

Classroom Management Plan

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My Philosophy

My classroom management philosophy is that all my students will feel safe to communicate in our classroom. My students and I will work together to form procedures and by doing this, our classroom will become a community. I think that routines and procedures from Wong, 2014, are essential to set expectations and a schedule for the day. Also, we will need to incorporate the ideas of Love and Logic to help us set the stage for our safe community (Fay and Funk, 2010). Love and Logic will have a place in my future classroom because it will help students make choices and help them to think through all kind of situations in an effective manner. My hope is that my students will have been given enough examples and assistance that, by the end of the year, they will be able to navigate their learning on an independent level. Overall, I want my students to work together and build off of each other. The environment will foster and encourage all aspects of learning. If negative behaviors arise, I will respond by first trying to have a conversation with the student, then referring them back to the procedures we agreed upon, and finally contacting the family if necessary.

Plan for First Days

Before school starts, there are a number of things that I will have to get ready for my third-grade classroom. These items are shown in appendix A. Some of the items that I will prepare to help my class get started on the right foot are: a letter home to parents, a seating chart/plan for classroom layout, lesson plans for the first five days, name tags for lockers, and finally I will need to attach small white boards to each seating space in my classroom. The white boards will allow me to incorporate flexible seating throughout the year as students will look for their name in a different space each day. I also hope that this element will help with classroom

management because the students will not notice a big change if I move students away from each other that cause issues. The procedure will be something that they are used to.

Day 1- On this day, I will start the day by greeting my students at the door and informing them that there is a spot in the classroom with their name on it. Students will not be assigned to the same desk all year but instead each desk or spot will have a small narrow white board on it where I will write the students names before the start of each day. As students get settled, they will find several blank pieces of paper on their desk that we will use to create procedures and our class contract. Throughout the day we will focus on setting expectations for the year and introducing procedures (how do we enter the classroom, how do we ask to go to the bathroom, and how to walk to the bathroom, how do we walk to lunch, how do we get ready for recess, and how do we get ready to leave at the end of the day). All of these procedures have a theme that involve getting up and moving around the classroom or school so we will learn them by demonstrating and practicing. We will also work together to create our class contract today that each child will sign. I want to implement the class contract on the first day to insure that from day one, moment one, the students know that they are a group that works together, and our success as a class will be measured on how we can work together. To see examples of my day one plan, see appendix B.

Day 2- Greet students at the door. Today we will focus on procedures associated with classwork and the different zones we have in our classroom. The classroom will be set up so there is a discovery, quiet, teacher, and large group zone where students can do different activities and the expectations will be different in each zone. To help students learn the procedures while also having some fun, I will have different activities in each zone and students will work in groups and move from zone to zone as they were stations. My focus today will be

on helping students realize the behavioral expectations in each zone of our classroom and making sure they know how to be comfortable in our space. At the end of the day, we will work together to create five reminders for each zone that can always be seen. See Appendix C for more details.

Day 3- Greet students at the door and inform them that there is an activity for them to do as bell work before the class starts. At the beginning of today, we will review the information we learned the last two days and answer any questions that the students have. We will then have an activity to get to know each other better. We did not do this earlier in the week because I want my students to first be comfortable in the space and in themselves before we focus on others. I will also participate in this activity so that they students can get to know me well, (see activity in Appendix D). We will also learn the safety procedures today. To learn the safety procedures, I will show my students diagrams with the steps as well as have them walk through the behaviors expected of them. The most effective way for students to learn procedures is by doing them, and so that is how I plan to teach my students.

Day 4- Greet students at the door and have a question for students to respond to. Today, we will introduce expectations for homework, classwork, and the procedures when students miss a day. To do this, I may show my student examples of work that is done poorly and then also work done well so they get an idea of my expectations for classwork. I will also show them where to turn things in and where they can access the material from the day before. Finally, we will go over a homework policy. The example I give in Appendix E is an outline of how I would implement homework, but for the students I will give them a more user friendly version. The homework policy is the one element that I will create without input from the students because the expectation should be set right in the beginning. As the year goes on, if students have

suggestions, there can be changes made to the policy, but this is our starting ground. We will end the day again answering any questions and doing a fun activity.

Day 5- Greet students at the door. Today will be all about role playing and sorting through possible situations. We have learned most of the procedures at this point so now we will go over them in a “real life” situation so students can navigate through the classroom in the correct way. We will also have students play roles of what not to do so that they understand the consequences that happen with certain behaviors. This exercise will also give us an opportunity to talk about procedures that may not be working the best and how we should change them. On this day, we will also go over the procedure for our weekly check in discussion. I want my students to feel safe in our environment to talk about their feelings so at the end of each week, we will have a discussion about how the week went. To do this they will write down a number one through five on a piece of paper that has a corresponding emoji to it. The students can see the chart for this activity on their desk. Once they write down the number, they will have the opportunity to talk about why they chose that number and then all my students will give me the slips of paper. See Appendix F for more details.

