

Classroom Management Plan

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Classroom Management Plan

Classroom Management Philosophy

Classroom management is very important, not only for students but also for the teacher. My classroom management philosophy is to be an effective teacher by implementing empathy, procedures, and expectation. I will implement empathy by using techniques and strategies from the text of Love and Logic. It is stated in the book of Love and Logic, “The effective teacher administers consequences with empathy and understanding, as opposed to anger and lecture” (Fay and Funk. p. 36). Teaching with Love and Logic (2010) builds relationships, allows students who are angry to cool down, and gives them a chance to think through the problem. I will teach procedures and expectations the first week of school by rehearsing, reinforcing, and reteaching when needed. Procedures and expectations are important in classroom management because if you do not show students how to do something they will not know how to do it or know what you expect from them. They also create a safe and orderly learning environment for all students. I will use information from Wong, H. and Wong, R. (2014) to implement procedures that will be appropriate for my classroom. I will also take strategies from Carrots or Sticks (2015) for expectations that I will have for my students and expectations that my students might have of me.

The First Day

The first day can be the most difficult day for teachers, especially first year teachers. It is important to be prepared for the first week of school because that week will either make or break the rest of your school year. If you do not go over rules and procedures during the first day and then continue to rehearse, reinforce, and reteach them, you may end up losing control of your students. My plan so to be prepared for the first day of school by having rules and procedures

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already in place and written down to go over with my students on the first day of school. I will also use the teach, rehearse and reinforce strategy from Wong to help make sure that my students know what is to be expected of them in my classroom.

Classroom Rules

For my classroom rules I want my students to help me find rules that are important to them and I will also add rules that I believe are needed or guide students in the right direction to find appropriate rules. Rules that I think are important to have are the following;

1. Be Respectful

- Raise your hand to speak
- Listen when the teacher is talking

2. Be Responsible

- Follow directions
- Complete assignments of time

3. Be Caring

- Use kind words
- Help others

4. Be Safe

- Use materials appropriately
- Walk, do not run

Once we have discussed the set of rules and why each rule is important, next I will have all the students sign the set of rules saying that they agree. I will explain to them that if they sign the poster that means that they agree to follow the rules, and if they choose not to follow the

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rules there could be consequences. Then I will hang the poster on the wall for the class to see. This way if I see a student that is not following the classroom rules I will simply say to the student, “remember the classroom rules that we created, and you agreed to, how about you go back and reread those rules and then you can come back and join us.” If a student cannot follow the rules and must be redirected twice they will lose time at recess and spend that time writing a note to me saying why they were not following the classroom rules. If a student continues to not follow the classroom rules after being redirected for the third time I will write a note home to the parents and work with them to find a way to help their student. (See Appendix, Image 1 for example of classroom rules.)

Procedures

Procedures that I believe will be important to go over on the first day of school include how to find a spot, sitting on the rug, transitioning, getting our supplies out, lining up at the door, walking through the hall way, how to leave the classroom, and how to dismiss at the end of the day. I will have each of these procedures written down so that I do not forget any procedure or any step of the procedure. I will explain each of these procedures to the class, then I will show an example of how the procedure should be done, then lastly, I will have the students practice the procedure. I will have the students rehearse the procedure over and over until they reach my expectation, then we will move onto the next procedure. Once all the procedures have been explained, modeled, and rehearsed we will continue with our day while rehearsing the procedures that we have been over. (See Appendix, Image 2 for rug procedure, Image 3 and Image 4 for lining up at the door, and Image 5 for leaving the classroom.)

Daily Schedule and Agenda

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Next, we will go over the daily schedule and agenda. I will have the agenda posted on the board in order with the times that each item on the agenda will start. I will also have some sort of marker to mark what item we are on, on the agenda so that students know what to prepare for next. I will also have another area to place the learning target for the day or week so that the students can see what we will be doing in each subject and should have reached the learning target by the end of the lesson. (See Appendix, Image 6 for class schedule and Image 7 for learning target.)

