

Classroom Management Plan: Elementary Level

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Abstract

Classroom management is a concept that every future teacher needs to know and understand. Your classroom management style shows how you want your classroom to look and which procedures you want implanted and how. Throughout this paper, I am going to be describing in detail what my classroom management plan looks like, what my management philosophy is, and a few procedures I plan to include within my future classroom. By the end of my paper, there should be a clear image within your mind as to how my classroom will look.

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Philosophy

My classroom management philosophy is, my classroom will be an organized and structured place with consist expectations but also creating positive relationships with each one of my students to better understand who they are as a person. It is extremely important to me that my students are always fully engaged in anything I am teaching and do not get bored with all the content being pushed at them.

Harry Wong

Within Harry Wong's book, there was several different strategies and ideas that I really loved and plan on implementing within my future classroom. One of those strategies or idea was his first day plan (Wong, p. 287). Within with ten day plan he has included everything you could imagine and other things that would of never came to mind. I would certainly reference this piece when I have my own classroom so I have an idea of how I want my classroom to run those first few days. Another idea that I really liked from Wong was his idea of classroom jobs (Wong, p. 122). Classroom jobs are a great way to get students involved within the classroom. My practicum teacher also used this method and the students loved it. My practicum teacher put a twist with it where they would get paid \$20.00 each week but if they have bad behavior during the week then they lose money as the week goes on. At the end of the week, the student's collet their money and at the end of the month they add it all up and can go "buy" a prize from the teacher with their money. I thought this was a great idea because it also promotes the students to want to have good behavior so they get that 20 dollars at than end of the week.

One last thing for Wong that I would like to talk about is how he references taking attendance. I like the idea of using lunch count, such as hot lunch of cold lunch, as a way of

taking attendance. Within my practicum, after announcements would come on and the pledge has been said, the students would go up to the smart board and drag their name to either hot or cold lunch. This made it much easier on the teacher to take attendance. I talked with my practicum teacher about this procedure and she told me if took her a lot of rehearsing and reinforcing before the students got it down. She mentioned how she would have the lunch count already pulled up on the board when the students came in so they would instantly go over and place their name under hot or cold lunch rather than waiting for the announcements and pledge to be over. If this would have been me, I would have come up with a plan B by not having the screen projected onto the smart board until after the announcements were over. This way the students wouldn't tempted to go up and move their name right away in the morning.

Love and Logic

After reading through *Love and Logic*, I had realized my entire teaching strategy is based off of *Love and Logic*. The small sayings that are referenced within this book such as “I love you too much to argue” or “I can tell you are very upset right now but I only talk to students who use nice words and inside voices.”. I have noticed that when I am in my practicum or other observations, I use these sayings very often. I do not show I am ever mad at a student but rather ask them to “please come see me when you are done with your work”. I also like the idea of giving choices to students which was also talked about very often within this book. Students learn best when they are given choices this way they are able to choose what they want to do rather than the teacher telling them what they have to do. I would use this for assignments such as by when the students have to a writing sample, I would allow them to pick their own animal rather than me telling them they must write about a bear. Students love choices and that is something that I need to remember when I have my own students.

One last thing from *Love and Logic* that I really liked was a scenario described on how to deal with a student who made a bad choice (Fay, pg. 45). This student made a bad mistake during a class photo and the teacher continued to tell him not to worry about it until that's all this student could do. Eventually the student came up with his own solution rather than the teacher telling him what to do. I loved the way this teacher handled the situation and I know this is how I want to handle situations that happen within my classroom. I want to be calm and tell the student not to worry about it or think about it too much until they end up coming up with their own solution.

Marzano

Within the book by Marzano, there are great ideas on how to set up certain procedures. The first idea that I really liked was determining rules as a class (Marzano, p. 17). This is something that can be done during the first week of school when you are setting up rules for your class. Students love being involved with the rules they have to follow. If students help create the rules, they will more likely follow them since they were the creators. When we did this within our classroom management class, everyone loved it because we were able to help create the rules in which we are required to follow. Since we created the rules, there was no one getting upset by the rules. I also like how this book discusses how to create a highly engaged classroom (Marzano, p. 8). By creating activities to go along with your lessons where the students have a chance to be up moving around and talking with their peers, they will be highly engaged in what you are trying to teach them. It is so important for students to have the chance to work through problems with their peers but also important to teach them that they need to complete certain tasks on their own and not always rely on a partner to help them through it.

First Days Plan

Prior to the first day of school I would host a parent night where the parents and students can come into the classroom and see where the student's desks are and what the classroom set up looks like. This would also be the time where I would introduce myself and have time to answer any other questions the parents may have for me. I would also be sending home a letter that is all about me and what I plan to accomplish over the school year.

As I had discussed earlier, the back on Wong's book has a ten-day plan on what you as a teacher should be teaching your students. I will be using this in the future especially for my first year teaching. On the first day of school, I want to have all my students gather around on the carpet so that I can introduce myself and also let them get to know me more. This will help me create those relationships with my students as discussed in *Love and Logic*. Once my students have had a chance to ask me questions, I want to have each student to fill out an All About Me paper so that I can learn more about each one of them (See appendix A). Day one is going to be all about getting to know each other. For day two through day 4, I will start to discuss some of the procedures that will be implanted within the classroom. As I go through each procedure, I want to break the students into groups and have each group show the right way and the wrong way of how to do a certain procedure. Each day there will be a certain number of procedures being taught rather than giving them every procedure all at once. By breaking the students into groups, it gets the students up and moving where they are engaged and also gives students a visual of how each procedure should be done. These few days will be focusing on procedures and teaching, rehearsing, and reinforcing those procedures. Each day for the next two weeks, I would review the procedures until the students have mastered them.

For day 5, I want this day to be strictly on the rules. I will show the students some of the rules I have come up with and then we can have a discussion about other rules they can think of from other classes they have been in. This is a great way to get the students involved with making the rules they need to follow. I would have each student vote on the rules as well like what we did within our classroom management class. After we have discussed the rules, I will introduce a few more procedures that we have not yet covered. We will rehearse these procedures as the day goes on as well. This is what my first few days of class would look like, now that I have talked about how I want to teach my students the procedures, I will be going into what some of my procedures are.

Procedures

The first procedure I will talk about is how bathroom breaks will work within my classroom. Each student is going to be assigned a number. When a student needs to use the bathroom, they will simply go to the bathroom board and move their number to either “girl’s room” or “boy’s room”. The rule that goes along with this procedure is there is only allowed one girl and one boy out at a time. The second rule that goes along with this would be a student cannot use the bathroom during instruction time. If the teacher is giving a lesson no students are allowed to leave the room, they must wait until work time. For my “Plan B” if this procedure does not work, such as if students are using the bathroom as a way to get out of work time, I would implement punch cards. Each student gets three punches per day. By using this system, it would limit their use of the bathroom to where they would only go if they really needed to since they are limited to how many times they leave the classroom. (See appendix B for bathroom sign and punch card)

The second procedure I would implement within the classroom would be how we transition from each subject. I want to use a visual timer that will be projected on the board. This timer could also be used to count down how much time is left for work time to limit the questions of “How much longer until ___?”. They would have a visual to know when it is time to clean up. I would use the timer for how long students have to get ready for the next subject as well. During my practicum, students would take a very long time to grab their materials for their reading rotations so by having the timer displayed, students would know how many seconds they have to get their things and head back to their desks. The rule that goes along with this procedure would be if a student is continuously taking longer than the timer to get their materials and start working then they would need to bump down on the behavior chart, behavior chart will be discussed next.

One procedure that I really liked from my practicum experience was the behavior chart my teacher used within the classroom (see appendix C). The chart was straight up and down and had five different columns. Each student's name was on a magnet and would start at the area that said “Good Day”. If the student wasn't following a certain rule or procedure or making a bad choice in general, the teacher would ask the student to bump down. As you move down the chart, the consequences would get greater. If a student was asked to bump down twice in one day, it was the teacher's choice of a consequence. If the student was asked to bump down three times in one day, then it was time to sit down with the teacher and assistant principal and create a fix it plan which would be sent home to the parents to be signed and returned the next day. This behavior chart worked out very well and is something I plan to implement into my future classroom.

One last procedure I want to go over would be classroom jobs (See appendix D). Class jobs are a fun way to get students involved within the classroom. I would have enough jobs for each one of my students and this would be their job for one full week before switching. At the end of the week, the students would get paid in monopoly money (20 dollars per week). If a student had to bump down, then they would lose a dollar each time they had to bump down. On Friday, the students will collect their money and at the end of the month they have the chance to “buy” prizes.

Conclusion

My classroom management plan is starting to come together very nicely. All the information I have retained from the three books will certainly come in handy in the future. I have discovered many different procedures and rules from the textbooks and also from my own experiences. I can't wait to have my own classroom to where I can put my classroom management plan into action and see what needs to be changed. Classroom management is a trial and error type of plan, as you go on you will figure out what works and what doesn't.

References

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

Love & Logic Press Inc: Golden, CO.

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

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

These are the all about sheets I want the students to fill out on the first day of school so that I can get to know them better.

All about ME

Name		
Pets	Hobbies	
Favorite movie/TV		
Family		
Brothers?		
Sisters?		
Oldest, youngest or middle?		
Favorite Color		
Favorite Place		
Favorite Music	Your Birthday	Favorite Books to read
Favorite Vacation	Favorite Subject in School	Favorite Food

Read All About Me!
by the one and only _____

This is a picture of me!

Fascinating Facts About Me!

- I am _____ years old.
- My birthday is _____
- I live in _____
- I am in this grade: _____
- My teacher is _____
- I get to school by _____
- These are the members of my family: _____
- When I grow up I would like to be _____

These are a few of my favorite things!

Color: _____
Animal: _____
Food: _____
Book: _____
Sport: _____
Thing to do in school: _____
Thing to do at home: _____

I am a star because ...

I show others I care by ...

Write three super-cool facts about yourself here!

1	2	3
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SCHOLASTIC

Appendix B

This is what my bathroom sign out board would look like and if this doesn't work I have my plan B punch card example here too.



Appendix C

This is what the behavior chart would look like where students would be asked to bump up or bump down.



Appendix D

This is an example of what my classroom jobs would look like and what some jobs would be.



Appendix E

Example of a letter to the parents I would pass out to parents at parent teacher night.

MEET THE TEACHER


Hi! My name is Mrs. Carroll and I am SO excited to be part of the Boon First Grade team! More importantly, I am THRILLED to be your teacher! It's going to be a fun year full of lots of learning and new adventures and I can't wait to see what the year has in store for us. I want to know ALL about you, but first I'm going to tell you a few things about me.

I was born and raised in Houston, TX and I am the oldest of FOUR! I have a younger sister, Sara, and two younger brothers, Matthew and Patrick. I LOVE them! When I graduated from High School, I moved to Denton to attend the University of North Texas...OO CAOWLS! I majored in Early Childhood Education and couldn't wait to graduate and start teaching.

I taught Kindergarten for 7 years in Plano and moved to Boon in 2009 to teach 2nd grade. After teaching 2nd grade, I moved down to first...my MOST favorite! This will be my 10th year teaching and I love first grade because I know just where you're coming from and exactly where you need to go! Having experience in both Kindergarten and 2nd grade will really help me challenge you to reach for the stars this year!

I am married to a wonderful man, Coach Carroll, who is an athletic trainer at Plano East High School. We have two of the most adorable, crazy little boys. My oldest son is Landon and he just turned 4 this summer. My sweet baby boy, Grant, is two. They are SO much fun and they keep me on my toes at all times. I love them so much! We also have a pug, Griffin, that we all just adore. I'll really be missing my boys while I'm at school, so I'll need lots of hugs from you!

I am so excited to be your "Director" and for you to be part of this AWESOME, all star "cast" we have lined up for Room 135. This is going to be a BLOCKBUSTER year!



A FEW OF MY FAVORITE THINGS

Favorite Color:	Yellow
Favorite Season:	Fall
Favorite Food:	Pasta
Favorite Fast Food:	Chick Fil A
Favorite Drink:	Sonic Cokes
Favorite Sport:	Basketball
Favorite Animal:	Tiger
Favorite Book:	Marley & Me
Favorite Song:	Summer Wind (Frank Sinatra)
Favorite Hobby:	Photography

Appendix F

As a special education major as well, I know how important flexible sitting is to those struggling students. Here are some examples of different types of flexible seating I would use within my classroom.



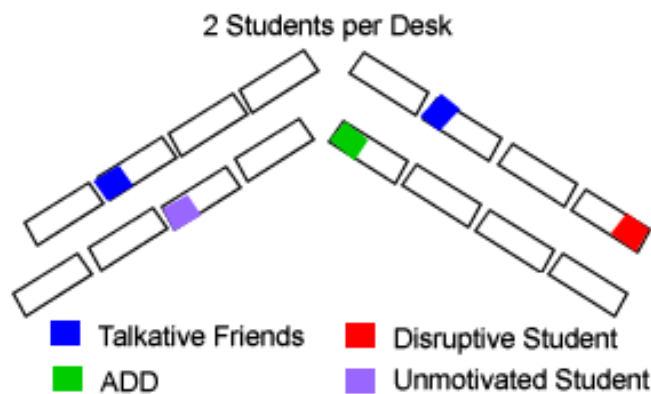
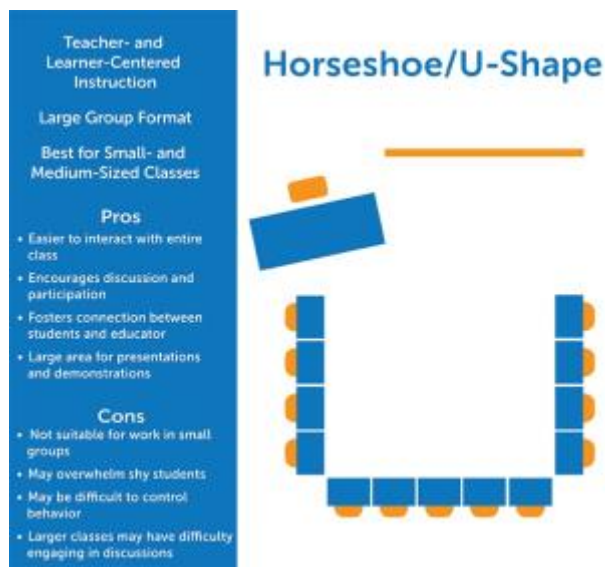
Appendix G

For my agenda, I want it to be short and sweet. I want my agenda to include each subject for the day but also the time of each subject. I do not want a very detailed agenda that explains what is going to happen in each subject so it leaves the students wondering.



Appendix H

For my seating chart, I really like the U shape seating. This way each student is able to see the board and I can easily see each student by walking around the inside of the U. If this seating does not work due to students talking to neighbors too much, I would change up the seating chart each week. I also really liked the second seating chart where it shows where to put the disruptive kids and the unmotivated students.



Appendix I

Whenever I would have a substitute, I would be sure to leave very detailed notes on what needs to happen at every minute of the day. At the end of the day, I want the sub to fill out a small sheet of how the day went. This is where the sub can write down names of students who did not behave and names of students who were excellent. I would want this to be very detailed so that I know what exactly happened during that day.

The image shows two forms designed for a teacher to leave for a substitute. The first form, titled "While you were out...", is a general report form with sections for Date, Substitute, Class Period, Absent Students, Reflection/Notes, Student Concerns (with a note to "Please be specific"), and a Date field. The second form, titled "TEACHER SUBSTITUTE REPORT" from "The Together Group", is more detailed, including sections for Overall Class Behavior, I Followed Your Lesson Plan, The Students (with checkboxes for behaviors like Remained Seated, Raised Hands to Talk, etc.), Students Had Difficulty In (with checkboxes for subjects like Reading, Math, etc.), Outstanding Students Were, Challenging Students Were, and Chattering Level. Both forms include checkboxes for behavior levels (Excellent, Good, Fair, Poor) and checkboxes for lesson plan adherence (Exactly, Modified, Changed, Omitted).

