

Classroom Management Plan

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Classroom Management Plan

Classroom management is so much more than maintaining control of a classroom. Classroom management is utilizing procedures to create the best, most-conducive learning environment where instruction, learning, and human flourishing can occur. Teachers can draw from masters such as Marzano, Wong, Fay and Funk, and Zirpoli to guide them in managing their classroom, but it is ultimately up to the teacher to decide what his or her own philosophy is. By establishing one's philosophy on classroom management, thoroughly planning for the first days of school, making sincere connections with parents and students, understanding the classroom environment that one wants, and by preparing to circumvent behavior issues that one may encounter in the classroom, teachers will have more success in the classroom as well as their students' success.

Philosophy of Classroom Management

My philosophy on classroom management focuses on utilizing procedures and strategies that are rooted in love and logic to promote not only academic success but also human flourishing. Based on my experiences in the classroom thus far, I have noted that the way I am able to best manage the classroom is by establishing trusting relationships with students and their families while remaining firm and "no-nonsense" in procedures and classroom expectations at all times. I intend to have a sense of with-it-ness by being knowledgeable as to what is going on in my classroom at all times, and this will be accomplished by proximity to the students as well as interacting with them in their learning areas. With the special-education background that I have, my classroom- management style will incorporate high expectations for all students, regardless of ability. With high expectations of what a student can do comes high responsibility. Students will learn that they are responsible for working to their full potential each day. I will use concepts

from love and logic to create a class culture of kindness, respect, innovation, and inclusion which will reinforce the procedures and rules that I have in place. As the teacher, it is my responsibility to equip students with the tools they need to be successful, and this includes my ability to manage the environment and provide them with a healthy, positive, safe space to learn.

Plan for the First Days

The first five days of school can be an extremely stressful time for everyone, especially elementary-school students. In general, the first day will revolve much around the introduction and teaching of classroom procedures and the “big five”, as suggested by Wong throughout the entirety of *The Classroom Management Book*. The “big five” includes the creation of rules, the building of structure and routines, praising positive behavior, addressing misbehavior, and maintaining student engagement (Wong, 2014). The establishment of these procedures will start with my own creation of the procedures, followed by implementing the procedures, and finally, assessing those procedures, all suggestions of Wong (2014). Wong also explains that students will best learn the procedures if the procedures are taught, rehearsed, and reinforced (2014). I plan to take an adequate amount of time in the first five days to get the majority of my procedures solidified in the students’ minds so I do not have a classroom that looks like a chicken coup.

Day One

The first day of school will be dedicated heavily to making students feel comfortable in my classroom. Not knowing a teacher’s expectations upfront can cause anxiety for students. Before any of the expectations are delivered, though, I will begin the first day by warmly greeting my students at the door, this greeting is an idea addressed by Wong (2014). This will sound something like, “Hello, I’m so excited to meet you! I am Ms. Ackerman, what’s your

name?”. The greeting will be accompanied with a smile, and I will then direct the student to enter the classroom and look for their name on one of the desks. I will also ask them to take their seat quietly and look at the white board for directions on the next task. This will be the opening assignment. This is my first big mission—getting them in the door, in a seat, ready to learn. The opening assignment will always be a few short sentences about something that we learned the day before (Wong, 2014). Further instruction about what to do with this assignment would be discussed in my procedures presentation.

After I get the students settled, I know they will be very curious about who I am and what I am like, so I will start with a short presentation about myself. This presentation will cover my hobbies, family, interests, likes, dislikes, etc., and I will make sure the it incorporates my sense of humor so the students can get a sense of my personality. The information I present about myself is info that is included in the letter I will send out to students and parents before the school year begins, but this presentation will include pictures, humor, and extras. After, I will have the students do a “Get to Know You” activity, that I describe later in this paper, to get the students moving and creating (see Appendix C).

