

My Classroom Management Plan

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If one looks at a clock, there are many gears that must all work together and do their job to tell the right time and chime on the hour. Like a clock, classrooms have many parts to it that must do their job and work together to create the most effective and efficient learning environment for its students of which they have their own part to play so that we can all grow together academically and in character in the hours throughout the school year.

Classroom Management Philosophy

My Classroom Management Philosophy is founded on setting up the students for success. First, this is accomplished through an inviting environment in which each student is valued and met with empathy. Then, it is imperative to foster an engaging learning experience for the students while relaying clear expectations. Any class is not without its issues, so consistent procedures will be in place to proactively ward off a number of these. Students in this environment should be able to grow and thrive not only in academics, but as people, too, in character and virtue to be prepared to make a positive difference in the world no matter how small.

Classroom Environment

To set up the students for success, one has to begin the day right. When each student walks into my classroom, he or she will be greeted by me at the door to start in an inviting manner and to value each student. According to Wong, greeting also allows for a connection to be made with the students which is crucial to being an effective teacher (Wong 2014). After being greeted, the students may unload their coats and backpacks on their designated hook which, depending on the school, may be either in the hallway or close to the door. They will then walk into the classroom to see a few colorful posters on the walls with words of encouragement,

reminders on how to be kind, and information to help refer to prior knowledge learned in the previous grade on them. Other anchor charts may be created and put up as they are being learned. The students will also see a rug in one corner with books available on shelving along with various kinds of seating available for reading including cushions and scoop rockers. By the wall there is a chair with a lamp next to it that may be used by the teacher for read alouds with a large post-it note pad nearby. The students will have assigned seating which is subject to change throughout the year depending on lessons for the day and student dynamics. The teacher's desk is a kidney table with shelving and a computer behind it that is off-limits to the students and may be offset with duct-tape on the floor unless a student needs a place to collect his or herself and there is no other space or little room according to the school. Then, I can add a little rug in the corner with some pillows and a sign with Velcro to mark how they are feeling (sad, angry, frustrated, etc.). An image may be referenced in Appendix A for more details about the specific layout of my ideal classroom arrangement.

Overall, the classroom environment ought to feel physically comfortable and homely, which is attempted through the rugs, various seating for reading, and the lamp, while also valuing the student's dignity as people to be kind to one another. This can be seen in the encouraging words and reminder on how to be kind posters as well as in the greeting at the door. It is my hope and goal as the teacher to model plenty more opportunities of kindness and encouragement throughout the day to complete the inviting and valued environment for my students.

First Days of School

Setting up the students for success is much more than just the environment, for many other factors tie into being an effective teacher for them to be successful. Rules must be set and

procedures and routines must be built from day one, for Marzano states that classrooms with such in place have 28% less disruptions than classrooms without (Marzano 2003). By taking the time to teach rules and procedures, we'll be saving more time in the end by learning more effectively and efficiently. In addition to these, it is also my goal to maintain student engagement for the same reasons. Students that are engaged in the lessons will be less likely to misbehave. However, there will be moments where misbehavior occurs, and I'd need to address how this will be dealt with in the first days and onward as well.

Establishing Rules

On the first day, I will establish three rules of the classroom with the help of the students to grant them more choices in line with Love and Logic (Fay 2010). We'll write them down and sign it as a class contract to hang up near the place for the daily objectives and agenda. Possibly as a guidance, I can ask the students what rule should be in place on how to treat each other, the place and materials, and learning or the teachers.

Building Procedures and Routines

The rules will be part of the expectations integrated into the procedures and routines to be revisited multiple times each day so that there is consistency. This promotes a learning environment that is stable and predictable (Wong 2014). Procedures will be taught explicitly, practiced, and then reinforced by praising the students when they are done correctly. For instance, students will practice shaking a sing language "r" to me (twisting the index and middle finger together), and then a boy will grab the hand sanitizer bottle labeled with a "B" to put on his desk before touching the door just to practice. Then he would return to his desk, pretend to pump the sanitizer once, and return it to it's designated spot near the sink. A girl would do the same with the bottle labeled with a "G". I would also introduce and practice how the class will

be brought to attention. I'll say "1, 2, 3, eyes on me!" The students reply, "1, 2, eyes on you!" It would be explicitly explained that the students then freeze with listening ears ready for the announcement. Actions can be added to this that include the students pointing at the speaker with their dominant hand regardless of whether they are holding a pencil or something.

Other procedures include how to hand in papers. To practice this on the first day, I will have a worksheet for them with a mixture of lines for sentences and boxes for drawings with different questions about themselves that they would help me get to know them more. In this way, I can see a sample of their writing and drawing skills so that I have a better idea of how to help them keep growing from where they are. I will have a model one for them about me so that they can see how the paper can be filled out and so that they can get to know me better. When finished, the students will hand in their sheets to a basket at the back with my name on it. Along the sides of the basket will be clips of some kind with their number on it from their last names in alphabetical order that they will clip to their sheet when setting it inside. There would also be a wall for students to have specific jobs that would change each week which include line leader, door holder, light switchinator, material helper, etc. Students would also have their own mailboxes on shelves or cubbies that they will check before gathering their things at the end of the day. I will also be sure to explain how we as a class will go about lunch as well as any other concerns the students may have. We will practice and reinforce these procedures until they should become routine unless we have to implement different procedures if something isn't working.

