

Classroom Management Plan

Stephanie Evans

University of Utah

Preamble

I am Stephanie Evans and this is my first year teaching. I grew up in Irvine California, where I graduated high school. I continued my education at the University of Alaska Fairbanks in Fairbanks, Alaska and received my Associates of Arts degree in General Studies. Later, I attended the University of Utah in Salt Lake City, Utah and received my Bachelor of Science degree in Elementary Education. In all of these places, I was readily involved with the educational development of children as a volunteer tutor, class helper, and nanny. Because of these diverse places and positions, I have a well-rounded perspective of what children need to be successful.

Educational Philosophy

I believe the elementary years of school are a wonderful time of learning for children. In each grade, children learn many new concepts about the world around them and how these concepts connect to their own world. Children also continue to develop and build upon the important social skills learned in each grade. Helping children improve their social and academic skills is my goal, so I would like to briefly discuss the ways I will help each child I teach to be a successful student.

Management Strategies*Preventative Actions*

Fostering Self-Management: Increasing the responsibility and independence of a child is a crucial part of his or her development. For this reason, I have a firm belief in a program called *Love and Logic*, which teaches children increased responsibility and independence. To help aid me in the endeavor of teaching children more independence and responsibility, I present the three ways one teaches:

- *Helicopter Teaching*: This type of teaching is when a teacher “hovers and rescues” his or her students from making mistakes on assignments or with their behavior. The message that is sent to students is that they cannot make decisions and needs the constant help of the teacher.
- *Drill Sergeant Teaching*: This type of teaching occurs when a teacher takes complete control and makes demands—telling his or her students how they should behave and feel. The message that is sent to students is that they have no choice and if they want a choice they have to rebel against the wishes of the teacher.
- *Consultant Teaching*: This type of teaching occurs when a teacher prepares his or her students for the real world by giving them choices with empathetic consequences and encourages shared control of their learning. The message that is sent to students is that they are not forced to learn, but through incorrect choices will miss out on activities and tasks because of their choices (Fay & Funk, 1995).

My goal is to be a consultant teacher to my students, so I will ask parents to support me in this endeavor by inviting them to be more like consultants to their child in the home setting.

Classroom Environment: Maintaining a positive classroom environment is one of the most important management strategies. It can be accomplished through the following:

- *Building Community*: The program *Love and Logic* promotes choice, provides empathetic consequences, but most importantly ensures that the dignity of students is never lost (Fay & Funk, 1995). As I speak to students about anything, especially their behavior it is will always be in a way that maintains their dignity. For example, if a student answers a question in a whole class setting, and the student’s answer is incorrect, I will help him or her understand what he or she misunderstood and guide him or her to the right answer by asking them what else they know or say, “It is not a problem, but would you like one of your classmates to help you out? If so, which one?” Another example is if a student is demonstrating bad behavior, I will whisper to them the consequence for their action should the behavior continue. By whispering, that student is the only one who knows the

consequence and what needs to be done, thus maintaining his or her dignity. When dignity is modeled and maintained students can feel safe in my classroom and be more likely to be dignified to their fellow classmates.

- *Team Building:* Children in any grade level love to tell about their lives and what goes on in them. As students are able to share their experiences, they get to know each other better and find commonality among each other. However, if speaking freely is promoted too much, chaos can ensue. For this reason, I will provide times for students to share about their lives, which can serve as team building exercises, but also provide opportunities to improve the academic skills of students. For instance, the exercise “Speaking Stone” is both a great team building and academic exercise. During this exercise a stone is passed around and a student speaks for no longer than a minute about a topic the teacher chooses. I will explain that students who participate are welcome to speak only when they are holding the stone, and are welcome to listen to the student holding the stone; otherwise, they will forfeit their turn to the next student.
- *Inclusion:* Inclusion occurs when a teacher differentiates his or her teaching and teaches according to the needs of his or her students. If a teacher has students with different learning levels, each is taught the way he or she learns. I will include those in my class with special or exceptional needs by assessing them both socially and academically. Through these assessments, I will provide accommodations in my lessons through challenging, moderate, and simplified tasks and activities. For example, in an asking questions lesson I would give a simplified activity and a challenging activity as follows:
 - Activity Simplified: Students will answer the questions on “Questionnaire #1.” On this questionnaire the student is only required to write down their “I wonder”

question, and answer, and the answers to the provided questions on the questionnaire.

