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My Classroom Management Plan
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My Classroom Management Plan

In my future classroom, my classroom management plan will follow suit with Harry Wong's stance on classroom management. In his book, *The Classroom Management Book*, Harry Wong states, "The basis of classroom management lies in the procedures that form a management plan to produce the successful achievement of learning goals" (Wong & Wong, 2014, 7). I believe that if a classroom has procedures and routines that everyone follows, it can run smoothly and learning can be achieved. However, I also understand that relationships and student engagement are also two very crucial aspects of a classroom and neither of them should be overlooked when creating a classroom management plan. In this paper, I will demonstrate my classroom management plan, what it will contain, and how I will incorporate different aspects of classroom management that are provided by Harry Wong, Marzano, and Love and Logic. It will include procedures I would use in the classroom, the setup of my classroom, and how I will communicate with not only the students in my classroom but also the parents.

As I stated before, I am very into having procedures for everything in my classroom. I will make sure to teach, rehearse, and reinforce, every procedure I put in my classroom to ensure that all students understand the expectations for the procedure and are doing each of them correctly (Wong & Wong, 2014, 49). I plan on beginning to teach these procedures starting at the very beginning of the very first day. I believe that greeting the students at the door at the beginning of the day and saying goodbye at the end of the day can really create a positive relationship with the students and I plan to do this every day. The next procedure that I would incorporate into my classroom is bell work. Harry Wong (2014) promotes this procedure in his book as a way to ensure that students are working on an assignment at the beginning of every day and to set the tone for the day. Every morning when my students come into the classroom,

they will read the board to find out what they are expected to do at the beginning of the day. A list of tasks will be given and will include; checking in for the day and stating whether they will be having hot or cold lunch by placing a colored sheet of paper in their numbered slot, (see Appendix A for examples of this procedure), handing in papers or homework (examples of this can be found in Appendix B), placing their planner on their desk to be checked, and completing an assignment for review of knowledge which was taught yesterday, either in the math or language arts lesson. I will teach my students different attention getters and ensure that they know that when I do them I expect them to respond, then stop what they're doing, and listen to me (an example of these can be found in Appendix C). Another procedure I will implement is any time a student leaves the room they will move their number on a board to the area in which they are going (an example of this procedure can be found in Appendix D). This will ensure that I am aware of where every one of my students are at all times.

My classroom will be set up in pods and students will switch spots at least once a month (examples of pod and different ways they can be set up can be found in Appendix E). I believe that every student should have their own desk and their own personal space that they can have all of their stuff in. But, there are also somethings that can be distracting to have in the desks, so I would like to have a container at every pod for those things to be stored (this can be seen in the picture in Appendix E). Every student in my classroom will have a number that goes along with their place in my class list alphabetically. These numbers will be used for places in line when walking to and from places, picking students randomly for sharing or organizing student grades and papers, and for checking in for the day as stated before (examples of uses for those numbers can be seen in Appendices A, D, and F). I will post the days agenda in the front of the class for all students to see and I will also post the standards and learning activities that will be done

during each subject every day. This is so that students can see what is coming next in the day and it can remove the amount of times that students ask me what is next or what we are doing for the day, it will already be on the board (example of this can be found in Appendix G).

In my classroom, communication will be key. Communication will happen between me, the teacher, students, parents, substitute teachers, and between students. The communication between students will happen during lesson by having discussion and turn and talks with the pods. The students will be expected to keep discussion quiet, respectful, and positive (Marzano, 2003, p.23). This will be ensured by teaching the students the procedure and posting the expectation on the wall of the classroom for every student to see. Students will also be able to give others compliments through an ominous shout out box (examples of the discussion rules and student compliment box can be found in the student communication Appendix H).

I also believe that communication between me, the teacher, and the students is crucial. One way that I would like this to happen in my classroom are to let the students help create the rules for the class, so that everyone has a say in how the classroom should be run, within reason (Marzano, 2003, p.17). I would also like to have a star of the week, where students can communicate with the class their favorite things and can have a special week that is all about them (examples of these can be found in Appendix I). Communication is also key when dealing with misbehavior and I believe that consequences for misbehavior should be delayed and talked through with the student and parents if needed (Fay & Funk, 1995, p.16).

