

Classroom Management Plan

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## Classroom Management Plan

### **My Philosophy**

My classroom management philosophy is based upon creating an environment that welcomes all students, promotes respect for all persons, treats all persons like the unique individuals that they are, and encourages the use of empathy. Empathy is integral to my classroom because it allows students to be human and helps them develop compassion and understanding for others. A welcoming, respectful, and empathetic environment will help students achieve academic success as well as give them the tools needed to become responsible, compassionate leaders.

I plan to make my classroom welcoming in a number of ways. One way that I plan to make my room welcoming is by making it feel like home. My ideal classroom will be decorated using mainly neutral colors, have an emphasis on nature and natural lighting, and will have some pops of color for interest (see Appendix A). Making a classroom feel like a second home is key to a welcoming environment and will help students want to come to school.

Another way I plan to make my classroom welcoming is by adding personal touches before students arrive to show them that I care, as well as letting them decorate their own space. I think adding decorations that have student names and positive messages will help students feel welcome because these are some elements that are commonly found in homes (see Appendix B). If these are elements that students do not find in their homes, then they can help them find a sense of belonging. When students are able to decorate their own space, they can feel a sense of accomplishment and are more likely to take responsibility for that space. A welcoming environment is just one element that is vital to a student's emotional and academic success. Respect is another piece to this puzzle.

Respect is going to be the cornerstone in my classroom that everything else is built upon. Without respect, a welcoming environment, positive self-concept, and the implementation of empathy are not possible. In order to implement respect in my classroom, I plan to create one rule as well as a class contract/promise. My rule will be this: “Respect yourself, respect others, and respect your environment.” The promises on the class contract will be created by my students. While we create the contract, I will facilitate conversations about the promises we come up with and why they are important to us. When we have finished creating the promises, all of the students and I will sign the contract and read it out loud. This contract will be hung up where the students will see it every day. To make these promises even more apparent to students, I will have decals made to hang on the wall that will create a collage (see Appendix C). In addition to creating an environment that is welcoming and based on respect, I also want to create a classroom environment where students are encouraged to develop positive self-concepts.

Positive self-concept is an integral part of mental health. I do not think mental health is taken into consideration nearly enough, especially with the negative influences of social media that have become so prevalent. Too many times, children are expected to just handle things and move on. As teachers, we need to help children learn positive ways to handle difficult, emotional situations. Whether these positive ways are methods they can implement themselves or just knowing that they have a trusted adult that they can confide in, letting children know that they have options is important. Nobody should have to take on serious issues alone. In order to foster positive self-concept, I want to implement a morning routine during morning meeting that has students give themselves positive affirmations. After they spend a few quiet minutes affirming themselves, students will give their peers positive affirmations, too. Starting your day valuing and believing in yourself and knowing that others value and believe in you, too can make all the

difference in your day. The last piece of my classroom puzzle that ties together a welcoming environment, respect, and positive self-concept is empathy.

I plan to implement empathy into my classroom by modeling it for my students. I also want to implement empathy into the classroom promises. I plan to talk with students about how we should first approach every situation with empathy. A great way to talk about this would be to give students situations and ask how they would respond to them. After they say how they would respond, I would give them the background information about why the person in the situation was acting the way they did. Would the students change how they would have acted based on this information? This activity would be great to show that we do not know what is happening in other people's lives. Because of this, we should always be kind and considerate of others, even when they are not being kind or considerate to us. Ultimately, learning empathy is an integral part to becoming a good human being.

The main ways that I will create a welcoming, respectful environment that encourages positive self-concept and the use of empathy will be through both modeling, procedures, and rules. We learned from Marzano that procedures and rules help reduce disturbances in the classroom and help all students to be able to learn. I will set my students up for success by implementing such rules and procedures in the first days of school.

