

Classroom Management Plan

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Edu 301: Classroom Management

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Philosophy

My classroom management plan is based upon the understanding that all children deserve a safe space free of judgement where they can explore the wonders of their own intelligence. I want to create expectations that start with empathy and kindness, and responsibility for their actions and their learning. My philosophy is heavily based upon the principles of Love and Logic (Fay and Funk, 2010). Love and Logic focus on building relationships with the students and allowing the students choice, responsibility, clear expectations, logical consequences, and loving guidance, while instilling a greater sense of independence in the learning experience. In my classroom, these ideals will be supported by an environment that sparks curiosity every time my students enter in the morning. I believe students thrive most when they know the expectations and feel safe and comfortable trying, exploring, and making mistakes. With these supports, I will incorporate choice into my classroom to build the child's sense of autonomy over their learning experience and confidence in their ability.

My Plan for the First Days of School

Day 0: Before the first day of school even begins, I plan to have each of my student's names nearly memorized, this way they feel welcomed and special. In addition to this, I will have each seat assigned (See Appendix A). Creating an engaging environment is one of the cornerstones of my classroom management plan. However, organization and purposeful decoration will be employed in my classroom to create a space that is intentionally inviting, exciting, but not distracting.

Day 1: The very day of school will begin with me greeting my students at the doorway. Research shows that a positive attitude from the teacher, from the very beginning, is correlated with high levels of engagement (Marzano, 2003, p.5). I will introduce myself, ask them what their name is, and then welcome them into my class using their name. As they enter, I will tell each student

which table they are at by number. The instructions will also be printed and placed on each student's desk with their lanyard.

1. Find your name lanyard on your desk
2. Decorate the Lanyard using the art supplies in the center of each table
3. Be creative! On the back of your lanyard, draw a picture of something that represents you! (This can be something you like, a hobby, or something that shows your personality.)

Once all the Students are welcomed in, I will reiterate the instructions verbally to ensure every student understands what is expected from them. I will put on some positive instrumental music to create an exciting and engaging atmosphere for the first moments in my class. After enough time has been given, I will then call my students to the group area by introducing an attention getting transition cue. Once all of my students are gathered in the group instruction area, I will welcome them to my classroom as a group to their very first morning meeting. In this group time we will:

1. Introduce the morning meeting and establish that it will happen every day, as well as what we will usually do
2. Play a name game icebreaker involving our name lanyards and self-representing drawing
3. Get the students excited for all the things they will learn in the _ grade (See Appendix B)
4. Introduce the daily agenda and go through the items of the day

Once the meeting is over, we will spend the rest of the day introducing the daily schedule, reinforcing the new transition cue, introducing procedures for bathroom breaks, asking questions, and transitions. The day will mostly be spent getting the students comfortable with me, each other, and the expectations of the classroom

Day 2: On the second day I will greet my students at the door by name, asking them to go to their desks to work on their bell work assignment for the day, a student questionnaire. (appendix C). We will reinforce the procedures for transitions, and morning meeting. During morning meeting, we will create a classroom promise together, taking student ideals for what we will act like in Miss Carr's classroom. We will talk about the importance of respect so we can create "a magical space, where you can learn, grow, and be exactly what you want to be". Suggestions for behavior will be geared towards positive statements, to create a better sense of the positive expectation. We will also discuss the matter of consequences at this time. In my classroom, I will incorporate logical consequences, to create responsibility and a sense that when my students don't stick with our classroom promise, they will be unable to participate in planned experiences and privileges. Students will sign the classroom promise once agreed upon. During the rest of the day, we will continue to rehearse transitions, procedures, and get to know each other.

Day 3: The day will begin with the same procedure for a morning greeting. Bell work for the day will be decorating the cover page of their homework binders. During morning meeting, we will practice the procedures of the agenda, morning activity to build relationships, review expectations for morning meeting and then talking about their homework binders. We will talk about the homework policy, which will be printed and given to each child to take home for their parent to sign. Copies will be emailed to parents (See Appendix D). We will continue to practice our procedures. Today one of the new areas in the classroom will be introduced, the supply corner. We will go over the behavior expectation for this new space. We will then do a small art activity, practicing the new procedures and expectation they have learned. The rest of the day

will be more “get to know you’s”. Towards the end of the day we will talk about the teacher zone. We will go over the expectations of the teacher zone, how its off limits for touching. We will also talk about the teacher box, a place where students can anonymously share their thoughts with me. This activity is to build trust between me and the students.

