

My Classroom Management Plan

EDU 301- Classroom Management

Allison Dehn

Early Childhood Education and Special Education

University of Mary

Introduction

Classroom Management is important no matter if you are a new teacher, or a veteran teacher. New teachers are always looking for ideas from veteran teachers, and veteran teachers are always looking for new ways to spice up their classroom. No matter how young or old the teacher, there will always be the “easy” students, and the difficult students. Finding a way to meet all the needs of a diverse classroom can be a challenge, but having the right procedures and rules set for the students to follow is half the battle. If the classroom is managed properly, students will respect the teacher more, and most likely perform better academically as well. Students need a place to feel safe and welcome, and if they do not feel safe, they will not perform well academically, nor trust you as a teacher. Connecting to students that do not trust you is hard, because then students will not want to learn or come to school. Trust tells students that they can succeed, and even if they come from a not-so-great home. Once trust is built, students will start to listen and learn throughout the day, and start to perform at the level that you want them to. The classroom should be a safe zone for all students.

Philosophy

“Students will be able to easily access materials provided in the classroom, and feel safe in the learning environment that they are in. All students will be able to learn at their own ability level, in a place they feel comfortable working in and coming to everyday. As soon as the students walk into the classroom for the day, they will start with the procedures taught to them at the beginning of the year, and follow the procedures as the day progresses. Throughout the year, students will also be reminded of the class contract that they created and signed at the beginning

of the year. The class contract is to remind students that what they signed is set in stone, and if broken there will be consequences.”

Big Five

- Always be inviting to every student from the moment they enter the classroom.
- Have a class contract and sign it, made by students at the beginning of the year so that when the student breaks a rule, I can go back and tell them that they signed a contract saying they would obey the following rules.
- Always connecting “good job” to what the student did that was done well.
- Follow through when having to discipline a child.
- Making sure students can stay engaged by taking brain breaks, and doing more hands on activities.

Classroom Environment

The environment of my classroom will be calm and welcoming. Since I am naturally a soft spoken person, I never want to have to raise my voice unless I absolutely need to. In Elementary School, students are usually seen with table groups. All table groups will be in a half moon, style, with all tables facing the front of the room. I will be able to see all the students from the board, as well as students being able to see me. NO student should be facing the back to the classroom! On the seats, students will each have their names taped on the table where their chair is placed, with a color on the tip of the table. Each table has a color that they are assigned to, so when students need to transition I can call their tables out by color. Around the classroom, there

will bulletin boards with fun pictures to look at/season themes and artwork, and some will have rules, expectations, and classroom and emergency procedures pinned to them.

Connecting to Students and Families

At the beginning the year, I will write a letter to parents, welcoming families, introducing, myself and expectations for the coming year. Throughout the year, I would like to also have a parents Facebook page, where I can upload pictures of projects we have done in class, and fieldtrips we have gone on as well. This group will be private and available to parents only, as they will have to ask or be invited to the group through Facebook. At the end of the week, there will be a “Coming Up” schedule/letter, that informs parents of what the students will be doing the following week, and if there is anything special going on. In addition inside the letter, I will have a ‘highlight of the week’ for each week of an exciting academic plan for one subject of that week. The highlight will follow the exciting activities done with the standard being followed that week. The letter is different than the Facebook page because the letter provides more detailed information of what specially students will be learning about the next week, and what materials they will need to bring to be able to participate in these activities.

Alternate Strategies

There are many ways to help students using different techniques to help the student’s behavior, and succeed academically. There are a total of thirteen disability categories, I could go through every one and all the alternate strategies for these disorders, but I am going to stick with the most common ones seen in schools: Learning Disabilities, Emotional Disturbance, and Autism Spectrum Disorder. When faced with a student with a learning disability in the classroom, there are many alternate strategies that can be used to help the student out. Although,

some strategies do not work for all students, individualizing when having met and gotten to know the student will work best.

Students with a learning disability will need items broken down into smaller sections (such as simpler wording, and word banks). The more visuals the better, and modeling for what the student should be doing to accomplish their goal. The student should also be given more time to complete an assignment, as they will most likely work at a slower pace. Emotional Disturbances also have a wide range of interventions and strategies that can be used in the classroom. Since these students tend to be verbal, the student can be given a “good choices” chart, each time the student is doing well, they will get a tally on the green side of their chart for the class period. If the student is not making good choices, put a tally on the red side for each class that the student was not making good choices, and tally each time the inappropriate choice was made as well. Always reinforce when the student is doing well, to keep up the good behavior, and eventually lead up to getting a reward. Students on the Autism spectrum, on the other hand, need a schedule written up on the board everyday, otherwise they will throw a tantrum or have a panic attack. Students with Autism do not like change, and if change is in the near future, let the student know days ahead if at all possible. These students also need to be taught how to interact socially with others as well. Social norms for students with Autism are almost nonexistent. Give these students tasks, have another student model the correct way to do a task, and talk in a simpler language so that the student understands what needs to be done (Hensley, 2017). Overall, be clear with what is being said so that the student does not get confused, or does the assignment completely wrong. Never use sarcasm, this can turn into a disaster fast, as most students will give the teacher a blank stare, or students take what was said literally, and become offended or start to think of the teacher in a negative way.

