

My Classroom Management Plan

Krista Kreidt

University of Mary

### My Classroom Management Plan

A classroom management plan is essential for every classroom. Wong and Wong define classroom management in this way, “Consists of the practices and procedures a teacher uses to maintain the environment in which instruction and learning can take place,” (Wong and Wong, 2014). In order to create the environment a teacher wants they must create it through the way they run their classroom. A teacher must create their classroom management plan long before the first days of school, this way the teacher is prepared and will be ready to implement the plan as soon as the students walk in the door. As Jacob Kounin states, “Good classroom management depends on the behavior of the teachers not the behavior of the students.”

#### **Philosophy of Classroom Management**

My classroom management philosophy is centered around creating relationships, engagement, and procedures; based on works of Love and Logic, Wong, and Marzano. My mission is to promote life-long learning in my students through a safe and loving environment that focuses on relationships, engaging students, organization, and student responsibility.

I believe creating relationships is the basis of classroom management. The students need to know that I care about them and that they can trust me. If I create positive relationships with my students, they will be more willing to adhere to the rules and complete what they need to. My hope is that by creating a relationship with my students I am able to bring out their abilities and help them to achieve greatness. Starting on the first day of school and continuing until the last I will stand at the door and greet every student who enters my room by name (Wong, 2014). I believe this will give the students a sense of belonging and show them that I am happy to see them every morning. It also shows them that I care about them before they even enter the classroom. I will also focus on encouraging and positive comments with my students. This can

range from academic to personal. Some examples would be, “I like your shirt” or “Name, did you get a haircut? It looks so nice.” I do not want my relationship with my students to be primarily telling them what they are doing wrong.

In order to get to know my students at the beginning of the year we will do many ice breakers. One example is having the students fill out an “All About Me” worksheet. Students will then share their worksheet with the class. I will also tell the students about myself so they can get to know me better. Another way we can get to know each other better is through show and tell. This allows students to bring in an item that means something to them and that tells us more about themselves. Throughout the entire year we will do activities that bring in the student’s interests.

Teacher-student-one-on-one time is another strategy I will use to build relationships with my students. I think it is important that each student trusts the teacher and feels like they can talk to me. This one on one time would allow for the relationship to grow. The student and teacher could meet during lunch, recess, partner reading time, etc. Depending on the number of students in the class would determine how often this occurs. The teacher could meet with one to three students a week, or each student once a month. Along with having a relationship with the student, I feel it is important to have a relationship with the student’s parents. A few different ways I will do this is a welcome letter at the beginning of the year, weekly or monthly newsletters, allowing and encouraging parent volunteers, and calling parents throughout the year. Another strategy to connect with parents and students is a back to school night. Families can come to the classroom and explore what it looks like, where everything is. This will give me the opportunity to meet the students and their parents before the first day of school (Wong and Wong, 2014). Getting to know my students and their parents includes students with special

needs. I will get to know them and how I can help them to be successful in my classrooms. I will work closely with their parents as they will know what works best for their child.

According to Marzano in *The Highly Engaged Classroom*, “Student engagement has long been recognized as the core of effective schooling,” (Marzano and Pickering, 2003, p. 3). Engagement is important to ensure the students are learning the material. If a student is not engaged in the lesson they more than likely won’t get much out of it. Students’ misbehavior can often be a result of not being engaged in the material. Marzano and Pickering identify four components to student engagement: Emotions, Interest, Perceived Importance, and Perceptions of Efficacy (Marzano and Pickering, 2003). I will incorporate student’s interests and emotions into our lessons and daily activities. Students base how engaged they are on how important they think the material is to them. In order to show student’s, the importance of the material we are learning I will connect the content to real life examples. The objectives for each lesson will also be listed in the classroom so students know what they will be able to do by the end of a lesson. Physical movement within the classroom can have an effect on student’s energy level. When the brain becomes low on oxygen we lose energy and become disengaged (Marzano and Pickering, 2003). I will incorporate brain breaks throughout the day to get students up and moving. One example of brain breaks I will use is the website [gonoodle.com](http://gonoodle.com). This site has engaging videos that students move along to. There are very high-energy options where students are jumping all around and there is also options that are clam such as yoga.

