

Classroom Management Plan

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Managing a group of elementary students can be a challenge and can lead to chaos. To prevent disasters and stress, I plan on implementing several classroom management strategies. These methods will help the students use the space safely, build student and family communication, and will help me prepare for any unexpected possibilities.

Classroom Management Philosophy

As a future educator, my goal is to create an engaging and safe learning environment. In order to create this type of educational experience, I will be implementing several classroom management components. According to Wong (2014), classroom management involves the consistent procedures, rules, and expectations an educator carries out within the classroom setting. Procedures, consistency, and expectations are the classroom management pieces that I plan on installing into my classroom. By incorporating these elements into my plan, I will be setting my students and myself up for a successful school year.

Step by step instruction is helpful when learning how to do something for the first time. To help ease the stress of a new school year, it is important that a teacher establishes various procedures within the classroom. Procedures are situations that are broken down into several small steps. There are numerous parts of the classroom that ought to have procedures; such instances may include getting a drink, turning in homework, or simply entering the room. As a future educator, I plan on incorporating procedures at the beginning of the school year. By doing this, I will be setting the tone for the rest of the year. I believe that procedures help develop a sense of structure within the classroom. According to Wong (2014), “procedures create an efficient and orderly classroom so that learning can take place” (pg. 47). Simple procedures help a classroom run smoothly. My intention is to spend the first two weeks introducing, practicing, and reinforcing procedures within my classroom. By the end of the two weeks, I hope that a

majority of my students will have turned these procedures into routines. Routines are procedures that have become second nature, and the child no longer has to think about the steps. Spending two weeks on procedures may seem excessive and time consuming, however, the opposite is true. When it comes time to teaching content, I will not have to stop every time and explain the procedure for the activity. The students will know what to do and how to do it. It is crucial to develop and carry out classroom procedures; it may be tedious, but in the end it saves precious learning time. If those first two weeks of procedures are successful, then the rest of the school year can be dedicated to learning.

In order for the school year to flourish, the students need to understand the teacher's expectations of them. Expectations are the tasks and behaviors a student ought to exhibit. Smith (2015) states, student achievement slightly increases when a teacher provides them with high expectations. Higher expectations of the students will help increase their engagement and motivation. I plan on providing my students with expectations at the beginning of the school year, and then throughout different activities, I will remind them of these expectations. Certain expectations that I plan on addressing with the students include, being active listeners and participants, and being respectful to all members of the classroom, including themselves. I will also include expectations when it comes time to working on assignments. By incorporating high expectations into my classroom management, I will be increasing the chances of student engagement and motivation.

The overarching component of a well-managed classroom is consistency. My objective as a teacher is to create a consistent learning environment where no surprises are present. Wong (2014) states, "the consistency you establish in the classroom will be in direct relationship to the amount of trust the students feel and the amount of learning that takes place in your classroom"

(pg. 14). In order for the students to prosper in the classroom, an educator must establish a consistent learning environment. I plan on maintaining consistency through procedures, rules, and positivity. The rules and procedures will create structure; by having these components in place at the beginning of the year, the students will know what to expect and what is expected of them. The positivity portion requires me to be constantly positive and upbeat. By having an uplifting personality, the students will receive a consistent amount of kindness. Stability in the classroom is essential; most students do not have dependable home lives. By developing a management plan around consistency, I will be creating a caring environment where the students are trusting and ready to learn.

My classroom management philosophy revolves around three main parts: procedures, expectations, and consistency. These elements can be broken down into more specific tasks and concepts. In my future classroom, I plan on implementing procedures that breed consistency and structure. I also intend on assuring students of their expectations and listening to the expectations they have for me. In the end, my classroom management plan is designed to create a positive, caring, and consistent environment where students feel safe and where learning can prosper.

First Five Days

The first five days of school will be dedicated to procedures, rules, and building my classroom community. The procedures and rules will allow for structure within the classroom, and the communal activities will help the students feel at home. I aim to develop a safe learning environment where collaboration can occur; the procedures and community components will help me achieve this.

The first moment of the first day will have a procedure. As I greet each student at the door, I will hand them an index card. This index card will have the student's seating assignment

and will provide them with an assigned hook. See Appendix A for a sample of the desk and hook procedure. I plan on using Wong's (2014) three step process, teach, rehearse, and reinforce, to help the students transform our procedures into routines. I hope that by the end of the first two weeks, the routines will be second nature to the students. Appendix B has a list of the procedures that I will be incorporating throughout the first ten days. These procedures range from getting drinks to using centers properly. The purpose of my procedures is to make the classroom run smoothly and to create a safe environment for all.

