

My Classroom Management Plan

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Classroom Management

## Classroom Management Philosophy

My classroom management philosophy is based on Marzano and Love and Logic. I believe the best way to have good classroom management is by forming relationships with students and seeing the good in everyone. I want my classroom to be an engaging and safe place for students to learn. I believe in giving students choices and allowing them to problem solve on their own. I hope to keep the students engaged during the lessons by asking higher-level questions and doing many hands-on learning activities. I want students to feel welcome in my classroom and know that it is okay to make mistakes as long as you learn from them.

### First 5 days

#### Day 1:

Every day I will greet the students outside the classroom. As they enter, they will be handed a colored card that corresponds with a colored card on a group of desks. This will be my seating chart for the first few weeks and when we do group work, see appendix ---A. One of the procedures I will implement in my classroom is daily bell work, see appendix B. The first day's bell work will be introduction cards. They will have questions on them such as how they learn best, any school activities or clubs they are in, 1 thing on their bucket list, favorite food, and favorite subject. Before the students begin, I will read my answers. Then when they have filled out the questions, I will play would you rather with them based on their answers to some questions where they have 2 choices and must choose the side they prefer. Lastly, I will discuss mandatory procedures and why we have them such as bell work, homework, and phones.

#### Day 2:

I will greet students as they enter the classroom and hand them a colored card for the seating chart. The bell work will be to have the students write down 1 procedure we covered yesterday. I will ask for their input on expectations and rules for the classroom. The options that are given will already be approved by myself and in line with the school's policies, but this gives the students a sense of responsibility and a say in their classroom. I will compile all the class's options and bring the list back to the students tomorrow, see appendix C. Today we will go over the syllabus.

Day 3:

I will greet students outside the classroom and hand them a colored card. The bell-work to be completed today is to write down 1 gratitude and 1 grievance. This is something my English teacher did with my class every semester and I enjoyed it. I think it is a great way to see what the students are grateful for, even if its trivial, and what is one thing they wish was better or simply want to complain about. To give them some ideas I will read them the list I have created. Afterward, I will go over the wins of the polices and expectations that the students created yesterday. I will also review the main procedures for my classroom and explain how I want them to look, see appendix C. When I am done explaining them, I will hang up the anchor chart in my command center in the classroom, see appendix D. I will also start the first lesson today. I will collect their gratitude and grievances and make a poster with them on it and hang it in the classroom.

Day 4:

I will greet students as they enter the classroom and hand them a colored card. The bell work will be on the board and it will be a fun question to get them thinking about lab safety. Today we will be covering lab safety in preparation for our first lab tomorrow. This will include

how students enter the lab, what to do when they get to their station, and where different things are located. Then, I will give them a short quiz on general lab safety procedures. I will give them the labs the day before so we can read through it and answer any questions they have. This way the students can get started right away and have the most time for the lab the next day.

Day 5:

I will greet students outside the classroom, hand them colored cards for lab groups. The bell-work for today will be to tell me how they properly get ready for lab day. The lab today will be science escape rooms, see appendix G. There will be 1 per table and each group is to complete one and then when the time has elapsed move onto the next one.

#### Connections to students and families

It is important to make connections with my students and families. Usually, schools have a back to school day and registration where they get their schedule and can see their classrooms and lockers. During this day I will have a copy of my letter home to families along with all the essential supplies for my class available for the students. My letter home will explain my “pink” slip, procedures, a little about myself, and my school email, see appendix H. I think it is important for students to have a role in my classroom so on that registration day students can put their name in a jar for a drawing to be in charge of feeding my animals; probably fish, and water plants that we will grow, see appendix E. As the school year goes on, I will send out either a weekly or monthly flier via email that shows what the students and I have been doing in class recently. This is a great conversation starter for parents and their children at home and allows the parents to feel involved in their child’s life, see appendix H. It is also for students to know that I am invested in their life outside of school. To continue to foster those relationships within the

classroom I will attend sporting events, plays, and other school events. I would also like to continue coaching in some capacity.

