

Classroom Management Plan

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CLASSROOM MANAGEMENT PLAN

My Philosophy

My philosophy is based upon the connection of meaningful relationships within my classroom. I will use Love and Logic (2010) techniques to promote positive self-concepts for each of my students. I will provide many choices for students to foster creativity and independence. I will create a safe place for students by remaining calm and kind, while also letting students diffuse first when a conflict occurs. I will keep an organized environment by placing procedures and routines into effect that will help students to know exactly what to expect. I want to create and encourage an environment in my classroom where everyone feels safe, respected, and equally important.

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Plan for the First Days

Day 1- I will greet my students at the door when they come in. There will be assigned seating with name plates taped to their desks. On their desks I will have an opening assignment, like bell-work. This first assignment will be a document that lets me get to know them better. I will then talk about myself and provide a Powerpoint with pictures so students can get to know me better. I will go over what they year will look like and what they can expect. I will give them a brief “tour” of the classroom and show them where their cubbies, hooks, or other important classroom items are at. Next we will do a “get to know each other” activity so that students can become familiar with one another and with me. We will cover some important procedures like: what to do before the school day starts, how to enter/exit the classroom, how to properly place personal and classroom items away, how to mark lunch choices, how we leave the classroom to use the restroom or fill water, and how to sharpen pencils or get tissues. We will also cover what a procedure is and that there is no consequence if you forget how to do them, but we will be practicing again so that we do them the right way.

Day 2- Greet students at the door again. Have bell work up on the board. We will go over procedures from yesterday and have students model the correct way to perform these. I will then ask if there are any questions on these procedures covered so far. Then we will cover new procedures. These will be on how to turn in assignments, how to walk in a line, and how to check out books from class library. We will also cover classroom expectations and rules. I will ask for student input and we will adjust these accordingly.

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Day 3- Greet students at the door. Have bell work up on the board. Cover procedures from the last two days and have students model these again. We will also cover the classroom expectations and rules again. Now that we discussed them, they will be displayed in the front of the classroom. Next we will go over what do in emergency procedures, like fire drills or other cases of emergency. We will also cover our classroom environment plan: how we should respect other students, teachers, and how I will respect them. We will discuss this together and display this in the classroom as well.

Day 4- Greet students at the door. Have bell work up on board. Conduct morning meeting and how these will be run. Next we will discuss consequences and how those will be enforced as a group. We will discuss what consequences are for and we will create them together. Next we will go over classroom jobs and how they are chosen and run. We will also model these.

Day 5- Greet students at the door. Have bell work up on board. We will review all of our procedures, expectations, rules, and consequences again. We will make any adjustments at this time. We will all sign our names in agreement and get our year started off on a good note.

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Connections to students and families

To create a connection with my students and their families, I will create a letter that will be sent out before the school year starts. In this letter I will let students and their families know that I have been preparing for them and that I am excited for the school year to begin. I will give a description on myself, some of my favorite things, and include a photograph as well. I will include important contact information, like the school's contact information, as well as my school email address in which I will state that parents can contact me or ask me any questions, both before and during the school year. I will also include a list of supplies needed for the class. I will include our class website URL, probably in the shape of a closed Facebook group or blog. I will explain that this will allow me to post classroom updates or reminders, as well as share some of what we do in the classroom during the day. I can post pictures of projects, activities, or artwork that we do as a class.

What if's

My classroom philosophy is based mostly on Wong and Love and Logic teachings. I believe that setting up procedures and routines and explaining, rehearsing, and reinforcing these will help my class room management and environment for both my students and I. That being said, I will have good with-it-ness and realize that things can and will happen that are outside of ideal. I want my students to be able to understand their own actions and behaviors and think about the consequences of these as well. I will pull my students aside quietly to allow both them and I to take a look at the situation. We will use problem-solving skills whenever possible and share the thinking of how we can fix the situation or make it better. I will share my empathy with students