Connections to Students and Families

Being in contact with parents and guardians will help assure the success of many learners. I want to create a welcoming environment where the guardians can have the opportunity to see the progress that is occurring in the classroom. One way I will attempt to make connections with the parents is by providing a 'Parent Packet'. This packet will be sent out three weeks before school starts. The documents that can be found within this 'Parent Packet' include: a welcome letter, student information form, student pick-up form, a class schedule, a 'Meet the Teacher' document, and a supplies list. The welcome letter will show guardians how excited I am to be their student's teacher. This document will provide them with a brief overview of how I run my classroom. Hong explains some of the details that should be included in my welcome letter. See Appendix C for my parent/guardian letter. The next item in this packet will be a student information form. This record will allow me to know basic information about the students. From allergies to emergency contact, this document will help me keep the children safe. To view my student information form, see Appendix D. The third document in my parent packet would be a student pick-up form. This item will allow me, the teacher, to know what form of transportation the student takes to get home. Included in this form is a section that informs me

who is or is not authorized to pick up the child. Once again, this form is included to ensure the safety of the children. See Appendix E to view an example of my student pick-up form. To help the parents familiarize themselves with me, I will include a one page document called 'Meet the Teacher'. This will contain details about me ranging from my education to where I am from. The parents will be able to see that I am qualified and thrilled to be teaching their child. See Appendix F for my 'Meet the Teacher' letter. Some guardians may want to know what their student's school day will all entail. To ease this curiosity, I will include a class schedule into my 'Parent Packet'. This will be a general overview of how the school day will proceed. This will help the parents if they need to make an appointment for their child or for other instances. To view an example of a class schedule, see Appendix G. The final article of information that will be placed in the 'Parent Packet' will be a 'Supplies List'. This will include all of the items the student will need to be successful in the classroom. Generic supplies lists will include items that I may not use in my classroom; that is why I created a supplies list of my own. Parents and guardians will be receiving a personalized supplies list that will prevent the purchasing of unnecessary supplies. See Appendix H to view 'Ms. Delger's Supplies List'. These are a few of the items that I plan on incorporating into my 'Parent Packet' to help them familiarize themselves with me and to also help me understand their student.

The 'Parent Packet' is not the only way that I plan on making connections with the families. I also want to send out weekly and monthly newsletters. I found an editable template off of Teachers Pay Teachers (2018) which was made by Lindsey's Classroom Creations. The weekly newsletter will allow parents to know what is going to be happening throughout the week. Details included in this newsletter range from birthdays to reminders. The newsletter will help the parents or guardians stay connected with the classroom. See Appendix I for a sample of

what I may incorporate within my weekly newsletter. The monthly newsletters inform guardians of what is to be expected for the up and coming month. These newsletters will help parents prepare for events and will reduce confusion. As an educator, I believe that it is important to stay in contact with families. I want the guardians to be involved in the classroom and keeping lines of communication open will help make this happen.

What Ifs

I feel as if a teacher envisions all of the chaos that can occur within the classroom. From missing homework to bullying, an educator has a lot going on. To help ease some of this extra stress, I have found a few rules that will hopefully prevent some of these behaviors. I plan on implementing my rules on the first day. These guidelines will be posted and can be referred to if necessary. Our classroom rules are broad, so when I introduce them, I will have the students help me think of more specific actions that would fall under this rule. This will help them remember what each of our rules mean. I may write down some of their examples underneath the broad rule to help with understanding. According to Marzano (2003), "... classroom rules and procedures should be viewed as a "contract"" (pg. 17). I will have the students sign their names at the bottom of our rules to make it more concrete. When a student does not follow these guidelines, I will refer to the area where they signed. By doing this, the students will be held accountable for their actions. I received my four rules from Luckenbaugh's (2018) blog called 'Lucky in Learning'. See Appendix K for my 'Classroom Guidelines'.