Connections to Students and Families

Connection to the students’ families will be vital in my classroom. Before the school year starts, I will send out a letter (See appendix) that will give my students information about me and my expectations for our classroom. I will also, ask my students to fill out a questionnaire so that I can get to know them better as well. As the school year gets going, I will use either a closed Facebook page or Class Dojo to communicate with the families. I like the idea of Class Dojo because student behavior is tracked, and parents can see when and why their student may be having a good or bad day. I will also give all the families my school phone number and email.

What if's.

As I navigate through my first years of teaching, there will be many experiences that I may not be completely ready for and thinking about some of those situations increase my chances for being a successful teacher. One of the biggest what if's that comes to mind is, "What if my students get aggressive towards others or themselves. For these situations, I will have a quiet area built into my classroom where students can get out of view of others and have a safe space to sort out their feelings. If this does not work though, I will have a procedure in place to call another teacher to watch my students and for me to help the student get to the principle's office in a safe manner. Another what if that I have is, "What if my students do not understand what I am trying to teach them?" In this case, I plan to have a time set aside at the end of each week for us to discuss where students are at with the material and how they are feeling about the class. I feel as though this will help me realize changes that need to be made before they become a bigger problem. Finally, I wonder what I will do if I do not understand what is being asked of me by my school. For example, what if I do not understand the fire drills or their policies on school attire. In these instances, I would plan to find a teacher who is experienced that I can confide in and ask all of the questions before school starts. I will want to make sure that I am on the same page as my students and that I stay away from apologizing for rules.

References

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

Love and Logic Press: Golden, CO.

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

Inc.: Mountainview, CA.

Appendix A

Items I will need before school starts: Meet the teacher letter, Lesson Plans for five days, name tags for lockers and desks, and seating chart.

Meet the Teacher



Welcome to our classroom! I hope that we will have a great year and learn a couple of things along the way! Here are a couple things about me and our classroom.

Your teacher:
Ms. Hintz

My Education
I went to Elementary and High school in Center, North Dakota where I graduated in 2018.
I went on to the University of Mary to study Elementary and Special Education. I learned a lot, and I am ready to put all my hard work to the test this year!

Contact Information
Classroom Number: (701)-311-2222
Email: ghuredicator@gmail.com
Class Dojo: [username](#)
If you ever have any questions do not hesitate to reach out!

5 Things to Remember for Our Class!

1. Be kind to everyone!
2. Treat others as we like to be treated!
3. Come to school ready to learn!
4. Know that our classroom is a safe space to talk and become better people!
5. Have fun even when we learn hard new things!

*Let's have a great year!

My Favorites

- Food:** Chicken Nuggets
- Drink:** Blue Powerade and Coke
- Animal:** Dogs!
- Stores:** Target
- Colors:** Blue
- Candy:** Anything Chocolate!
- Hobbies:** Reading, spending time outdoors, spending time with my family, and teaching of course!





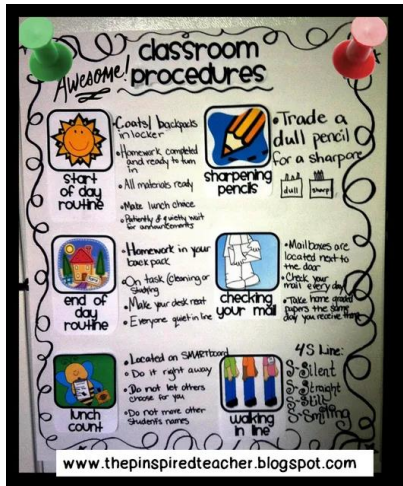
Here is an example of a classroom that I created with room for 17 students during large group time.

floor planner

Appendix B

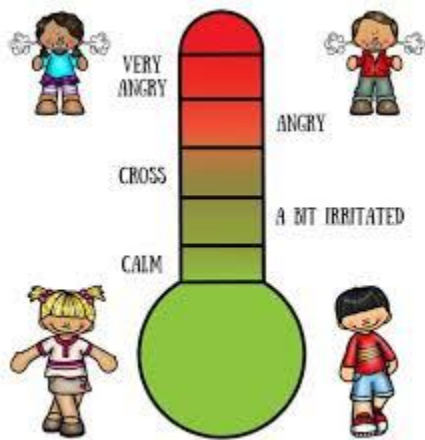
Day 1 Materials Needed: Today we are focusing on moving around our school and setting expectations so we will be creating a class contract and going over procedures like washing our hands and walking to lunch. I really like the idea of visual aids so I think my classroom would have reminders either on the student’s desk or on the boards to help them learn procedures. Here are some possibilities.