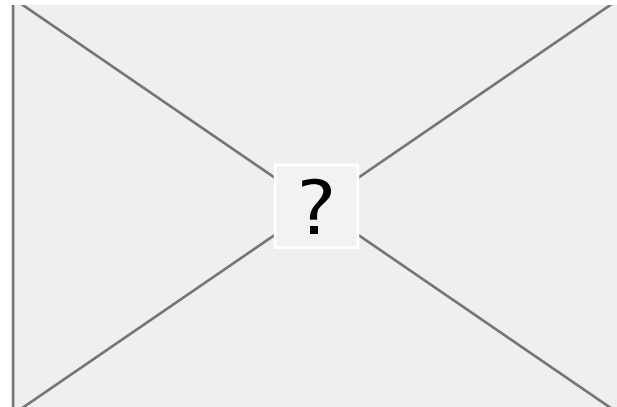
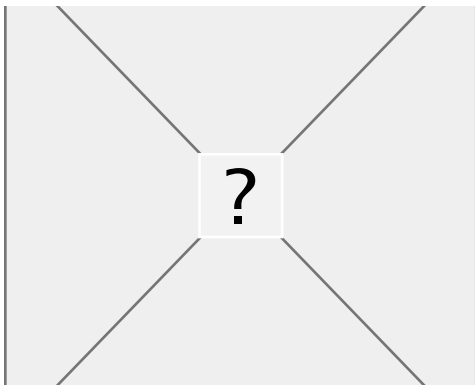
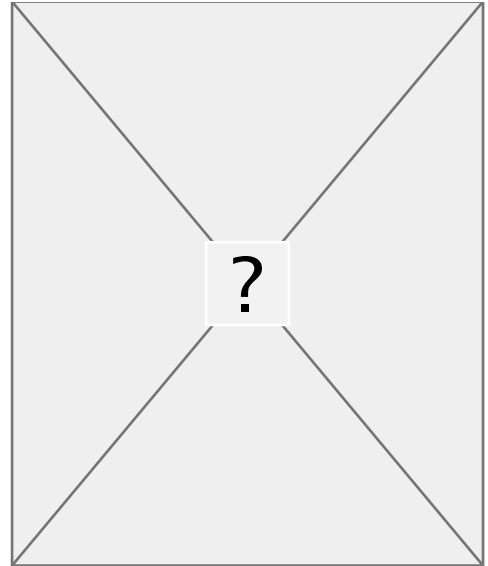
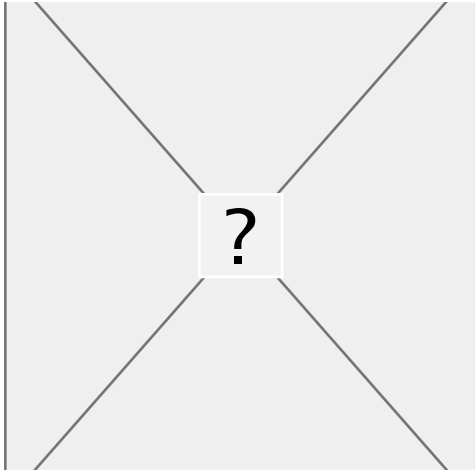
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and allow them the opportunity to develop their own plan of how to change their behavior. When I do have to administer consequences based on bottom line or safety issues, I will do so in a calm manner and then we can re-evaluate the situation later together. I have included some helpful materials on consequences and mindset in my appendix that I intend to use in my classroom.

Appendix

Here are some photos of how I plan to create meaningful relationships within my classroom. As I greet students at the door every morning, they can hold fingers in relation to how they are feeling that morning. Then we will conduct a morning meeting in which students can share how they are feeling and why. This will allow me to be able to gauge my students and know who is having a bad day and I can talk to them. I will also have a student interest/hobby board. This is where students can write things that they are interested in or like to do, or print pictures and place them below their names. We will also have a class “Joke” board where everyone is can one joke they wish to share with the class and place them on the board, we can share these during morning meetings or whenever someone is feeling upset. Marazano (2003) also explained that humor can reduce stress and enhance productivity in students. This will also help students to feel equally important and respected because what they like and what they say is always taken into consideration and respected.

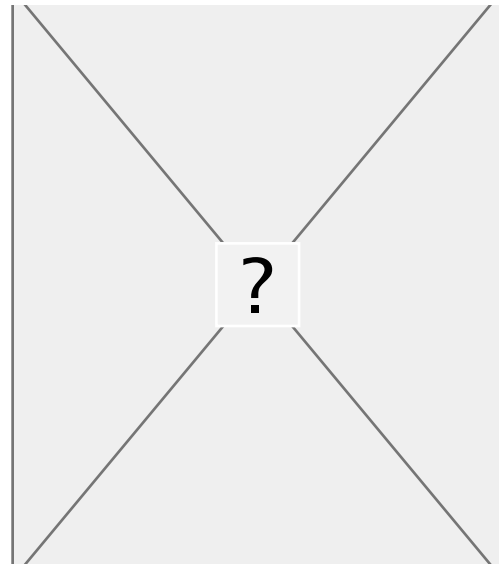
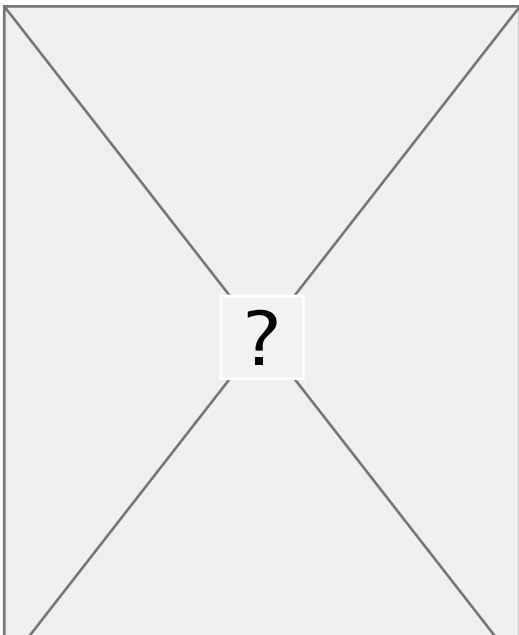
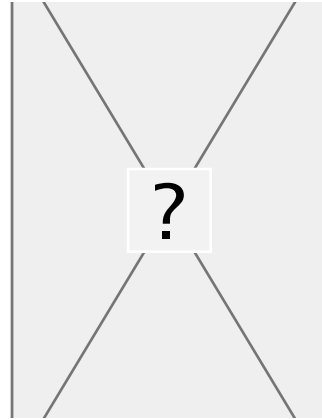
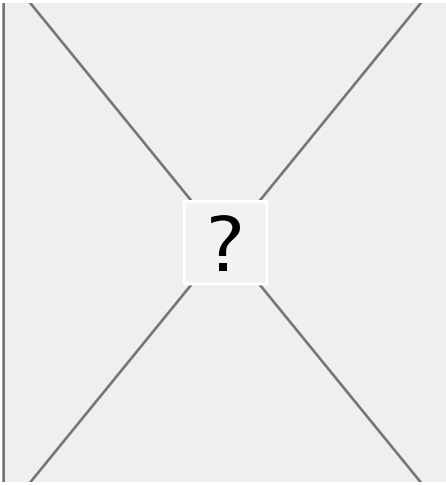
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Here are some photos of how I would like us to create our classroom rules. We will create our rules and expectations as a class. We will discuss what we think is best and agree on what we think is best. Since we all agreed on the rules and expectations, we will all sign our names at the

