

Classroom Management Plan

EDU 301 Final Project

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My Classroom Philosophy

My classroom philosophy is based upon consistency; consistency in classroom procedures and expectations of students, consistency in building a classroom culture, and consistency in encouragement and positivity day-in and day-out.

Consistency in classroom procedures and student expectations will ensure that students understand what is expected of them when they are in my classroom. Consistency in building a classroom culture of integrity, teamwork, and respect will ensure each and every student feels safe, supported, important, and empowered in my classroom. Finally, consistency in encouragement and positivity will ensure that the students know I am their biggest cheerleader, that I want them to succeed both academically and in life outside of school, and that they can count on me every single day no matter what the situation.

Plans for the First Days

Day One

I will start the day (and everyday) by standing outside my door greeting students as they come in. Outside my door, I plan on hanging up different options the students can pick from when it comes to a morning greeting from their teacher (pictures included in the Appendix). There may be some students who need a hug in the morning, and other students who want a high-five, and this is when they will choose what greeting they want from their teacher. On the board, I will have directions for what the students are supposed to do when they first walk in the classroom. Students are to walk around and find their desk (it will have a name-tag on it). On each desk, there will be a “Get to Know Me” worksheet (see Appendix for example). Students can start filling this out and coloring it as we wait for school to start. If they don’t finish, they will have time later on to work on them. Once all of the students have arrived, and the first official day has started, I will begin by introducing myself to the students. I will do this by having a PowerPoint that tells the students about myself (see Appendix for more details). After I have introduced myself, the students will share some things about themselves to their classmates with a fun ice-breaker activity. We will then go over classroom rules and create the classroom rules together (more details in Appendix). Once we go over classroom rules and consequences, the students will learn some of the first procedures I want them to know: how to enter the classroom, what to do before the bell rings, where to place your items, how to line-up properly & hallway procedure, and bathroom procedure. All of these procedures we will practice a few times to help the procedures become routines.

Day Two

Like every single day, I will greet my students at the door by their choice of greeting. The students will have some small activity for bell work and once the bell rings we will begin by going over procedures from the previous day. I will have students explain the procedures and we will practice procedures from Day-One I feel we still need work on and adjust them as needed. We will then introduce some new procedures: choosing lunch options in the morning (on Smart Board), where to put completed assignments. I will also introduce Morning Meeting to them; this will include what it looks like, topics we will discuss during morning meeting, and procedures to follow during morning meeting. At the end of day-two, we will practice out End of Day routine as well.

Day Three

Again, I will greet my students at the door by their choice of greeting. Students will be expected to follow procedures for what to do before the bell rings (this includes choosing lunch option and bell work). Once the school day has officially started, we will begin with Morning Meeting. After morning meeting, we will revisit the procedures we have covered and make adjustments/answer questions as needed. On day-three, students will learn about the different classroom jobs and will be assigned their own job. We will talk about what each job entails, how often we will change jobs, and the importance of doing one's job.

Day Four

I will greet my students at the door by their choice of greeting. Students will be expected to follow procedures for what to do before the bell rings (this includes choosing lunch option and bell work). Once the school day has officially started, we will begin with Morning Meeting. After morning meeting, I will remind the students of their jobs for the rest of the week. We will

then go over how to respond in an emergency situation. I will explain the importance of knowing what to do before an emergency so all of us can stay safe. I will also explain that we shouldn't be scared or worried because often times emergencies are very rare, but we still need to know these procedures just-in-case an emergency would happen. Students would also learn about our classroom economy system on day-four. They will have the idea and rules explained to them when it comes to classroom economy such as how they can earn money, what they can purchase from the Class Store, and when the Class Store will be open.

Day Five

The teacher will greet the students at the door by their choice of greeting. Students will be expected to follow procedures for what to do before the bell rings (this includes choosing lunch option and bell work). Once the school day has officially started, we will begin with Morning Meeting. After morning meeting, we will once again revisit the Classroom Economy System and make adjustments/answer any questions from students.

