

Miss Mund's Classroom Management Plan

Marisa N. Mund

University of Mary

### **Philosophy**

My classroom management philosophy is mainly based upon the teachings of *The Classroom Management Book* by Wong and *Love & Logic* by Jim Fay and David Funk. It is crucial to establish positive relationships with students by taking notice of their interests and by being empathetic towards them. As an educator, I want to be a “magic person” in a student’s life so they know that I will always care for them despite their questionable behaviors (Fay & Funk, 1995). I also want to implement classroom procedures which will become routines to keep the classroom environment safe, to increase instructional time, and to provide the students with consistency.

### **Plan for the First Days**

I will need to be involved in a lot of preparation before the first days of school since I am a new teacher. As soon as the students walk into the classroom on the first day, I want them to feel welcome and excited to learn. I want to create a consistent environment from the first day which is why I will implement procedures and rules on the first day. I will utilize the teach, rehearse, and reinforce strategy to make sure these procedures become automatic routines for these students (Wong, 2014). I will have organized lesson plans and I will prepare a first day of school script to set up the first day for success. There will be some basic procedures posted around the room before the first day of school as well, so the students know that I have expectations of them. In my first five days plan below, I have included strategies from Wong, Marzano, Fay, and Funk.

#### **Day 1:**

- 1. Greeting the Students**

- I will greet the students right outside of the classroom on the first day of school and every day.
  - This will allow me to connect with my students and show them that I care that they are in my classroom (Wong, 2014).
2. Go Over the “Procedure for Entering the Classroom”
- I will use one of the student’s backpacks to demonstrate that the students should place them on the hooks outside of the classroom according to their name. They will be instructed to do the same with their coats. Then, they are expected to walk quietly into the room and find their desk according to a nametag.
  - The desks are going to be set up in pods of three.
  - The students are going to rehearse this procedure once.
3. Go Over “Procedure for Bellwork”
- Students will have a slip of printed paper on their desks when they walk in the classroom. It will contain the same bellwork question as the one on the board. They will be taught to fill this out quietly when they get seated for the morning. Then, when I acknowledge that everyone seems to have completed it, I will designate one person from each pod to bring the slips from their pod up to me.
4. Go Over the Daily Agenda
- The daily agenda will include the specific times that each subject or activity will be taught. It will also include a list of assignments that will be handed out that given day.
  - It will also include the bellwork that they will complete every morning.

- I will also mention any other unusual or special events that might occur any given day, and I will remind students to make a mental note of it.

**5. Go Over Rules and Explain Their Importance**

- Cannot leave classroom unless given permission
- Listen to teacher and be silent when teacher is talking
- Always respect your classmates and their space
- Swearing and harsh language is unacceptable
- Stay quiet in the halls and classroom utilizing walking feet and quiet voices

**6. Go Over “Bathroom Procedure”**

- Students will be taught to give a fist hand signal when they need to go to the bathroom. Then, I will nod at them when they can be excused, and I will have them place hand sanitizer on their desk. They will put the sanitizer back on the front table when they return to the classroom.

**7. Go Over “Dismissal Procedure”**

- I will have the students begin cleaning their desk area about 5 minutes before school ends. I will have them put one thumb up to indicate that they are done cleaning their area; I will then inspect it. If their area is clean, I will allow them to quietly go out into the hall, and grab their backpack and coat. Then, they can line up right behind the classroom door and wait for me to dismiss them for the day.
- The students are going to rehearse this once.

**Day 2:**

1. Rehearse Procedures from the 1<sup>st</sup> Day
2. Getting to Know the Students

- I will have the students complete an “All About Me” sheet to get to know my students and their interests.
- I will also have them take turns passing around a ball that has questions written on it. This activity will help me to figure out their learning preferences. It can be turned into a fun game to play to keep students engaged (Marzano, 2003).

### 3. Give Students Supplies List

- I will pass out a checklist of supplies that students will need to bring home to their parents. They will be encouraged to bring their supplies by the end of the first week.

### 4. Go Over “Organizing Homework Procedure”

- I will have the students create a home-learning assignments page where they can write down when their weekly assignments are due (Wong, 2014). Then, I will have them write “in” on the left pocket of their take home folder and “out” on the right-side pocket. This will help the students keep track of the assignments that they need to or have completed.
- The students are going to rehearse this with their first few assigned worksheets.

