

Classroom Management Plan

Alexis Wanner

University of Mary

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Classroom Management Philosophy

My Classroom Management philosophy is based upon Wong (2018) and Love and Logic (2010). Wong's use of procedures in the classroom is essential for effective use of time for student learning, growth, and exploration. Love and Logic is important for setting up the classroom environment to ensure each student knows they are respected and enhance their self-concept; while also having the power to make choices, be responsible, and be met with empathy to deliver consequences. I will use procedures and guidelines to help my classroom run consistently and efficiently for the benefit of each individual and the classroom community as a whole. Procedures will allow for routines to not only help the classroom learn and grow, but also form students to learn to work together, encourage everyone to do their best, and prepare for the real-world. My goal for encouraging a learning environment where all students are respected hinges on the ideals of student accountability. In my classroom, students will be encouraged to solve their own problems in a safe environment. I intend to encourage independence and responsibility in students which foster a positive self-concept while learning from their mistakes in a positive way.

Plan for First Days

Day One: I will be greeting my students at the door and welcoming them into my classroom (Wong, 2018). The students will each receive a playing card as they walk into the classroom, and the students will find where they sit by finding the same card as they have on one of the desks. The arrangement of my classroom will have students' desks in pods to aid them in collaborate and building a positive atmosphere for learning (See Appendix A). The agenda will be on the

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front board to allow students to see what we will be doing each day. The bell work will also be on the front board- to create a name tent and fill out the student interest survey which will be on the student's desk before they enter the classroom (See Appendix B). As class begins, I will explain the procedures of entering the classroom, bell work, quieting the class, bathroom breaks, and dismissing the class. I will also explain the necessity of respecting all persons. We will also do class introductions, starting with me introducing myself to begin to form positive, meaningful relationships with my students. I will also briefly introduce the course.

Day Two: I will reinforce the bell work, quieting the class, and dismissing the class procedures. I will introduce the procedure for using a planner to remain organized in my class. I will go over the syllabus, why my class is important, and spark interest for class and its content with the students. I also will look for student involvement in consequences within our classroom. At the end of the class, I will have students fill out an online survey to ask for the students to help make the choices for the guidelines in the classroom (Fay and Funk, 2010). (See Appendix C).

Day Three: I will reinforce the bell work, quieting the class, dismissing the class, and planner procedures. My bell work will be to give a brief pretest of math content to be able to again see where my students are at and meet them there in addition providing a good review for students as well as explaining the value of the pretest. I will teach homework procedures (how to complete homework, where and how to turn it in, what to do when homework is complete) and our emergency procedures. I will also discuss the consequences for cheating and copying homework/test/answers, as well as when it is allowed to work together and when one must work individually. I want to ensure my expectations are clear to the students for their success.

Day Four: I will reinforce the bell work, quieting the class, dismissing the class, planner, and homework procedures. I will teach the procedure about how to take notes as we begin our first

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lecture today! This lecture will incorporate a fun math activity connecting the lesson to the real world to help students see the value and importance of math in everyday life. I will also go over what our guidelines are after taking into account the input received on the online survey.

Day Five: I will reinforce the bell work, quieting the class, dismissing the class, planner, and note taking procedure. I will hand back the pretest to the students, remembering to focus on the positives through my tone to keep an uplifting outlook for the year. I will then encourage my students to have excited hope for the rest of the year and continue with my lecture from the previous day.

Connections with Students and Families

I am striving to have very open communication with families by letting them know what content is being covered, how my classroom runs, and that I am here to support and encourage their child every step of the way. Included is a letter to the families that I will send home before the school year begins to introduce myself and allow the student and their family to be acquainted with me and able to contact me if need be (See Appendix D). I also want to send an email home to one or two students' families per week simply letting the family know what great things their student is doing. My hope is that the student can be praised at home as well as at school for their hard work and achievement, building up the self-concept of the student (Fay and Funk 2010). I hope it can be a refreshing break from the seemingly always bad news that parents hear from teachers or the school as it made a huge difference for me in my school experience. To foster healthy and meaningful connections with my students I want them to know that I care about them and support them not only academically, but outside the classroom as well. I hope to attend many games, concerts, and other school events to show them my support and get to know them more earnestly.