Transitions

After we have went over the class schedule and agenda then we will learn how to transition from one subject to another. After I am done teaching a lesson I will have the students spread out throughout the room to explore what we just learned either independently or in groups depending on what we are working on. Once everyone has found a spot to work I will set a timer and tell the students how long they have to work before we transition to the next item on the agenda. Then, once the timer has reached five minutes I will use an attention getter to remind the students that we have five more minutes until we must clean up. Once that timer stops a song will start to play, that means it is time to start cleaning up and be ready for the next item on the agenda before the song stops. Although, I do not expect the students to finish cleaning up and getting ready before the song ends during the first week, I will encourage the students to try and clean up before the song ends to make it a fun activity for the students. I will keep a running tally of every time that the students beat the timer and once they reach 50 they will get some sort of incentive like a piece of candy or a movie. (See Appendix, Image 8 for attention getters and Image 9 for timers.)

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Connecting to the Students and Families

Getting to know my students and their families I believe is important to be an effective teacher. I need to know a few things about my students to connect their interests into my lessons. The day before school starts when the students and parents come to meet me and see the classroom I will send home a packet for their parents to fill out about their student, information on class dismissal, the class schedule, and information about myself. On the student information paper I would like to parent to tell me important things that I should know about their child including; when their birthday is, if they are allergic to anything, if they think or know their student has some sort of learning disorder, or if there is anything that the student has a hard time doing. I will also ask them to send along a picture of their students so that I can hang them up in the classroom. On the classroom dismissal paper I will inform the parents on how it will go and have them fill out a form of who will be picking up their students each day or if they will be riding the bus home, I would like to know the address that they will be bussed to so I can assure that the bus drops them off at the right location. Next information that I will include about myself is; where I grew up, where I went to school, why I decided to become a teacher, and my goal/goals for the school year. Then on the first day of school I will introduce myself to the students by telling them a few of my favorite things and a few fun activities that I have planned for this year. I will also meet one-on-one with each student throughout the day to get to know the students, I will ask the students and write down, a few of their favorites like color, TV show, animal, number, letter, and place. I will also ask the students what their favorite part of school is and what they would like to be when they grow up. Then I will hang up this information with their picture on the bulletin board for the first few weeks. After that I will take them all down

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and then each week I will pick one student to be the star student and they will go over what is on their paper. (See Appendix A, Image 10 for getting to know the teacher and Image 11 for getting to know the student.)

Behavior Plan

To ensure that my students have good behavior I will have positive behavior punch card, then once they fill their punch card they will receive an incentive like being line leader for the week or a candy bar. I will praise students for good behavior and positive attitudes and let their parents know how well their behavior is. Although, if students do not have good behavior I will use positive reinforcement, but if that is not working they will have one warning, if they misbehave again I will use the Love and Logic approach by having that students either sit in the classroom away from other students or in a separate room and wait for them to cool down before talking to them about what happened. After the student has calmed down I will give the student a choice of either telling me what happened and what they could do differently next time or I will have them fill out a behavior chart that will ask how they felt, what happened, and what they will do differently next time. After the third misbehavior I will give them a choice of either sitting out from recess or they can write a note to their parents/guardians telling them that they were misbehaving in class and why they were misbehaving. If the students do choose to fill out the behavior chart or write a note to their parents/guardians I will send it home with the student and then contact the parents/guardians to make sure that they have received the note. When contacting the parents/guardians I will explain to them what is happening with their student and the classroom rule or procedure that they are not following. Then I will keep in touch with the parents/guardians about their student's behavior to see if it improves or not to see if we need to

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figure out something else together to help the student. (See Appendix A, Image 12 for positive behavior punch card and Image 13 for behavior think sheet.)

Noise Level

I will monitor noise level by first explaining to my students what each level means; level zero is no talking, one is whispering, two is talking normal, three is speaking up, and four is outside voices. Then I will explain to the students when each noise level is appropriate and why we use these voices when we do. Then I will explain to the students the noise level lights that I have on the board and whatever one is lit up that is the noise level we should be at. If students become too loud while they are working throughout the room I will give them one reminder to quiet down. If they start to get too loud again I will have them regather on the group rug, have them sit quietly for 30 seconds and then they can get back to work. Then if they need a third reminder they will sit on the rug for 1 minute, and if a third reminder is needed students will put their stuff away and we will move onto the next activity. (See Appendix A, Image 14 for noise level chart.)

Repetitive Questions

To address repetitive questions I will have a poster on the board or somewhere in the front of the classroom that will tell students what they need, where they can sit in the classroom, where to put the assignment when they are done, and what they can work on once they have finished. (See Appendix A, Image 15 and 16 for repetitive question reminders.)

