

Classroom Management Plan

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EDU 301

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Classroom Management Philosophy:

My classroom management philosophy is based upon adding Love and Logic into Marzano's theory on rules and procedures, with the ultimate goal of fulfilling my students' needs. I will reinforce classroom rules and procedures to ensure that negative behavior and student confusion can be anticipated and prevented. These rules and procedures will also help classroom transitions and activities run more smoothly and will let my students have consistent consequences for bad their behavior. The focus on Love and Logic in my classroom will lead toward mutual respect between me and my students, making our class community more trustworthy and connected. One essential goal of my classroom management philosophy focuses on the model of Maslow's hierarchy of needs. Any accommodations or modifications that I implement will be ordered toward the physical, academic, and emotional needs of my students. I plan to order my class schedule around realistic expectations for my students, by creating differentiated opportunities, because every child has different needs. This differentiated approach will be achieved by incorporating flexibility and student choice in the classroom.

First Five Days:

Day 1:

Students will have seat spots prepared for them (with name tags). Students will gather at their seat spots. I will greet my students and introduce myself to them (telling them more about me: what I like, what is important to me, where I'm from, etc.). Then, I will explain our room what the purpose of each section of our room is and how to use the materials in each space. (Reference Appendix A #1 for classroom layout). We will talk about where things in our classroom are located and when they are allowed to use those things. (e.g. where are extra pencils? when can I go grab an extra pencil?). I will walk students through a typical day, so they have an idea of what a normal day in my classroom looks like. I will explain what the basic rules of our classroom and give poster reminders around the room. Consequences for negative behaviors will be reinforced through verbal reminders and charts (Appendix A#2). Then we will play get-to-know- you games, to introduce us to one another (e.g. Appendix A #3).

Day 2:

On day two, we will review our classroom rules and procedures and daily schedule. We will extend our classroom rules and procedures to the hallways, the gym, going to the bathroom, etc. (See Appendix B#1). We will talk about the details of certain rules (See Appendix B #2). We will go through a variety of call/response attention getters that I plan on using in my classroom. (See Appendix B#3).

Day 3:

On day three, students will come up with ideas for their own reward system (for good behavior in the classroom. I will provide them with potential ideas, but they will discuss with one another and vote on what systems of reward they would like to use. (both individual and group/community rewards). (See examples in Appendix C #1). We will go over existing rules and procedures and go over our daily schedule. Explain to the students the importance of respect of persons within our classroom and what it looks like to work and learn in the same space as another person. Give examples how to respect each other in our classroom and environments (See Appendix C # 2).

Day 4:

On day four, I will go over basic rules, procedures, schedule for the day, etc. Explain what it looks like to use technology in the classroom, and procedures attached to that privilege. Go over plans in case of an emergency (school lock-down, fire drill, earthquake, tornado, etc.). Have visual reminders throughout the classroom (See Appendix D #1).

Day 5:

On day five, I will go through daily routines, rules, procedures, etc. I will walk students through a couple of practice activities to assess whether or not they understand our daily routines, procedures, and rules. Students will choose reading partners and carpet partners (but partners change every week). Students will engage in a conversation about what is important to them with their thinking or reading partner, to practice how it will work. Students specifically practice their student jobs for the week (See Appendix E #1).

Also, the continual practice of instilling classroom rules, routines, and procedures within the first five days, plays a large role in the future success of the classroom. If students get into the habit of

routines and following regulations, they will be more likely to continue those habits, even after they move onto the next grade (Wong, Wong, 2014).

Connections to Students and Parents

To create a first connection with my students, I would contact their parent/guardian by email. This email would be a simple introduction of myself and way to make the connection with the parent/guardian and child. I would do this about a month before school starts. This email would contain contact information and basic things they may need to know before we meet in person. (See Appendix F#1) Weekly emails will be sent to parents and sent home with children. I will also have a Facebook page, that includes only the parents of my students. This will show the parents that I want to involve them in their child's education. Here I will upload pictures and videos of the students and their latest activities/ art creations. Parents will be required to complete four volunteer hours in my classroom, over the year. These hours can be spent helping out in the classroom, on field trips, at a school event, etc. Parents will also come in for a parent-teacher-student conference once a semester, as well as a parent-teacher conference once a semester. The meeting with both the student and the parent is to ensure that there is transparency of what the child is doing at school and what the parents think he is doing at school. This also helps the child feel like an independent and valued member of the classroom.