Connections: Students and Families

Teacher Introduction to Students

To introduce myself to the students, like I mentioned in “Day-One” for Plans for the First Days, I would have a PowerPoint that I created that describes myself. I would include my name, my hobbies, favorite books and movies, sports I like to play/watch, favorite animals and ice cream flavor, vacations I have been on. Anything I think my students can relate to I will try to include as well as many pictures throughout the presentation. This way students can see that I am a normal person, just like they are!

Letter to Parents/Guardians

Below is an example of a letter to the parents/guardians that I would send home with the students on the first day of school. It is a brief letter that lets the parents/guardians know a little more about myself, how excited I am about the school year, and contact information they can reach me at. The letter also includes a picture of myself, and while it isn't included in the example, I also would probably include our classroom rules somewhere in the letter, so the parents know the expectations of the classroom as well.

Meet Ms. Schmidt!

Hello!

I am so excited to be your child's 3rd grade teacher! It is going to be a great year full of new friends, new adventures, and new discoveries. This will be my first year teaching at _____ Elementary. I graduated from the University of Mary with a double major in Psychology and Elementary Education. I enjoy reading, coffee, puppies, ice cream and experiencing all things nature!



In This Classroom...

In this classroom, your child is cared about. I will value their ideas, thoughts, and actions. Your child has unique talents and strengths and I can't wait for him/her to share them with his/her classmates. Your child will bring so much to our class and I can't wait to learn more about him/her!

Contact Me:

I love to have conversations with parents throughout the school year. Please always contact me with any questions or concerns. I am so excited to get to know your family this year and can't wait to work as a team with you to best support your child! My email is jacee.schmidt@gmail.com. Don't hesitate to reach out!

Sincerely,

Parent/Guardian Survey


Below is an example of a parent/guardian survey that I will send home with my students on the first day of school. I would explain to my students that it is very important they let their parents/guardians know about the sheet and that they fill it out and bring it back to school as

soon as possible. The Parent/Guardian Survey is a way for me to get parent's information should I need to call them for an emergency or to tell them great things their child is doing, as well as to get more information I might need to know about their child.



Parent Survey

This information sheet is to help me better understand you and your child.
Please be honest and provide details where necessary.



1 Student Name: _____ Date of Birth: _____

2. Name of Parent (s)/Guardian? _____

3. Home Address: _____

4. Contact s: Please **star**t the best way for you to be contacted if needed

Mom's work: _____ Dad's work: _____

Mom's Cell: _____ Mom's email: _____

Dad's Cell: _____ Dad's email: _____

ot her: _____

5. Emergency Contact Person (This information must be on file with the front of fice). Contact person/relationship to student : _____

Phone number : _____

6. Are any languages ot her t han English spoken at home? _____

7. What is the primary way your child will go home each day? _____

*Please send a note if t here are going to be any changes in dismissal.

8. Do you have any special concerns about your child? (academically, socially, medically, et c.)? _____

9. Please list any foods, st ings, et c. t hat may cause allergic react ions wit h your child _____

0. Please list two goals you would like to set for your child t his year :

***1 On t he back of t his paper , please tell me, in one million words or less, if t here is anything else I should know about your child.

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What-Ifs

While I do have classroom rules and procedures in place for the students to follow, it is inevitable that there will still be some inappropriate behaviors that need my attention in the classroom. Because my classroom rules and procedures are based on Love and Logic principles, dealing with the “what-ifs” in the classroom that may arise will also be based on Love and Logic principles. I plan on using with-it-ness to adequately respond to problems that may arise as well as using thinking words instead of fighting words when responding to students. Modeling the language and behavior that I want to see in my students will help them understand my expectations and will ensure consistency on my part and the students’ part. I also like the idea of putting the problem back on the student. Students need to learn life skills and dealing with life’s problems is one of them. Instead of fixing students’ problems, by asking questions that put the problem back on the student, the students will hopefully begin to learn how to find solutions to their problems instead of having someone solve problems for them (unless an adult needs to solve the problem given the intensity of the situation). I am hoping my consistency in rules, procedures, and discipline will also help with inappropriate behaviors in the classroom. I want to be able to develop a relationship with the students on the front end so that they trust and respect me. Respect and trust can only be earned, and I hope to start to build this day one so when problems do arise, students will respect my authority and the things that I have to say.