Following teacher and student introductions, I will start introducing and teaching my procedures. As Wong has suggested, teachers should have their “Big Five”, or procedures that address the top concerns of the students and the expectations that the teacher has for the students (2014). The top five procedures that I want to secure on the first day of school are what to do before entering the classroom, bellwork procedure, bathroom procedure, lining up procedure, and before you exit the classroom procedure. Additionally, the procedures of backpacks, cubbies, and my time/your time procedures will also be taught the first day. I would create a presentation of these procedures to show the students. After each procedure is taught, I will model the way the

student should do the procedure and have the students rehearse it (Wong, 2014). Wong encourages teachers to teach, rehearse, and reinforce their procedures (2014). Not only does this begin the stages of teaching and rehearsing, but it also gets the students moving and interacting with one another. After I teach my top five procedures, I will quickly go through the top concerns of students in a short presentation that also reinforces some of the procedures that we already discussed. These are just a few of the procedures that I would go over the first day.

The first day will include the creation of our classroom rules, and this will require maintained student engagement. As Marzano would say, it is pertinent to maintain student engagement in the classroom if one wants to manage the classroom (2003). I cannot say what my classroom rules will be yet because I intend to create an open dialogue with my students that allows for their input as to what the classroom rules should be. As Marzano recommends, I will use questioning techniques that makes students reflect on the rules they have in their own home that apply to the classroom environment (2003). As a class, we will work to refine a rules list of approximately five rules or less. I will have a general idea of what I would like the rules to encompass, such as respect for one another, following directions the first time they are given, listening, safety, etcetera, but it will essentially be up to the students to recognize these rules as being important to the functioning of the classroom. Fay and Funk and their work on *Teaching with Love and Logic* will help me to better formulate the wording of the rules so that they fit under my classroom management philosophy umbrella that focuses mainly on teaching using love and logic (1995). This list will be hung up on a large sheet of paper somewhere in the classroom that is easily accessible to myself and my students. After the rules are created, I will introduce and teach the “Think Sheet” procedure which will take effect if a student breaks a rule (see Appendix B). I will type up the classroom rules and turn it into a contract that both the

parents and students have to sign, and it will inform parents of the “Think Sheet” procedure that will go into place if the students breaks a classroom rule. This contract will be kept in my records in the event that a student breaks a rule and the parent or student claims they were unaware of the rule in the first place. If the “Think Sheet” is utilized and the student continues to break classroom rules, a plan will need to be formulated through a meeting with administration, the student, and his or her parents. As I need to move to more drastic interventions with students, I will keep in mind ideas from Fay and Funk insofar as recognizing that there has to be an underlying problem to the behavior that can be helped, if not completely fixed, by strengthening my relationship with the student (1995). More information on this topic will be presented later in this paper.

Days Two, Three, Four, and Five

In summation, the first day of school will cover the procedures of lining up, backpacks, cubbies, attendance, bellwork, bathroom passes, my time/your time, and end of the day duties. Other procedures will be covered that are more minor and require less attention. Throughout the day I will work in curriculum as the students will not be able to comprehend or maintain focus for consecutive hours of procedure-talk. I will make sure to do an orientation of the classroom where I walk around the room pointing out important classroom details. I will call this the “classroom tour”. A big demand of the day will be to finish the classroom rules list as a class, but this is a good way to engage students and get them working together.

On day two, I will begin reviewing and reinforcing procedures that were learned on day one. The procedures I foresee needing to be reviewed are the bellwork, bathroom, and end of the day duty procedures, for they will be a little more complex than the rest. I will then introduce procedures such as how students should head their papers that they turn into me, how they turn in

notes from home and what gets turned in from home, and the silent reading procedure (Wong, 2014). Again, I will model the procedures and have students rehearse the procedures. Day three will allow for the students to review nearly all the procedures that were presented the day before, as there will have been less procedures presented.

On day three, I will review and reinforce procedures from day two, and then, we will discuss the procedures for our morning meetings and unfinished work procedures (Wong, 2014). Our morning meetings will consist of some self-evaluation and reflection that I discuss in the next portion of this paper. I will model these procedures and ask the students to rehearse them. As time progresses, I will make sure to take the time to further familiarize students with the environment and items in the classroom as well as their fellow classmates. This interaction with the environment and engagement with classmates may be done through games or friendly competition (Marzano, 2003).