What Ifs

As a teacher, every single day could bring new challenges. One of the main concerns I have for my classroom is students who are defiant. By growing in relationship and understanding of who each child is and what their background and daily home life is, I hope to be able to understand the countless outside factors that can lead to a student acting up in class. I want to give students who are upset the time and space to calm down and truly think through the issue at hand. I know that students in a calm mindset are capable of solve their own problems and asking for help if need be. Yet, I also want to be empathetic and understanding with my students and what struggles they have and keeping that mentality to deliver consequences if necessary (Fay and Funk, 2010). I want to model for my students the correct behavior and mindset to enhance their learning. Amidst the daily struggles and many facets that impact behavior, students want to learn the appropriate behavior and simply need a safe and structured environment to do so (Smith and Dearborn, 2016). I hope to give my students many choices and help students see they have a valuable voice in my classroom. I want them to know that we share control in the classroom, not that my students will simply listen to everything I say and are never able to ask for modifications. I also want to be in open communication with my class to know what I can do to improve understanding of content and reach more of my class by differentiating learning and promoting student-centered learning.

Conclusion

My Classroom Management Plan has been created to allow a structured atmosphere with procedures yet also positively appealing to the emotional side of every student, being there to offer choices and support to students. The procedures I have put in place as well as using Love and Logic in my classroom will allow for increased learning time for my students within a safe

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environment for growth and exploration. I want to let the mistakes made in my classroom be motivation to improve and learn valuable life skills to prepare them for the future. Through my plan for the first five days, connecting with students and families, and thinking about the “what ifs” of teaching, I hope to work to become an effective classroom manager and an effective teacher. Within my own classroom community, I hope to build up and inspire my students to become the leaders of tomorrow and to make a difference not only for themselves or their families but for the betterment of our community and for our world.

References

Fay, J. and Funk, D. (2010). *Teaching with Love and Logic: Taking control of the classroom.*

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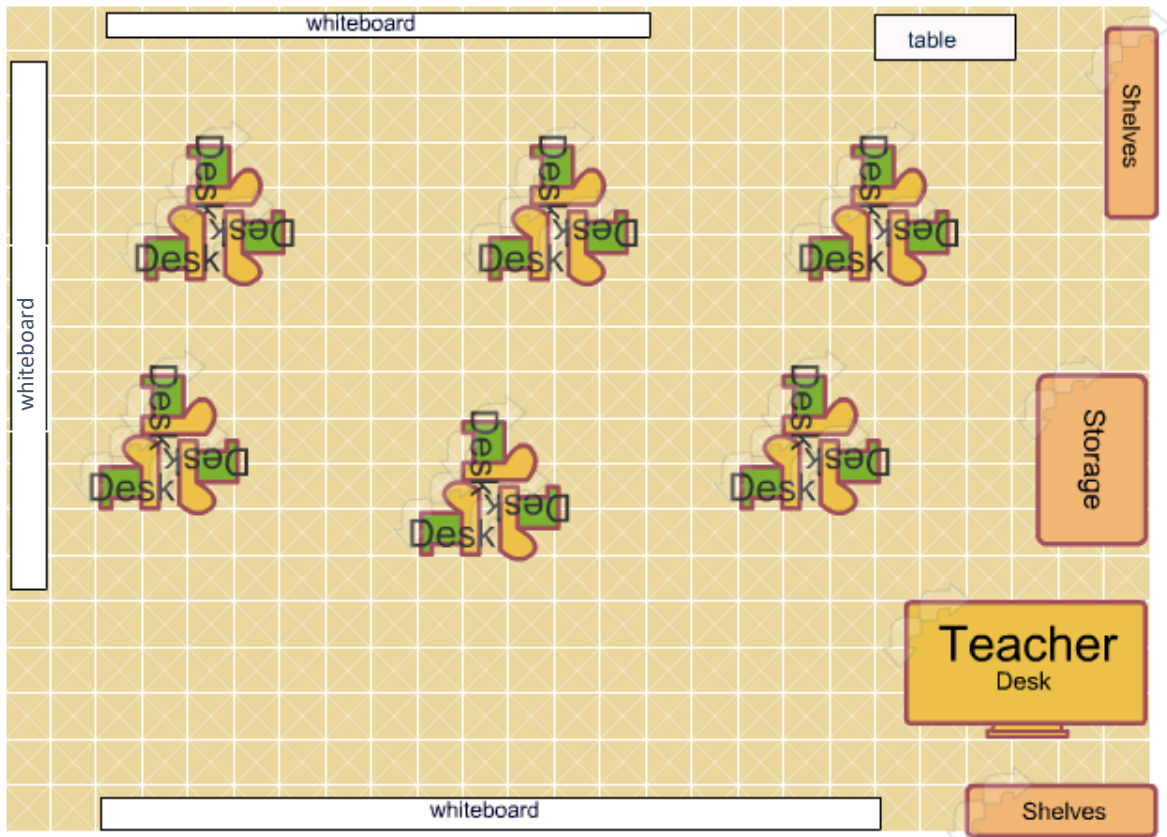
Smith, R. Dearborn, G. (2016). *Conscious Classroom Management: Unlocking the secrets of*