Day 4: The day will begin with the morning greeting at the doorway, addressing each student by name. They will have a bell work assignment that involves the supply zone, giving them a chance to practice the procedure for that area. During morning meeting, we will start with a fun mini version of jeopardy on all the procedures and things we have learned about the class so far this week. We will talk all about the agenda during morning meeting. Walking through the details of group instruction time, and daily rotations. During the rotation block, the students will have an opportunity to organize their desks, meet with teacher to talk all about things to do during rotations including the writing journal, and practice writing in their journal. During the rest of the day we will continue to rehearse the procedures for transitions, group instruction, and the supple zone. Today we will introduce the reading zone and go over all the expectations for that zone.

Day 5: The day will begin with morning meeting, and bell work. Today’s bell work will be a questionnaire on how the first week went. During morning meeting, we will continue to review expectations, and procedures. Today we will be talking about how the week went, by doing a share out activity. I will establish that it is my mission to make sure all of my students feel comfortable, happy, and ready to learn in my classroom. This way, it will be clear that in my classroom we love asking questions, making mistakes, and learning from them. We will end morning meeting with a fun “get to know you” game. The day will be spend going through the

normal schedule, and reviewing the expectations for each time block, activity, and space. At the end of the day, we will do a fun activity to establish what each area is for, and to assess which procedures and spaces need extra reinforcement next week.

Connections with Families

I believe that building a strong professional collaborative relationship with student's families is one of the keys to a student's success. I will strive to have open communication directly with each family, as well as a weekly newsletter. At the beginning of the year, Families will receive a letter home (See Appendix D). When issues arise, the parents will hear it from me the same day they hear it from their child, if not before. I believe that clear communication of issues is instrumental in collaboration, problem-solving, and avoiding misunderstandings.

In addition to communication, I will create platform where families can be involved in their child's learning experience, no matter how busy they are. For families who wish to be in the classroom, I will create opportunity for class volunteers to help with activities, guest readers, as well as presenters. For Families who are not able to come into the classroom, I will create a private Facebook group that will showcase what we are doing as a class. Parents will always have the option to request their child not be included in any photos by signing a form at the beginning of the year before anything is ever posted.

What If's:

I believe that good classroom management is proactive, rather than reactive. For that reason, I have plans and supports in place for when things don't go as expected. In my classroom, bad days will happen, and then they will be forgotten. Student's bad days will never follow them into

my perception or treatment of them. With such young students, I know that one of my greatest obstacles is going to be reactive behavior, both emotional and physical. For this reason, I find one of my most valuable supports is our classroom plan for effective problem solving. During the daily instances of inappropriate behavior, I will highlight a student displaying positive behaviors to employ the ripple effect. In my class we will have many visual representations of what we do when our thinking brains, logical and calm, become our cloudy brains, irrational and wild. With my students we will review and go over the procedure for how to calm yourself down and move from the clouded brain into our thinking brains (See Appendix F). For disputes between students, we will have a procedure of effective problem solving, without placing the blame. When the disputes become disruptive and distressing to the environment, they will be diffused privately, sticking to the procedure for calming down and problem solving. When dealing with students causing disruptions, I will lower my voice, calm my tone, and soften my body language to go “under the wave” of the student’s behavior. (Smith and Dearborn, 2016. P.13) Confidentiality for students who are having rough days is crucial for building a safe environment. For this reason, all issues will for the most part be dealt with privately to save the reputation of the student.

For smaller squabbles and disagreements between students, I will encourage them to solve these problems without my intervention if possible. I believe that encouraging students to effectively communicate with each other builds problem solving and communication skills they will take into the rest of their lives.

To avoid negative behaviors, I think it is important to highlight positive behaviors, but reinforce in a neutral way. I will be using phrases like “I noticed...” to highlight a positive behavior and its positive consequence. The purpose of these more neutral phrases is to create an

intrinsic motivation within the student and awareness that their positive actions create positive consequences without being told “good job”.

For the What if’s that deal with different needs, I will be constantly assessing my classroom environment, management, and overall demeanor to remedy the issue. All these small tweaks and changes will depend on my students and what they need to learn effectively.

Conclusion

I believe that an effective teacher, can transform a student’s life, learning experience, and self-concept. I do not take this responsibility lightly. In my classroom, students will always know what is expected from them, that they are safe, and that I am here to believe in them and support all they wish to be. To accomplish this, I will employ the methods of Love and logic in my classroom environment, procedures, and problem-solving strategies. My students will be given choices, greater levels of independence, and logical consequences for their actions. It is my hope that these elements will create a classroom that supports learning in its purest form: curiosity, engagement, and joy.

References

Fay, J. 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.

Smith, R. Dearborn, G. (2016). *Conscious Classroom Management: Unlocking the secrets of great teaching*, 2nd ed. Conscious Teaching LLC; Fairfax, CA.