Where Are You Board

Next, in my classroom I will have a board for my students to mark if they are going to the bathroom, the office, or the library. The student's class number will be on a magnet so when a

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student leaves that classroom it is their responsibility to move their number down to where they are going. Although, the student still must get permission from me before leaving the classroom.

This way I know exactly where they are and an estimated time on when they should be back.

(See Appendix A, Image 17 for where are you board.)

Check for Understanding

Because some students learn at different paces, I will make sure that I check for understanding throughout my lessons. This way I know whether to slow down and review what we just went over or if I can move on. I may do this a few different ways, but one easy way is by having student give me a thumb up, thumb down, or thumb to the side. Another way to do this is by doing the fist of five; zero meaning I do not understand at all, one meaning I need help, two means I could use more practice, three is I understand pretty well, four means I mostly understand, and five is I completely understand.

Helping the Substitute

For my classroom I will also prepare a binder for any substitute teachers that I may have throughout the year. This will ensure that the teacher will have all the materials that are needed, and the students can still learn while I am gone. In this binder I will include the daily schedule, lesson plans, a map of where to find things in my classroom, and attendance list along with the students picture, student's contact information, information about each students along with special tips, the classroom rules, behavior plan, classroom/school procedures, and a place for them to write how the day went, if there was anything that they did not get a chance to cover, or if there were students that were misbehaving. (See Appendix A, Image 18 for substitute binder checklist.)

Conclusion

Classroom management plays a huge role in how students learn and how your school year we be. Without rules and procedures classrooms would be very chaotic and students would more than likely not learn much throughout the year. Therefore, I am going to be prepared for the first day of school with rules and procedures from Love and Logic, Carrots and Sticks, and the Classroom Management Book ready to go along with the first five weeks of lesson plans.

