

Classroom Management Plan

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My Philosophy

My classroom management philosophy is based on Wong and Marzano. My philosophy is centered around having rules and procedures set in place while creating a safe, friendly/respectful, and caring environment. I want to have rules and procedures in place, so students understand what is expected of them. Students will be able to create rules for the class and have the opportunity to practice the rules and procedures set in place. While having set rules and procedures in place, I want my students to feel safe and comfortable in my classroom. I plan to achieve this environment by having items such as plants, posters, books, comfy chairs, and other decorations to allow students to have a space that they can call their own. I hope that with these two aspects of my philosophy, my students will feel independent, safe, and comfortable.

Plans for First Days

I choose to do 8th grade for the purpose of this assignment

Day 1 – Layout assigned seating for students. Each desk will have a name tag for students. Greet students at the door and ask them to draw their attention to the board upfront. The board will have a bell work assignment for the students to complete. The bell ringer will ask students to answer questions about themselves. This paper will be on their desk when they come in. I will then pull up a PowerPoint about myself to introduce myself to the students. Do a couple of activities to get to know my students. Introduce students to the room and show areas of the room that they can utilize when they have work time. Go over procedures that students need to know for the first day. These procedures include:

- What to do when you enter the room
- Bathroom
- How to complete bell ringers
- How we end class
- How to behave in class

Day 2 – Greet students at the door. Have the bell ringer assignment on the front of the board for students to respond too. Go over the previous procedures from the day before. Students will then create classroom rules. This will help create a sense of independence and responsibility for students. Go over emergency procedures. Students will also have the opportunity to request items to help make the classroom space more their own. (They can request furniture items or any other items that they feel would fit. I will do my best to find these items and include them in the classroom. Each class I have can choose 1-2 items that they would like to potentially see.)

Day 3 – Greet students at the door. Have a new bell ringer for students to complete on the front board. Go over the procedures from the previous day along with the rules we created. Students will have the opportunity to review and revamp these rules if necessary. New procedures will be introduced. These will include:

- How to submit assignments online/in person
- How to behave when working in groups/individual work
- What to do when you have questions
- How to use computers in the class
- Consequences for inappropriate behaviors

Day 4 – Greet students at the door. Have bell ringer ready to go for students to respond too. Go over classroom rules and procedures again to make any last adjustments. Have the student's model/explain how to do these procedures.

Day 5 – Greet students at the door. Have a bell ringer ready to go. Have a written contract ready for students to sign. Go over rules and procedures before students sign. I will update students on items I have found to place in the classroom.

Connections to Students and Families

To connect with my students, I will make sure that I greet them at the door every day. Even if the greeting is brief it will still be an important step to get to know my students and help them feel welcome. (Wong, 2012, pg.112) I will also make sure to ask them questions to get to know them and connect with them by leaving comments on their bell ringers and the questions I have them answer the first day of school. I also hope to connect with students' families. To do this I will send a letter home to the parents. This letter will include a little bit about who I am, what is expected of their students, and what the class will consist of. The letter will also include

contact information such as my email and the school phone number in case they ever have questions. I will also include a line for parents to sign on. Along with this letter home, I will also include a short survey for parents to take. The survey will have 7 questions for parents to answer. The questions will ask about their student, their schedule (volunteering opportunities), contact information, and any concerns or comments they wish to share with me. I will also take the opportunity to connect with families by sending out any important information they would need to know by email and or by paper depending on how parents want to receive information.

What ifs.