Wong states in *The Classroom Management Book*, “The basis of classroom management lies in the procedures that form a management plan to produce the successful achievement of learning goals,” (Wong and Wong, 2014). Procedures are essential in a classroom. I will begin teaching my procedures on the first day of school. During the first few weeks of school I will

focus on teaching procedures until students are comfortable with them. The reason for spending more time on procedures in the beginning of the year is for students to learn them well enough that they become routines. Our classroom will then run smoothly for the rest of the year. To teach students the procedures of my classroom I will start by explaining it to them, modeling the correct behavior, and we will then rehearse the procedure (Wong and Wong, 2014).

Procedures will begin as students walk in the door with the morning routine. Students will first hang up their backpack and coat. They will then mark their choice for lunch by moving their clip from the welcome ribbon to their lunch selection. This provides an easy way to take attendance. Then students will get their red folder from their mailbox and place the green folder in the mailbox, then begin their morning work. The red folder stays at school and the green folder goes home with any homework. Their morning work will serve as our bell ringer. Students will work on items they haven't finished from the previous day. Otherwise I will always have other work in the morning work folders. In the front of the room there will be an agenda posted with the time and pictures. The agenda will lay out what we are doing for the day. Along with what we are doing the objectives will be listed. Having an agenda will avoid any confusion for students about what is coming next, they won't have to keep coming and asking the teacher (Wong and Wong, 2014).

To promote the classroom running smoothly there will be a procedure for using the bathroom. Each student will have two bathroom passes a day, one for the morning and one in the afternoon. If the morning pass is not used it does not roll over into the afternoon. The two passes will be different colors so students will be able to tell if they used theirs for the day. This will promote going to the bathroom during recess, snack, and lunch. Students will not be allowed to go to the bathroom during instructional time, unless it is an emergency in which they

raise three fingers and I will nod yes. When a student needs to go to the bathroom they will proceed as follows. Go to the passes and find the pass with their number. These passes will be clips on ribbon. They will move the pass into the bucket next to the chart to signal that its used. The student will then get the bathroom pass and put it on their desk. The student will go to the bathroom with a zero voice level and follow the procedures for using the bathroom. Once the student returns to the classroom they will put the bathroom pass back and continue to work.

There are many other essential procedures in the classroom. One of which is lining up and walking to other locations. Students will line up by being called by table groups. On the floor there will be circles in a line to show students where to stand, one for each student (Wong and Wong, 2014). Another procedure will be grouping techniques. Since students will be in pods we will group by table groups sometimes. Other ways we will form groups is by popsicle sticks with their names, by their assigned numbers, or color cards placed on their desk. Students who finish work early will need something to do to use their time wisely. In order to avoid questions and misbehavior, I will have a chart on the boards of what they can work on if they finish early. They will be magnets, that way I can change out what their options are. The noise policy in my classroom will follow a number system, zero being no talking and four being a loud outside voice. During activities I will post what voice level students are allowed to have.

Transitions help the classroom to run smoothly, or they can do the opposite. To ensure transitions go smoothly I will implement a few different strategies. I will give the students a five minute and two-minute warning when we are going to move onto a new task. This way they do not have to stop what they are doing immediately rather, they have time to finish up their thoughts and get to a good stopping point. Another benefit of this is that the students aren't surprised when we all of a sudden are switching to something different. Putting a timer on the

board can allow the students to see how much time we have and pace themselves accordingly, which gives them responsibility. To gain the students attention I will use clapping, different noise makers such as a rain-stick, or I will use call and response. An example of a call and response would be, “Peanut butter” “Jelly time,” something that the students find fun.