- Activity Challenged: Students will answer the questions on “Questionnaire #2.” On this questionnaire, students are required to write down their “I wonder” question, ask and answer 2 more questions, and answer the provided questions on the questionnaire.

Also, I will find out about school run programs that provide pullout programs for students with special and exceptional needs.

- *Positivity*: “Positivity is an emotion of optimism. Being around optimistic people makes us feel better, while being around negative people has the opposite effect. Students will probably like [me] and be pleased to be in [my] class if they see [me] as positive in [my] outlook and dealings with others, rather than negative and critical” (Charles, 2008, p.179). I now know that as far as classroom management is concerned, as a teacher, I need to focus on the positive behavior that my students perform on a daily basis. I will do this by telling each student something good he or she has accomplished on an assignment before I ask him or her to fix something on that assignment.
- *Engagement*: When teachers create engagement in their classrooms, their students are more likely to listen and learn what is being taught because they are “hooked” to what is being taught (Duffy, 2009). I now know that as far as classroom management is concerned, as a teacher, I need to help my students be more engaged during lessons. I will encourage the engagement of my students more as I call on students to share their thinking by randomly pulling a card with their name on it. I will also engage my students by giving them more hands-on tasks with explicit instruction on the concept and performance associated with the tasks.

Classroom Incentives: Classroom incentives conserve time and do not allow students to waste it. It also provides students with training on rules, routines, and responsibility. The reason is students understand what is expected and what is not expected of them in a school setting (Charles, 2008). To increase the student expectations, I will do the following in my classroom:

- *Classroom Arrangement*: Collaboration has always been a part of my educational philosophy. As students collaborate with each other they learn something they would have never learned from me or through independent work (Duffy, 2009). Thus, the room arrangement will consist of tables with no more than five students at a table, and all students being able to face the front of the room. I also do not like clutter and obstruction (Bickart, Jablon, & Dodge, 1999). For this reason, I will provide seat covers for students to put their books and folders, and hooks, cubbies, or lockers for their backpacks and coats.
- *Classroom Rules*: Classroom rules will be established by the class and placed in an area that can be seen by all students. As students authenticate class rules, students are more likely to follow the rules (Bickart, Jablon, & Dodge, 1999). However, in any grade level, some guidance is needed to help students to not choose too many rules—making it hard to follow rules—and not enough rules—causing misbehavior to persist. For this reason I will guide my students to choose 5 essential classroom rules. For instance, these rules must include: “Keeping hands, feet, and other objects to yourself (KYHFOOTY!)” (Reid, 2010).
- *Transitions*: I will have an attention-getter and a 30-second period of type with some time of noise to give students time to clean up, move, and get their brains ready for the next lesson or activity.

- *Beginning of the day routine*
 - Handing in Homework: I will provide baskets with labels that correspond with the subjects of various assignments. Students are to turn in their assignments to the corresponding subject basket as they walk into the class each morning.
 - Daily Warm-Up: When the bell rings, students write something in their daily journal according to a prompt on the board. The writing will last for 5 minutes.
 - Communication of Daily Schedule: I will write the day's schedule on the board and review it after the daily warm-up.
 - Read Aloud: Each morning I will read to my students to help transition into having listening ears and engaged brains.

- *End of the day routine*
 - Homework: Students will be given homework assignments at the end of each day. The teacher will write them down on the board and hand out corresponding papers for each homework assignment due the next day. Students will write down and put these assignments in their homework folder.
 - Class Jobs: There will be a job for each student to do after school every day. I will transition the jobs every day, so each student has the opportunity to serve in a different capacity.

Positive Consequences: Other incentives include positive consequences for performing a certain task or demonstrating positive behavior, which will include the following:

- *Reading Homework*: After each week, if a student has read at least 20 minutes a night, he or she will get a raffle ticket and be eligible for prizes during my class's end-of-the-month drawing.
- *Daily Certificate*: Everyday I catch a student being good and give him or her a certificate. Then, he or she gets to choose a prize from the Treasure Box. The process of choosing a student consists of writing the names of my students on certificates and choosing a student from amongst the certificates. Each student is chosen once a month because once

he or she is chosen, I cannot choose him or her again, until I have chosen each student in my class and start again with new certificates. This keeps students on their best behavior because they want to be chosen to receive a certificate and a prize.