Appendix A



This is the layout of my future classroom. This classroom layout is designed to support a 1-3 grade classroom. The layout of this classroom had several different learning areas. Each area is made to support a different type of instruction to allow students to explore and learn according to their preferences. My future classroom will contain many natural elements to create an engaging and familiar environment.

Appendix B

WHAT IS A SECOND GRADER?**A SECOND GRADER IS...****A child who...**

- takes responsibility seriously.
- is concerned about his/her actions.
- wants and expects to be reminded of chores.
- wants to behave in an acceptable manner.

A child who likes...

- to be read to on occasion, yet who also likes to read aloud to you.
- to hear a twice-told tale.
- to work at a whiteboard.

A reader who...

- recognizes words rapidly.
- understands a story
- recognizes the main idea of a story.
- enjoys humorous stories and silly jokes.

A writer who...

- strives for improved results.
- can work quietly.
- sees likenesses and differences in pictures, words, and meanings.
- can listen to directions without interrupting.
- can respond well to directions.

A child who needs...

- a personal relationship with a teacher.
- the joy received from a smile or warm hug.
- to work independently on occasion but likes a teacher nearby for ready help.
- a teacher who likes and understands children.
- truthful, simple answers to questions.

A child who doesn't like...

- to feel left out of a group.
- to experience new situations alone.
- to be criticized.

This chart is the poster that is intended to get students excited for the new year and the things they will learn. This will be kept as a poster in the room as a reminder of all they will learn and do.

Appendix C

	<p>MY STORY</p> <p>NAME: _____</p>
<p>YOUR STORY</p> <p>A LITTLE ABOUT YOU</p> <div data-bbox="524 821 634 936" style="border: 1px solid black; width: 68px; height: 55px; display: inline-block;"></div> <p>_____</p> <p>_____</p> <p>_____</p> <p>DRAW YOU!</p> <p>WHAT ARE SOME OF YOUR HOBBIES?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>DRAW YOUR FAMILY</p> <div data-bbox="849 810 1109 978" style="border: 1px solid black; width: 160px; height: 80px; display: inline-block;"></div> <p>WHAT ARE YOUR FAVORITE THINGS?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>WHAT ARE YOU MOST EXCITED FOR THIS SCHOOL YEAR?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>WHAT SUBJECTS DO YOU WANT TO IMPROVE ON?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>WHAT'S A FUN FACT ABOUT YOU?</p> <p>_____</p> <p>_____</p> <p>_____</p>

This is the get to know you tool I created to allow my students a way for them to share their interests, strengths, and places they feel they need to grow.

Appendix D

Homework Policy*Hannah Carr's 2nd Grade Class****Parents and Students,***

Philosophy: In the Classroom, exploration, discovery, and of course, learning, are at the forefront of everything we do. Sparking a lifelong love of learning for all in my class is my mission. For this reason, homework will be confined to nightly reading (preferably with a parent or adult ☺), and some optional enrichment activities to aid understanding of the things we work on in class.