I believe it is important for students to learn responsibility, which is one reason each student will have a job in the classroom. Another reason for this is to give everyone a sense of belonging in the class. Each student will be assigned a new job each week. Jobs will be things such as line leader, board eraser, caboose, supply monitor, teacher assistant, etc. These jobs will teach students self-control because they will have to respect that it is another student’s job to do something maybe they wanted. They will also teach responsibility as students will have to complete their job in order for the classroom to run smoothly (Wong and Wong, 2014).

The classroom environment sets the tone for the class. It is important that the room is set up in a way that is functional and promotes learning. The students will sit at tables that will be in the shape of a U. Tables promote student collaboration and make it easy to incorporate turn and talks into lessons. The U-shape also allows me to walk around to the different tables easily. There will also be a quiet reading corner which is where our classroom library will be. There will be flexible seating options such as exercise balls, standing tables/desks, and floor space. I believe that flexible seating allows students to become more engaged in the material because they are comfortable. Students who need to be moving can sit on an exercise ball and bounce without distracting anyone and are then able to stay more engaged than they would otherwise. With the seating in mind, if a child is not working well in one area they will be moved to an area that works better such as the front. If students do not work well sitting by each other they may be moved to another area of the room. There will be procedures set in place for using the

different seating options. There will also be a specific procedure for students to go through if two students want to sit in the same spot. This classroom environment allows students to work collaboratively. Along with collaborative work is class discussions. One strategy I will use to eliminate confusion is to have some sort of object that designates whose turn it is to talk such as a talking stick or ball. I will also have popsicles sticks with the students' names that I can choose to call on people. My primary desk will be a kidney table. This way I will be able to work with students easily. I plan on being very organized. I will also have a filing drawer by my desk where I can put everything for the week. Each drawer will be one day and in it is everything I need for each lesson that day. This way I will be prepared and know where everything is. Along with being organized for myself I will have a sub tub for a substitute teacher that will have everything they need to know. I also want my classroom to be filled with decorations. I think it is important for a classroom to look fun and not to just have plain walls with a poster or two hanging up. In order to get this done I will have to start making plans and decorations in June or July.

A major part of classroom management will be dealing with student behaviors. I believe in Love and Logic's three basic rules: use enforceable limits, provide choices within limits, and apply consequences with empathy (Love and Logic). Setting enforceable limits allows me as the teacher to tell my students how I run my life using statements such as, "I line quiet students up." Instead of using garbage statements that boss the students around I will use gold statements. Just by changing the wording of phrases it can make a big difference in how students respond. The second rule is to provide choices within limits. I am a big fan of this strategy. Giving choices allows the student to have some ownership in the classroom. They can choose either option and I as the teacher will be okay with it because I will only offer choices that work for me. The final



rule, to apply consequences with empathy, will help students to learn from their mistakes and the consequences. I do not want to be the teacher that reprimands my students all the time, this can cause them to be angry with me. When an adult is empathetic towards the situation the student may feel guilty, which can be very powerful. Another Love and Logic strategy that I will use in my classroom is to hand the problem back to the student. If they come to me with a problem I will show empathy but then hand it back to them and offer some help. This gives the student responsibility for their actions and they have to solve the situation.

Marzano also has discipline strategies that I plan on implementing into my classroom. Reinforcement is one of those strategies, it deals with positive feedback and stops unacceptable behavior. An example of this is using the ripple effect. I will praise positive behavior such as, “I really like how John is sitting and working quietly.” This will make the other kids want to get the same praise. I think this is an effective strategy for all ages but can have a very big effect on younger students. Another strategy from Marzano is no immediate consequences. The strategy allows the students to monitor their behavior themselves. The teacher can use proximity to redirect students or get the student to stop a behavior. Eye contact is another way to stop the behavior without an immediate consequence (Marzano, 2003). I believe in stopping the problem before it occurs and redirecting the behavior before it becomes an issue; both of these strategies help with this. A reason for students misbehaving can be because they are not engaged in the material. If I can keep my students engaged it can limit behavior problems (Marzano, 2003).

