

Classroom Management Plan

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Classroom Management Philosophy

My classroom management philosophy is based on the school family. A healthy family is the ultimate cultural model for optimal development and learning, so forming a school family will engage intrinsic motivation for achieving life-long and healthy values. I want my students to be held accountable for our classroom principles and guidelines. I believe the key to a well-managed classroom is providing an environment in which students can feel safe and loved to have a positive education experience. My philosophy is also based on Love and Logic (2010). This is important for my future classroom because I want each student to learn from empathy and consequences as well as be given shared power in the classroom. I plan to encourage each student to foster a positive self-concept through independent problem-solving and learning from their mistakes. The school family and Love and Logic in my classroom will uphold students' personal responsibility and respect towards one another, so we are all able to learn and grow.

Plan for First Days

Day One: I will be greeting and welcoming each student at the door on the first day and I will hand out post-it notes to each student as well as tell them to read the directions on the board when seated before they enter the classroom (see Appendix G). Desks will be arranged with name tents for assigned seating. As each student finds their desk and sits down, they will read that the board says to sharpen two pencils, fill their water bottle, then write down one thing they are excited about, one thing they are nervous about, and one question they have on the post-it notes. After they finish writing their three responses, they will stick their notes on the board and return to their seats. I am using this activity right away to give the students an introduction to morning work and entering the classroom procedures, because each morning throughout the year I will have morning work written on the board for them to do while the class gets settled and

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prepared for the day (2018). When each student is finished, I will introduce myself and have each student introduce themselves. I will explain the procedures for entering the classroom, sharpening pencils, filling water bottles, making lunch choice, and morning work (2014). We will then discuss bathroom and water breaks procedures as well as how I expect our class to leave the classroom at any given time. I will discuss the agenda I have written on a separate white board. I will show them where to find their take-home mailbox and how it should be used. We will then discuss the post-it notes that the students wrote on at the beginning of class and how we can create a positive environment for everyone in our class family (2010). I will hand out an “All About Me” activity for students to finish by the end of the week (see Appendix A).

Day Two: I will greet students at the door and reinforce the morning procedures and morning work. For this morning work I will give students directions to either work on their “All About Me” activity or make a beaded nametag and wear it (see Appendix B). The directions will also state that when the visual timer on the projector beeps, it is time to put materials away and sit quietly on the rug until given further directions. When students are seated, I will introduce “Bin Buddies” (see Appendix C). I will give students a Bin Buddy whenever I notice that they are following our classroom procedures, or when I see them do something kind or helpful. After introducing Bin Buddies, I will ask if anyone can tell me some of the procedures we discussed the previous day. Students will have bins assigned to them and I will briefly tell them what items should always be in their bins as well as where to find their bin. Today is also the day when I want to have the students help me come up with classroom guidelines, or our “Classroom Promise (2018).” To do this I will have students write their guideline idea down on post-it notes and place them on the board. We will go over the guidelines as a class and when guidelines are

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chosen, students will sign a “contract” to ensure that they understand these guidelines and will follow them (2014).

Day Three: I will reinforce morning work, entering the classroom, sharpening pencils, filling water bottles, and sitting on the rug. My morning work will be a short math assessment and students will be given directions to turn in the assessment on the tray in front of the room. When students are done with the math assessment, they will read directions to get their Writer’s Notebook that was previously placed in their bin before the first day of school, and they will write about something they did over the summer. When class begins, I will have students put away their Writer’s Notebook and join me on the rug for our morning meeting. I will reinforce sitting on the rug and raising hands to speak. I will hand out a Classroom Scavenger Hunt activity (see Appendix D). I will give them ten minutes to find as many items as they can, and we will sit back on the rug and go over anything that the students may have had trouble finding. I will also discuss respect for our classroom supplies and putting them away properly. This will lead into me introducing our class library! I will have caution tape all around the class library area and we will discuss why it is there and why we must understand and follow our guidelines in taking care of the books so the library can open.

Day Four: I will reinforce morning work, entering the classroom, sharpening pencils, filling water bottles, sitting on the rug, finding bins and mailboxes, and respecting our classroom property. For morning work, students will find a quiz with questions about our classroom procedures that they will complete (see Appendix E). I want to do this to see what procedures I need to go over. After the quiz, students will meet me on the rug where I will have them turn and talk to their peers about any questions that they did not know or where unsure of to build a sense

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of community (2010). I will collect their quizzes and assess what procedures need to be discussed or reinforced. I will then read “How to Get Your Teacher Ready,” by Jean Reagan.