### **Plan for First Days**

#### **Day One** (See Appendix D)

I plan to start my first day by greeting my students at the door. I will have their names on their assigned seating for the day. I will have the bell work written on the board with instructions on how to complete it. Once everyone has settled in their spots and completed their bell work, I will greet them again and tell them about myself and what they can expect for the year. I will

then collect their bell work while addressing them each by name. Next, we will transition into our morning meeting, where everyone will introduce themselves. From here, I will introduce the first classroom procedure, which is: How to Get Ready for the Day BEFORE the Bell Rings. I will introduce our second procedure after this, which is Daily Attendance. Last, I will introduce our procedure for how to go to the bathroom. After practicing these procedures, I will hand out the get-to-know-you activity. Next, we will dive into content. When it is time to line up, I will implement the procedure on how to line up.

**Day 2** (See Appendix E)

I will start the day by greeting students at the door. We will rehearse our first two procedures (which include marking yourself present and putting away belongings, using the bathroom, getting a drink, doing bell work, and transitioning to the morning meeting space). Before we transition to morning meeting, I will introduce the procedure of how to hand in homework. We will practice this by handing in our bell work, which the students will hand in from here-on-out. Once we get to morning meeting, we will greet each other, and I will implement a check-in where all students get to voice how they are feeling that day. I also want to implement the positive affirmations at this point. As we wrap up our morning meeting, we will go over the last two procedures that we covered yesterday: the bathroom procedure and the line up procedure.

After morning meeting, we will create our class guidelines/promises contract. The whole class will collaborate on this. The students and I will sign this contract, which will be hung on the wall. After this we will dive into content. Towards the end of the day, we will talk about our flexible seating and how we will choose our seats for the next day at the end of every day. After explaining this, I will have students sign a seating contract.

**Day 3**

I will start the day by greeting students at the door. Students will complete bell work and transition to morning meeting. We will rehearse procedures as needed and will go over our classroom promises. We will create consequences for not following the classroom promises. At the morning meeting, I will introduce giving positive affirmations to our classmates. After morning meeting, we will get into content.

**Day 4**

I will start the day by greeting students at the door. Students will complete bell work and transition to morning meeting. We will rehearse procedures and adjust if needed. We will go over the class promises and consequences. After this, we will dive into content.

**Day 5**

I will start the day by greeting students at the door. Students will complete bell work and transition to morning meeting. We will rehearse procedures and adjust if needed. We will go over the class promises and consequences. We will discuss emergency procedures (fire, tornado, lockdown, etc). Then, we will dive into content. The days following day five will all be very similar. This is to implement the classroom management strategies of organization and consistency that Wong and Wong discuss. This organization and consistency will allow students to form routines, which will help them succeed.

**Connections to Students and Families** (See Appendix F)

In order to connect with students, I will greet each student every day and let them know that they have a fresh start when they walk into my classroom. I will be kind, compassionate, and show interest in who they are and where they come from.

I plan to connect with families first by sending home a letter that has information about myself, the upcoming year, what supplies students need, and my contact information. I also plan to host an open house before school begins so both parents and their child(ren) can stop by, meet me, see the classroom, and ask questions. I would also like to host open houses throughout the year to showcase student work and help families feel welcome in my classroom, too. At the open house before school, I plan to have additional information about the upcoming school year and information about social media that our class will be using. I would like to implement either a closed Facebook group or something similar to Classroom Dojo, so parents can see their student's progress. I think this would be especially helpful for parents who are unable to attend open houses and other school events.

### **What If?**

In order to circumvent inappropriate behaviors, I will need to have "withitness", which is a state of awareness that we learned about from Love and Logic. Using "withitness" should allow me to get in front of any issues before they happen. I will also need to be clear about my expectations. Sometimes, when a child misbehaves or acts inappropriately, it is because they were unaware of the expectations or did not realize that their behavior was inappropriate. I will need to make sure to clearly communicate my expectations to my students and also have a discussion with them about why certain behaviors are unacceptable.

