he/she is not responsive, tell him/her to go back to seat and continue with homework. Tell them not to worry about it and that I will speak later. Give them the night to think about it. They should be out of the emotional state by the next morning and then I could ask them questions.

#### 2.) **Refusal**- Student refuses to do their homework or assignment.

- a. Pull student aside and ask student why they don't want to do their assignment.
- b. Break the assignment down for the student so it doesn't seem so overwhelming.
- c. Give student another option and ask them which they would rather do. Ask student how we could modify it so that the student still gets the same information.
- d. If student still won't do an assignment, tell them they will have to stay later and work on it during a break.
- e. If it is a reoccurring problem, I would speak to the parents and create an individual reward system where the parents treat their child if he does all his work for a week.

#### 3.) **Bullying**- Student is bullying classmate.

- a. Stop the student immediately. Ask student why they are bullying the other student.
- b. Ask them if they are following the class rule of respect. Bullying will not be tolerated.

- c. You will not retaliate. You have one warning and then there will be higher consequences.
  - d. Have students find what they have in common with each other.
  - e. Watch videos on bullying and their affects so that students understand why it is important not to bully. Inform parents about bullying.
  - f. In the future, read social emotional books about bullying.
- 4.) **Group misbehavior-** A group of students are feeding off each other and are misbehaving. They won't back down and are disrespectful.
- a. Put in place a seating chart or change it so that the students are no longer together.
  - b. If this does not work, find the weakest link of the group and bring them to your side. Continue until the leader of the group is alone and have him/ her join the rest of the class.
  - c. Talk to each student and make them feel important. Be relatable and help them to see that it is disruptive when they misbehave. Try reasoning with them.
- 5.) **Distraction-** Students are talking to each other and distracting the rest of the class.
- a. Make eye contact with students and put my finger my lips as a quiet signal.
  - b. Review classroom rules and ask them if they are following them.
  - c. Move students away from each other.

Using *Love and Logic* as my inspiration, I can successful deal with inappropriate behaviors in my classroom. I will confront all these situations at some point during my teaching career. Having this as a reference, I will be prepared for potential misbehaving students. Part of my philosophy is to have a strong relationship with my students that involves mutual respect. The strategies used in *Love and Logic*, focus on a creating a strong relationship while resolving inappropriate behaviors.

### Conclusion

My classroom philosophy is to have an organized classroom that encourages hands-on learning and creates strong relationships. Throughout this paper, I have listed many procedures that I will use for the first five days of my classroom. I used research from Marzano and Wong.

Because of all these procedures that I have created, my classroom will be well organized. My students will have a safe and stable learning environment. I contemplated different scenarios in which students might misbehave. Next, I used strategies from Fay and Funk to handle these behaviors. It is important to me that I build a strong relationship with my students and parents. The Love and Logic method focuses on creating a safe, loving environment for students. My classroom will be brightly themed and organized in a way that facilitates learning. In conclusion, this paper truly helped in creating a classroom management that I can use in the future. In addition, this paper reflects the values that I have conveyed in my philosophy throughout the paper.

#### References

Fay, K. and Funk, D. (2010). *Teaching with Love and Logic: Taking control of the classroom.*

Love and Logic Press: Golden, CO.

Marzano, R. (2003) *Classroom Management that Works: Research-based strategies for every*

*teacher.* ASCD: Alexandria, VA

Wong, H. and Wong, R. (2014). *The Classroom Management Book.* Harry Wong Publications,

Inc.: Mountainview, CA

## Appendix A

## Get to Know Your Student Tool

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

# How I like to learn

	Yes	No
1. I like to work at my desk.	<input type="checkbox"/>	<input type="checkbox"/>
2. I like to sit on the floor.	<input type="checkbox"/>	<input type="checkbox"/>
3. I like sports.	<input type="checkbox"/>	<input type="checkbox"/>
4. I like to finish my work right away.	<input type="checkbox"/>	<input type="checkbox"/>
5. I like moving around when I learn.	<input type="checkbox"/>	<input type="checkbox"/>
6. I like working alone.	<input type="checkbox"/>	<input type="checkbox"/>
7. I like puzzles.	<input type="checkbox"/>	<input type="checkbox"/>
8. I like projects.	<input type="checkbox"/>	<input type="checkbox"/>
9. I like it when it is quiet.	<input type="checkbox"/>	<input type="checkbox"/>
7. I like history.	<input type="checkbox"/>	<input type="checkbox"/>