#### What if's

I think the first thing to do with a student who isn't listening or acting out in class is to use proximity as a way of stopping the behavior. I want to reinforce positive behaviors and have discussions to find out why they are having this behavior. Students will want to learn from someone who genuinely cares. If I just give out consequences without listening to why they are acting a certain way generally that negative behavior will continue. If the behavior continues after I have talked with the student and implemented interventions that the student and I made together; then I will put the pink slip into practice with detention or community service.

Some of the classroom management tools I will use are to have great expectations for my students, be picky in the rules I create, wear their shoes, and switch it up. Generally, using the Love and Logic technique of discipline will work by letting the students solve their problems with choices, showing empathy towards them when faced with problems, and most importantly upholding the dignity and positive self-concept of the students. However, sometimes it is important to have conscious discipline in the classroom. If my policies and procedures are not being followed in certain instances, then I will use my background in conscious discipline to get the results that I want in my student's behavior. Conscious behavior means speaking with authority, having confidence in yourself and the answers given, and having with-it-ness. Students want to know that you as the teacher believe they are capable of success, so sharing those great expectations with the students is important. If multiple students are not paying attention or seeking negative attention, then I might need to switch my approach to the lesson that I am

teaching because they are not being actively engaged. Generally, my pink slip will be the umbrella documentation if a student doesn't turn in homework or is acting out in class, see appendix F.

References

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

Love and Logic Press: Golden, CO.

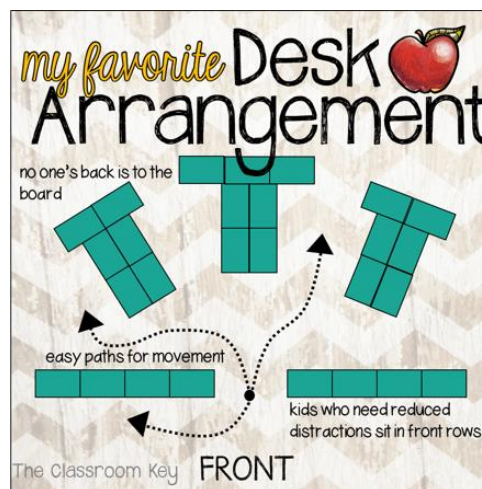
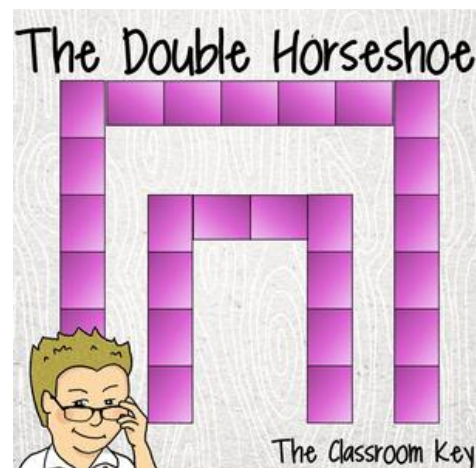
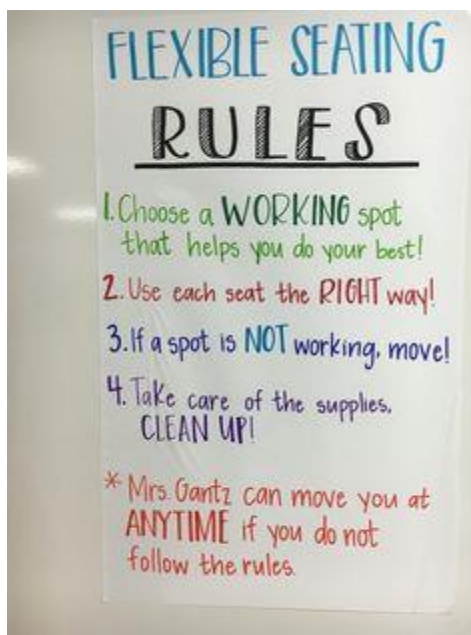
Marzano, R. (2003). *Classroom Management that Works: Research-based strategies for every teacher.* ASCD: Alexandria, VA.