On day four, I will again review the procedures from the day before, paying close attention to the flow of our morning meeting. The morning meeting is such a crucial part of the day because it sets the tone for the rest of the day. The procedures presented on this day will be how to use the computers in the classroom/lab and how to appropriately use the classroom library (Wong, 2014). These procedures are essential to a student's success in the classroom because they address both the use of technology and reading, major components in learning. The common trend with each of the first five days is that I continue to teach, rehearse, and reinforce. As Wong enthusiastically claims, this is critical to the management of the classroom (2014).

On day five, I will review the procedures from day four and introduce test-taking and art/project procedures (Wong, 2014). At this point in the week students will have a feel for the flow of my classroom and be more confident in the procedures. This list is not all-inclusive of

the procedures for the entire school year, but I believe some procedures cannot be addressed until a situation or circumstance arises. I do not want to overwhelm my students on the first week of school, but I do want to provide them with the tools to success in my classroom.

Connections to Students and Parents

Aside from the critical nature of procedures, I believe forming strong relationships with students and parents is essential to students' learning and engagement in the classroom. In order for my instruction to be effective for each individual student, I will need to first establish these relationships and get to know the student. There are a few strategies that I would especially like to implement in my classroom. From a short film watched in class, I found an idea that is useful to both the teacher and the student. This specific teacher taught the kids a rating system from one-to-five that served as a self-assessment for the student about how he or she was feeling at the start of each morning. This helps the students to not only identify their emotions but also to identify the reason they are feeling the way they are. What I like most about this technique is that it is personal bonding time between the students and the teacher at the beginning of each day. This amplifies the relationships in the classroom by creating mutual understanding of each other and each other's problems. As a teacher, I can identify which kids are struggling from day-to-day, and I can approach the way I interact with each student in a more individualized way (Fay and Funk, 1995).

Another strategy that I will integrate into my classroom in order to build relationships with my students, is to send out a "Meet the Teacher" letter before school starts that contains some personal information about myself. This will ease some of their anxiety about who their teacher is before entering the classroom for the first time, and this letter can be found in Appendix D. Additionally, I will create a presentation about myself that I show the students on

the first day of the school. After I share this information with them, I would have the students participate in a “Get to Know You” project that is outlined in Appendix C. This is a fun way for students to express themselves, be creative, and get to know their classmates. The information from this project is also very helpful to me as the teacher. Fay and Funk describe additional ways to build better relationships with students, and consequently their parents, and I intend to use some of their strategies in my classroom. These strategies include building students’ self-concept through positive language and questioning strategies, using positive reinforcement strategies as motivators for students, providing feedback to students, and overall communication in times of success and consequence (Fay and Funk, 1995).

Even though I will get a good idea of what the students are like from the “Get to Know You” project, students describe themselves very differently than their parents do. I would start to build relationships with parents by sending home a “Parent Homework” assignment before the school year begins (see Appendix E). The assignment just asks the parents to provide any information about their child that they feel would be beneficial for me to best work with their child. In addition, I would like to send out monthly newsletters that include what the students are learning in class, events, school activities, and any other important information. My biggest concentration with the students’ parents is just very open communication. I will provide them with any resources I have at my disposal that may help them work with their child at home, as well as professional recommendations when necessary. Teacher conferences will be another time that I will greatly prepare for so I can best articulate each student’s progress and work on my relationships with the students’ parents.

Connecting with students and parents is perhaps one of the biggest elements of classroom management. By utilizing technique from Fay and Funk and Marzano, I can both build students’

self-concepts and simultaneously increase student engagement. Getting my students to understand that I am a reasonable and loving person will help them, and their parents, feel more comfortable in my classroom.

Strategies for Circumventing Behavioral Issues

In an elementary school setting, I foresee the majority of behavioral issues falling under what Zirpoli in *Behavior Management: Positive Applications for Teachers* would call conduct-related behavioral issues (2014). At this age, students are prone to be disruptive, defiant, noncompliant, aggressive, and to throwing temper tantrums (Zirpoli, 2014). There are three scenarios that I anticipate will occur in my classroom, and I will demonstrate how I will attempt to circumvent these situations.

