

Classroom Management Final Project

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A classroom management plan is defined as “the practices and procedures that a teacher uses to maintain an environment in which instruction and learning can occur” (Wong 2014). It is important to establish a plan to implement within one’s classroom to promote effective learning and reinforce relationships and social growth. I am double majoring in elementary and special education, but I would love to start my career by teaching in an upper elementary classroom, particularly 4th or 5th grade. I created this Classroom Management plan with this idea in mind.

Philosophy of Classroom Management

My classroom management plan is based upon ideas presented within Love and Logic, along with providing the engaging classroom presented by Marzano. I believe that students are unique and bring a lot to their education. As a teacher, it is my role to guide them on their path of growth to their greatest potential, while teaching them that they can take charge of their own education. I will provide a safe and engaging environment to foster physical, emotional, intellectual, and social growth that allows students to express themselves and accept who they are, as well as embracing the differences of others. My ideal learning environment involves providing my students with the chance to have a voice in the direction of their learning within the classroom. In partnership, I will provide engaging educational experiences that nurture relationships and self-concept while supporting all members of the class in a respectful way.

Plan for the First Days

The first few days of the school year play a crucial role in the outcome for the rest of the year. Having a plan for these important days helps these days run smoothly but is essential as a first-year teacher. I believe there are three crucial items that need to be covered over the first few days of class. First, developing procedures through the Teach, Rehearse, and Reinforce method

to help the classroom run with minimal bumps (Wong 2014). Secondly, getting to know the students, whether that be what interests them to how they learn, is an essential part of starting off the year. If these connections are made and relationships have not started to form, you may be playing catch up the rest of the year. Lastly, it is important that my students know that they impact their learning. Over these first few days, I want to make sure they have a say in some key items and get their input on how the class is going to continue throughout the year. Throughout these first five days I will implement these three important items in my plans for the day.

Day One

Introduce Morning Meetings:

- Teach the students the importance of checking in in the morning. Through this, the students will be able to see that the teacher cares about their wellbeing, along with giving them the ability to share with the class if they are having an ‘off’ day or if something exciting is happening in their life.
- Teach the students how the agenda will be set up and how to read it.

Introduce Bathroom Procedure:

- Teach the procedure for getting permission to use the bathroom. Teach them the sign for restroom in sign language. This is what I will use as a sign for me, and once they get approval (eye contact with a head nod), they can use the bathroom. I will also have two push button lights by the door, one that says boys and the other girls. When they leave, they have to light up the button. This lets me as a teacher to know that I have a student in the bathroom, that I only want one boy and one girl in the bathroom at a time, and also grants the other students the knowledge on if they would be granted permission at that time or not.

- Let the students know that there are appropriate times to use the restroom, such as worktime or if they finish transitioning in a timely manner; not when the teacher is instructing, or assessments are being done.

Introduce Seating Assignments:

- Show the students the different options for seating within the classroom.
- Let the students know that every week the students will be switching seats within the classroom. The seats will be chosen on a random drawing basis (i.e., pulling out name sticks). For the first four weeks of school, every student must try out a different variety of seat every week, so they are able to get a feel for the different spaces.
- Let the students know that the teacher can trump spots or table buddies, so choose wisely.
- See Appendix A for a sample seating chart.

Introduce Classroom Rules:

- Have the class help create a set of rules for the classroom. Have a basis of what rules you want covered but allow the students to come up with them, granting them to take control of the environment.
- Display the final product within the classroom so all the students are reminded of the rules they agreed on following.
- Also, discuss consequences to breaking the rules. Get the students input on what they believe is a reasonable consequence.

Introduce Dismissal Procedure:

- Teach the students how the students will end the day, including picking up the classroom and getting items from their lockers and any materials that need to go home.

Day Two

Introduce Bell Work:

- Explain to the students what bell work will consist of and where to find the bell work for the day.
- Let the students know that this work is not graded for accuracy but will get participation points for the work done. Teach them the importance of bell work and how it will help them review the previous material and get ready for the day ahead of them.

Reinforce Morning Meetings

Reinforce Classroom Rules

Reinforce Seating Assignments

Reinforce Bathroom Procedures

Introduce Classroom Jobs:

- Let the students know that there will be class jobs within the classroom. Explain to them that this is their classroom, and thus their learning environment, so they will be in charge of running many aspects of the classroom.
- Explain to the students the different jobs and what the role of each is.
- Explain to the students that the positions will be held for a week and held in a rotating transition based on an order chosen by the teacher.

Reinforce Dismissal Routine

Day Three

Reinforce Morning Meeting

Reinforce Classroom Jobs

Reinforce Classroom Rules

Reinforce Bell Work

Reinforce Seating Assignment

Reinforce Bathroom Procedure

Introduce Turn-In Trays:

- Let students know where to turn their work in for each subject matter. Show them what is acceptable looking tray appears to look like (neatness wise). Let them practice it.
- Explain to them that if their work is not in the tray on time then they assignment will be considered late, even if the material is done.