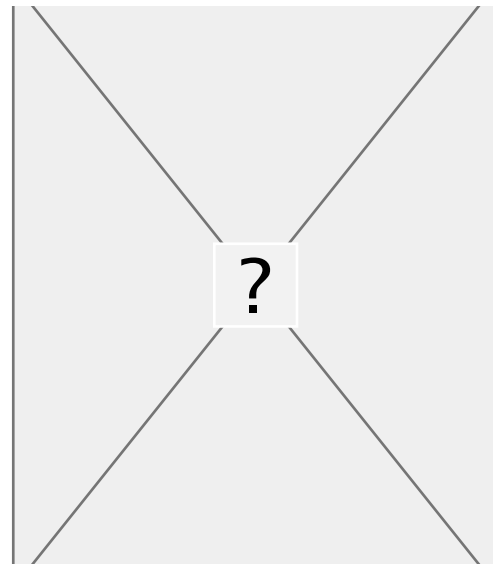
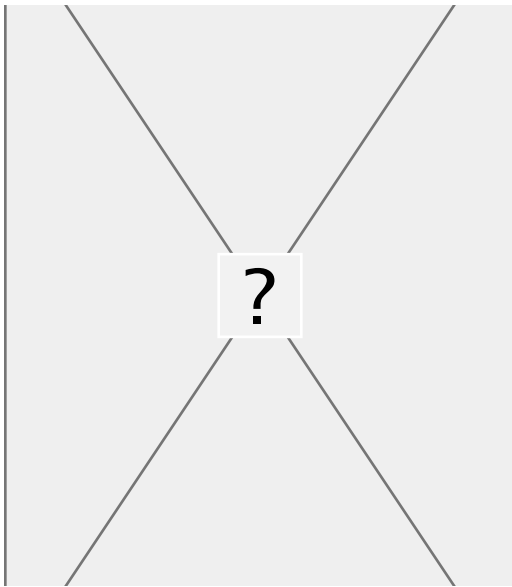
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bottom and hold ourselves accountable when we don't follow these rules. We will display these at the front of our classroom so every student can see them.

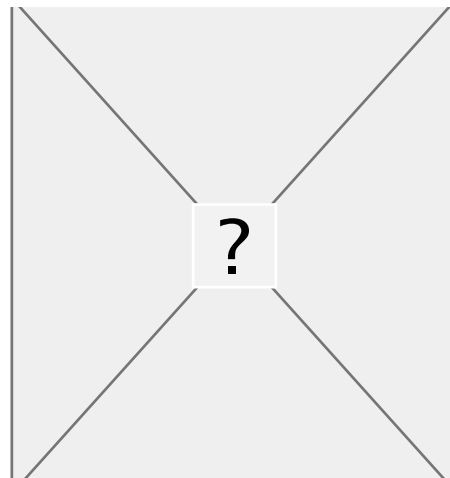
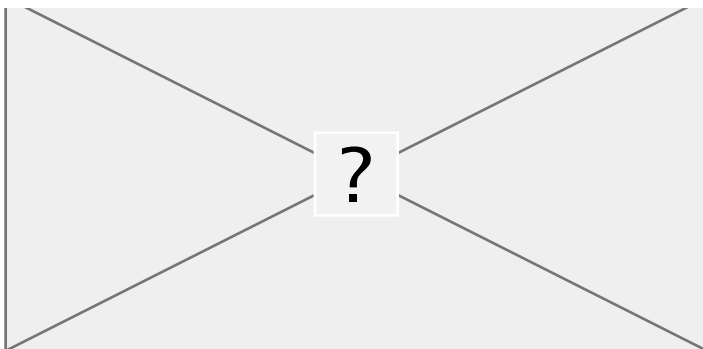


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Here are some of the procedures that I will cover with my students during the first week of school. I have a chart for hand signals used in the classroom: getting tissues, water, materials, sharing a comment, or question, or using the restroom. There is also a visual aid for how to run the morning procedure, and common classroom questions for the first week of school. I've also included a clothespin system for leaving the classroom that my practicum teacher shared with me. I like this because the students place the color coordinated clothespin on their shirts depending on where they are going and then both myself and hall monitors know where they are going.