Day Five: I will reinforce morning work, entering the classroom, sharpening pencils, filling water bottles, sitting on the rug, finding bins and mailboxes, and respecting our classroom property. Today will be my first lesson with literature in which students will be taught the structure of a text. I will read “A Bad Case of Stripes,” by David Shannon and as a class we will find the sequence of events in the story. Throughout the day/school year I will reinforce procedures and guidelines and continue reinforcing until my students know the procedures (2018).

Connections to Students and Family

I want my students to feel comfortable with communicating with me, so I plan on having a jar on my desk with post-it notes. If a student has a concern, question, or something that I should know, and they are nervous to talk about it in person, they will write it on the post-it and put it in the jar for me to read and write back (2010). My goal for parent relationships is to have open communication about my classroom procedures, guidelines, and the content being covered (2014). During the first days of school, I will send home a letter to parents that includes my contact information and what to expect for the school year (see Appendix F). The letter home also includes my classroom procedures and guidelines and what I expect of my future students as well as parents. I want to use a system of emailing or calling parents every few weeks to discuss their child. I want to communicate the great things that their child is succeeding in, as well as discuss what they could grow stronger in. Parents can be worried about receiving a phone call or email about their child, so I want to give parents a breath of relief when I discuss the good things about their child and speak in a positive manner no matter what (2014). To build and keep

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healthy relationships with my students I plan on participating in as many school events as I can to show my support and see my students outside of the classroom.

Establishing Classroom Family

I will incorporate consistent encouragement and support for my students as well as model how they can support one another (2010). At the beginning of the year, I want to have students bring a picture that means something to them, as we will be creating a bulletin board to showcase the things that are special to us. My goal for this is to have students feel welcome in my classroom as well as provide some comfort. I also plan on having many group activities for relationship building. My students will cheer for one another and will learn to work as a team to make the school year a pleasant experience. I will give a couple students each week to have the job of handing out “shout-outs” to one of their peers. These students will work together to observe their peers throughout the week, then chose one peer to earn a shout out for doing something great. I believe that this will give the students the responsibility of guiding our classroom, as well as make it easier for me to reward students that are exceeding my expectations (2010).

What Ifs

One of my main concerns for my classroom are students who are defiant. My main goal for these students is to make sure that they understand that they have a voice in our classroom, and that I am open to communication. I also want to give students the time and space to allow for an area of calm (2010). This is also one of the reasons why I would like to make a contract at the beginning of the year to reference to in the case of a defiant student. I would be able to ask them what it is exactly that they do not agree with and go from there (2010). Overall, I want my class to feel like every student has a voice in making decisions for our classroom family.

References

Bailey, B. (2014). *Conscious Discipline: Building resilient classrooms*. Loving Guidance: Oviedo, FL