First Week Plan

Rules and Academic Procedures

Late Homework: Students can receive up to half credit for homework that is turned in late within the week.

Tardiness: Students that are late will need a note from the office or their parents stating why they were late coming to class.

Journals: Students will bring a composition notebook to school the first day. Each day students will write in their journals at the end of the day about the book they read at O.T.T.E.R time that day (see below), or whatever I choose the students need to write about that day. Monthly check-ins will be done.

Using the Bathroom: Student raises their hand and asks to go to the bathroom, and when the student leaves, he/she has to put hand sanitizer on their seat. When the student comes back, they have no choice but to use the sanitizer on their seat, and then put it back when they are done.

Transitions: As students transition from their desks to the rug, or their tables to line up, students will have a color piece of paper on their desk. The piece of paper indicates which color table group they are, and will be called to get up by table groups. If students are in desks they will be called by name or what section they are in labeled in their half circle seating arrangement. Such as sections 1, 2, 3 and so on.

Day One (Monday): Teacher will stand outside the door and greet each student individually (shake their hands). Students will be asked to put their backpacks and other materials in their cubbies (students that went to Open House may know where their cubby is, others will need to be directed). Students will then be directed to the bell work once they are all sitting down. The teacher and the class will read together the quote of the day. Students will be introduced to new words if new words are in the quote and go over what the quote may mean.

Seating: students will sit at the chair with their name on at the correct color table.

Students will at this time receive an information sheet on “all about me day.” Each day during the first few weeks of class, students will bring in a bag with 3-4 items that describe themselves. We will then proceed to play get to know me games. ,

Class Contract: After students have gone over the quote of the day, students will all make a contract together and sign it. I will explain that the contract will be what rules should be followed in the classroom throughout the year and how we will abide to those rules.

Procedures: Students will learn procedures throughout the day. After they go to their cubbies students should go to the board and check what the schedule for what is going on for the day. After that, students should go and put their names under hot or cold lunch on the other side of the room. Students that are at school, should also put their names under “At School” and at the end of the day students will put their names under “At Home.” Students will also learn different

songs throughout the day such as songs when checking the weather, putting marshmallows in their mouths when they go in the hallway (and other hallway songs as well).

Students will be introduced to topics that will be talked about throughout the year.

Lining up: there will be tape on the carpet with each student's number. Students will line up by number every time class need to go line up to go into the hallway.

Students will journal at the end of each day about the book they read that day. Writing is important to fit into class each day.

Day Two (Tuesday): Greet students as they walk in and shake their hands. Students will need help getting their backpacks in their cubbies again and practicing lining up to put their names under hot and cold lunch, at their names under "At School." Students will then go sit at their tables and help the teacher read the quote of the day.

First person for "All about me" will talk about themselves.

Students will complete goals they want to achieve throughout the year.

Finishing work early: When students finish work early, they either need to read a book, finish other homework, or help other friends who are not finished yet.

Turning in papers: Students will turn in papers to one of the three bins in the back of the room. One bin for late work, one for in class work, and one for overnight homework.

Procedures will keep being practiced and taught step-by-step until students are automatically doing the procedures.

Hallway procedures for going from music, to gym, to lunch, and so on will be taught and reinforced more since more extras will be going on today.

First lessons for each subject will be introduced today in social studies, reading, science, and math.

O.T.T.E.R Time: Our Time To Enjoy Reading: Students choose a book each day, and read for 10-15 min.

Daily 5 will be introduced.

Journal

Day Three (Wednesday):

Students will continue morning routine. Quote of the day.

Procedures and rules are still to be enforced.

Second person for "All About Me" will present.

Second day of lessons will be taught.

O.T.T.E.R. Time

Daily 5

Journal

Day Four (Thursday):

Morning routine and quote of the day.

Keep practicing procedures and reminding students about the rules.

Third person for “All About Me” will talk.

Day three of lessons will be taught.

O.T.T.E.R Time

Daily 5

Students will be taking home a Thursday folder every Thursday. A “Next Week in Ms. Dehns Class” will be sent home in these folders. This sheet will inform the parents what will be going with the class the next week.

Journal

Day Five (Friday):

Continue greeting and talking about procedures and rules. Work on turning the procedures into routines.

Fourth person assigned for “All About Me” will talk.