First of all, every classroom has at least one disruptive student. This could mean the child is talking off-task, getting out of their seat, making unnecessary noises, throwing objects, and or climbing around the room (Zirpoli, 2014). In this scenario, a third-grade student is disruptive in the classroom with unnecessary noises and getting out of his seat frequently and without permission. As a first step, I would have a one-on-one conversation with the student to discuss what the issue is with remaining in his or her seat. The student may say he or she cannot stay seated for that long or that they are bored. I will use questioning strategies that make it sound as though the student is not in trouble for the behavior yet makes it clear that the behavior is distracting and needs to be controlled (Marzano, 2003). For example, I may say, "What can I do to help you stay in your seat so we can help you learn better and reduce distractions for the other students?" Because students are so young in elementary school, they often will not know what I can do to help them, so I will offer my own suggestions. From experience, students who cause these types of disruptions often need more or less sensory stimulation. I would try two different

strategies to start. I would try seating the student near the front of the class where I teach so I can send him verbal and nonverbal cues when he starts being distracting. If he still feels anxious to move about the room I might try seating him towards the back and allowing him a set amount of times during the day that he is free to get up quietly and discreetly to move his legs. I would set parameters that let him know duration of the time out of his seat as well as where he is allowed to move in the room. In addition to figuring out which of the previous strategies work best, I would tape Velcro under his desk that he can discreetly manipulate when he feels the need to cause a disruption. I will also have non-distracting fidget tools that any student may use when they feel antsy. For this student, I might also try alternative seating such as wobble chairs or sensory pads that can be placed on the seats. This may work to satisfy the student's need to get out of his seat. After trying these strategies, I will have another discussion with the student to see how he thinks the changes are going and if there are any other changes that need to be made. I will document situations of the student disrupting the class as well as all accommodations that I make for the student. If the changes I make do not work and the student continues to disrupt the class I will need to have a more formal intervention with administration and parents (Zirpoli, 2014).

In the next scenario, I have a 3rd-grade girl who is defiant and refuses to join the class for the morning meeting. Much of my procedure to deal with defiant children comes from Kristin Bowen's video on YouTube on her steps to handling defiant children. First, it is important that I get on the student's level. This way I can make eye contact with the student, and she will not feel defensive before I even begin talking to her. Getting on the student's level is important so the student can see that you are serious but willing to reason with them. Next, I would lower the tone of my speaking voice so she can hear the seriousness of the situation. This shows that I am still

the teacher and am in control of what happens in the classroom. I will speak to her in this lower tone while maintaining eye contact. Then, it is essential to explain to the student the rule she has broken and give her two choices to correct the behavior. One of these choices will be the choice to join the class on the morning-meeting rug, and the second choice will be to take a break in the cool-down area until she can make a reasonable choice. In my classroom, I hope to have this space located near the classroom library away from the other students. If the student chooses the cool-down space, I will explain to the student that they will be given three minutes to cool down, and after the three minutes are up they will be given another opportunity to make a reasonable choice. Most students should be able to reason at this point and will choose to sit with the class in morning meeting. If the student continues to be defiant, it will be time for me to get support from administration and the child's parent. I will again have documentation of the student's defiant tendencies and the way the student responded to my interventions which I will have available to administration and the parents if a formal intervention is necessary.

In the final scenario, I have a second-grade boy who is having a temper tantrum. From previous experience in teaching preschool, I found teaching kids about zones of regulation to be very important in them being able to self-regulate their emotions and subsequent actions. The green zone means that the student is happy, healthy, ready to learn, calm, and focused. At this zone, students can "GO". In the yellow zone, students are feeling frustrated worried, anxious, jumpy, slightly out of control, silly, and excitable. At this zone, students should "SLOW DOWN". In the red zone, students are mad, angry, terrified, yelling, elated, and out of control. In this zone, it is pertinent that students "STOP". I will begin working with the students on understanding the zones of regulation from the very first week of school. We will work on identifying their emotions and why they are acting the way they are. When I see a student