Appendix C:

Day 2 Materials Needed: Learning Zone checklists and behavioral expectations. There won't many materials needed today because we will be acting out scenerios and discussing our behavior.





Give thoughtful feedback
Respect others & their thoughts
On task all the time
Use soft voices
Participate actively
Stay with your group


Appendix D


Day 3 Materials Needed: Get to Know Your Students Tool, and safety procedures.

Getting to know you with Skittles!

1. I will hand out a small bag of skittles to each of you
2. Open the bag but do not eat them until I come around to see you.
3. Sort the skittles into groups of colors.
4. Pick 3 Skittle colors that are your favorite and then write down your answers to the questions that go with that color skittle.
5. If your Skittle color is...
 -  Yellow, tell me something that is special about you!

 Red, let me know something that is hard for you in school.

 Green, let me know your favorite part of school!

 Orange, tell me a story of your favorite teacher and why you liked him/her!

 Purple, let me know one goal you want to achieve this year!

6. When I come around to you, please read me your answer and then we can eat the skittles!
7. If you have anything else, you would like to discuss with me let me know! Let's have a good school year!

Idea found and adapted from an example on teachers pay teachers.

https://www.teacherspayteachers.com/Product/Getting-to-Know-You-Skittle-Activity-1063289?gclid=CjwKCAjwq4fsBRBnEiwANTahcDbqzE0Y0SvzFbV4HGLTcz1XcTZcU_RcLcC21kYWZvAthxitQywnBhoCdQcQAvD_BwE



Appendix E

Day 4 Materials Needed: Homework policy, classwork expectations, missing class expectations, homework turn in zone

Homework Policy

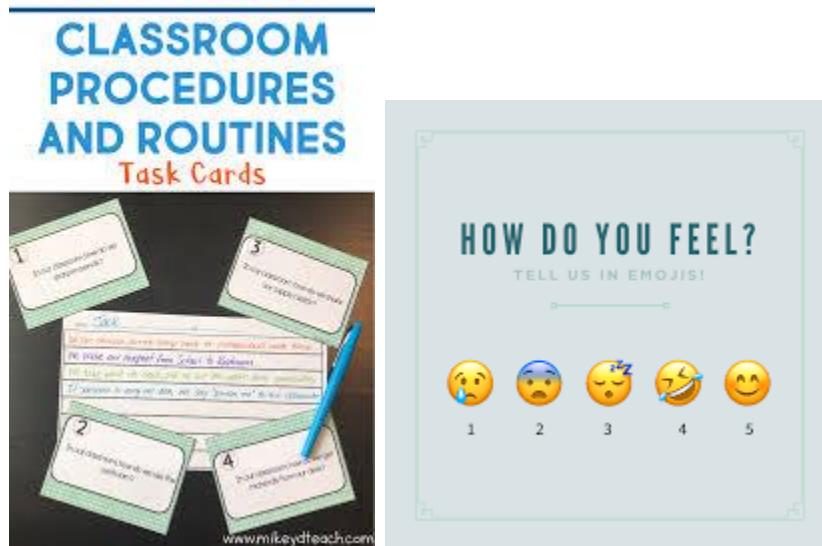
As a future educator, I know that homework will be a hot topic and will be something that I need to be consistent on. Homework is something that is essential for students to understand and master information, but it does not have to be done in the same way every day. My philosophy on homework is that it should be focused on the student and helping them learn more. Homework should be engaging just like the lessons should be and should excite the students not scare them. With that being said, here are a few guidelines I plan to follow.

- I will never assign more than a half hour of homework across all subjects during a night
 - This must be followed for each student, so if I know some are struggling, I will make sure to adapt the amount of homework so that all students can finish within the half hour.
 - There will be a maximum of an hour and a half each week of homework.
- My students will be assigned homework based on what they need, and I will not give my students busy work.
- The homework I assign will not be the same every day and will challenge my students to think outside of the box.
- All group work will be completed in class and only independent work will be required to be completed at home.
- Parents will have a clear line of communication with me when it comes to homework so that there is no confusion with the expectations.
- My students will never have more than two projects assigned at one time.
- I will stay consistent with my grading by allowing some self-check assignments, completion points, and giving myself time each day to grade papers.



Appendix F

Day 5 Materials Needed: Today we wont have many new materials because we will be going over what we have already learned and also making any changes that we see fit to our procedures. We will also have our first Friday evaluation/discussion so students will learn that procedure



Appendix G

Miselanious Materials Needed for a successful classroom: Here are sme items that I will also need to have prepared for my first days of school. I will have a schedule, a sub binder, class objectives, and an example of what my class dojo could look like.