I will also implement the motto in my classroom, “We are kind.” This can be applied to many different situations. Whether that be an argument, taking someone’s spot, pushing, etc. At the beginning of the year we will discuss what it means to be kind and how we can show our friends kindness. This motto also goes along with bucket fillers, which I will use in my

classroom. We will read the story together as a class and discuss many different ways that we can fill each other's buckets. We will also discuss how we can empty each other's buckets and what we could do to avoid that. I will have a bucket in my classroom for the students to fill, they will receive a bucket filler slip as well.

Although I may have this plan and strategies in place, they may not work so I will have to have a backup plan. If a strategy isn't working, I will reevaluate the situation to see what I can change. This could be as simple as rearranging the seating or something more complex such as trying more interventions on a behavior. I as a teacher will have to be open and willing to making changes according to my students.

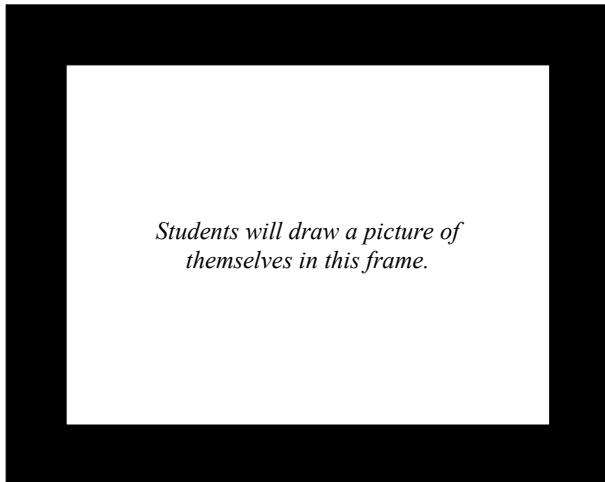
In order to be prepared for the beginning of the school year, I will have to start planning and creating during the summer. If I follow the strategies listed above, I feel that I will have a well-managed classroom. I believe it is important to create an environment in which all of my students are comfortable and can succeed. Once again, I will do this through creating relationships, engaging students, organization, and student responsibility.

## References

- Fay, J. and Funk, D. (1995). *Teaching with Love & Logic: Taking control of the classroom*. Love & Logic Press Inc. Golden, CO.
- Marzano, R. J. and Pickering, D. J. (2003). *Classroom Management that Works: Research - based strategies for every teacher*. ASCD Press: Alexandria, VA.
- Wong, H. and Wong, R. (2014). *The Classroom Management Book*. Harry W. Wong Publications, Inc: Mountain View, CA.

Appendix

# THIS IS ME!



**MY NAME IS:** \_\_\_\_\_

**AGE:** \_\_\_\_\_

**BROTHERS:** \_\_\_\_\_  
\_\_\_\_\_

**SISTERS:** \_\_\_\_\_  
\_\_\_\_\_

**WHEN I GROW UP I  
WANT TO BE:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**I LIKE TO:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**SOME OF MY FAVORITE THINGS:**

**FOOD:** \_\_\_\_\_

**COLOR:** \_\_\_\_\_

**ANIMAL:** \_\_\_\_\_

**MOVIE:** \_\_\_\_\_

**WHAT I WANT TO LEARN:**

\_\_\_\_\_  
\_\_\_\_\_

**FAVORITE SUBJECT:**

**LEAST FAVORITE:**

\_\_\_\_\_

## Appendix

# MEET THE TEACHER!

Ms. Krista Kreidt

## Welcome!

Hello! My name is Ms. Krista Kreidt. I will be your child's teacher this year. This will be my first year teaching and I am very excited. I would like to work closely with you throughout the year to help your students grow. I have many fun things planned, we are going to have a great year!

INSERT PICTURE

## My Education!

In May of 2019, I graduated the University of Mary with a Bachelor's of Science in Early Childhood Education and Elementary Education.