### 5. Go Over “Handing in Work Procedure”

- I will have the students silently turn in their assignments at the beginning or end of each day that they are due. They will place their homework or assignments into the appropriate subject labeled slots in the front of the classroom.

## 6. Reinforce Procedures and Go Over Rules Throughout the Day

### Day 3:

1. Reinforce Procedures
2. Go Over "School Procedures"
  - I will teach the class emergency school procedures. We will go over what the students are expected to do in case of a fire, tornado, school shooting, etc.
3. Go Over "Getting Student's Attention Procedure"
  - I will teach the students that when I say "1, 2, 3, eyes on me," they will respond with "3, 2, 1, talking's done." Then, I will explain that the class needs to stop what they are doing when they hear me say this and that they need to be silent after they speak their part of the response.
  - The class will rehearse this throughout the day.
4. Go Over Classroom Jobs
  - Students will have assigned jobs given to them every week. I will place an index card with a classroom job description at the beginning of each week on students' desk. These jobs will include door holder, morning greeter, show and share, etc.

### Day 4:

1. Reinforce Previous Procedures.
2. Go Over "Finishing Work Early Procedure"
  - I will teach the students to recheck their work for completion or errors before turning it in. Then, I will have a visual aid presented to them, so they can see what

else is acceptable to complete after they are done with their assignments. This will include silent reading, practicing art or writing skills, etc.

**Day 5:**

1. Reinforce Procedures
2. Go Over “Working in Groups Procedure”
  - I will teach the students that I will assign groups. Then, I will teach them to go to the location in the classroom that I have assigned them. Once all the groups have gathered, then I will explain the directions for the activity or assignment and that they all need to participate in group work. Finally, I will show them the two-minute hand signal for finishing up their work or discussion. After that, I will have a timer noise go off to indicate that they need to go back to their desks.
  - This procedure will then be rehearsed.
3. Students Establish Their Own Expectations
  - I will finally have the students raise their hands to provide their input for any other procedures or rules that the classroom should have. I will also give students the opportunity to offer ideas for the revision of any of my procedures or rules.
  - As a class, we will then write the finalized procedures and rules on the front board. The next day I will provide a written copy of these procedures and rules for the students to sign, and I will hang it up in the classroom.

- The student input is important for establishing procedures and rules, and they should be viewed as a contract between students and teachers (Marzano, 2003).

My first five days of school plan mentioned above will include a lot of teaching, rehearsing, and reinforcing procedures. A lot of the ideas for my given procedures came from Wong. I will also have instructional lesson plans made, and I will include activities for getting to know my students. I believe encouraging the students to follow the procedures and to share information about themselves will be the beginning of creating a safe and trusting classroom environment.

### **Making Connections with Students and Parents**

Making connections with the students and families are extremely important to me. I first want to encourage the students to try their best at everything, and I want to maintain their self-concept (Fay & Funk, 1995). I also want the students to know that I take interest in them and that I care about them. I will accomplish this goal by having regular one-on-one meetings with my students to talk about their lives and education. I will also stay active in going to my students' extra-curricular activities. It will also be vital to keep each student's parents updated and involved in their student's education. On one of the first days of school, I am going to send home a letter to the parents or caregivers outlining what the students are going to learn and be doing throughout the year. Also, it will include the school's contact information and my contact information so that parents can get ahold of me whenever they need. I will also have a website created, so parents or guardians can refer to it to see what their children are doing in class on a regular basis. It will also include information about school field trips, different volunteer



opportunities, and current events happening throughout the whole school. Keeping open and friendly communication with families will stimulate a positive classroom environment.

### **What If- Managing Inappropriate Behaviors**

I will definitely use strategies from *Love & Logic* when the students do not choose to follow the desired rules and procedures. I believe implementing consequences with empathy when negative behavior arises will be quite helpful in diminishing the undesirable behavior. I also think that sharing control with the students and giving them choices when they are acting out will be beneficial (Fay & Funk, 1995). For instance, if one of my students decides to start swearing, I will approach him or her by saying that I've noticed the swearing and that I care about the student too much to see him or her express anger or frustration in such a negative way. Then, I will ask the student if he or she could think of other alternative ways to express how the student feels. If this tactic does not seem to work, I would inform the student that I would like to meet with him or her after school to discuss what both of us could do better. This way the student is not made to feel like he or she is being judged or scolded. Another example of a problem in the classroom could involve a student not completing or handing in homework. I could approach the student, and give the student the option of working on homework with me after school or working on homework instead of going outside for recess. Both options would be suitable for me, and this would also allow the student to feel like he or she still has some freedom and control. Letting students know through kindness and empathy that I care about them should allow me to form positive relationships with my students. Even if my students do not always care about or disregard the classroom rules and procedures, I want them to know that I am a "magic person" in their life (Fay & Funk, 1995). So, even if I reject their behavior, I will continue to unconditionally care for them.