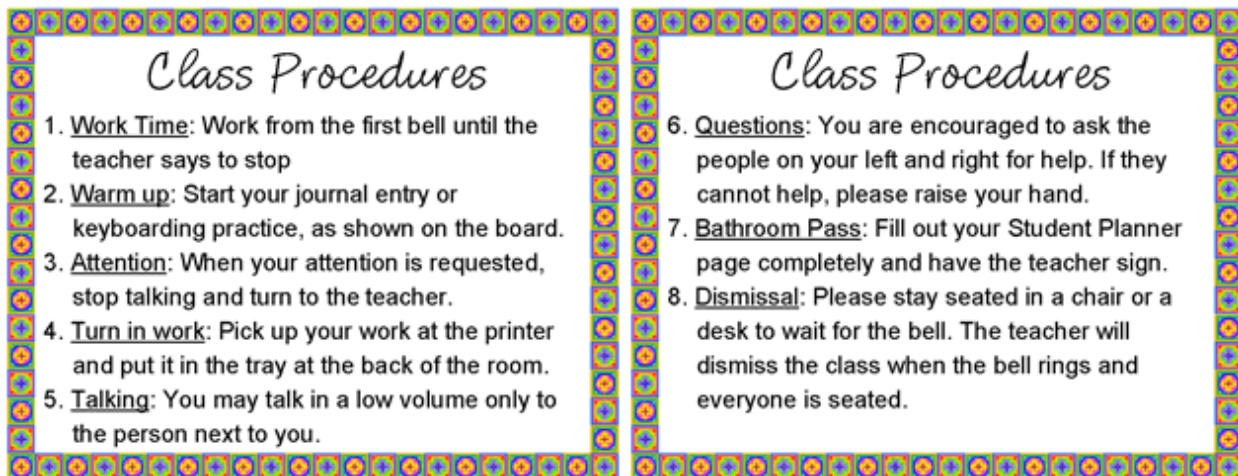
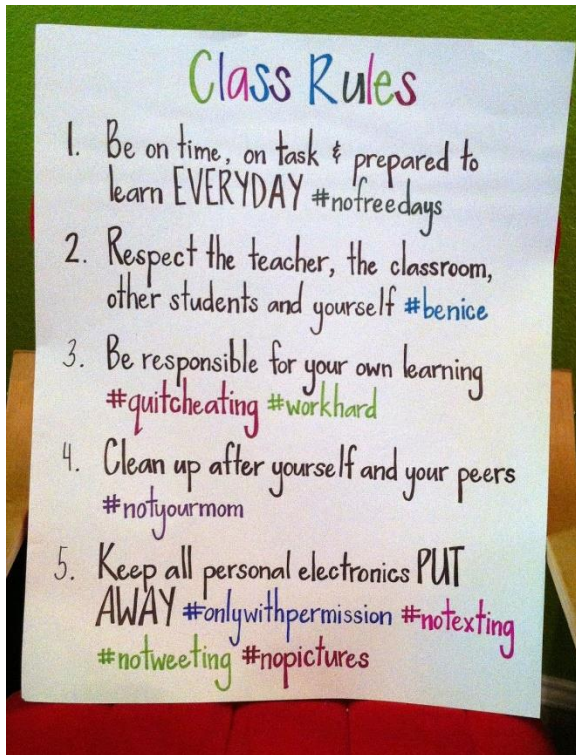
For my what-ifs, I want to address how I will handle a student who does not respond well to the rules and procedures I have in place. First, I will recognize that a student is having an issue. After discovering this issue, I will make sure to talk to them privately and ask them what they are experiencing. I will also remind them that the rules and procedures are put in place by the students and that they did sign a contract. I will make sure to address the concern the student is having and try to make sure they do not feel this way again.

Appendix

Here are some photos of **how I will implement rules and procedures in the classroom.** I want my students to feel that they are independent and responsible. Giving students the opportunity to create rules and procedures will allow them to feel independent and responsible. Marzano notes that “well-articulated rules and procedures that are negotiated with students are a critical aspect of classroom management, affecting not only the behavior of students but also their academic achievement” (Marzano, 2003, pg.17). Doing this will also allow students to work together and be respectful and friendly with each other. As a class, we will create rules that will make up our classroom contract. Marzano writes more about rules and procedures saying

that “the second step you should take relative to classroom rules and procedures is to involve students in their design.” (Marzano, 2003, pg.25). Students will be able to help me set up the rules and procedures of the classroom. I plan to spend a good amount of time on this subject with my students, so they understand what is expected of them. Having this understanding from students will help them feel comfortable in the class because they will know what they should be doing.