Communication with parents has a huge impact with students and I plan to communicate with the parents of my future classroom a lot. I hope to send out monthly newsletters about what their students will be doing in class. I would also like to use the Class Dojo app to be able to communicate to the parents on a more regular basis. This can be done by taking pictures and

videos and sharing them on the app, sending messages to parents when information or supplies are needed in class, and to have the parents be able to see how their student is doing in school in aspects other than grades (an example of the Class Dojo app can be found in Appendix J). I will also welcome parents into the classroom whenever they can come in and help in the classroom.

Discipline is another part of the classroom that needs to have communication between me, the teacher, and my students and their parents. I hope to keep in constant contact with parents about their students when they are doing well in school, so that if I ever do have to call them about misbehavior, it won't affect the relationship I have made with the parents and the parents will not think that I only contact them then their child does something wrong. This positive communication can be done my phone calls, letters to parents, and through the Class Dojo app. For disciplinary actions, I would invite the parent and child in to talk about what has been happening in the classroom, how we can fix the situation, and what kind of consequence should be given. If a parent is unavailable to come into the classroom, I could also go on a home visit or have a phone call with them. I believe that relationships with students and parents when it comes to discipline is something that needs to happen.

Another aspect of being a teacher that I will implement in my classroom is documentation. I will document every aspect of a student's behavior that I consider is something that could potentially be relevant to a situation with a student. I want to make sure every student has a positive attitude and is behaving in the way that they are expected to in the classroom. Hopefully, I will not have to use any of the documents for anything but it will be very helpful for every situation that could come up to have information on each students behavior in class (examples of how I would document in my classroom can be found in Appendix K).

In my classroom, my students will be engaged in their learning and will know how to complete the procedures correctly. They will be able to visually see every procedure and activity that they are expected to be completing. I, as the teacher, will be committed to building relationships with my students and their parents, documenting student behaviors, and creating a learning environment where all students feel safe and can succeed in their learning.

References

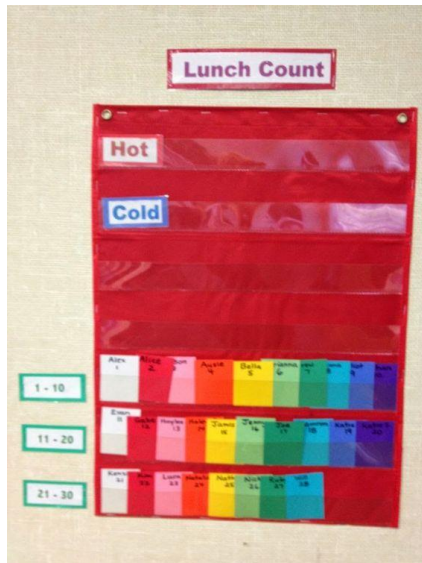
Fay, J. & Funk, D. (1995). *Teaching love & logic*. Golden, CO: The Love & Logic Press.

Marzano, R. J. (2003). *Classroom management that works: Research based strategies for every teacher*. Alexandria, VA: ASCD

Wong, H. K. & Wong, R. T. (2014). *The classroom management book: How to be an effective teacher*. Mountain View, CA: Harry K. Wong Publications Inc.

