

Classroom Management Plan

Rachel Henke

University of Mary

Philosophy

My classroom management philosophy is based upon Wong with some elements of Love and Logic and Marzano. The focus of my classroom is to instill behavioral expectations using rules and procedures while also building relationships of acceptance (Wong and Love and Logic). My classroom management philosophy is about fostering student engagement and as well as respect for self and neighbor and belief in the capabilities of each student. Students' self-concepts will be fostered and nurtured by encouraging them to try, but also by giving them the freedom to fail. Reinforced by support from the teacher, students are encouraged to actively engage in learning. Student will be given options and shared control in order to increase autonomy and behavior will be regulated by using logical consequences with empathy (Love and Logic. See appendix A). To guide student behavior and ensure that the classroom is a safe environment, my classroom will be guided by rules and procedures (Wong, 2018).

The First Five Days

Day One: On the first day, I will be standing outside of my door with a smile on my face welcoming the students into my classroom. Inside the classroom, I will be playing "Drop in the Bucket" by Robert Craft (See Appendix A). I will also have a greeting posted on the board along with a 1-2-3 agenda and instructions for the opening assignment: how to introduce yourself (See Appendix A). I will have a bulletin board hung up by the whiteboard with the basic classroom procedures tacked on, leaving additional space for the classroom promises that we will make together as a class. After I have greeted each student at the door, we will all gather around a rug in the community zone for where I will explain the agenda and complete the opening assignment. After we have completed the opening assignment and gone through the agenda, I will take down the procedure board and explain some of these procedures. The procedures I will address on the

first day will be 1) exiting and entering the classroom 2) opening assignment 3) asking questions/ bathroom breaks 4) transitions and 5) noise levels. I will demonstrate these procedures and then we as a class will practice and review them and discuss their importance in creating our classroom environment. We will discuss seating arrangements and students will be divided into groups based on numbers drawn from popsicle sticks. They will be assigned a specific table so that I can monitor which groups of students are paired together. However, in order to share the control and still give my students the freedom to choose, they will be allowed to select where they want to sit at their assigned table. These tables will be arranged in groups of three to five, depending on my class size and needs (See Appendix A). We will practice transitions from the different subject areas and learning zones, when are good times to use the bathroom, asking questions, and using appropriate noise levels. (See Appendix A).

Day Two: Day two I will start off again with a greeting outside the door, but right away we will practice what it looks like to enter the room, find your table, and pick you seat quietly. We will spend as much, or as little time as needed to go through anything that did not get done the day before. We will spend the morning getting out the kinks in performing the procedures. I will also be adjusting groups to fit the needs of my students at this time. I will then introduce the rest of the procedures 1) how to use the school supplies 2) how to hand in homework and 3) what to do when you have extra time (Appendix B). We will participate in mock situations where students need to practice these procedures. Then we will all gather together in our community zone to discuss and form our classroom promises. These will be added to the procedure board and placed where all can see.

Day Three: Day three will start off like day one and two, greeting at the door, agenda and greeting on the whiteboard, and music playing inside. We will jump right into reviewing our

procedure and going though our classroom promises, seeing if we need to revise or edit them in any way. On day three, I will have my students bring in photos of themselves so that we can create our classroom family banner (See Appendix B). Then we will start with our lessons for the rest of the day. At the end of the day, I will stop the lesson with extra time to spare so that we can review our procedure for exiting the room (See Appendix A).

Day Four: Day four will also start off like days one through three. After all the students have found their seats, we will start on our lesson. For the first few days of school, I will plan in extra time to stop the lesson and review procedures and classroom promises and to address any issues along the way.

Day Five: On day five we will see how smoothly my students can perform the opening procedures for the day. I will be observing how well they carry out transitions, opening assignments, noise levels, etc. By now they should be able to perform transitions and exiting and entering the room with relative smoothness. There should be little difficulty with completing the opening assignment. I will be watching for anything that is not going well so that I can adjust my classroom procedures accordingly. Day five we will start to focus more primarily on the lesson content, still carving out extra time to review and reinforce procedures and classroom promises, giving extra attention to anything that is taking longer to get down pat, noise levels and hand signals for example. Again, these procedures that might take longer to remember will be visually reinforced (See Appendix A).