Sample Introductory Letter to Parents

Dear Parents/Guardians,

Hello! My name is Christine David and I am very happy to have your child in my class this year. I'd like to begin by telling you a bit about myself. I graduated from the University of Mary with a bachelor in Elementary Education and Early Childhood Development. I am originally from Cando, ND but I am excited to teach here. This is my first year teaching and I am very excited. I can't wait to start the year with your child.

I strongly believe that parental involvement is extremely important in having a successful classroom. Thank you in advance for taking the time to work with your child. I look forward to working with you throughout the year. Please feel free to contact me with any questions or concerns via my email.

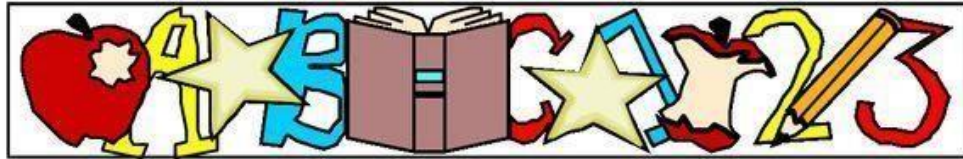
We have a great year ahead of us! We will learn a lot and have fun along the way!

Sincerely,

Christine David



## Sample of Weekly Email to Parents/ Guardians



## Our Kindergarten Newsletter

**Teacher**

**Mrs. Randall**

**Date**

**Sept. 24-28, 2007**

Dear Families,

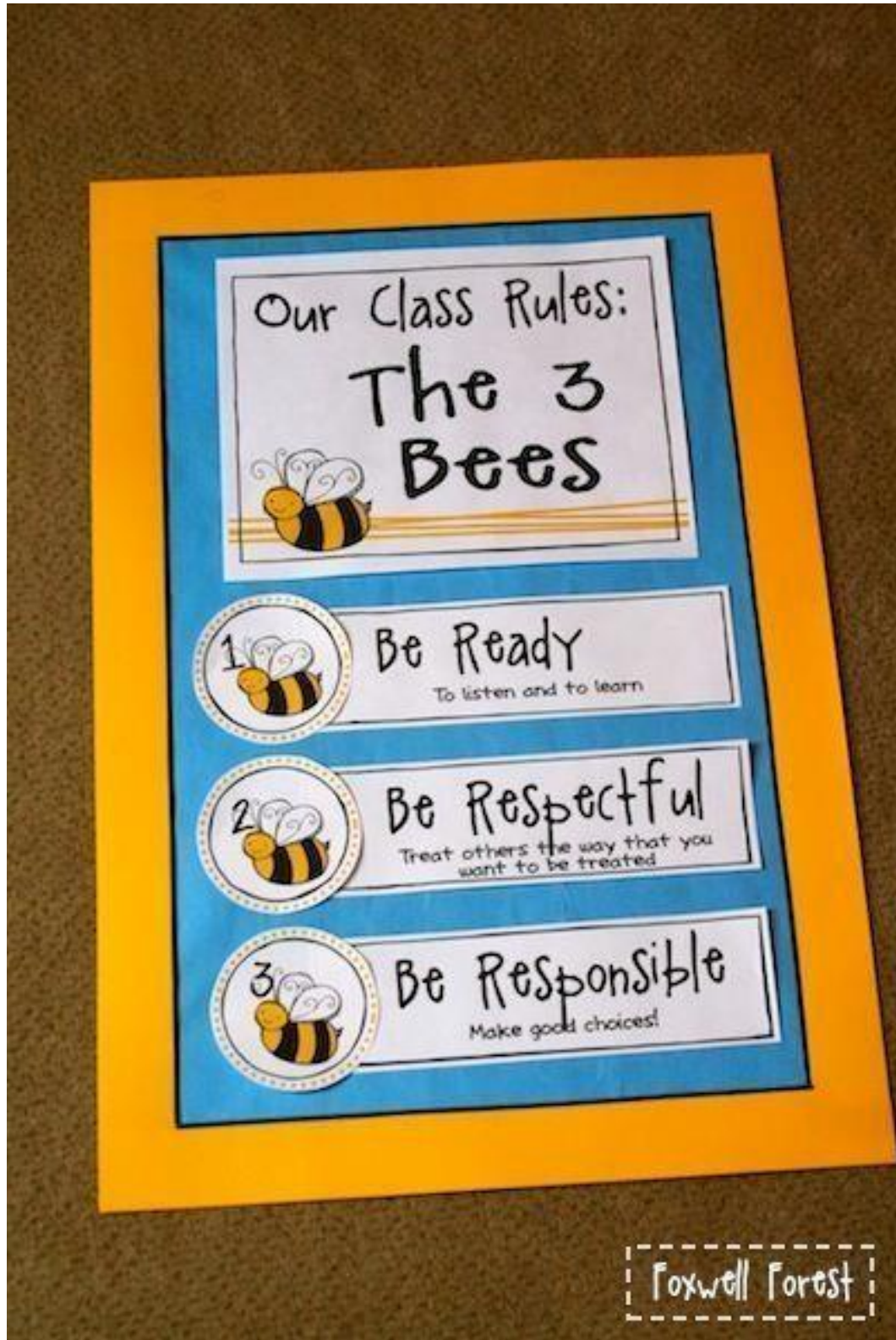
A B C D E F Gee what a lot of fun we had this week. Our names have been very important this week. We are looking for letters that are the same in each other's name, counting letters, comparing the length as well as looking for letters that we have learned. Our name is the most important word and that is why we start there.