Appendix A

Checking in For the Day



Appendix B

Handing in and out Papers



Appendix C

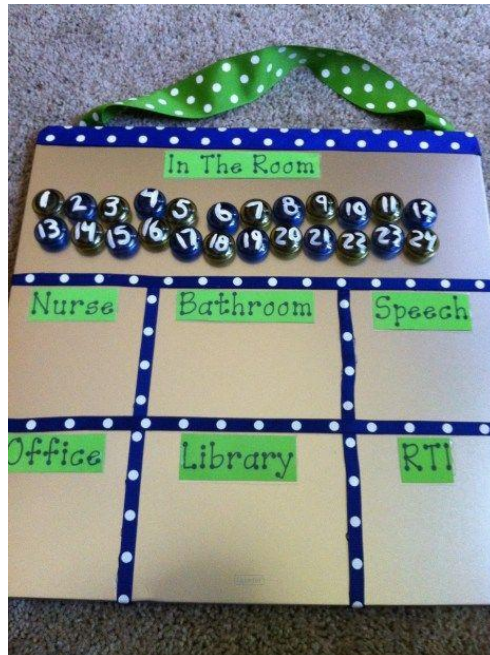
Attention Getters

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 mo!
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. Yuummmm!
22. Tootsie roll, lollipop	22. We've been talking now let's stop