Appendix

Classroom Environment

The classroom environment is so important when it comes to student learning. Because elementary students spend so much time in the same classroom, it is important to me that my students feel safe, secure, and at-home every moment in my classroom. I believe when students feel the classroom is a space they can call their own, they are more willing to learn. I wanted to create my classroom to have a very cozy and homey feel. If you view my picture below, I created a rough set-up of my ideal classroom. I would include many natural elements like plants, lamps, and natural lighting from windows. I would also include comfortable pillows and chairs for student to work in. I would have flexible seating for students who need to get the wiggles out, as well as some desks and chairs for those students who need structure for work-time. Overall, I want the classroom to feel warm and welcoming; that every single student has a place and voice in my classroom, and I believe the environment plays such a huge role in that. Below I have included a picture of the “ideal” classroom I created online along with some key points about my classroom.

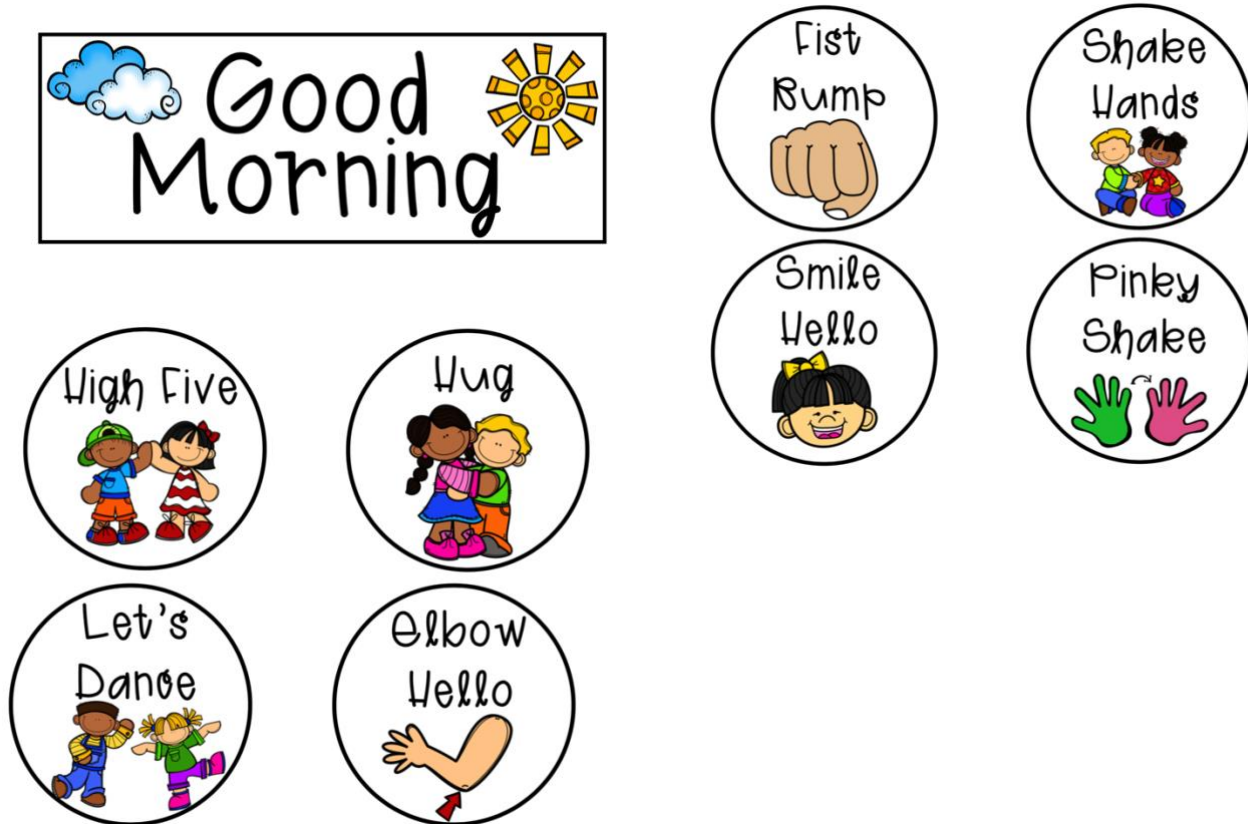
My Classroom:

1. Soft Green and Blue walls to help learning
2. Flexible seating & desks with chairs
3. Quiet Zone with library
4. Plants
5. Natural lighting
6. Lamps
7. Window blinds, pillows, comfy seating- to make it feel homey
8. Nature box for curiosity/wonder
9. Pictures on walls
10. Cubbies that can be personalized
11. Teacher Zone and storage cabinets
12. Group instruction zone on large carpet
13. Work zone with different tables and chairs



Morning Greetings from Teacher

As stated in “Day-One” of my Plans for the First Days, I plan on hanging different greeting options outside my classroom door that students can choose from when they greet me in the morning. This way I can ensure that every student is getting exactly what they need and is being showed that they are special and cared for in my classroom, first-thing in the morning. Below is an example of some options I would hang right outside my classroom door.



“Get to Know Me” – Activity Worksheet

As mentioned on “Day-One” of my Plans for the First Days, I will have the students fill out a “Get to Know Me” activity worksheet. I will give students time to work on this the first day. This sheet will provide me with some information about each one of my students. It’s the things that the students write on this sheet of paper that help me to relate to each one of them in some way to prove to them that they are cared for in my classroom. I will also have my students share a few things from this activity sheet with their peers so they can all get to know one another and build that classroom culture of family as well. Below is an example of a “Get to Know Me” activity worksheet I would have my students fill out.



Classroom Rules

During the first week of school, the teacher will present the classroom rules to the students.

These rules will include: Be Kind, Word Hard, Be Safe, and Be Respectful. The teacher will write these on a poster board and leave room underneath each rule. Together as a whole group, the students will fill out what they think each rule means/looks like. This way the students have a better understanding of the expectations of the classroom, which will help with consistency. The teacher will also ask the students if they feel any classroom rules are missing to see what they say/come up with. Students are more willing to follow rules they have created themselves so having them be involved in the rule making process is very beneficial. Below I have provided an example of “Classroom Rules” that could be found hung up in my classroom after working with students to create the poster board.



School Supplies List

Something I would send to the parents a few weeks before school starts would be a list of school supplies the students need to be successful in my classroom. While the school can supply some things, they will not be able to supply everything for every student. That being said, I will send out the list, but have extra materials for those students who aren't able to get all of the supplies due to various reasons. On the list, I will also be sure to provide the list of supplies the school will supply the students, so they know not to pick up those items.

Classroom Jobs

Depending on how well the students learn the first few days procedures and routines, will determine when I introduce classroom jobs. Ideally, I would introduce the jobs to the students by the end of week one, but if not, I would introduce them during the second week of school. I will have the classroom jobs posted somewhere in my classroom. Each student will have a card with their name on it. Every week, a new job will be assigned to the students and they will hold that “job title” for the entire week until they switch again. The students who do not have a job, will be responsible for helping those that do have jobs. This system of classroom jobs will help to foster a classroom culture of responsibility, togetherness, belonging, and respect. Below I have provided an example of how I would hang my classroom jobs in my classroom.



References

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