moving up to the red zone I will ask them to check their zone of regulation. I will demonstrate ways students can bring themselves back down to the green zone when they notice themselves getting out of control. With the student who is throwing a temper tantrum, I will approach them calmly and, again, get on their level. I will look them in the eye and ask if they can describe to me the zone they are in at the time. I will proceed to ask them to identify what emotion they are feeling at the time as well as why they have chosen to act out the emotion in the way that they have. These techniques draw on Zirpoli in the way that I will address the problem with a moderate head (2014). Additionally, this questioning strategy falls in line with the techniques discussed by Marzano (2014). I acknowledge the student's feelings and work directly with the student to solve the problem. I will explain to the student why the behavior is not appropriate and model a better way to express his emotions. For example, I may ask the student to write out or draw all his frustrations on a sheet of paper and rip it up. Then, I will model breathing techniques and brain breaks that can help him to regulate himself. I would have him focus on a steady object in the room while taking 10-15 deep breaths in and out. After this, if the student is not yet calmed down, I will follow the procedure enacted with the child who was defiant in the previous scenario and ask the child to take a break in the cool-down space until he can think rationally and control his emotions. After three minutes is up, I will ask him if he has regulated himself and if he is ready to join the class and get learning. The child should be calmed by this point, but if the tantrum persists for longer durations I would seek support from administration and eventually the parents. I would keep detailed documentation of the tantrum including frequency, duration, and physical-ness of the tantrum. If the student is having a violent tantrum, I would evacuate the classroom and seek immediate support from the team of teachers and administration at the school dedicated to deescalating students who become violent.

From past experiences and after taking this course, I believe these strategies will be very effective in circumventing behavioral issues in my classroom. I anticipate there will be many more issues that I will have to deal with from day to day, but I am confident that I have the tools to solve these problems as they arise.

Conclusion

In conclusion, I feel secure that the challenges I will face in managing my classroom can be dealt with by referring to my philosophy of focusing on love and logic to enforce procedures that encourage academic and human flourishing. Utilizing the teach, rehearse, and reinforce model from Wong will be effective in managing my classroom from day one (2014). Incorporating games, friendly competition, interesting facts, questioning techniques, and teacher stories from Marzano's teachings will help me to keep my students engaged in the classroom aside from the robotic repetition of procedures (2003). Incorporating love and logic techniques from Fay and Funk will be instrumental in maintaining relationships with my students as well as controlling behavior issues that arise (1995). Because of the relationships that I build with the students, I will be able to effectively use techniques from Zirpoli to circumvent behavioral issues (2014). Classroom management is more than control, it should be a working relationship between the teacher and students to maintain a positive learning environment for all.

References

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Appendix A

Top Five Procedures: First Day of School

Before and As You Enter the Classroom:

- Neatly hang your backpack, coats, gloves, etc. on the cubby where your name is listed.
- Before heading towards to door, grab your “bring back” folder that includes materials that the teacher has asked you to complete at home and bring back to school. Also, grab the “take home” folder from your backpack.
- With your bring back and take-home folders in hand, greet the teacher with a good morning and a smile. (we will work on personalized ways of greeting each other as the year progresses—secret handshakes anybody?)
- Quietly go to your desk and place the bring back and take-home folders in your desk.
- Grab your composition notebook and complete the bellwork that is on the whiteboard in the composition notebook.
- When finished, put the composition notebook back in your desk and read the book that you have with you at your desk until the teacher gives you further instruction.

Bellwork:

- Grab the composition notebook from inside your desk.
- Answer the bellwork prompt that is on the board in to composition notebook.
- Include the date at the top of the page.
- Only one bellwork assignment should be on each side of the page.
- Answer is neat and organized so the teacher can check it at the end of the day.