If a student does not adhere to these rules, they will receive a verbal warning from me. This will be given during work time. I plan on going over to where they are working and having a quiet conversation with them. This approach will prevent student embarrassment and the potential of retaliation. As I converse with the child, I will ask questions to try and understand

why this outburst is occurring. Such inquiries may include: what has happened to make you upset, what can we do to make it better, why do we feel this way? If the behavior from a student continues after their first warning, I will provide them with choices. According to Fay, this approach has a better outcome in comparison to yelling and telling the student what to do. I have applied this approach before. I give the students two options. The first option is what they are supposed to be doing. The second is a less exciting choice and often leads to the student having to sit out for a bit. Once I have given them their options, I inform them they have five seconds to decide or I will do it for them. According to Fay, this strategy allows the students to have some choice and control. In my experience, I have found this strategy to be successful. If the behavior continues after this step, I will implement a consequence. My consequences include sitting out for recess or free time. There may be instances that are extreme and I may need administrative assistance. If a student physically harms another or verbally bullies, I will talk with my administrative staff to contemplate our options. I plan on trying to handle as many classroom issues as I possibly can, but there are some instances where I may need assistance.

Another what if that many teachers think of is late homework. There will be many instances where students do not have their homework. Wong (2005) informs viewers that Chelonnda Seroyer's Pink Slip is a way to document missing homework. Based on this concept, I want to create a form that my students must fill out if they did not prepare their homework for class. Once the pupil has completed the document, I will keep it in a personalized file. By doing this, I will have documentation explaining why the homework was not ready. If a parent has a concern about their child's school performance, I can have this form ready to go. See Appendix L for my 'Late Homework Slip' which was based off of Chelonnda Seroyer's 'Pink Slip'.

Education is a challenging task filled with minute details that many would not think of. As a future teacher, I want to be prepared for my students and their guardians. I believe that establishing procedures at the beginning of the year will help ensure the success of my classroom. Once these procedures have turned into routines, the students and I can focus on creating a classroom community and challenging one's academic abilities. I look forward to my classroom experience because I know that I have the classroom management skills to create a safe, structured, and engaging environment where all are welcomed to learn.

Appendix A

Student Name: _____

1. Find your hook.

Hook #7

2. Place backpack and coat on your hook.
3. Find your table.

Table #1

4. Place this card on the table spot with your name on it.
5. Go outside for recess.

Appendix B

Day 1:**Introduce:**

Arriving at School:

1. Walk to classroom.
2. Place homework on your desk.
3. Place backpack on your hook.
4. Go out for recess.

Morning Work:

1. Take out notebook.
2. Take out pencil.
3. Silently work on activity.

Entering the Classroom:

1. Face forward.
2. Walk.
3. Voice level 0.

Lining Up:

1. Walk.
2. Voice level 0.
3. Find your number.
4. Stand on number.
5. Face the front.
6. Hands to self.

Walking in the Halls:

1. Walk.
2. Voice level 0.
3. Face forward.
4. Hands at your side.

Attendance:

1. Before class, go to attendance board.
2. Find your picture.
3. Move to 'I'm here' side.

Lunch Count:

1. Before class, find your name on the magnet board.
2. Move your magnet to hot or cold lunch side.

Bathroom Break:

1. Don't ask.
2. Write name on 'I'm out' board.
3. Leave.
4. After, erase name.
5. Use one pump of sanitizer.
6. One girl and one boy at a time.

Water Breaks:

1. Place bottle at your table's hydration station.
2. Get drink when teacher or student is not talking.
3. Return bottle to station.

Water Refills:

1. Refill during four water break times.
 - a. 8:00
 - b. 9:40
 - c. 12:30
 - d. 2:00
2. Walk to sink.
3. Single file line.
4. Quickly fill bottle; no playing in water.
5. Return bottle to hydration station.

Packing Up:

1. Check agenda.
2. Write down assignments.
3. Place belongings in backpack.
4. Sit quietly.

Day 2:**Review:**

1. Morning Work.
2. Attendance.
3. Lunch Count.

Introduce:

Morning Meetings:

1. Raise hand.
2. Be active listeners.
3. Don't speak out of turn.

Carpet Time:

1. Raise hand.
2. Be active listeners.
3. Don't speak out of turn.

Direct Instruction AKA Teacher Time:

1. Raise hand.
2. Voice level 0.
3. Answer questions.
4. Participate.

Partner and Group Work:

1. Voice level 1.
2. Be on task.
3. Participate.
4. Work on assignment.

Homework:

1. Do your best.
2. Write your name and number.
3. Write neatly.
4. Turn in on time.

Turning in Homework:

1. Go to the tray area.
2. Find the tray that matches your homework's subject.
 - a. Ex: Science sticker for science homework.
3. Place homework in the correct tray.

