

Classroom Management Plan

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Behind every successful classroom is a strong, prepared teacher. On the outside, the profession of teaching may seem very easy, but this is certainly not the case. Teachers and educators do not receive nearly enough credit than they deserve, but that does not matter. All that matters is the fact that teachers love what they do, and are good at what they do no matter what others think. This being said, in order to be a successful teacher, one must work extremely hard and be prepared for many different situations. A graduate student cannot simply walk into their new classroom on the first day without a classroom management plan of action and expect things to run smoothly. Rather, a teacher must prepare several aspects of their classroom in advance of the first day of school. A classroom management plan consists of a myriad of topics, but I shall focus on just a few specifics in the following pages. For example, the plan should include an outlook for the first few days of school, how to connect with students and their families, possible alternate strategies to have in action, and other information such as seating charts, letters to the students and parents, a procedure outline, and much more. Before any of that, however, every teacher must have a philosophy; my teaching philosophy is given below.

I strongly believe in a sense of community and equality among all persons in my classroom. My goal is to have my students to consider my class a safe place, and know that they are respected so long as they reciprocate respect to all. To attain a friendly and respectful atmosphere, I will provide my students with frequent partner and group work, enabling them to communicate and collaborate with one another respectfully. This will also promote participation and engagement. In addition, I want my students to feel safe and comfortable around me as a teacher, and be willing to create appropriate bonds with me. Much of my classroom management philosophy is drawn from Harry Wong, Marzano, and love and logic.

First impressions are key in any relationship or acquaintance including a classroom setting. Therefore, the first few days are crucial for every teacher. To ensure success, teachers must create and implement a plan for how the first few days of class are going to operate. I drew on Harry Wong's *The Classroom Management Book* when considering my own plan for the first days in my class. First and foremost, I plan to teach in the high school setting, which requires a different plan for the beginning of the year than elementary school. One strategy I wish to implement in my class is to stand outside the door when the students walk into class and greet each of them individually. By doing this, the students will feel welcomed and comfortable being in my class. I plan to do this not only on the first day of class; I will greet the students outside of the door every day that I possibly can. Another daily occurrence I plan to implement is bell-work. Bell-work is a great way for students to come into class focused and ready to work. Each day, I will write something on the board for the students to answer, question, expand, etc. I will write instructions each day such as 'turn bell-work in at the end of class,' 'discuss this with your neighbors,' 'keep bell-work for future work,' etc. On the first day of class, I will explain the procedures for bell-work to my students, and allow for any questions they may have. The first day of class will most likely have bell-work that asks something like, "What is your favorite subject? How do you feel about English class? What are you hoping to learn this year?" Subsequent days will have questions relating to the material we are discussing in class. On the first day of class, I will also introduce myself to the students, and give them the opportunity to introduce themselves to each other. I will also have them do an ice-breaker activity to get to know their classmates, which I will also participate in to make the students feel more welcome and comfortable with me as their teacher. Another important aspect of the first day will be the name cards I will ask the students to create in order for me to learn their names. I will have each

student create a name tent for their desk and have them put up this tent for the first few weeks of school. It is very important to me to know all of my student's names; this is the first step to creating meaningful and trustworthy relationships with students. The second day of school will be similar to the first; I will give the students a bell work question and reinforce the procedures that go along with it, and answer any questions they may have. I will also hand out copies of the syllabus on the second day of class and review it with the students. The syllabus will include my grading policy, cell phone policy, contact information, and more. Again, I will answer any questions the students may have. I will also go over the student's names on the second day because I intend to learn each of them. The third day of school will most likely consist of me providing my students information and tips on how to be successful in my class and other classes as well; in other words, I will attempt to help my students form a plan of organization in school. I will also be going over any procedures or topics that we failed to cover on the second day of school. Like the previous two days, I will also be reciting names and giving a bell work assignment. The fourth day will also consist of bell work and reciting names. However, this will be where the actual class material comes into play. I will create a pre-test for the students to complete in order to see where their strengths and weaknesses are; this way, I will be better able to prepare my lesson plans. I will explain to them that this is not a graded test; it is merely an indication for me to see how I should teach. The fifth day of school will start as the previous ones have with bell work and names. If it is a Friday, I will most likely start class with an appropriate funny clip or video on the board after bell work in order to get the students smiling and ready to learn. This is also the day where we will begin our first unit, most likely. I will introduce the topic we will be learning about, and introduce the topic with some sort of fun activity sheet or group work. I will also make sure to tell the students to have a wonderful

weekend, and let them know that I am excited to be their teacher and excited to spend the year with them.