### **Conclusion**

In order to have a successfully managed classroom, I will need to create a welcoming, respectful environment that focuses on building up student self-concept by using empathy. In order to achieve these things, I will implement various procedures that will allow students to be successful, confident, and conscientious human beings. I will run into bumps along the way to

successfully managing my classroom, but having open lines of communication and positive relationships with both students and their families will help me to overcome these difficulties. In addition to having positive relationships with students and parents, I will need to have plans of action that revolve around “withitness” to help address any issues that may arise. The combination of all these concepts and procedures will allow me to have a successfully managed classroom where students can succeed.



## References

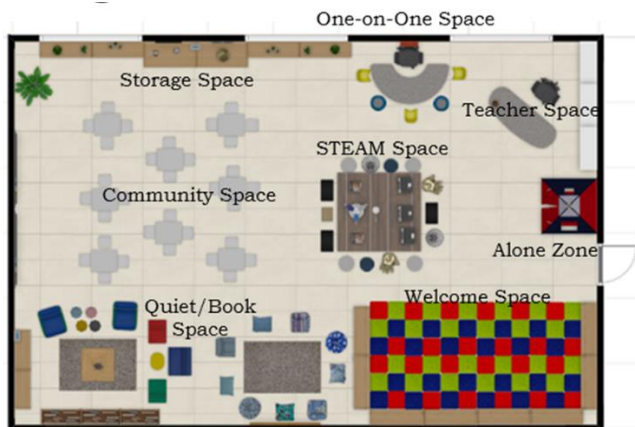
Fay, J. and Funk, D. (2010). *Teaching with Love and Logic: Taking control of the classroom.*

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



Here is an example of a classroom layout that I made. I like that the seating has structure, but is also flexible in some ways. I also like that there are separate spaces within the room.



This is what my ideal classroom would look like. I enjoy the neutral colors, the natural elements and lighting, and the variations in seating. It is a very relaxing and comfortable environment.



This is another example of an ideal classroom. These tables are whiteboards. I feel this would make a great math station because it would allow students to draw the problems.

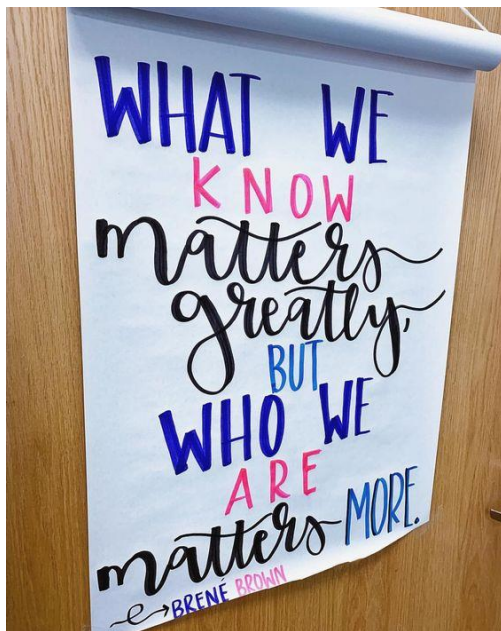


Realistically, I think this pod set-up would be a great option for a first-year teacher with little to no budget. This seating offers different options and the drawers at each station would be great for organization. I would try to bring more natural elements like plants and some lamps for more natural lighting into a space like this.

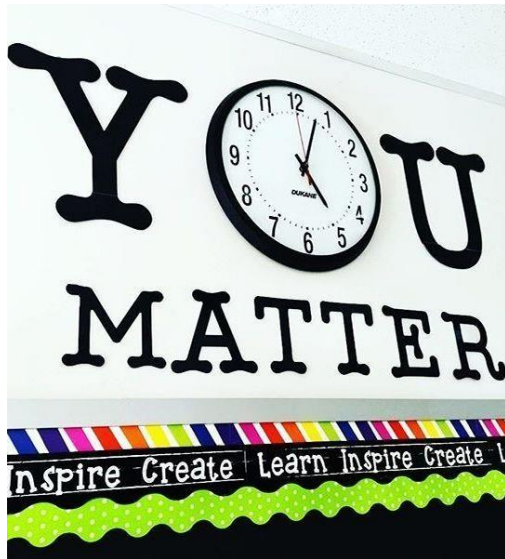
## Appendix B



This is an example of a decoration that I would like to have hung up before my students arrive. I plan to emphasize relationships in my classroom and think this would be a great way to welcome students and begin building those relationships.