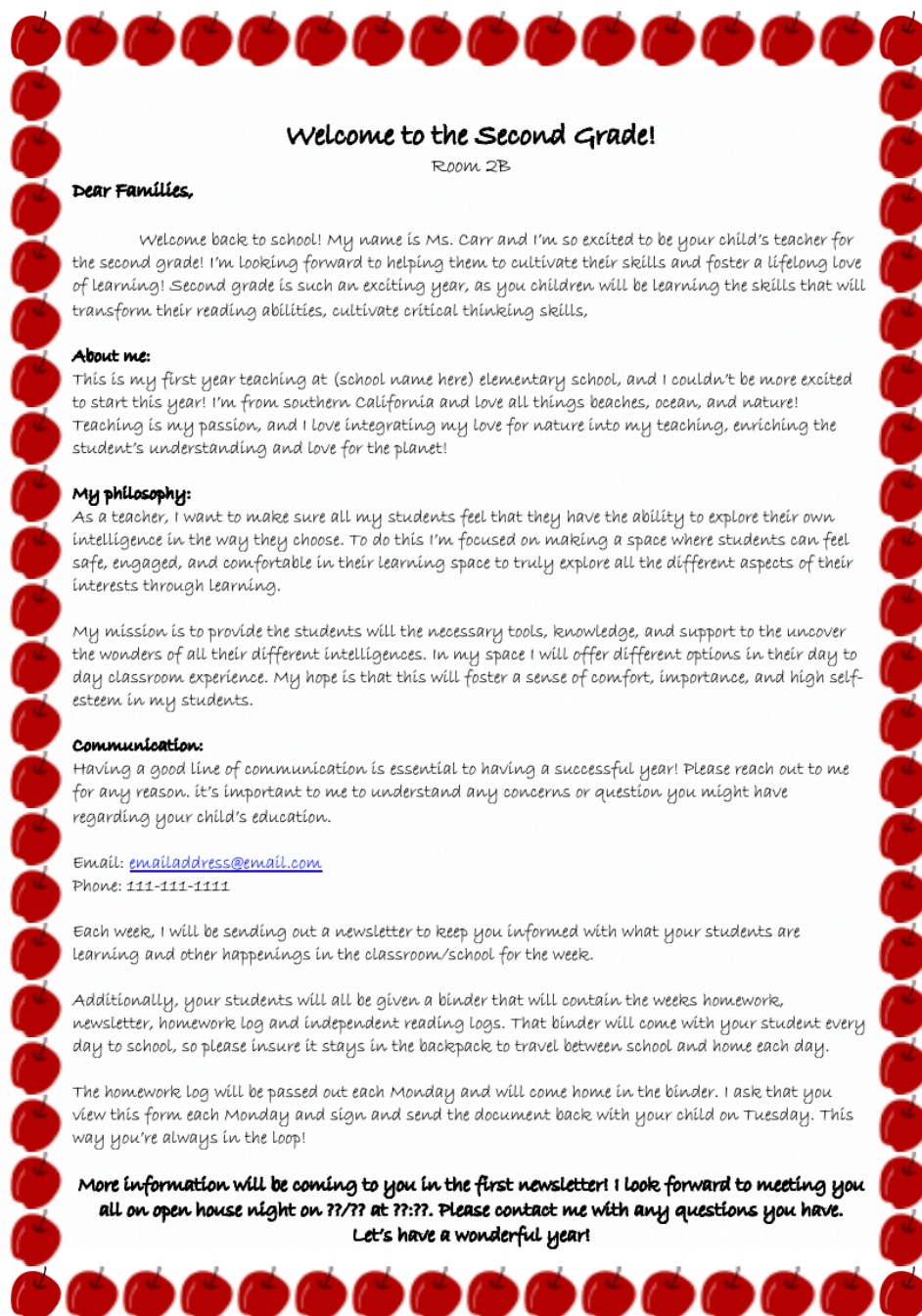
Daily Reading: As second graders, reading is one of the most important things do be doing every day. It's so important to practice the skills learned in class! Students will be given a home folder. Every week, this reading folder will have a new reading log. Students are encouraged to read every night for at least 20 minutes, whether than be independently or with family! Parents can sign off how many minutes their child has read every day, to be turned in at the need of the week. At the end of the year, their total minutes reading will be tallied, and they can use these points to win prizes!

Enrichment work: Each week in the home folder, students will be sent with packets. These packets are only a few pages long and contain extra practice activities, and fun learning games to play with parents and family. These activities will often include art activities, dice games, and card games! This work isn't required or graded but is highly encouraged for at least 20 minutes a day, especially for students who would like to practice their skills and better their understanding.

Homework should be fun!

This is a copy of my homework policy that I would send home with the students.

Appendix E



Welcome to the Second Grade!
Room 2B

Dear Families,

Welcome back to school! My name is Ms. Carr and I'm so excited to be your child's teacher for the second grade! I'm looking forward to helping them to cultivate their skills and foster a lifelong love of learning! Second grade is such an exciting year, as you children will be learning the skills that will transform their reading abilities, cultivate critical thinking skills,

About me:
This is my first year teaching at (school name here) elementary school, and I couldn't be more excited to start this year! I'm from southern California and love all things beaches, ocean, and nature! Teaching is my passion, and I love integrating my love for nature into my teaching, enriching the student's understanding and love for the planet!

My philosophy:
As a teacher, I want to make sure all my students feel that they have the ability to explore their own intelligence in the way they choose. To do this I'm focused on making a space where students can feel safe, engaged, and comfortable in their learning space to truly explore all the different aspects of their interests through learning.

My mission is to provide the students will the necessary tools, knowledge, and support to the uncover the wonders of all their different intelligences. In my space I will offer different options in their day to day classroom experience. My hope is that this will foster a sense of comfort, importance, and high self-esteem in my students.

Communication:
Having a good line of communication is essential to having a successful year! Please reach out to me for any reason. it's important to me to understand any concerns or question you might have regarding your child's education.

Email: emailaddress@email.com
Phone: 111-111-1111

Each week, I will be sending out a newsletter to keep you informed with what your students are learning and other happenings in the classroom/school for the week.