Late Homework:

1. Fill out a 'Late Homework Slip'.
2. Hand in slip to Ms. Delger.
3. Bring homework the next day.
4. It must be completed.

Day 3:**Review:**

1. Teacher Time.
2. Carpet Time.
3. Partner/Group Work.
4. Turning in Homework.
5. Packing Up.

Introduce:

Classroom Library:

1. Voice level 0.
2. Walk.
3. Take care of the books.
4. Put items back where you found it.

Nature Station:

1. Four students at a time.
2. Voice level 1.
3. Walk.
4. No throwing dirt or other supplies.
5. No setting insects free.
6. No shoving, pushing, etc.
7. Clean up when you are done.

Using Technology:

1. Handle with care.
2. Walk when holding it.
3. Use appropriate sites.
4. Return and plug in when done.

Using Materials:

1. Handle with care.
2. Do not throw, stomp, or kick.
3. Clean them up when finished.
4. Place them back.

Library (School Library):

1. Walk.
2. Voice level 0.
3. Put books back in their place.
4. Check out books.
5. Read.

Day 4:

Review:

1. Using Materials.
2. Late Homework.
3. Morning Meeting.
4. Using Technology.

Introduce:

Art Cart:

1. Take only what you need.
2. One medium at a time.
3. Share.
4. Return items to correct spot.

Read Alouds:

1. Raise hand.
2. Be active listeners.
3. Don't speak out of turn.

Tests:

1. Write name and number.
2. Write neatly.
3. Eyes on your paper.
4. Raise hand if there is a question.
5. Take your time.

Working Stations:

1. Be on task.
2. Voice level 1.
3. Clean up before rotating.
4. Quietly walk to next station.

Day 5:

Review:

1. Attendance.
2. Lunch Count.
3. Read Aloud.
4. Turning in Homework.
5. Walking in the Halls.
6. Bathroom and Drink Breaks.
7. Pack Up.

Introduce:

Flexible Seating:

1. Use only during work time.
2. Be on task.
3. Be working.
4. Use seating appropriately.

Teacher-Student One on One's:

1. Listen.
2. Participate.
3. Try your best.



Attendance Chart



Bathroom Sign Out

<https://www.pinterest.com/pin/6685099429063979/>



Water Break/Refill

<https://i.pinimg.com/originals/94/d0/ea/94d0ea849da9eeb46daf30609d999d7.jpg>



Lunch Count

<https://www.artsyfartymama.com/2017/08/diy-magnetic-classroom-attendance.html>

Appendix C

Dear Parents/Guardians,

I am writing to inform you that I am your student's teacher for the _____ - _____ school year. I am eager to work with you and your student during this up and coming school year. As the school year is quickly approaching, there are some tasks that must be attended to. Attached to this letter are a few documents that must be filled out before _____ date _____.

After a long day at school, it is essential to me that your student makes it home safely; that is why I have attached a form that will inform me how your student gets home at night. This way, I can assure every student makes it home safely. If someone new has to pick up said pupil, I need a written consent form from the parent or guardian.

An information sheet is also included in this envelope. This document will brief me on important details that I should know about the student; such items include emergency contact information and allergies. This will help ensure the safety of your student.

The last document that is attached is a list of school supplies. There are several materials that are required and a few that are recommended. These supplies will help guide your student towards academic success this school year.

Throughout the year, I send out weekly and monthly newsletters. These newsletters will inform you, the parent/guardian, on your student's upcoming school events. You can expect these newsletters via e-mail. I may also send paper copies home with your pupil if that is a more effective line of communication.

In conclusion, I look forward to the new school year and to working with you and your student. I have listed my contact information below. If there are any questions, feel free to contact me.

Sincerely,

Ms. Erin Delger

Contact Me

E-mail: _____

School Phone: _____

Appendix D

Student Information Sheet

Ms. Delger

_____ Grade

Student's name: _____

Parent/Guardian names: _____

Address: _____

Home Phone: _____ Work Phone: _____

E-mail #1: _____ E-mail #2: _____

Emergency Contact Information: _____

Student's Birthday: _____

Allergies: _____

Health Issues (asthma, seizures, etc.): _____

Additional Information:

Parent/Guardian Signature: _____ Date: _____

Teacher Signature: _____ Date: _____

This form is due by: _____ (date)

Appendix E

Student Pick-up Information

Ms. Delger

_____ Grade

How will your student get home? (Circle all that apply.)