great teaching, 2nd ed. Conscious Teaching LLC; Fairfax, CA.

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

Mountainview, CA.

Appendix A



This will be the setup for my classroom with pods of about three desks to encourage an open space for students to learn, explore, collaborate, and grow to become the leaders of tomorrow. To begin the year, the students will start in in a randomized seating chart, but adjustments will be made depending upon student needs for success and for the class to stay on task. However, the students will get switched around so they can sit in various places around the room and be around different classmates to build our classroom atmosphere throughout the year.

Appendix B

Student Interest Survey for Ms. Wanner's Class

Name: _____

Nickname (if you have one): _____

When is your birthday? ___/___/_____

Who lives with you?

What do you like to do for fun?

Do you learn better when it is quiet or if there is noise in the classroom?

What is something that makes it hard for you to learn in the classroom?

What is something in math you want to learn more about?

What scares you about math?

What parts of math do you like or feel good at?

What do you expect from me as your teacher?

What is something you wish I knew about you?

This is my Student Interest Survey to be given to the students at the beginning of the year. It allows a space for the student to share whatever information they want to or what they think I should know about them. This also gives me a better way to grow in relationship with my students. I think it is also important to ask the students about their comfort level with math, what worries them, or what they are excited about. This helps me gauge how to best reach each student where they are at and encourage them to succeed throughout the year. This will allow me to start by building that mutual trust within my classroom right from the start of the year.

Appendix C

Sample Questions to be included on online survey for student input in Ms. Wanner's Class

1. What do you think the consequence for having your phone out in class/ using without permission should be?
 - a. One warning, then getting phone taken away for the period
 - b. Getting phone taken away for the period
 - c. Getting phone taken away for the rest of the day
2. What do you think the consequence for not turning in homework assignments should be?
 - a. Getting a 0% on the assignment

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- b. Can turn it in next day but will get 20% taken off for being late
- c. Get 20% taken off for each school day the assignment is late

This survey will allow me to give my students a voice in our classroom consequences and yet also let them recognize that one must take responsibility for their actions. I hope that through offering choices that I support I can encourage them to choose what is best for the class as a whole.

Appendix D

August 1,

20xx

Dear Families,

Welcome to the 20xx-20xx school year! My name is Ms. Alexis Wanner and I will be your son or daughter's math teacher this school year. I am looking forward to a successful year of learning and growth. I would love to share a little about myself with you all. I grew up in Fargo, ND and am the oldest of seven children. I graduated from Shanley High School in 2018. I then attended the University of Mary in Bismarck, ND and received a

bachelor's degree in mathematics education in 2022. I really enjoy making and listening to music, sports (especially the NDSU Bison and Pittsburgh Steelers), and spending time with my friends and family.

This is my first year teaching at X High School, but I am excited to get to know your child this year and to help them as best I can to learn about math. In my classroom I hope to inspire my class to dare to explore the world of mathematics and to find the incredible applications of math to our real-world, daily life experiences while modeling how to be responsible, independent, and resilient. I hope to find ways to encourage and aid all students to do their very best and learn not only the mathematical content but also learn to problem solve, think critically, collaborate, and adapt in our modern world to succeed in whatever your child decides to pursue.

As I hope to continue to get to know you and your child this year, I would appreciate if you could send me an email with the following information: you and your child's names, phone numbers, email, and any additional information that would be helpful to your child's success this year. This can include strengths, weaknesses, pertinent medical information/allergies, etc. My email address is below. Please let me know if you ever have any questions or concerns for me during this upcoming school year. This school year is going to be wonderful and I am so excited to get to know your student and I look forward to meeting you.

Sincerely,

Ms. Alexis Wanner

amwanner@xschool.edu

This is a sample of a letter home to the families of my students in preparation for the school year, introducing myself and starting to build connections of trust with my students and their families.