This set of rules will be put up in the classroom and students will sign a hard copy for me to keep. Having them sign this contract will hold them accountable for their actions. As for procedures students will be able to propose ideas to change these procedures to make them work better for the classroom. Again, this will help them to feel independent and welcome in the classroom since they will feel that they are being heard.



The **first picture is an example of what my rules would look like**. I will use a big post-it note sheet to write the final set of rules. The **second image is an example of what the procedures will look like**. After reviewing different procedures, I will add to a document like this for students to refer to. After finalizing these rules and procedures **I will create a classroom contract similar to the picture below** with all of our rules and procedures on it for students to

sign. I will hang the set of rules up in the class as well as the list of procedures so students can

Classroom Contract

I _____ agree to the following:

1. I will treat everyone and everything in the class with respect
2. I will use polite, school appropriate language.
3. I will arrive on time and follow classroom procedures.
4. I will raise my hand, when I need something
5. I will abide by school rules.
6. I will listen to my instructor.
7. I will meet my goal for this class.

My goal for this class is:

Signature _____ Date _____

Instructor Signature _____

refer back and be reminded of them.

Bell Ringer assignment: This is what students will need to look at every day when they come to class. After learning what this slide means they should be able to complete it without any problem. Once they have finished with the bell ringer, I will go over the rest of the information so it will eliminate questions such as “what are we doing?” or “what do we need to do for tomorrow?”

<p>Today Is... Date</p>	<p>This is where I put the bell ringer task for the day.</p>	<p>Friendly reminders or shout-outs go here.</p>
<p>Agenda • What we're doing today</p>		<p>Last Class: What we did yesterday Next Class: What we're doing tomorrow</p>
<p>School logo or mascot goes here</p>	<p>SWBAT (Students Will Be Able To) This is where I put the learning goal for the day.</p>	

First day/week activities:

Here are the activities we will be doing in class to get to know each other on the first day. First, I will present a PowerPoint introducing myself. Then we will do two activities so I can get to know my students.




Introduction PowerPoint – I will try to make my presentation

creative.

Interest Survey

Name _____



Answer the following questions with as much detail as possible to help your teacher learn about you.

1.) What do you like to do in your free time when you are not at school?

2.) If you could interview one person from the past and one person from now, who would it be and why?

3.) What subject (math, reading, social studies, science, writing) do you find hard? Why?

4.) What subject (math, reading, social studies, science, writing) do you find easy? Why?

5.) What helps you learn? (hands-on activities, reading, taking notes, reading aloud, etc.)

6.) Circle the ways you feel you work best.

in a quiet room	working alone	at my desk
in a noisy room	working with a partner	at a table
with some noise	working in a group	on the floor

7.) If you could learn about anything you wanted, what would you learn about?

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First Day Survey - Welcome to Mr. Harger's Class Name _____ Per. _____

HH
Welcome to my class! Sincerely hope you enjoy history, and if not, I'm here to do my best to make this year educational **AND** enjoyable. I'm an interesting teacher, in that I had 30 years with ESPN radio, years of being in a ghetto, and have published three books of articles, but that's not coming clearly.

1. **WHAT ABOUT YOU?** How interested are you in this class' subject? ____ (1-10 scale)

2. What's one thing you would tell someone about Heritage High School?

3. One thing I want to learn more about in class is _____

4. What's your favorite and least favorite thing about living here?

5. What do you think is important about learning history?

6. If you could design the perfect class, what subject would it be?

7. Someone I really look up to is _____ because _____

8. The biggest problem in the world is _____

9. Something that makes me hopeful about the world is _____

10. You're not in school, what would you choose to do today?

11. What can I do to help you be successful in this class?

12. How do you feel about group projects? With or without a contract for responsibility?

13. How do you feel about debates?

These are two examples I would potentially use as a first day bell ringer for students to complete.