One way I will form relationships with my students is by giving them choice in the classroom. My seating chart (while organized in Appendix A#1) is actually flexible and aimed toward the environment my students need to learn. There are a variety of chair options at the tables, as well as seating at an exploration area. I also have a Library and Social/Emotional corner. My Social/Emotional corner is aimed towards all my students whenever they may have

some hard feelings or problems. My students will go to that corner when they have an issue and will take the emoji pillow that best fits the emotion they are feeling (Appendix G #1) Helping my students feel safe and at home is my main priority.

Another way I will form connections with my students is by getting to know them and what their interests are. Allowing students to bring in show and tell every week, or having them bring in pictures of their families, shows students that you care about who they are and gives them a sense of love and belonging and self-esteem (Appendix G #2).

What ifs?

Students should focus on choosing a seat that helps them work the best. If students can't use the flexible seating rule appropriately, I reserve the right to assign them their seats. (Appendix H#1).

If I have a student who doesn't has basic physiological needs that need to be met, I will have basic essentials in my classroom (that some parents don't or can't provide for the children) such as soap, food, water, socks, gloves, hats, etc.

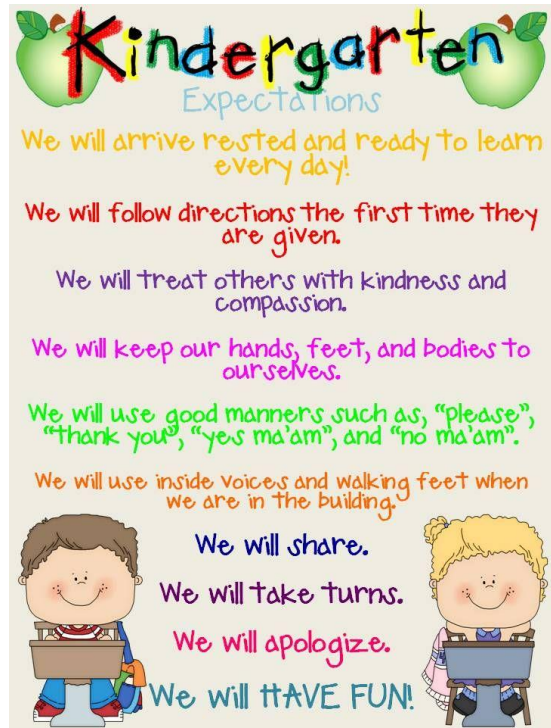
Also, if students are struggling with following routines, rules, and procedures, I will use language from Love and Logic. (Appendix H#2). For instance, if students aren't following line-up procedures. In this case, would use language like "I would love to take your guys outside once you are all standing face forward, quietly, and in a straight line!" This redirects students by telling them what they should be doing, not just telling them to stop the bad things they are doing. This shows students that you care about what they want, but that they need to respect the rules before they can get it (Fay, Funk, 2010).

Students deserve to learn in an environment that is structured. This structure is achieved by introducing and reinforcing rules, procedures, and routines. I will strive to reinforce my rules,

routines, and procedures with the aid Love and Logic. This will be done by using language that shows my students I care, but also shows them that they need to follow the set regulations. The ultimate purpose will instill my procedures, rules, and routines is so I can effectively provide for my students' various needs. Once, I am able to focus on my students' needs, I will be able to teach to my students in a way that is differentiated to each of them.

Appendix A #1





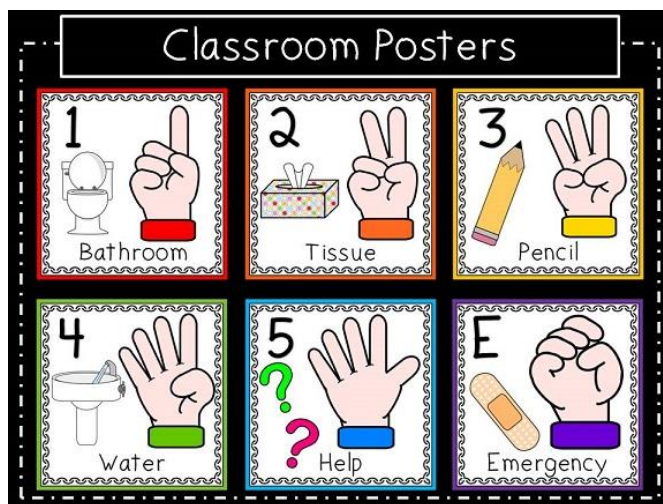
Appendix A #3:



Getting to know each other DICE GAME

What's your name?	What is your favorite food?	What kind of music do you like? <i>Ex: Pop, Rock, Jazz</i>	Do you play sports?	What is your hobby?	What other languages do you want to learn?
Where do you live?	What is your favorite restaurant?	What is your favorite song?	What sport do you like to play?	What is your special talent?	What countries do you want to travel to?
When is your birthday?	What time do you eat dinner?	What is your favorite English song?	What sport do you like to watch?	What talent do you wish you have?	Who is your favorite teacher?
How old are you?	Which do you like better? Ramen or soba?	Who is your favorite Japanese singer?	Which do you like better? Baseball or soccer?	What superpower do you wish you have?	What is your favorite holiday?
How many siblings (brothers/sisters) do you have?	What is your favorite international cuisine (世界の料理)?	Who is your favorite international singer (国際歌手)?	Are you excited for the Tokyo 2020 Olympics?	What is your dream?	Except in Japan, which country would you like to live?

Appendix B #1:



Appendix B #2:

Classroom Voice Levels		
5	Out of Control Just way too loud	
4	Loud Crowd Too loud for most activities	
3	Formal Normal Regular speech, Class participation	
2	Low Flow Partner or team work	
1	Spy Talk Whisper quietly to your neighbor	
0	Zero Noise Level Silence, No Talking, Testing, Individual Work	

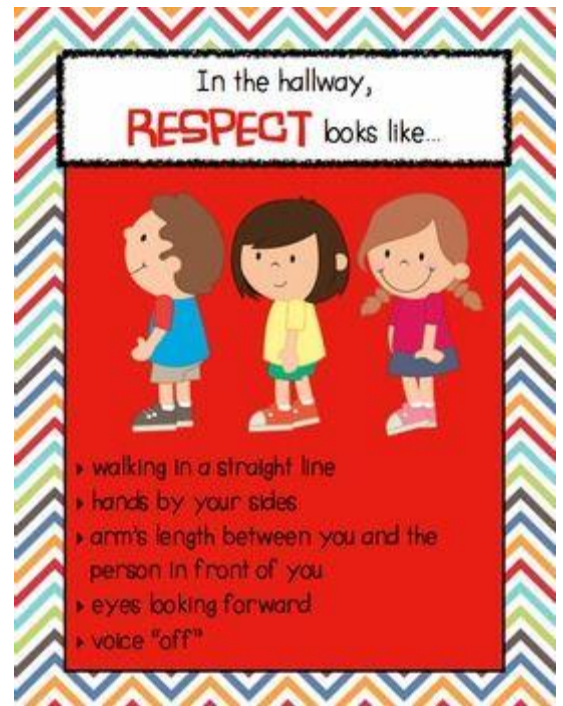
Based on developed from Mrs. Kelly Chalmers' original work on her site: www.kellychalmers.com

Appendix B#3

Attention Please!	
<i>Teacher</i>	<i>Student</i>
1. Scooby Dooby Doo	1. Where are you?
2. Oh me!	2. Oh my!
3. Ready set	3. You bet!
4. Hocus pocus	4. Everybody focus!
5. Holy moly	5. Guacamole!
6. Macaroni and Cheese	6. Everybody freeze!
7. 1, 2, 3 eyes on me	7. 1, 2, 3 eyes on you!
8. To infinity	8. And beyond!
9. Zip, zip, zap	9. We're all that!
10. Ready to rock	10. Ready to roll!
11. All set	11. You bet!
12. Peanut butter	12. Jelly!
13. Flat tire	13. Shhhh!
14. Hot fudge	14. Sundae!
15. Eeny Meeny	15. Miny moy
16. Zip it, lock it	16. Put it in your pocket!
17. Are you focused?	17. Yes, I am!
18. Hands on top	18. That means stop!
19. Chicka, chicka	19. Boom, boom!
20. Ding-dong	20. Hello!
21. Red Robin	21. Yuuummmm!
22. Tootsie roll, lollipop	22. We've been talking now let's stop