Smith, R. Dearborn, G. (2016). *Conscious Classroom Management: Unlocking the secrets of great teaching*, 2<sup>nd</sup> ed. Conscious Teaching LLC; Fairfax, CA.

## Appendix:

## Appendix A Seating Arrangement:

These are some ideas for the classroom desk set up. I want to be able to reach every student easily and use the roaming technique as I teach. Generally, in a science classroom, there are large tables for labs which would make set up a little more restricted, but I still want to be able to keep an eye on my students and easily answer their questions regardless of the setup. I will also have a seating chart to start the school year. The colored seating arrangement alleviates students sitting where they shouldn't or cause anxiety about sitting somewhere specific. It is also an easy way to switch from class to class since it only involves colors. Once we get a system establish, I will allow the students to sit wherever they want, provided the class is still in control and productive.

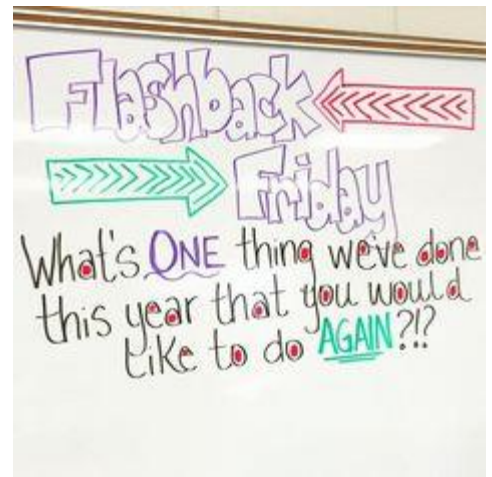


## Appendix B As Students Enter My Classroom:

I will be outside my door greeting the students as they come in. When students enter my classroom, they will be handed a color that corresponds with colors on the desk. I do not intend to use a seating chart for the entire year. I will use it in the first few weeks to allow students an opportunity to get to know their classmates. There will also be bell work on the board they are to

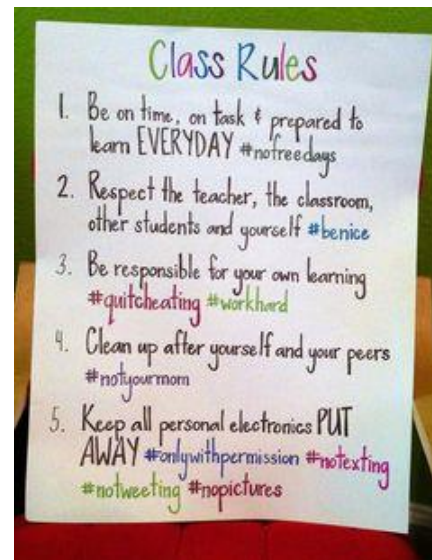
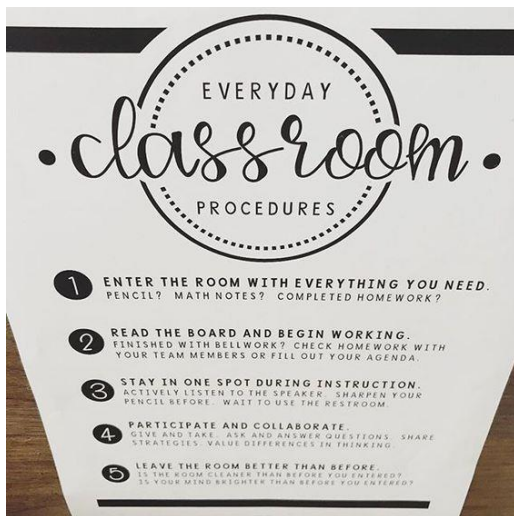