This questionnaire will help me to get to know my students.



This is an activity I will use to help students get to know each other. Each table will have a Jenga game with different questions on each block. I will walk around and listen to the various answers that each student gives.

Noisemaker:

Here is an example of a noisemaker I would use to gain the attention of my students.

**Gaining student attention:**

I would also use the lights as a way to get the attention of my students along with verbal and non-verbal cues. I would use a countdown method to gain attention.

Below are other methods I would use to gain attention.

Classroom Management Secondary Style

10 Simple Attention Grabbers

1. Play a 3-5 second portion of a song
2. Ring a bell
3. Clap your hands
4. Ring a wireless doorbell
5. Make a weird sound
6. Shake a can filled with rocks
7. Lights off and on
8. Content specific call and response
"Pi is"..."3.14" or "FE is what"..."FE is
iron"
9. School name and mascot call and
response - "Rouse"..."Raiders"
10. Noise maker



Kelly Fitzgerald

Connection to families:

Below I will include the letter I send home to parents along with a survey I want them to fill out.

I decided to use a short survey for parents to help me get to know their students a little bit more as well as get contact information. I hope that by doing both of these things, it will show the parent that I want to do what is best for their child. I also hope it will show the parent that I am someone they can come to if they ever need help.

Parent Survey

Thank you for taking the time to fill out this survey. It will help me to get to know you and your student better!

1. Can you provide me with your contact information? Email or phone works well.

2. What are some strengths your student has?

3. What are some weaknesses your student has?

4. How does your child get to school every day?

5. What are some days and times that you would be available?
(Volunteering purposes)

6. Are there any concerns you wish to bring to my attention?

7. Any other further comments...



Welcome!

Dear Parents and Guardians,
 My name is Ms. Trujillo-Hanson and I would like to take this time to introduce myself as your student's government teacher at Legacy High School. This will be my first-year teaching in Bismarck public schools. I graduated from the University of Mary with a bachelor's degree in social studies education and a minor in special education. I am very excited about the opportunity to work with your child this school year as a member of the Saber community.
 I have very high expectations for all students in my classroom. Students will be held accountable for their own behavior. Each student will be expected to follow the Saber code.

Honor the Code:
 S-Sacrifice - Sacrifice for others and yourself
 A-Attitude - No matter the circumstances
 B-Belief - Believe in all possibilities
 E-Effort - Put forth 100% effort in all that you do
 R-Respect - Respect yourself, others, and the world we live in.
 Make it a great day to be a Saber!!



Students are expected to come to class each day prepared to learn with all required materials including a pencil, folder, notebook, and laptop. It is very important to inspire a sense of responsibility for each student for their education. It is my goal to prepare my students to be lifelong learners equipped to handle the challenges they face after leaving high school.