Appendix A

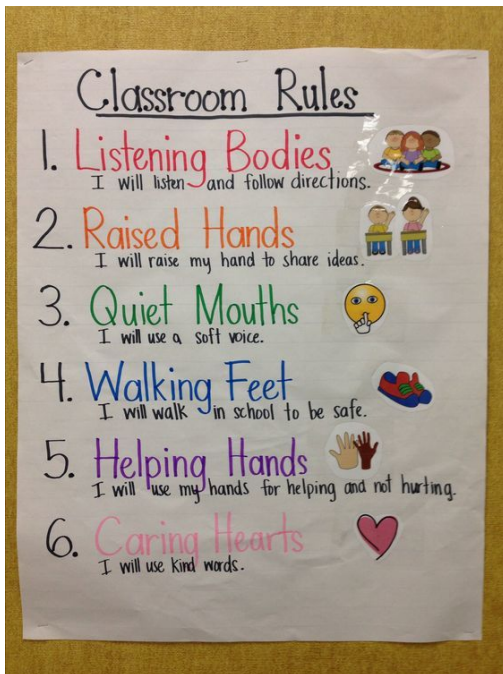


Image 1

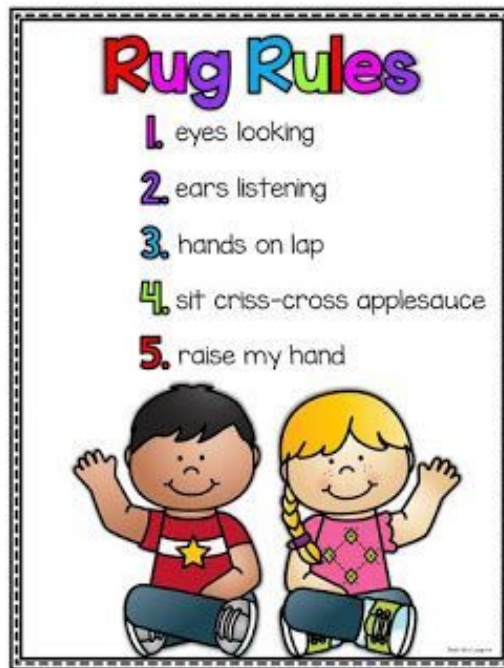


Image 2

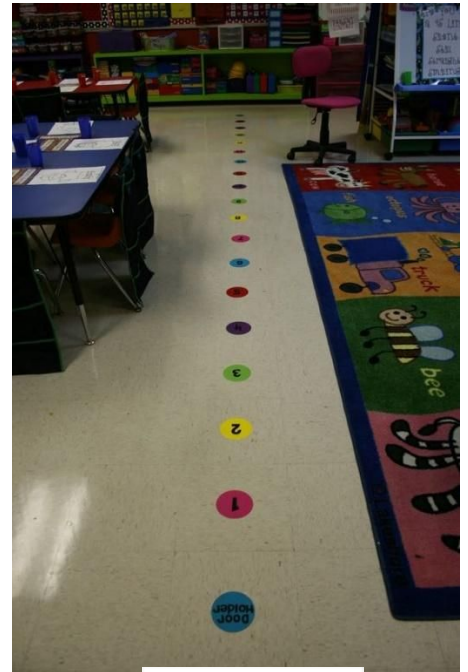


Image 3



Image 4



Image 5

CALL IT OUT!

ATTENTION! (teacher... students)

MEET THE TEACHER!

Mrs. Kristle DeRoche

THE BASICS!

Hi My Name is Mrs. Kristle DeRoche! I am 27 years young! I live in Houma with my husband Ross & our two cats. I enjoy traveling & being with friends and family. I will be your child's 5th grade Math, Science & Social Studies teacher for the 2016-2017 school year! This will be my 6th year teaching & my first year at South Thibodaux Elementary & I am excited to make this my best year yet!

MY CHILDHOOD!

I grew up in Bayou Blue, Louisiana where I attended Bayou Blue Elementary for Kindergarten through 4th grade. I then attended Evergreen Junior High for 7th-8th grade before graduating from H.L. Bourgeois High School in 2007.

MY EDUCATION!

In December of 2016, I graduated with a Bachelor's of Science in Elementary Education 1-5 from Nicholls State University. In December 2015, I graduated from NSU for the 2nd time with a Masters Degree in Educational Technology Leadership.

CONTACT ME!

Email: kderoche@msd.net
 Secondary Email: KristleDeRoche@gmail.com
 Class Webpage: www.hls.net/roche/016ClassWebsite.com
 School Phone Number: (909) 966-3433
 You can also write a note in your child's agenda!

All About Me

My Family

When I grow up I want to be

Name _____ Grade _____
 Age _____ Birthday _____

Me

Favorites

Color _____
 Food _____
 Hobby _____
 Animal _____
 Place _____
 Subject _____

I dislike

Illustration includes a pencil, an apple, and a star.

Image 10

Image 11

Countdown Timers

www.online-stopwatch.com



Each timer includes 'Pause' and 'Clear' buttons.



Image 12



Image 13



Image 14



Image 15



Image 16

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Image 17

What to Include in a Sub Plan Binder

by The Clutter-Free Classroom

Schedules

- ___ your daily schedule
- ___ pull-out schedule for students receiving services
- ___ specialist schedules
- ___ alternate schedules for early release or late starts

Where to Find Things

- ___ a map of the classroom (photos are helpful)
- ___ seating chart(s) - perhaps for each subject
- ___ a map of the school
- ___ a list of things she may need (scissors, stapler)

Who's Who

- ___ a class list
- ___ photo directory of students
- ___ a photo directory of staff the sub will encounter (aides, custodian, support staff, specialists) and explanation of who he/she is
- ___ a list detailing how to get in contact with important people (principal, guidance, custodian)
- ___ label name tags for the students

Behavior Management

- ___ classroom rules
- ___ your behavior plan
- ___ directions for office referrals

Student Info

- ___ individual student health plans
- ___ 504 accommodations
- ___ IEP accommodations
- ___ behavior plans

Odds and Ends

- ___ computer log-in passwords for students
- ___ a list of things students may try to get away with in your absence
- ___ paper attendance
- ___ change for the vending machine
- ___ a note for the sub to fill in to communicate the day's happenings with you
- ___ back up plan if they run out of things to do or have a few extra minutes
- ___ a pen

Procedures and Routines

- ___ your classroom procedures and routines
- ___ school-wide procedures & routines (lunch, recess, dismissal, assemblies, etc)
- ___ emergency procedures
- ___ dismissal procedures

This list is an excerpt from the FREE eBook:

Guide to Preparing for a Substitute Teacher
tinyurl.com/SubBookCFC



©The Clutter-Free Classroom
 clipart by Whimsy Clips

Image 18

References

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