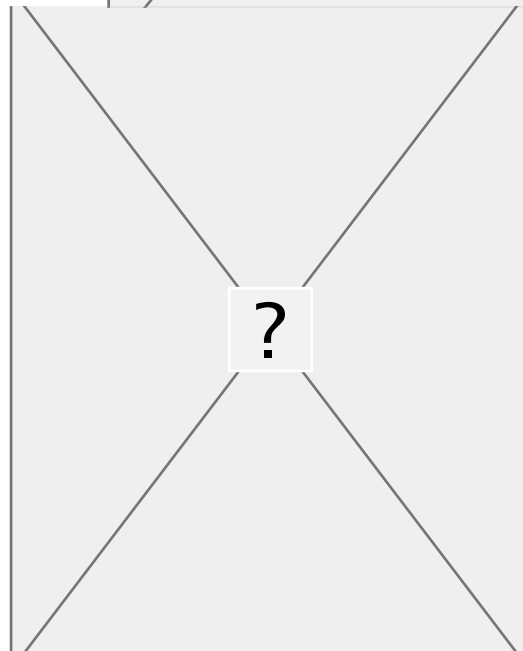
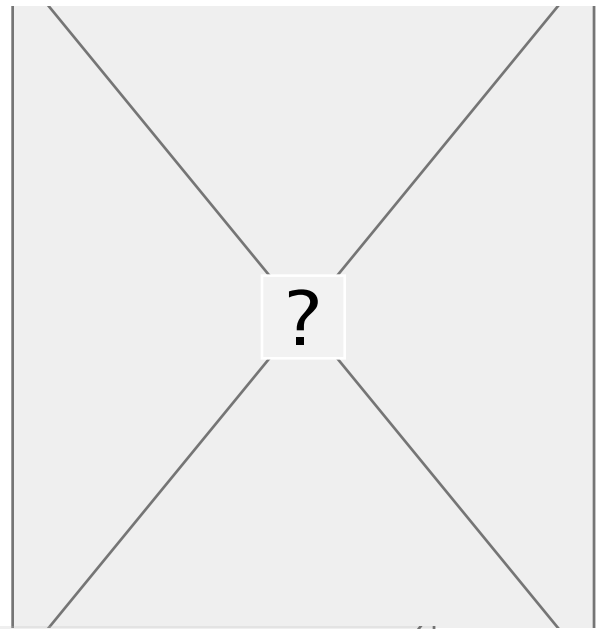
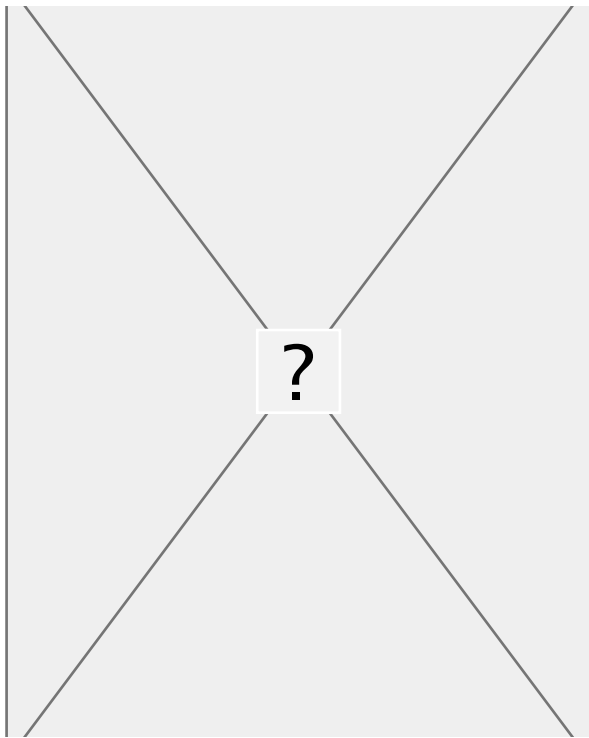