Day four of reading, math, social studies, and science lessons.

O.T.T.E.R Time.

Daily 5

Journal

Review what was learned throughout the week, and dismiss for the weekend.

Conclusion

The classroom is a place that can be crazy, and wild or calm and smooth. Which option would you rather see in a classroom? I for one would like to see my classroom run smooth and effective. All the strategies that I have listed, will all help to keep the class in control and running as smooth as possible. The first week or so may be hectic because the students do not know the procedures yet, but with practice the students will be doing the procedures in their sleep and the class will be running as effective as it should be.

Appendix

Beginning of the year family letter example:

Dear Parents and Families,

Welcome to First Grade! My name is Ms. Dehn and I am overjoyed to be your child's teacher this coming year. It is in my best interest to give your child the best learning experience that is possible. I have many fun and exciting activities planned that will sure get the children excited to learn! Please use the Parent Handbook as a guide to what your child will be learning throughout the year. If any questions about the handbook arise or about what is being taught feel free to contact Mr. Junk (Principal) or myself. Emails and school phone number are listed below. Please only contact Mr. Junk during school hours, and emails to myself may not be sent after 9p.m. Thank you in advance for your consideration.

A little bit about myself is that I love to travel (have been to Europe—my favorite was Poland!). My all-time favorite dog is a Husky, and I hope to own one in the future, as my family grew up raising a Husky. I am originally from Minnesota, before I came to the University of Mary to pursue my bachelor's degree in Early Childhood and Special Education. Go Vikings! I am excited to meet everyone at the Open House, more information will be given then in greater detail.

School Phone Number: (701-428-7796).

My email: amdehn1@umary.edu

Mr. Junk: pjunk@bismarkschools.org

Sincerely,

Ms. Allison Dehn

End of each week letter example:

Next Week in Ms. Dehns' Class:

Monday: Gym Class! Be sure to bring your tennis shoes and appropriate gym attire.

Sally B. is the student of the week! She will be showing and sharing some characteristics about herself.

Highlight of the week: This week in language arts we are going to be talking about prefixes and how root words can be combined with other words to make a new word that means something different!

Pretest on how much students know about prefixes.

Spelling pretest.

Study spelling words for the week, they are as follows and also attached in the folder as well:

1. Ran
2. Pot
3. Ham
4. Can
5. Nap
6. Hat
7. This
8. Man
9. And
10. Cat

Tuesday: Music and Art day.

Highlight: Practice making words with a prefix in them, in a round robin activity (groups).

Wednesday: Gym class day.

Highlight: Going deeper into prefixes by filling out a prefix tree. The prefix “un” will be the main prefix, and students need to cut and paste as many as many “un” words as possible to fill the tree. Definitions of each word will be provided.

Thursday: Music day.

Highlight: Kinesthetic learners will enjoy today's prefix lesson! In short, half the class will be given a prefix card, and the other half will be given a whole word. Students have to find their match and match the cards together to make one new word!

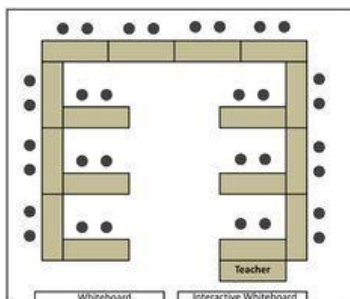
Remember to study for prefix test tomorrow!

Friday: Art day.

Spelling test.

Prefix and root words posttest.

Seating Arrangement:



Facebook Page Permission Slip:

Dear First Grade Families,

This year I have decided that in order to keep the parents up to date on current classroom events and news, I have created a class Facebook page. On this page will be pictures of projects that have been done in class, information and pictures of events attended, and reminders for upcoming events. This page will be private and be available upon requesting to be in the group. The name of this private group is Ms. Dehns' First Grade Class. If your names matches your Facebook name that you filled out below, you will be added to the group.

Students will not be allowed to enter this group, this is for parent use only. Pictures of students may be uploaded, but students will not have access to add or update information. Students' grades and private information will stay private.

Please fill out the information below and return with your student as soon as possible:

I would like to be a part of this group Y/N

I would like my student's picture uploaded onto the website: Y/N

If you circled yes on the first question and would like to keep up to date with the classroom using Facebook please fill out the information below (note this goes beyond weekly notes home):

Names of parents on Facebook: _____

Email address used for Facebook: _____

Thank You,

Ms. Allison Dehn

References

Wong, Harry. K. (2014). *The Classroom Management Book*. Mountain View, CA: Harry K. Wong Publications, Inc.

Hensley, P. (2017). *22 Tips for Teaching Students with Autism Spectrum Disorder*. Retrieved from: <http://teaching.monster.com/benefits/articles/8761-22-tips-for-teaching-students-with-autism-spectrum-disorders>.