### **Conclusion**

Overall, I want to implement procedures into my classroom to create a safe and consistent environment for my students which also promotes learning. I also want to create positive relationships with my students so that they know that someone cares about them and wants them to succeed. Focusing on these goals of mine by utilizing the strategies I have learned throughout this course should really help me to achieve my ideal classroom environment.

## References

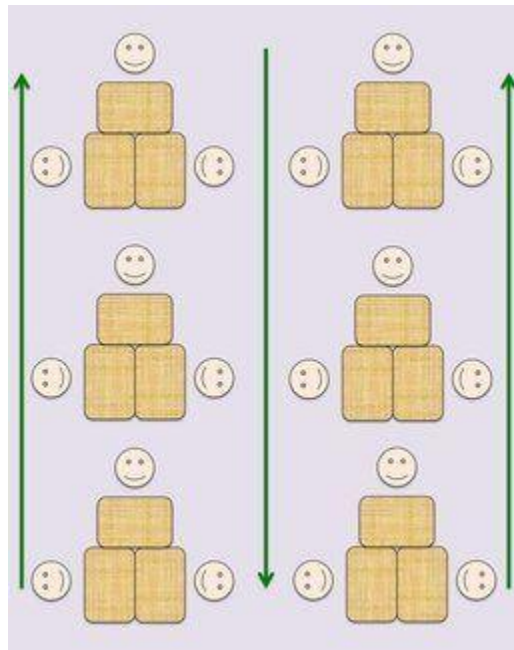
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Marzano, R. J. & Pickering, D. J. (2003). *Classroom Management that Works: Research –based strategies for every teacher*. ASCD Press: Alexandria, VA.

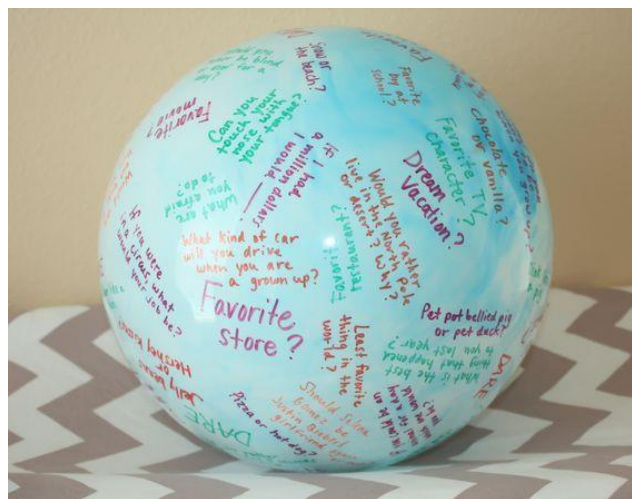
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Appendix A

Example Seating Chart:




Getting to Know Students Examples:




Visual Aids for Classroom Rules and Procedures:


## morning procedures




Unpack your book bag and folder.



Turn in homework, lunch money, and notes.



Check-in.



Get started on your morning work.

## Classroom Rules:



- 1 Keep hands, feet, and objects to yourself. 
- 2 Respect other's property and space. 
- 3 Be a good listener & raise your hand to be called on to speak. 
- 4 Follow directions the FIRST time. 
- 5 Make smart choices and make your dear teacher happy! 



Following the rules will help us:

- Be Respectful
- Be Responsible
- Be Safe and Ready To Learn!



## Class Rules

1. Work as a **TEAM**
2. Be **RESPONSIBLE**
3. **LISTEN** to others
4. Be **RESPECTFUL** to everyone
5. Be **KIND** and **HELPFUL**
6. Do your **BEST**

Bianca Jennifer  
 Griffin Brylen Jiani  
 Dante Jackson Ethan Mikayla  
 William Gray Jaso Stacey  
 Brandon Caleb Samantha  
 Anissa Tyler

Example Letter to the Parents:



Example of a Class Schedule:



Example Visual for Finishing Work Early:

