

Classroom Management Plan

Ms. Milless' Classroom Management Plan

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Classroom Management Plan

To ensure that my first few weeks start on a positive note I have developed a classroom management plan which will layout exactly what I will be doing with my students to teach, rehearse, and reinforce the routines and procedures which I have created. I will go through what I will be doing with my class the first few days and why I have chosen these procedures and guidelines for my students.

My philosophy of classroom management is to create an environment where all students feel safe and comfortable to learn and grow. My procedures and routines in my classroom will be conducive to helping learners feel that they are in the best environment possible environment to grow. I will create a classroom environment where students can be active problem solvers and make positive connections with one another. I will do my personal best to ensure that I am doing everything I can to ensure that my classroom environment is positive.

First Days

The first days with my students are the one's that will set the tone for how the year will go, students will be determining what they can do and what they know they will not be able to do. I will want to be sure that the tone is set in a way that students know that I care deeply about them, but also that there will be procedures and guidelines to ensure that our classroom is set up in a way in which every learner can succeed. From the second students walk to the door I will be there to greet them and meet them with a smile, every morning to build a relationship with them.

Day 1

When students are walking to the door, I will greet them with a kind small and warm welcome. When students are walking to the door I will tell them to find their desk, and put all of

their school supplies in their desk. There will be a section labeled for if they bring other things on their list such as Kleenexes, and paper towels so that they know where to put them. Then have them put their backpacks/ jackets in their locker and come and sit in their desk. There will be an interest inventory for them to fill out about themselves, which help me to teach figure out what type of learner they are (see PDF attached to make copies of). Students will need to use their crayons to fill these out. Once these are all done, I will explain to students how excited I am to have them for a whole year. Tell them that I cannot wait to get to know all of them and hope them grow into wonderful and smart people. Tell them about who I am, explain to them that I am number 8 out of 12 people in my family. Tell them that for fun I enjoy; watching movies, reading books, hiking, camping, and hanging out with my friends and family. Give other information so that they can understand who I am, and also start to build a relationship with me. Building a positive relationship with my students is essential to building an environment in which students have a positive outlook on their learning and their own desire to perform. Research has shown that a students' behavior and cooperation can be linked back to the personal connection they have with a special adult (Fay and Funk, 1995, pg. 22).

Once this is done I will have all of the students come and sit on the rug in a circle. We will play the name game, they will say their name and something they like that starts with the first letter of their name (I.E MISS Maggie Mash Potatoes), then the next person goes and says their name and something they like) and they will have to continue by saying the person in front of them. Remind them it is just for fun and that if they don't remember it is okay. The next game we will play to get to know one another is SKITT- TELL US. I will pass around a bag of skittles and each student picks 2 of different colors. The colors will represent what they have to share.

(See appendix for poster to make while playing this game). Explain to students we are playing these games because I want them to make positive connections with one another.

Once some fun has been had with the students have them go back to the desk and **introduce the promises and rules to the students.** The rules will be introduced as promises they will keep, tell them that promises are important and breaking promises is highly frowned upon. Explain to my students that I have very high expectations for them. “Teachers who expect very little of their students get very little in return from their students” (Wong, 2014), I want to set the bar high, so that I can get the most possible in return back. I will share a PowerPoint of the class promises, and some of our procedures. Our classroom promises are: I promise to be a respectful learner by always using kind words and kind actions, respecting everyone, being prepared and being appropriate. If they break these promises their will be consequences, but they will not be made aware of what their consequences are when I am teaching them about the rules. In *Love and Logic*, it states that “Advance warning of consequences has never had a positive effect on school discipline.” (Fay and Funk, 1995, pg.12). Therefore, I will ensure that my students will know what our promises are, but what happens after they break a promise will be based on the situation. Ensure that all the students agree with these classroom promises, and allow students to voice their opinions if they would like to add any or take any out, but they must have a good explanation as to why.

I will then go into **our morning procedures** and remind them that it is important we set the morning off on a positive note. The morning procedures is including in classroom promises PowerPoint. The morning procedures to follow is:

- 1) Unpack backpack, and then go put everything in your locker (i.e. coats, mittens, lunch)

- 2) Fill Water bottle, and sharpen 2 pencils to have ready for the day, and use bathroom if necessary.
- 3) Find a spot on the carpet with a book of your choice and be read silently to self.
- 4) Be ready for a thoughtful and happy day.
- 5) We then will go into our morning routine where we all great one another. We will sit in a circle and hi five the person to our left and being sure to say .. “Good morning, Miss Maggie! I hope you have a great day!” We then will stand up and say the pledge of allegiance, and our promises to one another. (I promise to use kind words and actions, be respectful, be prepared, and be appropriate.)
- 6) Once we are done with our morning routine we will go back to our desk and be ready for the next lesson.

After showing them our morning procedures, I will show them **our lining up procedure**. I will teach them certain songs, that we will sing before leaving the classroom to get everyone in focus. Have them in line and sing that song “And a hear we go just a marching down the halls saying sh, sh, sh, sh, sh.” And the other one is “Our hands our high are feet are low and this is how our line should go”. Teach them the song and then have them practice with you. Remind them that we are walking down the hall we must be at a level zero, which means absolutely no talking. We will then rehearse walking down the hall and come back. The three steps with any new procedure that Wong discusses in his book are to teach, rehearse, and reinforce and that is what I will do with them over the course of the year, but especially to teach and rehearse it within the first few days.

Then I will have students go back to their desk and explain that we have a **classroom phone procedure** and that when it rings it is their job to help me answer it. When the phone rings

everyone is to lower their voices to a level one or zero, and the person closest to the phone is to answer it and say, “Miss Milless’ classroom, this is _____, would you like to leave a message?” Have this posted right above the phone for them to remember, and also tell them it is very important to use their manners and speak politely on the phone, and remember to say goodbye. We will rehearse scenarios where I will call the classroom on my cellphone and one of the students will walk over and answer it correctly. We will reinforce this as time goes on over the next few days as well.

One important procedure I will teach them is the **bathroom procedure**. There will be a boys bathroom pass and girls bathroom pass. The passes will be bottles of hand sanitizer. They are located right by the sink. Inform students that if they have to go to the bathroom they take their pass and place it on their desk. If someone is using it, then they will have to wait until they get back. When they get back they must use two pumps of the hand sanitizer and then put it back by the sink. Remind students of acceptable bathroom behavior and what that looks like. Give scenarios of what is appropriate and what it isn’t. Remind them of their promise to be responsible and using the bathroom appropriately is being responsible.

The next procedure I will teach to my students is **how I will get their attention** and what they are to do. When I will get their attention there are a variety of methods I will use one will be I will call out “Tootsie Roll, Lolly Pop” and the class will respond with “We were talking now we will stop”. Explain to students the importance of turning their voice off after this and being good listeners. Let everyone talk and then call out “Tootsie Roll, Loll Pop” and have them practice their response. Remind them that you liked how everyone got silent after the call out and that they are to do that every time. Teach them that when I count down from 5 or 10 that they are to have everything put down and their eyes on me by the time I get to zero. We will pretend like

they are doing things and I will count down with my voice getting quieter as I go. After we practice this I will tell that what they did good on, and how they can improve. I will also teach them the give me five. When I call out give me five, students are to put their hands up in their air and give me five meaning 1) Eyes are on the speaker 2) Mouth is quiet 3) Ears are listening 4) Hands are free 5) Body is still. Rehearse this with the students until everyone gets it right. Have several signs posted, so that they also know it means when they are doing it.

The next procedure I will teach them is the **dismissal procedure**. Steps for dismissal at the end of the day are as follows:

- 1) Once I say to start cleaning up for the end of the day, everything must be off of your desks, and the floor around your desks.
- 2) Once all desks and floor spaces are cleared I will dismiss the pods that are ready to go to go out to their lockers and bring everything in that they need to go home. They must be at a level zero when they are out in the hall, for there are other classrooms that are still learning.
- 3) Students may pack up their desks, and must ensure that there planners and everything in their take home folder is there.
- 4) Students will line up that are on the bus, and when the bus bell rings I will walk them to the end of the hall at a level zero.
- 5) I will then come back and take those that are walking home or going to parent pick up to the end of the hallway.

Once I have taught them this procedure we will practice it two times. I will tell them what I liked and what could use improvement.

Day 2 –

Greet all of my students at the door and be there to tell them good morning with a big smile. Remind students of the morning procedure, and help them with the process. Have the steps written on the board for students to see. Do our morning routine then rehearse the following procedures: **Lining up procedure, answering phone procedure, how I will get their attention procedure, and our classroom promises.** We will rehearse these until they get it right. I will teach them today more procedures and routines that will help us get through the school year on a successful note.

I will teach them the **rotations procedure**. Explain to them that once we learn all of the procedures that we will begin rotations for math, and working with words. There will be 4 rotations with 20 minutes at each. On the board will be posted what rotation they will be start at and what they will need for that rotation. It will say if they will be at their desk, with the teacher at the back table, selected seat, or in the front. They will read what they need and where it will be at and start that rotation. If they are by themselves, they need to be completely silent and at a level zero. If they working with a partner or with the teacher, they can be at a level one. When they rotate to their next rotation they must do so quickly and quietly. Practice this by having their names and where they be at, with different activities at each rotation. I will ensure them that I am on their cases about their noise level while doing this, so that they know my expectation.

I will then teach them the procedure for **homework assignments** and turning them in. There will be a file cabinet by my desk with a file where they will turn in their homework. Before turning in their homework they must highlight their name, to ensure that it is on there. If they didn't finish their homework they will be able to work on it during skill building. There will not be a lot of homework outside of class, so late work will not be an issue. If they don't get their homework done during the allotted time they will have to work on it during read to self or during

skill building time. We will reinforce this the first time there is a homework assignment to turn it.

The next procedure I will teach them is for **taking tests**. When we take a test all students must be completely silent. During tests I will provide the students with bubble gum that they can chew during the test. I will remind them that is a privilege and if anyone misuses it I will take it away permanently. Before giving out the tests, students will go to the bin that has folders to put up for test taking, so that they can focus on their work. Explain to students that I want to know what they know, not their friends therefore they must be silent and keep their eyes on their own paper. Practice this by giving them a pretest for addition and subtraction. Tell them that they don't need to be nervous about these and they are just so I know what more I need to teach them.

We will again rehearse and I will reinforce the procedure we have learned thus far. I will make sure to include brain breaks throughout all of this to ensure that students are not getting sick of just having to learn new procedures. We will again today play the name game, so we can learn everyone's name.

Today I will also teach them about how I am very strict that they follow the promise of being kind to everyone. I will instruct them that everyday I would like them to do 2 kind actions for other people in the classroom and work on filling up one another's buckets. I will show them examples of kind words or actions, and have them think about ways in which they can fill up each others buckets each day.

Day 3 And On

Focus on the earlier days of teaching, rehearsing, and reinforcing all of the procedures and promises. In doing this it will save a lot of time the rest of the year. I will make sure that I am

being kind and that students feel that they are in an environment in which they can succeed. I don't want my students to be afraid of me, but I do want them to know that I take our procedures and promises very seriously. I will be sure to remind them of my high expectations for them, and provide them with lessons/ curriculum that is very engaging and gets them excited about their learning.

Ways I will help create a positive classroom environment

I will quickly and obtrusively redirect misbehavior when it occurs in my classroom. I will have nonverbal cues that I will use to redirect misbehavior, such as lowering my hands at students to tell them to lower their voice, or if I want a student to stop what they are doing I will put my hand out. I will ignore misbehavior when it is happening in whole group instruction, and come back to them and talk it out with them one on one. I will allow them to be active problem solvers and come up with reasonable ways in which they can solve the problem. I will be compassionate with them when discussing issues, and let them know we are addressing this issue because they are affecting our positive learning environment and therefore breaking one of our classroom policies.

I want to create a high energy level classroom, in which students are engaged to keep spirits high about learning. Marzano states, "a factor related to energy level is the amount and type of physical movement that occurs within the classroom." (Marzano, p. 5) I will ensure that my curriculum allows for time in which there are brain breaks, so that there is a high energy level. We will use GoNoodle on days when there is no PE or music class, to give them a short break from math, reading, writing, etc. I will also have them creating and doing things in which they aren't restrained to their desk during these lessons.

What if Strategies

If after the first few weeks of class these procedures, my classroom environment isn't conducive to learning I will have to switch it up to something that works. My first step in doing this is having a classroom meeting with the students, where we would discuss what is working and what isn't. We can make amends to our promises, and change up some of our procedures. Ask for their opinion and take it seriously. It shouldn't be a power struggle where I think as the teacher that I am in charge and need to get it my way. "When we offer kids a choice instead of making a demand, no power struggle ever begins" (Fay and Funk, 1995, pg. 8), if I am giving the kids a choice in what they would like to do, it doesn't become a power issue and they know they are having a say in what happens in our classroom.

Connection to Students and Families

I will put a heavy focus on making sure I am connecting with not only my students, but also their families. Building a relationship with students is key to having success. I will take time to discuss with students how their day is and home life, so I know all of the extra baggage they are coming to school with. I will also make sure that I call my parents to let them know the positive things that their kids are doing in the classroom, and the kind actions that they are doing that I have witnessed. Parents need to know all about the good things that are happening, not just be called when a negative situation happens at school. I will send home newsletters weekly to the parents to let them know what we did in the classroom that week, and all of the positive kind actions I saw take place. I will also have parents come into the classroom and help when we are doing fun and exciting projects.

Conclusion:

In conclusion I will put in the time necessary with my students in the beginning and throughout the year to ensure that I have created an environment where all students can learn in a positive manner. The procedures, routines, and promises of my classroom will set up the students for success and if that doesn't happen there will be a discussion with the students about how we can make that happen. I want to build a positive relationship with my students and their parents.

Furthermore, I want my students to positively connect with one another which is why there will be a focus on filling up one another's buckets.

References

Fay, J., & Funk, D. (1995). *Teaching with love & logic: taking control of the classroom*. Golden, CO: Love & Logic Institute.

Marzano, R. J. (2010). *The art and science of teaching: a comprehensive framework for effective instruction*. Alexandria, Va: Association for Supervision and Curriculum Development.

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Appendix

MS. MILLESS' CLASSROOM

Give Me Five!

1. Eyes on the speaker.
2. Mouth is quiet.
3. Ears are listening
4. Hands are free.
5. Body is still.

I PROMISE TO BE A RESPECTFUL LEARNER BY...

- Always using kind words and having kind actions
- <https://www.youtube.com/watch?v=4z7gDsSKUmU&list=PLw-9ybYAnOPHM7zPC8O44mtx9swp8QTOx>

I PROMISE TO BE A RESPECTFUL LEARNER BY...

- Being Prepared

I PROMISE TO BE A RESPECTFUL LEARNER BY...

- Being appropriate

MORNING PROCEDURES

- Hand in Planner
- Park your coat lunch
- Fill water bottle --- get to the bathroom if needed
- Find a spot on the carpet for Morning Reading
- BE READY FOR A FUN AND HAPPY DAY

SCHOOL WORK POLICIES

- Eyes on your own paper! I want to see what you know, not the person next to you. 😊
- All homework should be turned in on the due date, if there is a reason why it is not done/ you don't have it, fill out an assignment slip with your reason and sign it. I will do my best to help you with your reason as to why its not done and come up with a solution. 😊
- Active engagement is classroom policy, all are expected to try their best. 😊
- During rotations I will stay focused and do what is expected of me. 😊
- I am expected during reading time, to be reading at my level, with my eyes on the book, and engaged in the book the entire time. 😊

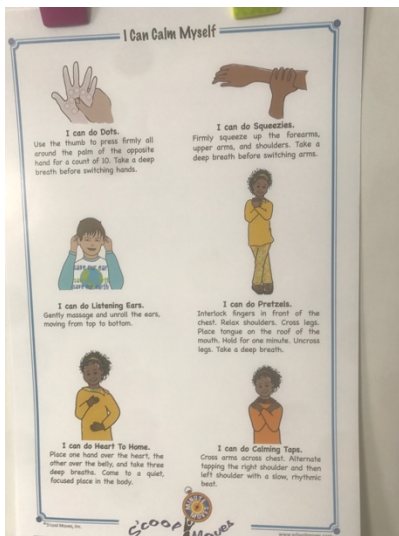
NOISE – 0 – METER

- **0** - ABSOLUTE SILENCE- NO ONE IS TALKING
- **1** - WHISPERING ONLY ONE PERSON CAN HEAR YOU
- **2** - SMALL GROUP WORK- ONLY YOUR GROUP CAN HEAR YOU
- **3** - NORMAL CONVERSATION VOICE

Slides from PowerPoint I will show on first day.



How they will mark if they are hot/ cold/ grab and go.



Poster to have in classroom they can look at to calm

themselves.