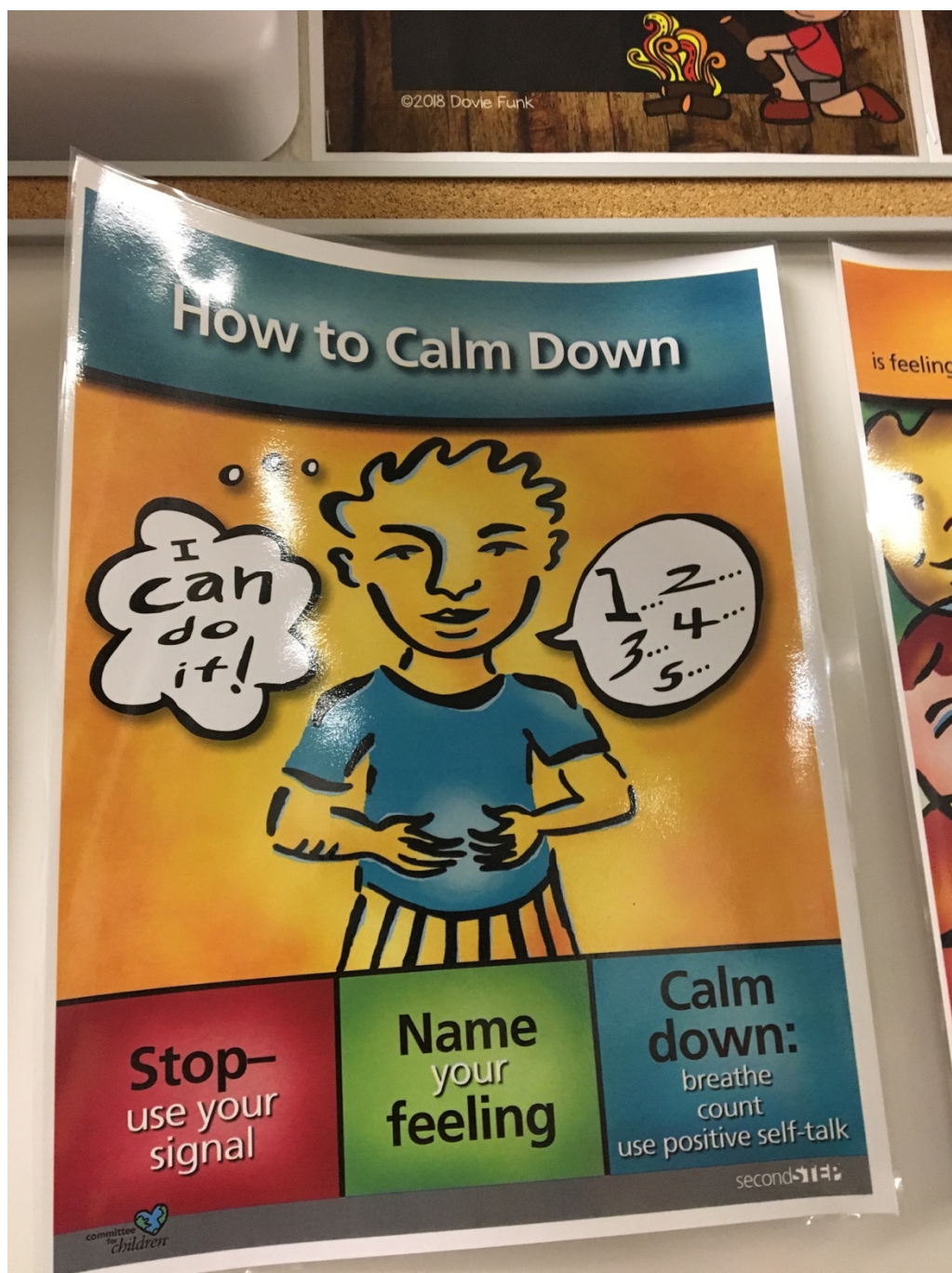
Additionally, your students will all be given a binder that will contain the weeks homework, newsletter, homework log and independent reading logs. That binder will come with your student every day to school, so please insure it stays in the backpack to travel between school and home each day.

The homework log will be passed out each Monday and will come home in the binder. I ask that you view this form each Monday and sign and send the document back with your child on Tuesday. This way you're always in the loop!

More information will be coming to you in the first newsletter! I look forward to meeting you all on open house night on ??/?? at ??:??. Please contact me with any questions you have.
Let's have a wonderful year!

This is a copy of my letter home to the family that I would send out within the first week of school.

Appendix F



This is one of the posters I will have posted in my classroom as a reminder of how we calm ourselves down before we solve a problem.