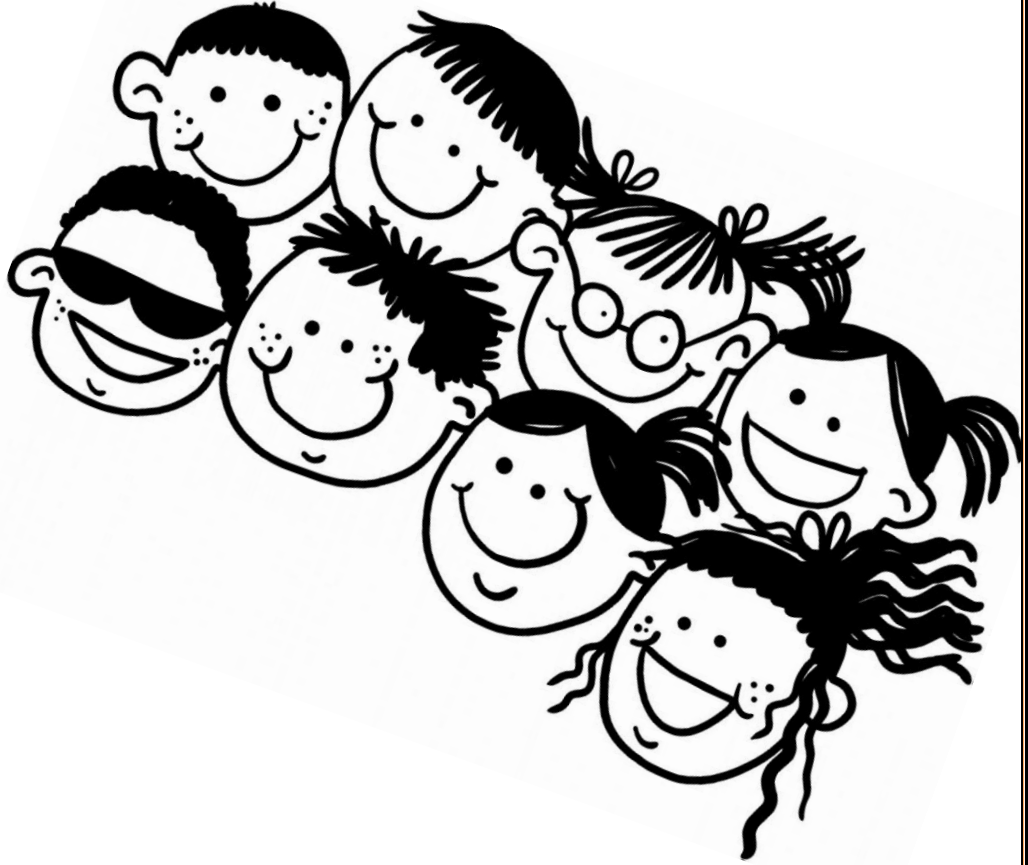
Fay, J. and Funk, D. (2010). *Teaching with Love and Logic: Taking control of the classroom*. Love and Logic Press: Golden, CO.

Wong, H., Wong R. (2018). *The First Days of School*, 5th ed. Harry Wong Publications, Inc: Mountainview, CA.

All

About

ME



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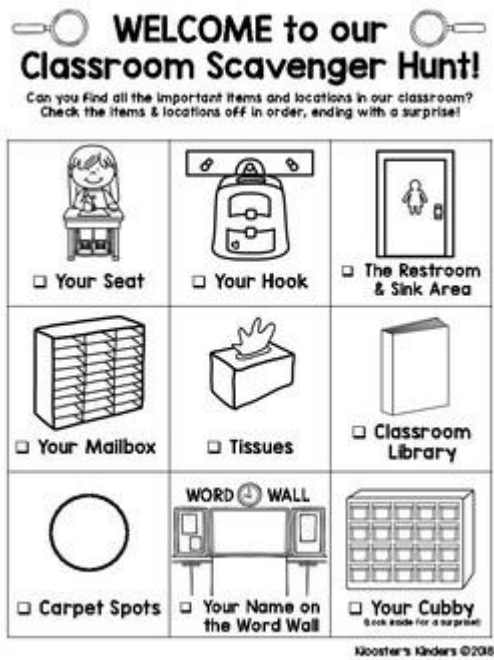
Appendix B:



Appendix C:



Appendix D



Appendix E



Classroom
Procedures Quiz.docx

Second Grade

Ms. Wanzek's Classroom

Hello! My name is Ms. Wanzek, and I am so happy to be a part of the second-grade team, but most of all I am thrilled to have your child in my classroom this year! We have so many fun things planned to ensure that your child has the best possible learning experience. The first day of school is August 24th, and I am looking forward to seeing your child in room 203 at 8:30AM.

Important Dates

August 24th - First day of school

August 31st - Open house 5:00PM-7:00PM

September 21st - Conferences 4:00PM-7:00PM

Classroom Procedures

I want your child to feel safe and welcome in my classroom, so to make that happen I have procedures in place for the school year. The one and only rule in my class is RESPECT. This means respect for me, peers, property, and classroom procedures. Overall, this is the term we will use throughout the year with our school family.

School Supplies

- #2 Pencils
- 6 pack glue sticks
- Scissors
- 24 count crayons
- 12 count markers
- Comprehension notebook
- 2 wide ruled notebooks
- Ruler

*As you may know, not every family can purchase these supplies for their child. If you are able, I am asking you to consider donating extra supplies for these students. Thank you!

About Me

Appendix G