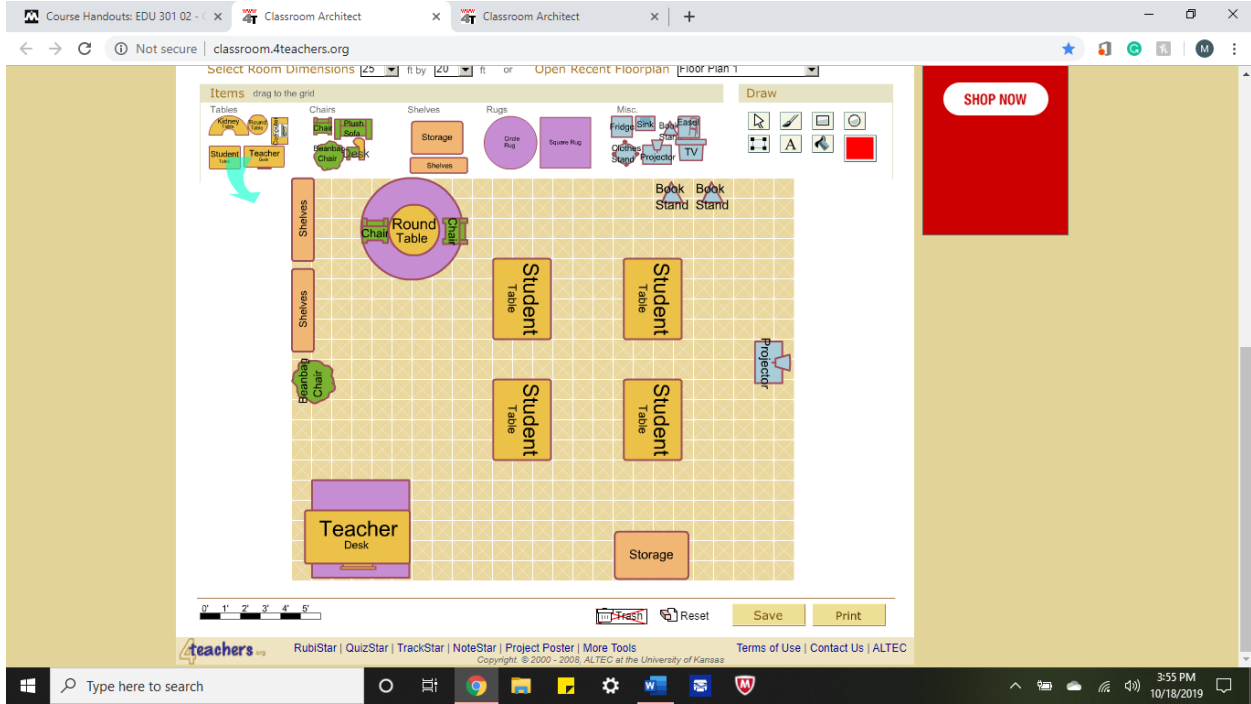
Students will be discussing topics including the amendments, government structure, voting, and current issues. I am eager to share my passion for this topic with your students this school year. Please be sure to read and sign the classroom guidelines with your child. Thank you and feel free to contact me with any questions or concerns this year. I look forward to meeting you at parent-teacher conferences on October 16th from 6:00pm-8:00pm.

Contact Info:
 Email: mltrujillohanson1@umary.edu
 School Phone Number: 701-323-4850

Sincerely,
 Ms. Trujillo-Hanson
 Signature Line: _____

Classroom set-up:

Here are some photos of how I would like my classroom to be set up. This is just a rough idea of what I would want my classroom to look like. I am not sure where I will be teaching so I have no room size or guidelines from the school to guide me. I want to have an area for students to work and feel like they have an area of their own. Below I will put more examples of what this area will look like.





These are all examples of how I could set up an area for students to work. This area will be their own and they can make it how they see fit. If they are working as a small group, they can rearrange it or students can utilize this space to work independently. Just like I have my own space with my desk I want my students to have their own space.



Another item I would like to have in the classroom are lamps. I like the idea of having lamps in the classroom to make it feel homier. I can use these lamps to create different moods in the classroom.


Here are some examples of items I would hang in the classroom.



social studies CRITICAL THINKING poster set


analyze
CHOICES

Historians examine why people made specific choices throughout history. They also analyze the costs and benefits of those decisions.




explain
CONNECTIONS

Historians find connections among people, places, and events. They look for patterns over time to connect the past, present, and future.




interpret
SOURCES

Historians examine primary and secondary sources. They interpret the information they find to draw conclusions about the past.




draw
CONCLUSIONS

Historians use information they learn, along with what they already know, to form conclusions about history. This helps them see the big ideas.



ALYSSA
+teaches




Michele Luck's Social Studies

Can you ANALYZE?