Bathroom Pass:

- Grab the hand sanitizer by the sink
- Place it on your desk
- Quickly and quietly go use the bathroom
- Come back to classroom
- Squirt a pump of hand sanitizer on your hands
- Put hand sanitizer back by sink
- One kid at a time unless it is an emergency (if it is an emergency put up the peace sign & I will nod to you to go)
-

Lining Up:

- The teacher will call each learning center (table), or student, on at a time to line up at various times of the day.
- When the teacher calls your name or table:
- Stand up with your voice turned off
- Push in your chair

- Walk calmly to the door without pushing or shoving
- Stand in line without talking to your neighbor
- Face the door of the classroom
- Keep your hands at your sides
- Wait to move until the teacher says so
- Voice is turned off until we reach our destination

Before and At the End of the Day:

- The teacher will alert you to the last 15 minutes of the school day when it is time to begin the end of the day procedure.
- Fill out planner with items listed on the agenda.
- Have teacher initial planner.
- Grab all items from mailbox and put them in your take-home folder.
- Put all paper that the teacher instructs you to bring back in your bring-back folder.
- Clean up floor around your desk and on top of your desk.
- When teacher says so, complete your classroom duty listed on the “classroom duties” list (your name is listed next to your duty).
- Have teacher check your duty.
- Teacher will begin telling students to line up at the door with your folders.
- When the bell rings, quietly enter the hallway and put take-home and bring-back folders and planner into your backpack, gather your things, and head home!

Appendix B

Think Sheet Procedure

- If a student breaks one of the classroom rules, they will be required to fill out a “Think Sheet” that is located in a folder at the front of the classroom.

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:

<input type="checkbox"/> happy.	<input type="checkbox"/> embarrassed.
<input type="checkbox"/> angry.	<input type="checkbox"/> shocked.
<input type="checkbox"/> confused.	<input type="checkbox"/> 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 _____

Appendix C

1. “Get to Know You” Tool

Objective: Get to know the students on an academic and personal level

Project:

- Students will be given a variety of magazines/newspapers and one piece of construction paper.
- Using a scissors, students will cut out images or words in the magazines/newspapers that represent themselves.
- The images and words will be glued on the construction paper so that the majority of the white space is covered up. This should look like a vision board and/or collage.
- After the collage is created, students will present their collages briefly, 1-2 minutes, and the teacher will present one as well.
- The following elements must be apparent in the collage (whether through explanation or visual): favorite subject, strength and weakness, like and dislike, personality/attitude, goal for the school year academically and personally, something about home. The students can then choose whatever else they want to fill their collage with, as long as it helps describe them.

Post-Project: Projects will be hung up in the classroom, or hallway, with the student’s name and picture. This will help the students learn about their classmates and aide them in placing faces to names with their classmates.

Appendix D

August 27, 2020

MS. ACKERMAN

Meet the Teacher!

Interesting Facts

- I love mac & cheese
- I'm obsessed with the Christmas season
- If you're looking for me, i'm probably at Target
- My favorite color is green
- I am a dancing queen
- My favorite type of music is anything that I can dance to
- I play the piano
- My favorite animal is an elephant
- I am left-handed
- My favorite school subjects are history, art, and choir

Education

- Graduated from the University of Mary in April of 2020
- Double major in Elementary Education and Special Education
- Century High School Alumna Class of 2016



Welcome!

Hello! My name is Halli Ackerman, and I am so pumped to be your 3rd-grade teacher this year! I graduated from the University of Mary last April, and I have been excitedly preparing for you ever since. Prepare to learn a BUNCH of super cool stuff this year, but also, get ready to laugh, meet new friends, and have fun! I can't wait to meet all of you, but until then, I've provided you with some interesting information about me. See you soon!

Contact Information

hjackerman@umary.edu



Appendix E

August 27, 2020

PARENT HOMEWORK

Dear Parents and Guardians:

Unfortunately, I will never know your child as well as you do, but I'd like to seek your help in understanding him or her to the best of my ability.

I would greatly appreciate your participation in a short "parent homework" assignment. Sometime over the next two weeks, I ask that you write me a letter (in the mail or to my email hjackerman1@umary.edu) introducing your child!

Any information regarding your child's special abilities, problems, strengths, weaknesses, fears, past school experiences, and anything else you'd like me to be aware of as I work with your child will be very useful to me in creating the best learning environment for him or her.

Thank you in advance for your participation in this assignment! Nobody knows a child better than his or her parents, and I sincerely believe this will improve upon my relationship with your child. I look forward to meeting you at our fall conferences!

Best Wishes,

Halli Ackerman

Due Date:

Email: hjackerman@umary.edu