I am in need of your help. The children are feeling quite comfortable with school and their friends. This is good as well as bad. Many of the children are getting silly, talking and "hitting" (to get attention). This is becoming a problem. I need the children to be focused during group and work times. You can help with this by reminding them to use good listening, eyes, ears, mouths and bodies. Facing the teacher, keeping in his/her spot and waiting until playtime to get silly. We need to establish good listening skills so when we need to get more serious about skills they are ready. Thank you for your help. It really does make a difference when we can work together.

**Ask Me About**

- New Letters and Sounds we learned this week—c k e h r
- Computers-This week we inserted the pictures we took last week into a special page and then dictated how we feel about school.
- Graphing how many letters are in our names.
- The big Chicka Chicka Boom Boom Trees we made.
- The Chicka Chicka Boom Boom Tree alphabet book we made. This will be a traveling book to go home with a new friend each night.
- The book The 12 Days of Kindergarten: these went home earlier this week; I'm hoping that you have had your child read and reread it to you.
- Morning Meeting Greetings
  - Hello Neighbor
  - Farmer greeting-milking the cow
  - Fish handshake—flopping hand on neighbors arm (this is a gentle motion.)
- Morning Message:
  - Did you have cereal for breakfast?

Sample Rules Poster



Early Finishers Sample Poster

# Early Finishers

## 1. Check your work.

- Is it neat and complete?
- Did I try my best?

Name:
1. $4+5$
2. $5+5=10$
3. $2+6=8$

## 2. Finish work in your red folder.

## 3. Read from your book box.

## 4. Start a new piece of writing.

## 5. Shop for books.



Pink Slip Sample

Date: \_\_\_\_\_  
Printed Name: \_\_\_\_\_  
Class Section: \_\_\_\_\_

## You've been *Pink-Slipped!*

Completing your homework or assignment is your *responsibility* as a student.

Missing Assignment: \_\_\_\_\_

I do not have my homework today because:

- I did the assigned homework, but I did not bring it to class.
- I chose not to do my homework.
- I forgot to do my homework.
- I did not have the appropriate materials at home.
- Other—please explain below.

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

Signature \_\_\_\_\_

### Classroom Setup