Supportive Actions

Guiding Techniques: As I use the techniques mentioned in the *Preventative Actions* section of Management Strategies—namely the ones for building classroom community, inclusion, and positivity—I can continue to support my students in making good choices instead of misbehaving.

Negative Consequences: Because of the *Love and Logic* program, students know they are not forced to learn, but through incorrect choices will miss out on activities and tasks because of their choices (Fay & Funk, 1995). For this reason, in my classroom management plan I give no negative consequences. Children have a way of giving themselves their own negative consequences when they have missed out on anything because of a made choice. However, after the missed task or activity is completed the student is always invited to rejoin the class with love and forgiveness.

Corrective Actions

Consequences: Because of the *Love and Logic* program, students know they are not forced to learn, but when their actions impede another student from making the choice to learn, the teacher must remove the student or the student's manipulatives from the situation (Fay & Funk, 1995). For example, if a student is warned once to stop misbehaving and he or she persists with the behavior, I would move the student to another area for the remainder of the lesson. After the lesson is complete, I would have a private conversation with the student about his or her plan for the next time I give a warning and how he or she plans to prevent him-or herself from having to

move to a different area. When the student makes the plan, the student is less likely to misbehave again. Also, I would invite the student to rejoin the class with love and forgiveness. Another example would be taking away a manipulative the student was using during a lesson's activity after inviting him or her to stop misusing it. The student, however, would not get the manipulative back and would be asked privately what the plan is for the next time he or she has manipulatives.

Policy

Homework

Reading: Reading is one of the most important parts of a child's learning. When a child knows how to read, he or she is empowered to accomplish any task (Duffy, 2009). Thus, reading is an essential homework duty. To help my students gain this invaluable skill, each of my students will have the nightly reading goal of 20 minutes. During this time my students may do all or some of the reading. I will provide a reading folder for each of my students with a log and book. If this folder or book is lost, it is the responsibility of the student who lost it to replace the folder and pay a replacement fee for the book. I will send a letter home explaining to parents, "On the reading log please write how many minutes were completed each night and sign your name." After each week, if a student has read at least 20 minutes a night, he or she will get a raffle ticket and be eligible for prizes during my class's end-of-the-month drawing.

Other homework: Other homework, in the subjects of spelling, math, and writing, is also an important part of a child's educational development. Through homework a child can reinforce and elaborate on concepts learned throughout the week. A child can also increase their responsibility and independence by doing and turning in daily assignments (Bickart, Jablon,

& Dodge, 1999). To help my students with their homework duties, I will invite parents to provide their child a quiet place and time to work. Also, I will provide a homework folder with a place to write down each assignment and when it is due. If the homework folder is lost, it is the responsibility of the student who lost it to replace it with a new one. Homework will be given to my students on a daily basis and will be due the following day, with no homework over the weekend except for reading. When students turn in their homework they receive credit, but late work is not be accepted for credit.

Volunteering

Volunteering in the classroom helps each student by giving him or her some one-on-one time with an adult. As a student works one-on-one with an adult, he or she gains further understanding and confidence in struggling subjects. I will invite parents to contact me about any time they have available to volunteer and help their child or their child's classmates.

Classroom Procedures

Managing Student Work

Communication of Assignment and Requirements: Students will be given homework assignments at the end of each day. The teacher will write them down on the board and hand out corresponding papers for each homework assignment due the next day. Students will write down and put these assignments in their homework folder.

Rubrics: A rubric is the framework a teacher uses for applying a score of 3 to 6 points after he or she examines the total performance of a student's work (Van de Walle, Karp, & Bay-Williams, 2010). I will use rubrics to help give formative assessments of my students' assignments and summative assessments of my student's final projects. Thus, I will help my students maintain their opportunity for choice, independence, and responsibility.

Assessment

The specific purposes of assessment are 1) monitoring student progress, 2) making instructional decisions, and 3) evaluating student achievement (Van de Walle, Karp, & Bay-Williams, 2010).