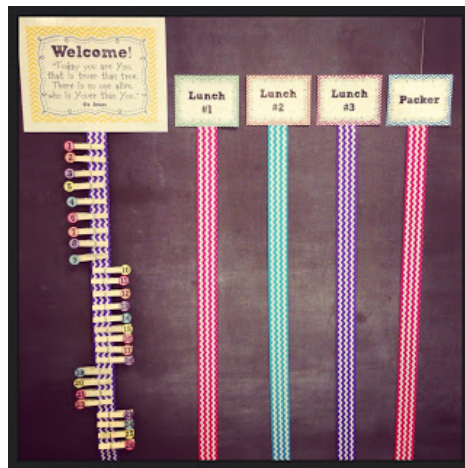
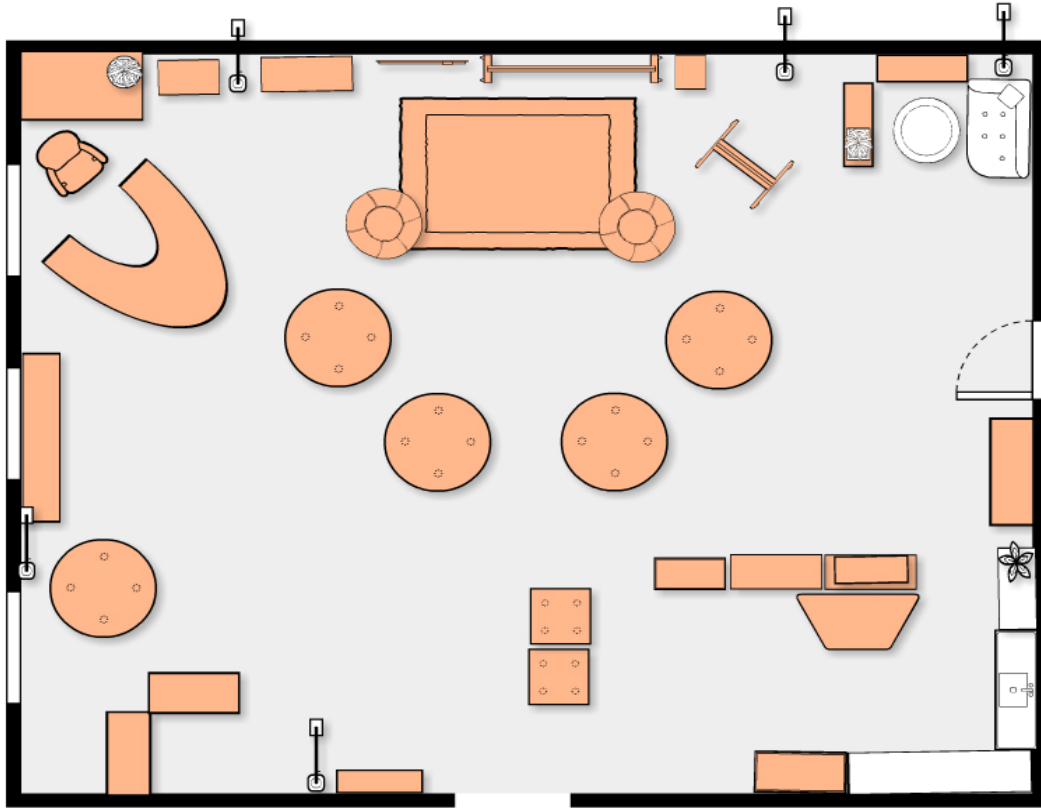
## My Favorites!

Food: Pasta  
 Drink: Coffee  
 Season: Fall  
 Subject: Reading  
 Movie: Too Many!  
 Dessert: Cheesecake  
 Color: Teal and Purple  
 Animal: Panda

Contact  
Me!

Email:  
 School Phone Number:  
 Feel free to send notes with your child.

Appendix



Appendix



Appendix