Maintaining Student Engagement

After practicing procedures, we can get into the first few lessons of the year. It is my goal to maintain student engagement so that the students may be drawn into learning. Marzano states

that there are four factors that involve whether students can be engaged. This includes the students' emotions, their interest, perceived importance of the lesson, and their perception of efficacy (Marzano 2003). In all my lessons, I'd like to emulate empathy to be aware of the students' emotions and let them know at different moments that I am aware of how they are doing. To pertain to their interests, I will incorporate different kinds of these into the lessons like adding Minecraft into math or writing about Disney characters all depending on what my students are interested in. For most if not all lessons, I can either explicitly tell the students why a certain skill we are working on is important or we can have a discussion to figure out why together. Finally, in regard to their perception of efficacy, I will add encouragement where I can that the students have mastered skills and knowledge that will help them with the new lesson and try to scaffold their learning so that they can get a sense of achievement and confidence in their own learning.

Addressing Misbehavior

This is all wonderful when it works for everyone and we are all doing our tasks. However, misbehavior does and will occur and must be addressed. Overall, I'd like to promote a positive environment by praising positive behavior with the hopes of inducing the Ripple Effect as found by Kounin (Wong 2014). This may deter some misbehavior, but other ways I would implement different aspects of Love and Logic especially in the way I would speak to students misbehaving. I can give the students choices on how they would like to behave. For instance, I can say, "Would you rather sit in the safe corner until you are ready or be a part of the lesson now?" If needed, I can set up a note agreement with the secretary to give a student time to cool down as he or she walks down to give a note to the secretary about which both the secretary and I would thank the student for doing this for us (Fay 2010). Should a student disrespect a peer or anyone for that

matter, they may write a letter of apology to them. If that would continue, a conversation with the parents or guardians of the student would occur. I would never take away a student's recess.

Connections to Students and Their Families

Notifying parents of misbehavior is not all the connections I would make with the students' families and/or guardians. A few weeks before the beginning of the year, I would send out a letter providing my contact information and how excited I am to have their child in my class. I would include different expectations of me as the teacher and for the students. Every two weeks, I'd like to send out emails or contact the guardians of two or three students in their preferred form about ways their students have excelled academically and in character either in acts of kindness or other means. In this way, parents will hear good things about their children instead of always hearing about the negative. For certain lessons, I'd also like students to take little activities home either in the form of games or even a book home with the idea to practice reading or playing games with their family that will help them practice what we are learning and involve the family. Overall, with the help of the procedures in place and connections between students and their families, I hope to be an effective teacher for all my students. My classroom may not be exactly like clockwork, but I hope that we can all chime together to celebrate the growth in learning and as people that we can accomplish together in the school year.

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.
- Wong, H. and Wong, R. (2014). *The Classroom Management Book*. Harry Wong Publications, Inc.: Mountainview, CA.

Appendix A

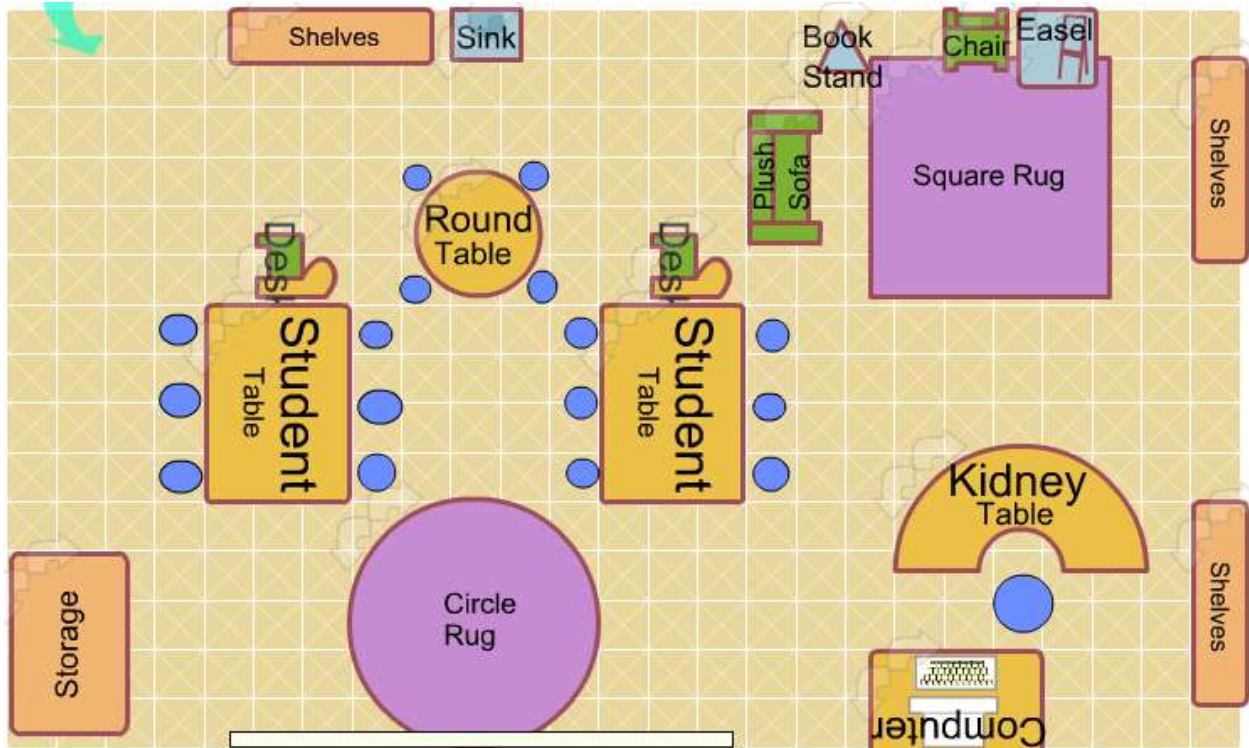


Figure 1. This is an idea for the ideal layout of my classroom. The white bar at the bottom of the circle rug represents the white board. There is the possibility of making a safe corner behind the teacher’s kidney table and between the computer and shelves.