(See full classroom layout in appendix C.)

Connection to Students and Families

In order to create a sense of community with my classroom and their families, I will be having an open house on the first Saturday of the first week of school. This is when families can come to the school to meet me and we can discuss their child's needs and interests. This will help me to become more familiar with who my students are and where they are coming from. Having an open house will also let the parents/guardians become acquainted with who I am. This in turn will help me and the parents become more comfortable communicating in the future. I will also be working with the school to find times that I can make home visits to introduce myself to the families that were unable to make it to the open house. In addition to this, I will be sending my students home with a letter to their families and a classroom policy (Appendix C). I will send out weekly "behavior slips" to the families, either through post or email, letting the families know how well their child is doing academically or behaviorally (Appendix C). In addition to this, I will make regular phone calls to guardians, making sure to inform them of not only the bad, but the good things I am observing in their child. Lastly, I will share a GoogleDoc with the families in which I will include pictures of children and information on what they are learning and doing in the classroom.

What If's

One of the biggest challenges I can see myself facing in my classroom is student disengagement. I am nervous that I will be ineffective in holding my student's attention and interests and that my classroom will dissipate into confusion or boredom. I want to build relationships with my students in order to develop trust and care so that they can thrive under my instruction. However, I am concerned that I will be unable to hold my students' attention long enough to instruct them, let alone grow in a relationship with them. I am primarily concerned that I will be ineffective in stimulating group focus (Jacob Kounin) and that I will not get all my students' attention when I

need to. I want to make a connection with my students and in order to do this effectively, I can turn to what Wong says about creating a culture of courtesy. Creating this culture of courtesy simply means using your students' names, smiling, saying 'please' and 'thank you' and showing them that they are loved and having these things reciprocated by your students (Wong, 2018). I can also use the phrase "good job" in a more specific and intentional way when speaking to one of my students (Lamb lecture 6). An example of this would be: "Rosie, good job on using your quiet turtle voice in the reading nook." In addition to this, effective greeting and meaningful conversations will help me to build student engagement. Lastly, according to Marzano, I can maintain situational interest with games, friendly controversy, bringing in unusual information, and using questioning strategies (Lamb lecture 10). Showing acceptance and using both intensity and enthusiasm as well as humor at the appropriate times will help increase student engagement (Marzano from Lamb lecture 9). I am not seeking to be the friend of my students, but rather to build relationship of trust, respect, and courtesy (Wong, 2018). Eliminating the unnecessary stress of thinking that I am supposed to be my students' best friend will help me to focus on being the best teacher and role model that I can be.

Conclusion

My classroom management plan uses rules and procedures to cultivate respect for persons and to foster healthy relationships as well student engagement. Building appropriate relationships with both my students and their families is an important element in crating a community of learners. Learning about my students and helping them to engage in the learning process by giving them autonomy and choice guided by procedures will help them to make learning and knowledge their own. By reaching out to the families and sharing the accomplishments of each student, I will be fostering student achievement and success. My classroom management plan relies on procedures

as they are the guidelines for creating an environment of order, respect, and a place where my students can delve deeper into the lesson content and can enjoy process.

References

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

Love and Logic Press: Golden, CO.

Lamb, C. (2020). Classroom management lectures. [PowerPoint slides].

Wong, H., Wong R., (2018). The first days of school, 5th ed. Mountain View, CA: Harry K.

Wong Publications. 5th Edition.

Appendix A

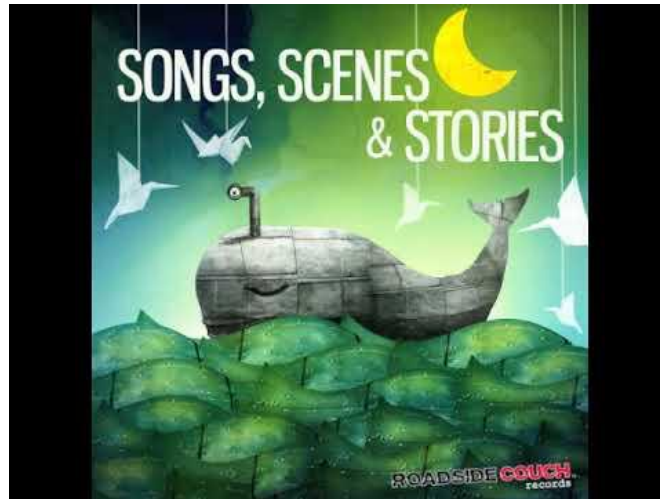
<https://www.pinterest.com/pin/738027457670446352/>

<https://www.pinterest.com/pin/487444359660576868/> (Logical Consequences)



LOGICAL CONSEQUENCES	
ABUSE IT , LOSE IT	Temporary loss of privileges, equipment, items and/or activities.
INCOMPLETE WORK	Finish at recess or for homework.
DISRESPECTFUL BEHAVIOR	Separation from group – Time Out within the classroom and write an apology letter.
TALKING DURING INSTRUCTION	Separation from group. At first, timeout within the classroom. If continues send to another room for time out.
WASTING INSTRUCTIONAL TIME	Make time up at recess. Set the timer each time to show how much time was wasted and needs to be made up.
MESSING AROUND IN THE LINE	Send to the back of the line and tries again.
POOR MANNERS	Copy and write out a list of proper manners they should exhibit.
GENERAL – Warning, Time Out within Classroom, Timeout in another Classroom	

I will have this song playing as my students enter the classroom on the first day. Using music will lighten the mood in the classroom and help my students to relax and become comfortable in their classroom. Music will welcome the students and let them know that this space is has been prepared for them and it is ready for all the adventures that the school year will bring.



<https://www.pinterest.com/pin/363454632410620167/>

If there isn't a good place hang this chart outside of my classroom, I will hold it as I greet my students. This Good Morning or Goodbye chart will serve as a visual for my students so that when they approach the classroom, they will not only hear me say "good morning," but they will also instantly *see* how I will be greeting and sending them off each day. If they are nervous or anxious about what they are supposed to do and where they are supposed to go, I hope that giving them extra visual instruction will help them to calm down



<https://www.pinterest.com/pin/331507222574130060/> (Good Morning or Goodbye)

<https://www.pinterest.com/pin/769693392552783136/> (When you enter this classroom)

Agenda:

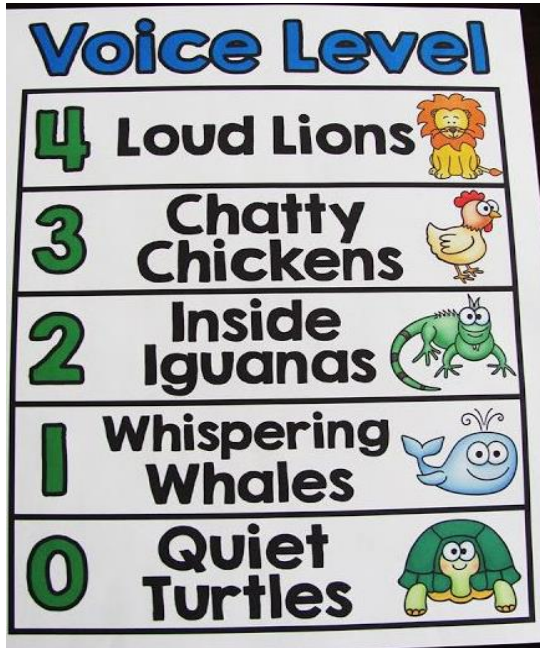
1. Get to know each other!
2. Assign numbers and colors for seating arrangements.
3. Talk about procedures and classroom promises.

Opening assignment: Students will be given the option of answering what their favorite color, food, or animals, or by telling about what they did over the summer.

- Hello! My name is ____.
- My favorite animal is ____.
- My favorite color is ____.
- My favorite food is ____.
- Over the summer I did ____?

Noise Level Chart:

Procedure for noise levels: I love this chart because it is simply, but very child-like and creative. The clever alliterations are just what children need to remember small procedures like these. It isn't over complicated and will be easy to refer back to later in the class... "Ok class, we need to be like turtles during reading time." Using an animal symbol will help to minimize saying "Shhh" and it will also help the students to visualize how quiet each of these animals are. This taps into their creativity and strengthens their memory.



Procedure for getting the teacher’s attention: Using hand signals when students need to get my attention will help them to save face. If they have something private that they need to take care of (bathroom, tissue, emergency) or they are embarrassed about asking for help, these hand signals will provide them with a private way to take care of their situation.



<https://www.pinterest.com/pin/769693392552783019/> (Noise Levels)

<https://www.weareteachers.com/classroom-procedures-save-sanity> (Hand signals)

Procedure for entering or exiting the room:

<https://www.pinterest.com/pin/501518108506426796/>



Color-coded group tables: Although this picture doesn't completely show how I will color-code the tables, it nevertheless represents how I would like to arrange groups of students. I will use colorful tape to mark each table. <https://www.pinterest.com/pin/367395282104246410/>



Appendix B

Procedure for down time: Giving students options. (This would be modified a little to fit a 3rd grade class). <https://www.pinterest.com/pin/285204588873125883/>



At the beginning of the year, students will bring in a photo of just themselves. As the year progresses, I will add classroom photos of my students from throughout the year and add them to the banner. <https://www.pinterest.com/pin/769693392552783315/> (Class Family)



Appendix C

Letter to the families:

Welcome Back to School! 😊

Dear Families,

My name is Miss Rachel Henke and I will be your child's 3rd grade teacher this year! I am so excited to meet you and your child and cannot wait to start off a great year of learning and discovering in the classroom. I am a first-year teacher from Montana. I am the middle of seven children and received my bachelors in Elementary Education from the University of Mary in Bismarck, ND in 2022. I look forward to the opportunity to make your child's educational experience in my classroom joyful, hands-on, active, and practical. If there is anything about your child that you would like to share with me so that I can provide the best education for them, please do not hesitate to contact me.

Blessings,

Miss Henke

My Classroom Management Plan:

In our classroom, students are expected to be respectful and responsible. We raise our hands when we have a question, we keep our voice levels appropriate for the setting we are in, we are respectful of our peers, and we are good listeners. This classroom is one of safety and creativity, but we are not afraid to try new things. We work together, and we believe in the capabilities of each student. We strive to follow the classroom procedures and promises, and we work together to make our classroom a place where we can put on our thinking caps and grow in knowledge both individually and as a class.

Students who exhibit disrespectful behavior and ignore expectations and procedures will receive 3 warnings before parents/guardians will be contacted for further action: 1st- Verbal Warning, 2nd-Time out with the teacher or the school office, 3rd-Solitary time

Open House and Contact Information

Open House will be held on August 30th from 10:00 a.m.-3:00 p.m.

If you have any questions or concerns, please contact me @: email address, phone number and room address here

The First Day of School

Students will need:

A Few Pencils

One Notebook

Water Bottle

Last Names A-K: Two Clean-X Box

Last Names L-R: Two Lage Germ-X

Last Names S-Z: Two boxes of Markers

Behavior Slips:

★ Super Duper Day! ★

Today, _____ did a great job by...

<input type="checkbox"/> Being a kind friend	<input type="checkbox"/> Helping the teacher
<input type="checkbox"/> Meeting goals	<input type="checkbox"/> Being a good example
<input type="checkbox"/> Other: _____	

I'm proud of _____'s hard work!
Please give them a big hug!

Teacher Signature: _____

Name: _____ Date: _____

BEHAVIOR ALERT

I have repeatedly not followed some of our class rules. I will do better in the future.

<input type="checkbox"/> Talking out of turn	<input type="checkbox"/> Not following directions
<input type="checkbox"/> Not participating in class	<input type="checkbox"/> Off task
<input type="checkbox"/> Bad attitude	<input type="checkbox"/> Not keeping hands to self
<input type="checkbox"/> Out of my area	<input type="checkbox"/> Disrespecting others
<input type="checkbox"/> Making inappropriate/distracting noises	<input type="checkbox"/>

Student: _____ Teacher: _____ Parent: _____

<https://www.pinterest.com/pin/513973376207526569/>

<https://www.pinterest.com/pin/246149935856951982/>

Classroom Environment Layout: (The subject zone will be modified so that there are no individual tables, but groups of three or four chairs as shown in the picture in Appendix A).