I want my classroom to embody this quote. Academics are so incredibly important, but learning how to be a good human being is even more important. It is my hope that all my students take this to heart and remember it for the rest of their lives.



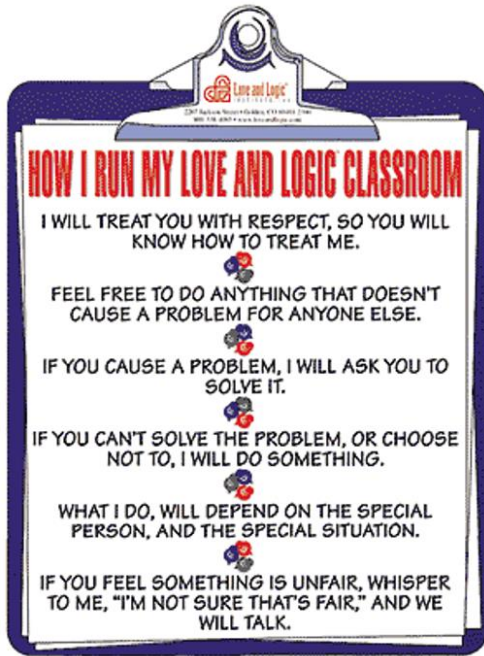
I think this is a great pick-me-up. I think it is important for students to be able to look to their surroundings and tell that they matter.



I love the color these stools would bring to my classroom, and I love the messages they share even more. These stools would also be great reminders to help students say self-affirmations throughout the day.



Appendix C



I like the simplicity and the coverage that my respect rule has, but I also like the conditions in this image and would consider implementing them into my classroom.



I think this is a great way to display classroom promises, and it would be a great reminder for students.

## Appendix D

**Procedure 1: How to Get Ready for the Day BEFORE the Bell Rings**

1. Put away your belongings.
2. Bring what you need to your desk (homework, materials, books).
3. Mark that you are here on the magnetic board and make your lunch choice.
4. Hand in any homework.
5. Use the bathroom if needed.
6. Get a drink of water if needed.
7. Find your desk and work on bell-work until the bell rings.
8. After you finish bell-work, go to morning meeting area and sit quietly.

We will practice this procedure as many times as necessary until all students understand their role. If this procedure does not work, we will revisit it as a class to see what is not working and to see if the order needs to be changed or if something needs to be added. Once the procedure is revised, we will practice until we all get it.

## Procedure 2: Daily Attendance

1. Mark yourself present by moving the magnetic piece with your name on it from the “Absent” section to the “In the Room” section.



I think these are both great options for attendance. They would also work well if my school needs students to make a lunch choice. If I were to use the magnet board, I would either find or create magnets that have the students' names on them. If I were to use the pouches with picture cards, I would use either actual pictures of students with their name underneath or bitmoji's that students create that have their name underneath.



**Procedure 3: Bathroom**

1. Raise your hand while holding up three fingers, or you can just ask to go to the bathroom, whichever is most comfortable for you.
2. When I nod to you or answer you, you may move your attendance magnet from the “In the Room” section to the “Bathroom/Restroom” section.
3. After you move your magnetic piece, you may go to the bathroom.
4. When you return to the classroom, first use the hand sanitizer by the door.
5. Then, move your magnetic piece back to the “In the Room”
6. Return quickly and quietly to your desk.

**Procedure 4: Lining Up**

1. Students will line up by table/section number. I will call the numbers of the table/section in order of who is being quiet and respectful.
2. Students will walk quickly and quietly to the line. If they cannot walk quickly and quietly, they will start over at their table/section.
3. Once students are called to line up, they will choose a “foot spot” on the floor. These “foot spots” will be outlines of feet that are facing the door. Students will be expected to have their feet matching the direction of the feet on the floor. This should help deter students from turning to talk to their neighbors.
4. Once everybody is quiet and facing forward, we will leave the classroom.