Parent Pick-up

Bus

Daycare

Walking/Biking

After School Program

Other (specify):

Authorized to Pick-up:

Name: _____ Relationship: _____ Phone: _____

Name: _____ Relationship: _____ Phone: _____

Name: _____ Relationship: _____ Phone: _____

Name: _____ Relationship: _____ Phone: _____

Name: _____ Relationship: _____ Phone: _____

Unauthorized to Pick-up:

Name: _____

Name: _____

Name: _____

If there are any changes in your student's afterschool pick-up, you must notify Ms. Delger about such changes. If a new person is picking up your student and they are not on the list, I will need a written consent form before pick-up time (3:00). By signing below, you adhere to the stated requirements.

Parent/Guardian Signature: _____ Date: _____

Teacher Signature: _____ Date: _____

This form is due by: _____ (date) _____

Appendix F

**WELCOME**

I am Ms. Erin Delger. This is my first year teaching at _____ (School Name) _____. I look forward to working with you and your student.

ABOUT ME

I have lived in Hazen, North Dakota for a majority of my life. I have an older sister named Hayle and a brother-in-law named Zach.

EDUCATION

I graduated from Hazen High School in 2015. I then attended Bismarck State College from 2015-2016. I transferred to the University of Mary where I (currently working on) my Bachelor's Degree in Elementary Education.

Contact Information:

E-mail:
School Phone:

TEACHING GOALS

As an educator, I hope to create a safe and engaging learning environment where students' creativity and curiosity can blossom. Along with the content standards, I hope to teach students character and life skills like responsibility, respect, and kindness.

FAVORITES

Drink: Coffee
Food: French Fries
Book: *Amelia Bedelia*
Movie: The Goonies
Hobby: Frolfing

My Photo Here

Appendix G

Ms. Delger's Class Schedule

Time	Activity
8:30-8:40	Welcome Work
8:40-9:00	Morning Meeting
9:00-10:00	Reading Block 1
10:00-10:10	Snack
10:10-10:40	Gym/Music/Computers/Counseling
10:40-11:10	Science
11:10-11:50	Lunch and Recess
11:50-12:10	Read Aloud
12:10-1:10	Math
1:10-1:40	Social Studies
1:40-2:00	Recess
2:00-2:30	Reading Block 2
2:30-2:50	Study Hall/Free Time
2:50-3:00	Reflecting and Packing up

Appendix H

Ms. Delger's School Supplies List

- 1 Backpack
- 1 Pack of Pencils
- 1 Set of Crayons (8 pack +)
- 1 Set of Markers (8 pack +)
- 2 Highlighters
- 1 Ruler
- 1 Bottle of Liquid Glue
- 1 Glue Stick
- 1 Scissor
- 2 Pocket Folders
- 4 Notebook
- 1 Pair of Gym Shoes



Appendix I

Our Classroom News

Week of: January 1-5, 2018

What's Happening This Week

- Friday, January 5th: Test on the Ice Age.

A Note From Ms. Delger

- Please remember to have your student dress appropriately for the weather.

A Peek At What We Are Learning

Reading	Character traits.
Writing	Writing opinion pieces.
Math	Telling time.
Science	Snow and ice.
Social Studies	The Ice Age.

Spelling Words

- Glacier, opinion, mammoth, snow, character, trait.

<https://www.teacherspayteachers.com/FreeDownload/Editable-Classroom-Newsletter-Templates-Color-Black-and-White-FREEBIE-2825843>

Appendix J


January News

What's Happening This Month





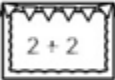


- Scholastic book order due January 6th.
- Spirit Week January 15-19th.
- Canned food drive the week of January 22-26.

A Note From Ms. Delger




- Please have your students dressed appropriately for the weather.

A Peek At What We Are Learning

	Reading	Character traits.
	Writing	Writing opinion pieces.
	Math	Telling time.
	Science	Snow and ice.
	Social Studies	The Ice Age.

Spelling Words



Appendix K



Our Class Guidelines

1. Be Respectful
2. Be Safe
3. Be Kind
4. Be Responsible

Let's agree to make this a great year!

Students' Signature Here

Appendix L

Late Homework Slip

Name: _____

Date: _____

Homework: _____

I did not have my homework because...

_____ I finished it, but I did not bring it.

_____ I forgot to do it.

_____ I did not have time.

_____ I did not have the materials to do the homework.

_____ I did not want to do it.

_____ Other (Explain)

Student Signature: _____

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