Introduce Unfinished/ Late Work:

- Let the students know that you understand when work does not get done on time but the students need to take responsibility.
- If one does not have their work to turn in on time, they have to fill out a slip so the teacher knows the reason why and what the student's plan for finishing the work includes. Explain to the student that they are not in trouble but they need to take responsibility for their work. Turning items in late makes it hard on the teacher and ultimately the well-being of the whole class. Let the students know that if they would like to discuss their reason or need extra help, you are always available.
- If the student does not have a valid plan of attack or does not follow their plan, the teacher will have a one-on-one meeting with the student.
- Once a student turns in work late three times, there will also be another one-on-one meeting to see if there is a recurring pattern. If this pattern continues after the meeting, parents will be contacted.
- If the late material does not get turned in within two days of the due date, the student's grade for the assignment will begin to be affected.

Introduce Makeup Work:

- Show the students where to find makeup work when they are absent. Explain to them the procedure that goes along with it. The students have the number of days gone plus one to get the makeup work turned in.

Reinforce Dismissal Procedure

Day Four

Reinforce Morning Meeting

Reinforce Classroom Rules

Reinforce Bell Work

Introduce Finished Work Early Procedure:

- Explain to the students that you understand that everyone finishes work at different times but that everyone needs to be respectful of the others work
- Present the students with a poster that displays the options for what they can do if their work is 100% complete. Explain that these activities are to be done independently and silently so the others in the class can continue to work.

Reinforce Turn-In Trays

Reinforce Unfinished/Late Work

Reinforce Makeup Work

Reinforce Dismissal Procedure

Day Five

Reinforce Morning Meeting

Reinforce Classroom Rules

Reinforce Bell Work

Reinforce Finished Work Early ProcedureReinforce Dismissal Procedure**Connections to Students and Families**

Connecting to your students is a key point for obtaining a successful classroom environment as a teacher. Building relationships opens up the flow of communication between student and student, along with student and teacher. This allows for the students to better support each other along their education journey and gives you, as the teacher, a better opportunity to teach to their strengths and grow in their weaknesses. The students are not the only important connections that need to be made though. Students return home every night to their own families, some fully involved and caring, while others are distant and nonengaging. It is important to make connections with all the families within the class. Through these relationships, you can keep the parents informed of what the children have been learning, promote engagement through good discussions, and give the parents a person to trust in their children's life.

First Day of School Activity

Connections need to start being built on the first day of school. If this connection is not built, the whole rest of the year will be trying to build a relationship from a rocky foundation. To begin the year off, get to know your students: their interests, their learning goals, their learning preferences. I think an easy way to do this is by having the students create posters all about themselves. These posters will give you an idea on who the child is and how to create the best learning environment for them, including what they will need to succeed. In addition, these posters will give the students a chance to get to know each other and find connections they may not have known existed. See Appendix B for the instructions for the project and an example.

Classroom Website

Many parents want to know what their students are doing every second of every day. It is a great thing that the parents want to be involved with what happens within the classroom but this can be overwhelming as a teacher, especially a first year teacher. I think one of the best solutions for this is to create a classroom website. This website will be a place for parents to get the information they need about their children's experience while at school. The website will include pictures of final presentations and artwork, uploads of the student's writing, whether a narrative or a poem, pictures from worktime, as well as being a space where classroom announcements are posted as a reminder for parents. This will provide the opportunity for parents to feel connected to the classroom but for the teacher to still keep control.

Additionally, on this website the students would have a blog. I would have it be one of the classroom jobs for the week and the student would get to share their feelings about how the week went, whether that be highs or lows. This gives the students a chance to express themselves and work on their writing at the same time. I would also use this opportunity to talk about internet safety and what is appropriate to do or say on the internet. Parents will get to make the connection with the students each week, post comments, and encourage the students to continue to strive for excellence.

What If? – Alternate Strategies

No matter how much you plan or have a strategy in place, there will always be situations in which things do not go as planned. Students will act out, be defiant, or struggle to understand the procedures in place. It is in times like these where one needs alternative strategies that they can pull from their back pocket, so the classroom continues to run smoothly. I really enjoy the strategies presented within *Love and Logic* and feel that these tools will help one to run a

classroom. In this section I will be discussing strategies I would use and what possible scenarios I would use them for.

Student-Centered Solution

My philosophy within the classroom is providing the students with a chance to make their learning environment their own. Every child is unique so not everything can be uniformed. I really liked the steps that *Love and Logic* presents on “guiding students to solve their own problems” (95). The five steps include:

1. Empathy
2. Send the “Power Message”
3. Offer Choices
4. Have the student state the consequences
5. Give permission for the student to either solve the problem or not solve the problem

Through these five steps, the teacher is guiding the student to make good choices and teaching them how to do it by themselves. They write that “when we’re allowed to think, and as a result, we act instead of react”. I think this statement is so true and giving the students a chance to think instead of just forcing consequences down their throat gives them the opportunity to thrive.