## Appendix E

**Procedure 5: Handing in Homework**

1. I will have two sets of hand-in trays for each subject. These trays will be stackable. Each tray on both stacks will be labeled with a subject. One set of trays will be for complete work that students feel confident in. The other stack will be for uncomplete work that students need more time on or work that they don't feel confident in.
2. When it is time to hand in papers, students will be able to hand in work as they finish or when I have them all turn in papers at the same time. Because of the confident or unconfident sections to hand in work, students will need to hand in their own papers.
3. To help this process go smoothly, I would have students hand in papers by their table/section numbers. Students will go in number order and will wait for the table before them to sit down before they go to hand in their papers.



This is how I would like my turn-in trays to look. I will have two sets, though. One stack will have a label that says “confident” above it. The other stack will have a label that says “unsure” or “I need more time” above it.

**FLEXIBLE SEATING**  
**STUDENT CONTRACT**

**I PROMISE:**

- I promise to do my best and make good decisions for flexible seating.
- I will choose a spot to work that will help me learn the best way I can.
- I will clean up after myself and treat the seating options with care and respect.
- I will complete my work while being courteous to the students around me.
- I promise to move to a different spot (without complaining) if my teacher asks me to do so.


Name: \_\_\_\_\_ Date: \_\_\_\_\_





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Here is an example of a seating contract that I would like to use. I will adjust the way the contract looks and is worded based on the age group I am working with.

Appendix F

<p><b>What does your child need for the first days?</b></p> <ul style="list-style-type: none"> <li>◊ A can-do attitude!</li> <li>◊ #2 pencils (please, no mechanical pencils)</li> <li>◊ 1 big pink eraser</li> <li>◊ 3 one-subject notebooks</li> <li>◊ 3 folders</li> <li>◊ 1 glue stick</li> <li>◊ 1 pair of scissors</li> <li>◊ 3 Highlighters (1 yellow, 1 pink, and 1 blue)</li> <li>◊ 1 red pen</li> <li>◊ 1 pack of colored pencils</li> <li>◊ 1 box of tissues</li> </ul>	<p><b>Contact Information</b></p> <p>If you have any questions or concerns please contact me at:</p> <p>School: E-mail: <a href="mailto:elerickson1@umary.edu">elerickson1@umary.edu</a></p> 	<p><b>Welcome to Ms. Erickson's 5th Grade Class!</b></p>
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<p><b>About Ms. Erickson</b></p> <p>Hello! I am Ms. Erickson, and I am so excited to meet you and your child/ren. I love all things about school, but my favorite subject is science. In my spare time, I enjoy reading, baking, embroidering, and being outside. I am bringing my love of the outdoors inside this year with our classroom motto: 'In this class, we stick together!'</p>  <p>This motto means that we come together as a class to celebrate our differences. Our classroom is a place where all students and their families are welcome and can feel at home.</p>	<p><b>Student Expectations</b></p> <p>There are three rules in my classroom:</p> <ol style="list-style-type: none"> <li>1. Respect yourself.</li> <li>2. Respect others.</li> <li>3. Respect your environment.</li> </ol> <p><b>5th Grade Goals</b></p> <ul style="list-style-type: none"> <li>◊ Organization</li> <li>◊ Time Management</li> <li>◊ Using a Planner (provided by school)</li> </ul> <p><b>Homework Policy</b></p> <p>Late homework:</p> <ul style="list-style-type: none"> <li>-1 day late: 5% off</li> <li>-2 days late: 50% off</li> <li>-3 days late: 0 credit</li> </ul>	<p><b>Important Dates</b></p> <p>Open House:</p> <p>No School:</p> <p>Field Trips:</p> 
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Here is an example of my letter to parents. I would place a professional head-shot on the front panel.