**TAKEN FROM PRACTICUM
CLASSROOM- MRS. KIM GARRISON**



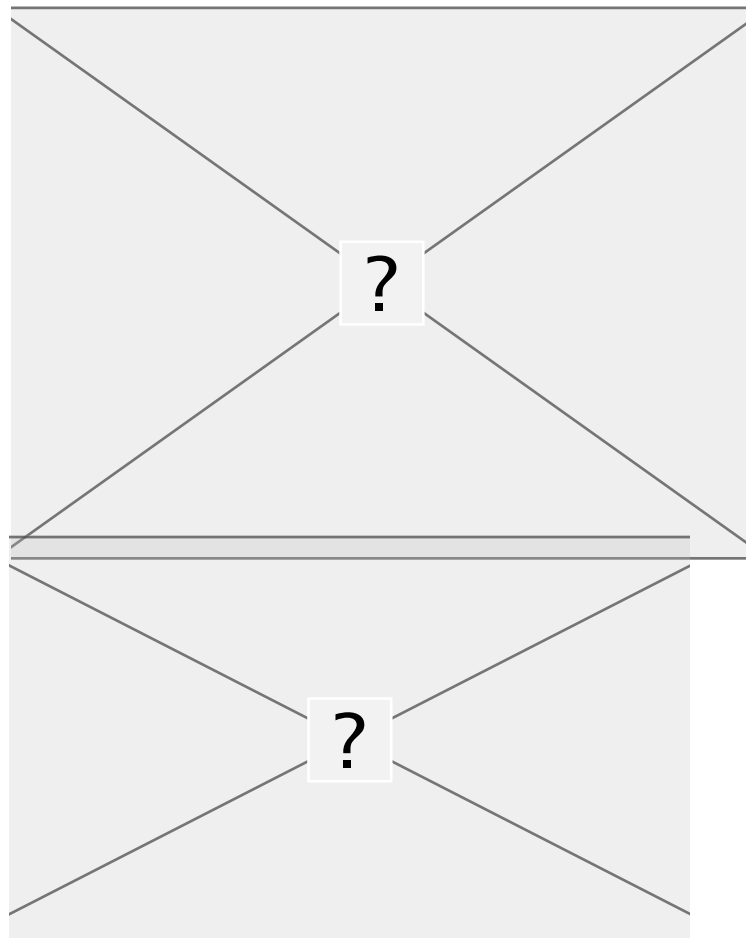
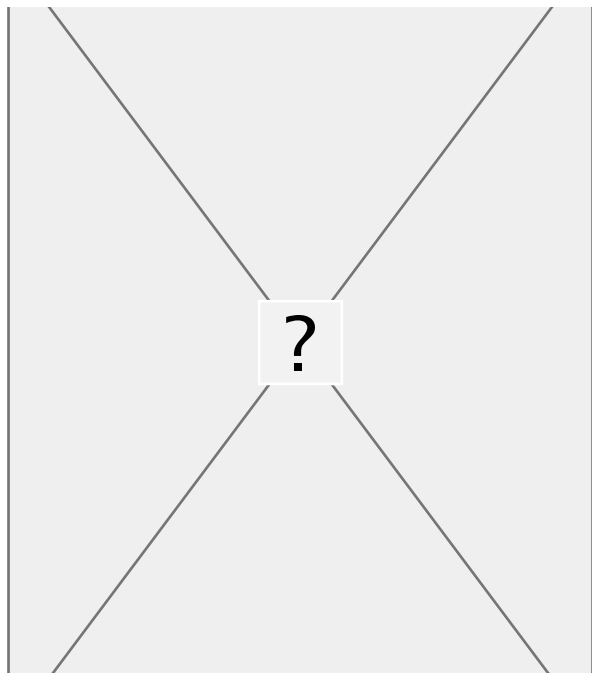
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Here are some ways that I plan on using to give my students some choices within the classroom. There will be choice boards based on different things within the classroom. They can choose one of these options on how they would like to be assessed or how they would like to spend their free time. I think it's important to give students choices to promote responsibility and independence. It also allows them to realize that they are responsible for their own choices.