I would use this technique in many scenarios within my classroom but especially if I have a student that acts out due to frustration. Through these five steps, I can make it clear to the student that I understand their anger but that there are still consequences when they act out. I still give them the choice for how to resolve the issue and put them in control the situation that follows. In the end, hopefully, the student will learn that acting out results in consequences and that there are other ways to deal with frustration before acting out.

Behavior Momentum

Another strategy that I find important is behavior momentum. When a student is defiant, it is hard to get them to cooperate in the classroom, especially without making a scene. Using the strategy of behavior momentum, one can hopefully avoid confrontation and get the student to complete their work. Behavior momentum includes assigning a student with simple tasks that you know they will complete and work u to the actual task that needs to be done. In the end, the student will hopefully enjoy the feeling of being praised and making the teacher happy, that they will do the task that is a continuous point for defiance.

Conclusion

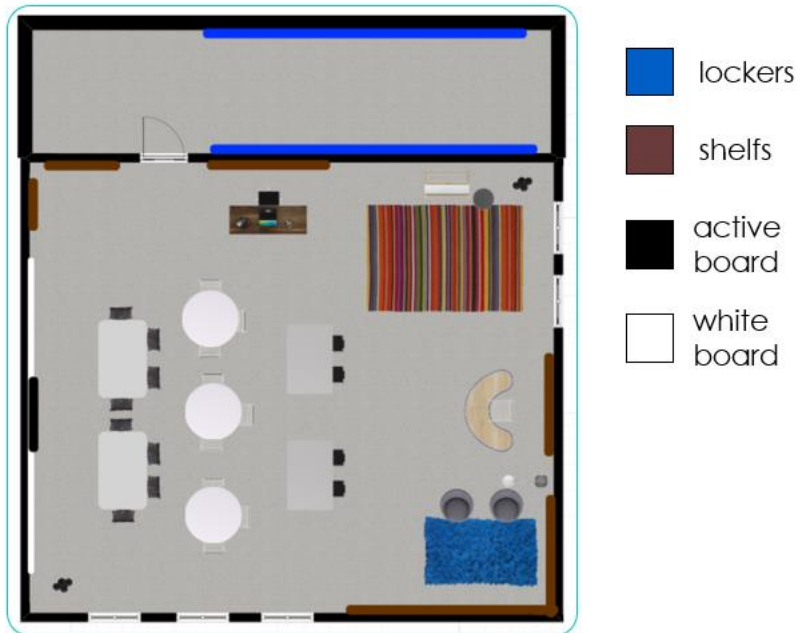
I have learned that classroom management plans are important. No one can be prepared for every situation that will occur within a classroom, but one can manage their classroom in a way that limits these unknown scenarios. It is important that within my classroom the students know that they are unique and that I accept them for all that they are. I want them to bring that joy and color into the classroom to create a learning environment that is all their own. The first few days are important in developing the best way to create an effective classroom that pushes students to achieve their learning potentials. In addition, the first few days are when crucial connections are made that will affect the rest of the year. If one has a classroom management plan and an organized design for attack, the school year will be fun and enjoyable and full of fulfilling learning goals.

References

Fay, J. Funk, D. (1995). *Teaching with Love & Logic: Taking control of the classroom*. Love & Logic Press Inc: Golden, CO.

Wong, H.K., Wong, R. T., Jondahl, S. F., & Ferguson, O. F. (2014). *The Classroom Management Book*. Mountain View: Harry K. Wong Publications, Inc.

Appendix A



The classroom I created creates a blank slate for students to help make their own. I know that every year the classroom will change based upon the students and I feel that it is important that the students make their own impression on the classroom. I also would like to be able to do many projects and activities in my room so having the room and space to do that is important. I would like my classroom to be calm, neutral colors. Both for the purpose of allowing the students to be the ones that bring color into the classroom. Going along with my philosophy, I feel that the students should be given the choice of where they want to sit. I have different height tables with

different seating options available. This way the students can have the choice to choose the option that works best for them at that time. And gives flexible options for within the classroom. I also like the idea of using tables instead of desks. This promotes group work as students are always in groups and gives them a sense of belonging and community.

Appendix B

Get to Know Your Students: First Day Project

Create a poster that represents you as a person and to use to let people get to know you.

Requirements:

- Your name
- One goal you have to this school year
- Your favorite subject
- 4 of your favorite things
 - Ex: food, activities, colors, people....
- Whatever else you would want us to know about yourself
 - Ex: about your family, where you came from...
- Minimal white space on paper

Materials:

- Magazines
- Glue/tape
- Markers
- Printer paper
- Construction paper

Once finished, take turns standing up and presenting yourself to your class.

My example is below... made with images off the internet so it could be done electronically.