By: Libro Lark

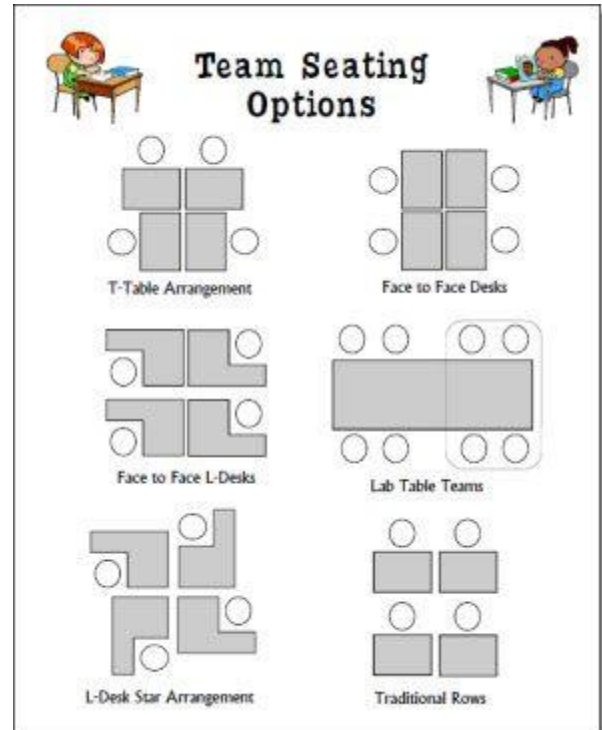
Appendix D

Leaving the Room



Appendix E

Classroom Seat Organization



Appendix F

Student Numbers



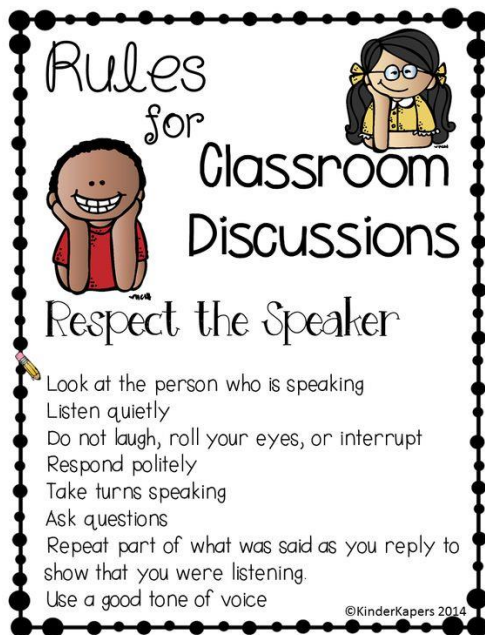
Appendix G

Agenda and Standards Postings



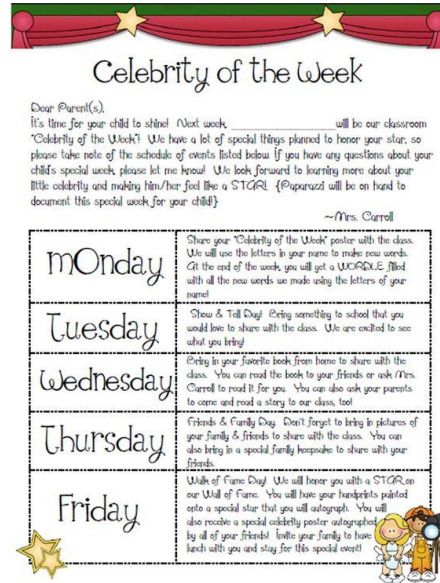
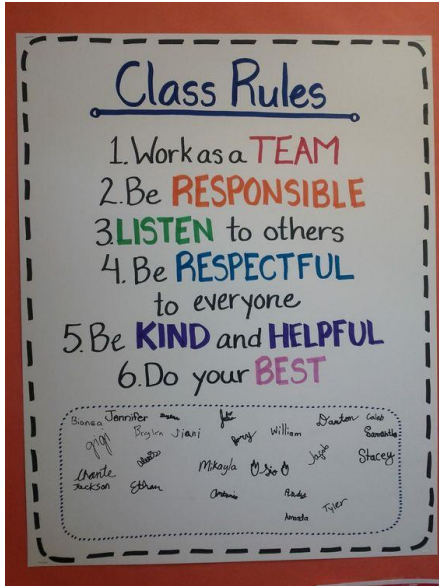
Appendix H

Communication between Students



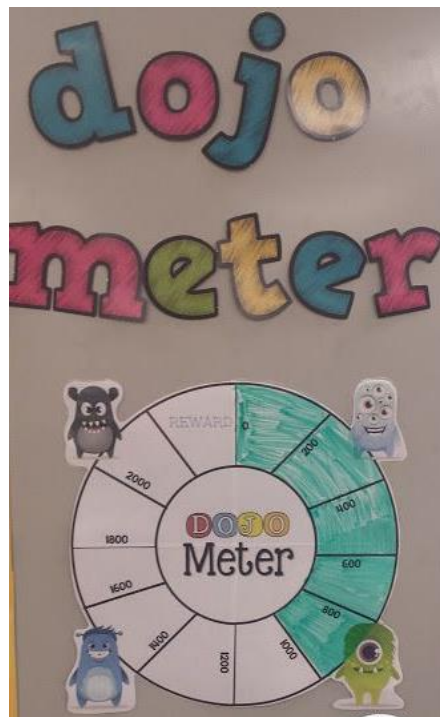
Appendix I

Teacher Student Communication



Appendix J

Communication with Parents



Appendix K

Classroom Documentation

Parent Communication Log

Contacts with _____
 (parent name)

 (student name)

Date: _____ Time: _____ Method of Contact: <input type="checkbox"/> Phone <input type="checkbox"/> Email <input type="checkbox"/> Note <input type="checkbox"/> In Person	Reason for Contact:	Notes:
Date: _____ Time: _____ Method of Contact: <input type="checkbox"/> Phone <input type="checkbox"/> Email <input type="checkbox"/> Note <input type="checkbox"/> In Person	Reason for Contact:	Notes:
Date: _____ Time: _____ Method of Contact: <input type="checkbox"/> Phone <input type="checkbox"/> Email <input type="checkbox"/> Note <input type="checkbox"/> In Person	Reason for Contact:	Notes:
Date: _____ Time: _____ Method of Contact: <input type="checkbox"/> Phone <input type="checkbox"/> Email <input type="checkbox"/> Note <input type="checkbox"/> In Person	Reason for Contact:	Notes:
Date: _____ Time: _____ Method of Contact: <input type="checkbox"/> Phone <input type="checkbox"/> Email <input type="checkbox"/> Note <input type="checkbox"/> In Person	Reason for Contact:	Notes:

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THINK SHEET

What rule did I break? _____

This means I was not: Being respectful
 Being responsible
 Following directions
 Being kind
 Being safe.

My actions make me feel:

happy
 angry
 confused
 embarrassed
 shocked
 sad

A different emotion? _____

I will fix my poor choice by: _____

Go over this sheet with a parent and return to school tomorrow

Signature _____ Date _____
 Teacher signature _____
 Parent signature _____