By: Zilbra Israel

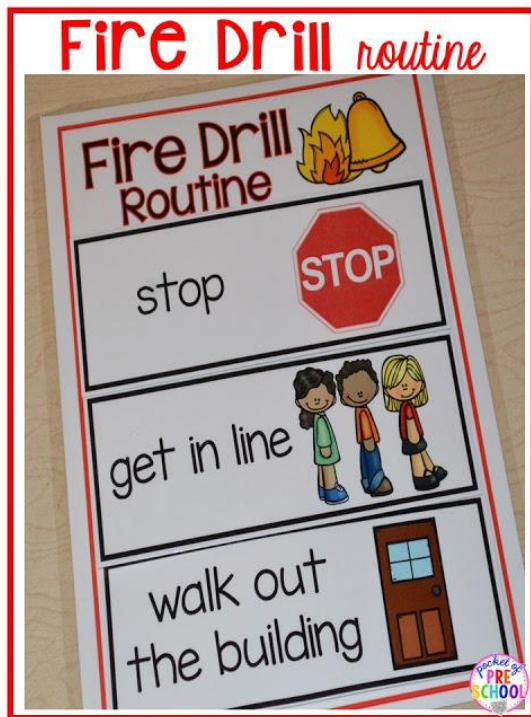
Appendix C #1:



Appendix C #2:



Appendix D# 1:



Appendix E#1



Appendix F #1:

Dear Parents,

My name is Miss Szczepaniak and I will be teaching your child's Kindergarten class this year! I am excited to meet you and (your child) face-to-face, later this month for our school picnic/get-together. I have planned many fun and interactive learning opportunities for my class. I love teaching Kindergarten and I love the way our classroom is set up this year. I am sending you this email to inform you of upcoming events and to share my information with you, in case you have any questions.

The following is a tentative schedule for the things going on in our classroom:

August 10th: Book Drive @ 5 pm

August 15th: School Clean-up Day @ 9 am - 2pm

August 21st: School Picnic @ 4:30 pm

August 25th: **First Day of School!**

I look forward to meeting you and spending this year with your child! If you would like to drop off your child's school supplies before the first day of class, this may be done on August 21st (at our school picnic).

My classroom is located through the South East side door labelled # 3, straight down the steps and to your left.

My contact information is as follows:

em1042@hotmail.com

or

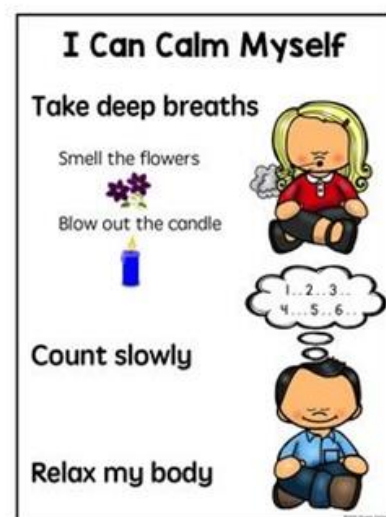
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If you have any questions or concerns before we meet on August 21st, please let me know!

Best regards,

Miss Emily Szczepaniak

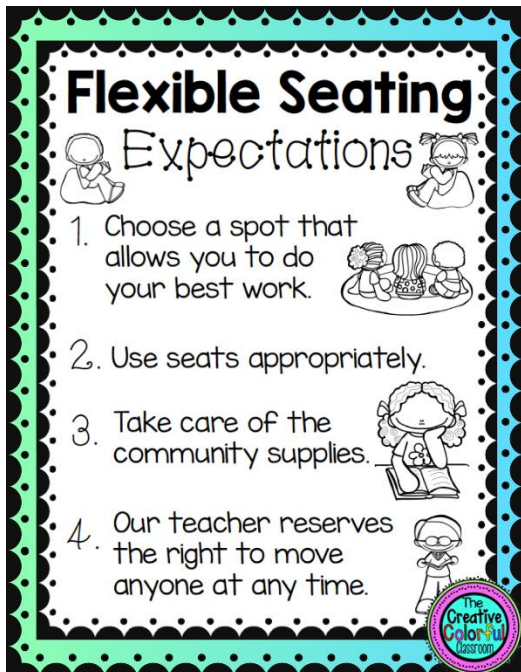
Appendix G #1:



Appendix G #2:



Appendix H#1:



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.