Monitoring Student Progress: As a teacher I will monitor my student's progress by taking *anecdotal notes*—"short notes either during or immediately after a lesson in a brief narrative style" (Van de Walle, Karp, & Bay-Williams, 2010, p. 83)—about the specific understanding and knowledge my students have of certain concepts.

Making Instructional Decisions: As a teacher I will can make instructional decisions by giving *diagnostic interviews* to his or her students. Diagnostic interviews are when a teacher meets with a student individually, gives him or her an academic task on a previously learned concept, and captures the student's thinking through the student's verbalization of the process used during the academic task. (Van de Walle, Karp, & Bay-Williams, 2010, p. 87-88).

Evaluating Student Achievement: As a teacher I will use rubrics—a framework used to apply a score of 3 to 6 points after examining the total performance of a student's work (Van de Walle, Karp, & Bay-Williams, 2010)—to help give formative assessments of my students' assignments and summative assessments of my student's final projects.

Absent Students

When students are absent, I will make a pile of class work and homework for them. They are required to complete all work missed while absent within two days of their return to school.

Drinks

As a part of the *Love and Logic* program, a teacher is invited to stress the importance of autonomy and choice (Fay & Funk, 1995). Thus, my philosophy on students getting drinks is they are welcome to whenever they feel thirsty.

Restroom

As a part of the *Love and Logic* program, a teacher is invited to stress the importance of autonomy and choice (Fay & Funk, 1995). However, when it comes to using the restroom, there are limits. I have a restroom pass that can be used once a day and the rest of the time students have the opportunity to choose to use the restroom during recess and lunch.

Lining up

As one of the class jobs I have a *Line Leader*. This student is in charge of leading the class quietly through the halls, thus this person is the first to line up after he or she is called upon. Then I excuse students for different reasons (e.g., hair color, gender, color or type of clothing, or favorite things). The last to line up is the *Door Monitor* because he or she is in charge of switching off the lights and shutting the door.

Sharpening pencils

I will provide the pencils for my class and put them in holders that can be put in the center of each table. The *Pencil Sharpeners* (plural because two students carry-out this job) are the only two allowed to sharpen pencils for the class after school. If a pencil breaks during a lesson, or lesson activity, students are encouraged to find another pencil at their own table or at another table because they will not be allowed to sharpen their pencil during class time.

Contact*Communication with parents*

Communication is key in any relationship, especially between a teacher and the parents of his or her students (Charles, 2008). For this reason, parents are invited to contact me by note (put in child's homework folder), by e-mail (crush01@gmail.com), or set up a conference time through e-mail or by phone message.

Newsletter

A monthly newsletter will be given to parents with the units my students will be studying, the corresponding unit activities my students will be doing (i.e., field trips), and any important school meetings or activities parents need to attend, especially in my classroom.

Reading Folder

I will provide a reading folder for each of my students with a log and book. If this folder or book is lost, it is the responsibility of the student who lost it to replace the folder and pay a replacement fee for the book. I will send a letter home explaining to parents, "On the reading log please write how many minutes were completed each night and sign your name."

Homework folder

I will provide a homework folder with a place to write down each assignment and when it is due. If the homework folder is lost, it is the responsibility of the student who lost it to replace it with a new one.

References

Bickart, T. S., Jablon, J.R., Dodge, D.T. (1999). *Building the Primary Classroom: A Complete Guide to Teaching and Learning*. Washington, DC: Teaching Strategies.

Charles, C.M. (2008). *Building Classroom Discipline* (10th ed.). Boston, MA: Pearson Education, Inc.

Duffy, G. G. (2009). *Explaining Reading: A Resource for Teaching Concepts, Skills, and Strategies* (2nd ed.). New York, NY: Guilford Press.

Fay, J. & Funk, D. (1995). *Teaching with Love & Logic: Taking Control of the Classroom*. Golden, CO: The Love and Logic Press, Inc.

Reid, D. (2010). *Bonneville Codes of Conduct*. Salt Lake City, UT: Bonneville Elementary School.

Van de Walle, J.A., Karp, K.S., & Bay-Williams, J.M. (2010). *Elementary and Middle School Mathematics: Teaching Developmentally* (7th ed.). Boston, MA: Pearson Education, Inc.