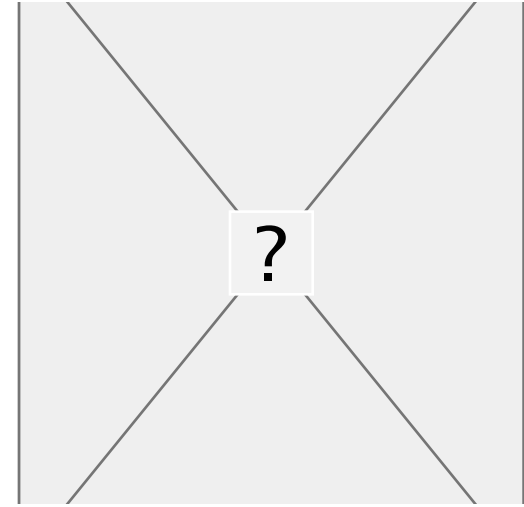
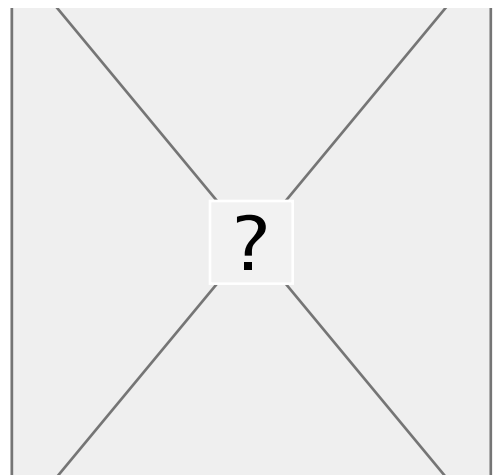
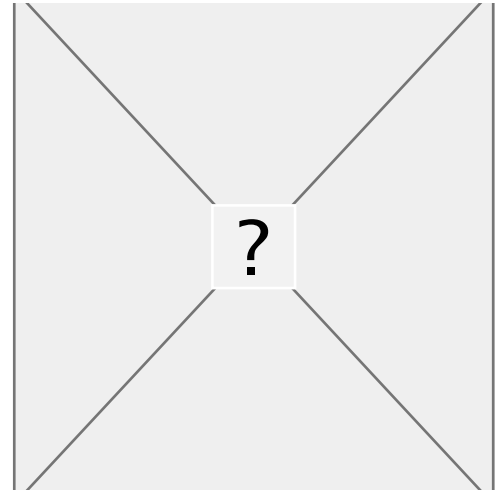
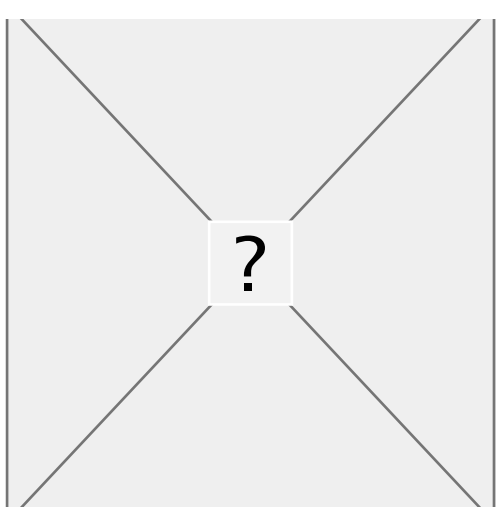
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These are some ways that I will use to make sure my classroom is a functional and organized space. I included a book shelf that is labeled based on genre, author, or theme. There is picture that shows a desk set-up that I like as well. Depending how many students and how big of a space I have. It is a sort of butterfly or horse-shoe shape so all my students will be able to see me clearly and I will be able to access them easily if they need assistance. I will have their names on their desks on the first day so they know where to sit right away. We can change this seating arrangement later, but I want them to know where to go to alleviate stress during the first week. I also included a picture of a labeled shelf with materials for students so they can see where to grab materials and also know exactly where materials belong. This will foster independence and responsibility because they will know where to find everything and be expected to put it back how it was.

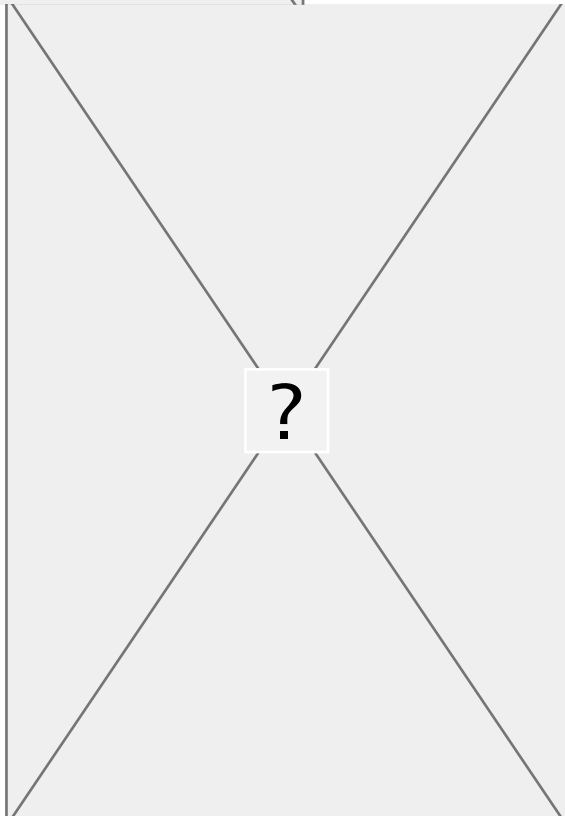
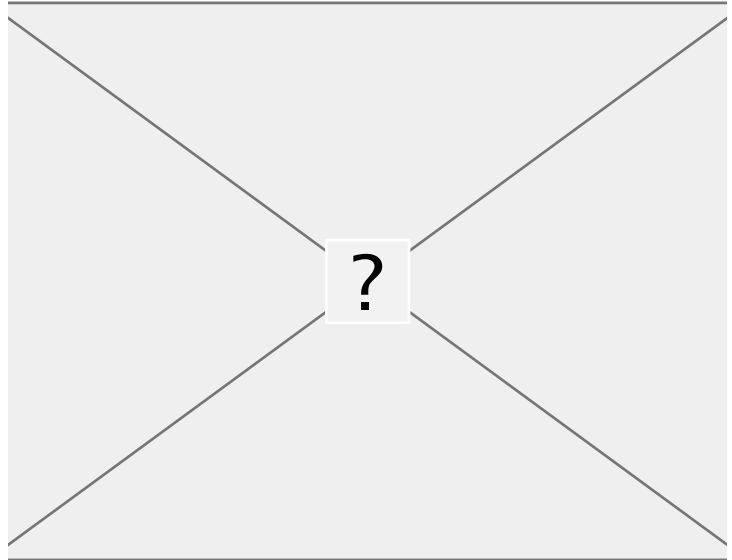
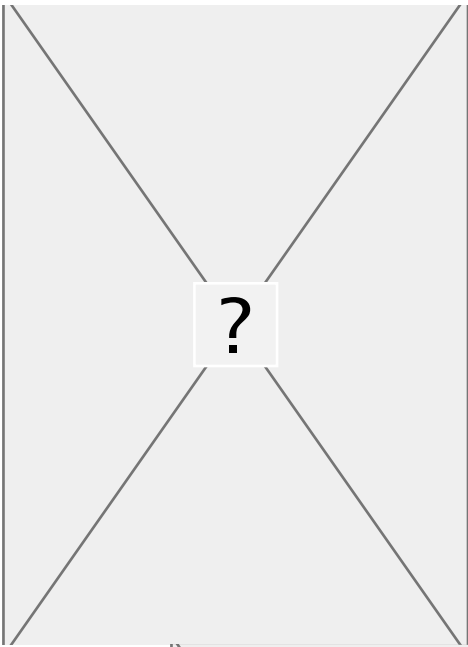