Interpret Compare Contrast Probe Scrutinize Group	ANALYZE	Organize Examine Survey Question Inspect Detect
--	---------	--

Organizing Info: SPRITE

S - Social
P - Political
R - Religious
I - Intellectual
T - Technological
E - Economic



Social Studies Key Terms: Political

Government systems or policies, political affairs, personal beliefs, organizational systems in a social structure, including levels of authority and rights or freedoms of citizens or other individuals in a society.

Social Studies Classroom Posters

History

The study of the events that have occurred over time to shape civilization, including the changes and developments for the peoples and places of the world.

Tips for Studying Social Studies #1

Actively listen and participate in your class. Be involved in discussion and process the information you are provided each day.

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Consequences:

Here are some photos of the consequences in the classroom. I will expect my students to take responsibility for their actions. I want them to be independent, but they will still face consequences if they are not acting appropriately or following the rules/procedures we have in place. I will be sure to remind students that they created these rules, so they need to be responsible.

Classroom
Bill of Rights and Responsibilities

<u>You have the right to:</u>	<u>You are responsible for:</u>
<ul style="list-style-type: none"> • Feel safe. • Be yourself. • Be treated fairly. • Express your ideas. 	<ul style="list-style-type: none"> • Respecting others. • Your own actions. • Listening to others. • Keeping the classroom neat.

Positive Consequences
An Excellent Education, School Spirit Points,
Class Awards, "Warm Fuzzies"

Negative Consequences
1st Offense - Warning
2nd Offense - Conference during Class
3rd Offense - Conference during Recess
4th Offense - Conference with Parent
5th Offense - Referral to the Office

**The discipline policy in the student agenda
will be followed strictly.*

This is another poster idea I would consider using to show students what they are responsible for and the positive/negative consequences they would receive. I would modify all the content to match my class.

THINK SHEET

DATE: _____

During _____ I made the following choice:

My choice affected my learning by: _____

My choice affected _____'s learning by:

Two other choices I could make next time are:

1. _____
2. _____

Families: Please review this think sheet with your child and sign below indicating you have discussed their choices. Students must return think sheets back the next day or there will be a loss of recess.

Student Name: _____

Parent Signature: _____

Teacher Signature: _____

PONUS RIDGE MIDDLE SCHOOL REFLECTION SHEET

Our Goal Is.....

***P**erseverance:*
Stick with it!

***R**espect:*
Treat others the way you want to be treated

***I**ntelligence:*
Learn something each day

***D**iversity:*
Be accepting of others

***E**xcellence:*
Give 100% everyday

Date _____
 Student Name _____
 TEAM: _____

Behavior(s) your teacher saw:

<input type="checkbox"/>	Disrespectful to teacher/student
<input type="checkbox"/>	Blurting out
<input type="checkbox"/>	Uncooperative
<input type="checkbox"/>	Socializing
<input type="checkbox"/>	Back talking
<input type="checkbox"/>	Distracting others
<input type="checkbox"/>	Not reading during SSR
<input type="checkbox"/>	Out of seat

Other: _____

Why do you think you are here? What behavior led to you writing this reflection sheet?

I probably did this because I.....

- | | |
|---|--|
| <input type="checkbox"/> did not want to work | <input type="checkbox"/> was confused about what to do |
| <input type="checkbox"/> wanted attention | <input type="checkbox"/> was tired/hungry/not feeling well |
| <input type="checkbox"/> wanted revenge | <input type="checkbox"/> (other reason) _____ |

My behavior was not appropriate classroom behavior because.....

One way I could have handled the situation better would have been to.....

Are you ready to join class? Yes No

Would you like to speak with the teacher about this after class?

Yes No

This would be used to help students reflect on their behavior. These forms will serve as documentation if I would ever need to use it.

References

Marzano, R. (2003). *Classroom Management that Works: Research-based strategies for every teacher*. ASCD: Alexandria, VA.

Wong, H., Wong R. (2018). *The First Days of School*, 5th ed. Harry Wong Publications, Inc.: Mountainview, CA.