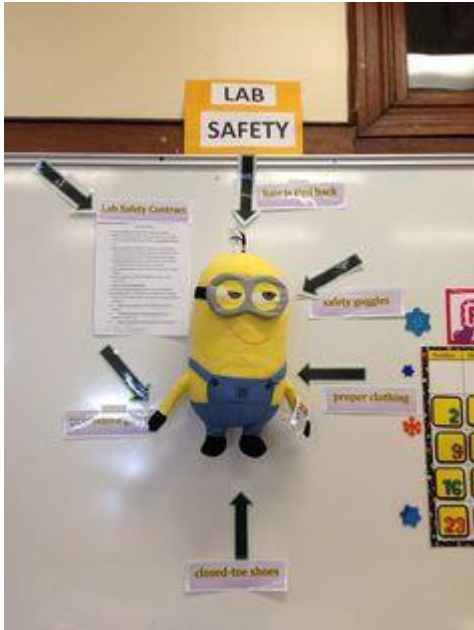
complete as soon as they find their seat. It might be a review question from the previous lesson or a fun question to get them thinking about something other than all their classes and homework.



Appendix C Policies and Procedures:

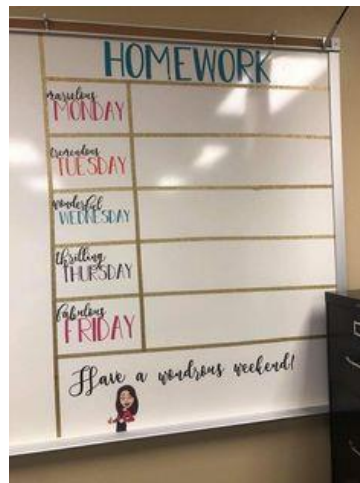
During the first week of school, the students and I will make the policies and procedures together. The policies will then be hung in the classroom command center with anchor charts. The policies will cover the basic need of respecting the teacher, themselves, and others. I think the fewer rules to have to memorize and follow the better. These pictures are examples of some of the rules I would have as choices in my classroom.





Appendix D Command Centers:

I like my classroom to be organized and everything to have a place. In my command centers, students can find turn-in trays based on their respective class periods, our rules and policies, extra handouts for absent students, substitute teacher folder, and phone pockets. I will also have my weekly layout with what lessons we are covering, homework, labs, and tests. There will also be announcements, a school event calendar, bell schedule, and the date.



This is what my substitute folder will look like and it will be ready all year.



Appendix E Classroom Environment:

I want my classroom to feel inviting and to feel like it is also the students' classroom. I will have some alternative seating for the students where they can either read or do group work at. I also want to have a few pets and plants that the students can take responsibility for watering, feeding, and cleaning. On the walls will be our policies and procedures, command center, and their work to be displayed as the year goes on so the classroom becomes their classroom too.



Appendix F The "Pink Slip":

I think this procedure will be beneficial for both me and the students. It will help keep them accountable for their homework and behaviors; as well as provide the necessary documentation for me. The slip will serve two purposes. It will be something students need to fill out if their homework isn't turned in on time or if they are acting out in class as a form of

documentation. The consequences will either be detention in my classroom after school to finish the assignment or community service. The community service could include cleaning my classroom after the school day, helping the janitors, or writing an apology letter. The consequence will depend on what is appropriate for the behavior they had.

Date: \_\_\_\_\_  
Printed Name: \_\_\_\_\_  
Class Section: \_\_\_\_\_

**You've been *Pink-Slipped!***

Completing your homework or assignment is your *responsibility* as a student.

Missing Assignment: \_\_\_\_\_

I do not have my homework today because:

I did the assigned homework, but I did not bring it to class.  
 I chose not to do my homework.  
 I forgot to do my homework.  
 I did not have the appropriate materials at home.  
 Other—please explain below.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
Signature \_\_\_\_\_

The slip will have their name on it, why they didn't turn in their assignment or why they misbehaved, and what they are going to do to fix the situation.

Appendix G Labs:

This is an example of the first labs I will have the students complete.



Appendix H Letter to Families:

This is an example of the letter I will be sending home on registration day. It will have my school contact information, a little about myself, my “pink” slip, procedures, and anything else they need to be made aware of before the first day. There is also an example of my monthly newsletter showcasing the exciting things we have been learning and different activities we’ve been doing.