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These are some of the materials I intend to use based on consequences within the classroom. I have included some logical consequences because this promotes student's responsibility for their actions and also gives good examples of how to fix it. These forms would also serve as documentation for future need. I've also included a wheel choice and a being proactive sheet because I think the most important part in trying to correct behavior is having the students figure out how to correct their own behavior or to think about the good choices they could make instead. I've also included some positive consequences because this gives the students something to strive for and can create a ripple effect in the classroom once some students start to see the positive consequences.

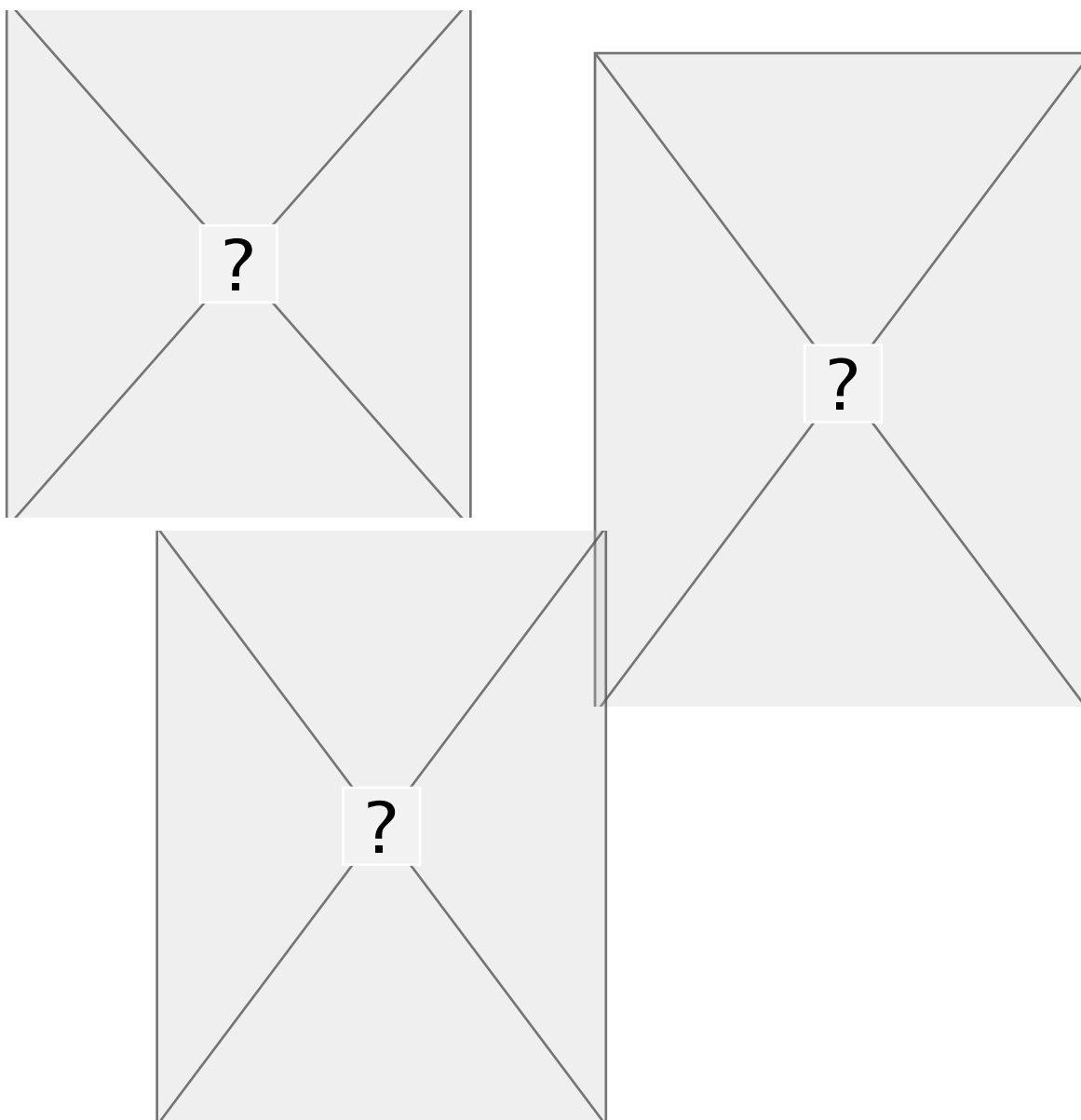


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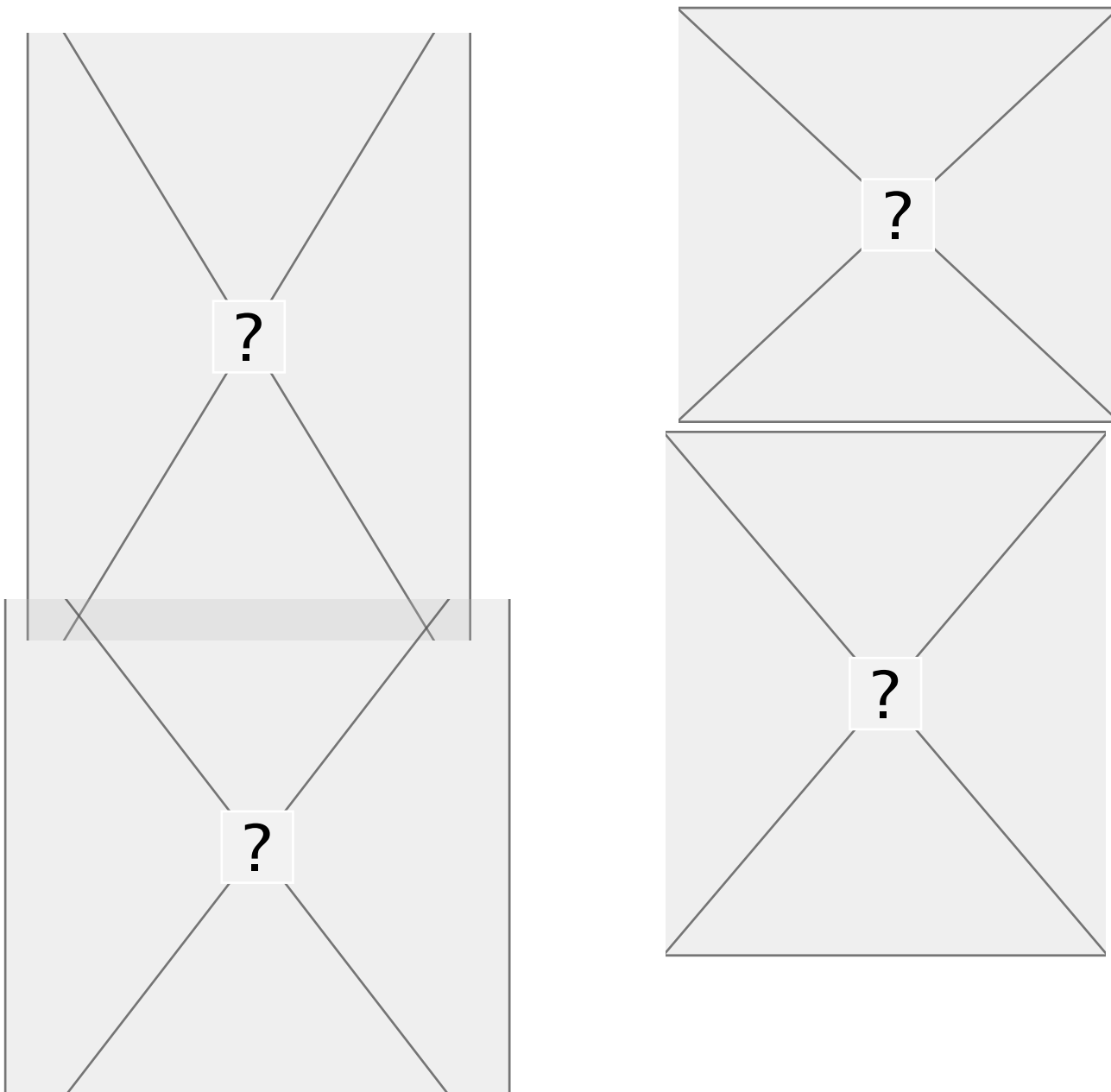
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Here are some examples of the “Meet the Teacher” forms I would send out to students and families. I would also include a school supply list and more information about the start of school. I would also create a Powerpoint to show my students on the first day of school. I have also included a “Meet the Student” form that I would have my students fill out on the first day of school as their bell-work so I could get to know them better as well.



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These are some quotes or motivational posters that I would put up in my classroom. A couple of them (The power of positive reinforcement and “Stop saying you are so smart”) are just for me, but I like the message behind them. Especially the “Stop saying you are so smart and start saying” one because it reminds us as teachers to use specific positive feedback because that is so important to students and personalizes the reinforcement, as well as helps you foster that relationship with your students. The other posters I think are just good motivational posters for



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References

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