Connecting with students and their families is an essential part of being a successful teacher. Not only do teachers have to have relationships with their students, they have to form bonds with their parents as well. I hope to have as positive of relationships as I can with my students and their families. First of all, I will provide my students with my contact information on the first few days of school; I will give them my e-mail address and my school phone number, and also let them know when it is acceptable to physically come to my classroom for questions or concerns. As far as parental communication goes, I plan to send an e-mail to each guardian within the first week of school. In this e-mail, I will provide the same contact information as I gave the students. I will also let them know that I am excited to be working with their children this school year, and assure them that they can come to me with any questions or concerns they may have. I will also give parents the option of scheduling a time to meet with me face-to-face if they wish to do so. Along with that, I will encourage parents to volunteer in the class as needed, and invite them to make occasional visits if they wish to do so. As for the rest of the year, I plan to continue to stay in touch with guardians. I will frequently make calls to them letting them know that their child is performing excellently in class, and also inform them if their student is struggling.

As far as my school building's philosophy of classroom management goes, I obviously plan to follow the expected procedures of my superiors to the best of my ability. However, if I see an opportunity for change or improvement in the building's classroom management, I will look for an opportunity to put forth any ideas that could possibly benefit the school. If I find that my classroom runs more smoothly under management that differs from the building

expectations, then I will try to speak to my superiors to try to work something out. In the end, the most important thing is a classroom environment that helps the students learn most successfully. Further, the building will most likely have a set of rules and procedures dealing with discipline. Again, I will try my hardest to stick to the school's policies, but I will offer changes if I see they are necessary. Much of my disciplinary strategy comes from love and logic. Obviously, every teacher faces students who display inappropriate behaviors, to which I will attempt to stop. For example, I will utilize love and logic's concept of delayed consequences. Instead of instantly administering a consequence to an inappropriate behavior, I will let the student know that I will talk to them about their behavior later. This is beneficial insofar as it avoids publicly humiliating the child, and they will most likely stop the behavior because they are wondering what the consequence will be later. I will also create meaningful bonds with my students in order to avert their bad behaviors. By growing close to a student and gaining their respect, they are much more likely to listen. On the other hand, if a student does not like their teacher, they are very likely to ignore their punishments or warnings. If a student acts out, a close teacher can ask them to fix their behavior and they will most likely listen.

### **Appendix:**

For my seating chart, I plan to have a cluster lay out. This means that I will have three to four desks grouped in a cluster; the number of clusters will depend on the population of the classroom. None of the students in the clusters will have their backs facing me; rather, they will all be seated forward or sideways and in clear view of the board at the front of the room. Also, clusters encourage teamwork and relationship building among the students in the class. Rather than everyone being isolated in their own tiny desk space, all of the students will be around multiple other students. This will especially make group work easier. Also, I plan to switch up

who is sitting at each desk approximately once a month. This will ensure that the students create bonds with several of their classmates and not just a few of them. Also, this set up will be beneficial to me insofar as it will give me room to walk around the classroom both while I am teaching and during group or individual work time.

I have also included my cell phone policy in this section of this paper, which goes as follows:

“Cell phones or electronic devices have a special home in my classroom: the phone cubby. You are welcome to place your phone in the phone cubby at the beginning of class and retrieve it at the end of class if you are worried it will distract you or will become an issue. However, you may choose to keep these devices in your backpack if you agree to refrain from using it during class. If I do see a phone out when it is not permissible, I will simply ask you to put it in the cubby! (:”

I will provide a hanging shoe cubby for cell phones to be placed in at the front of the room.

Above the cubby, I will have a decorative sign saying “Phone Cubby.” As I stated above, I will give the students the choice whether they have their phones in the cubby or in their backpacks, but if a phone is out when it is not supposed to be out, I will simply ask the student to put their phone in the cubby. If they refuse to do so, I will resort to my disciplinary strategies from love and logic and offer consequences in the near future.

Another important topic to discuss in this section is how students will hand in papers, and get them back, respectively. First of all, I will have flat paper trays for each class period stacked on top of one another on one side of a designated space. Above this stack will be a sign saying “Not Graded” Next to this, I will have another stack of trays identical to the other stack, but this one will say “Graded” above it. This way, students will know that any assignments they have that

need to be graded will be turned into the “Not Graded” stack and will place them there for me to grade. The other stack will be composed of papers I have graded and are ready for the students to pick up. Obviously, I will not put graded tests and papers written by students in these trays; the tray will have small assignments such as worksheets, group work, etc. I will hand back graded tests and papers by hand to each of my students in order to avoid embarrassment or students comparing grades.

Overall, there are many more things that I will be doing in order to prepare my classroom and my students for success. Teaching is a job that demands a large load of work and preparation, but I believe I am ready for it. This classroom management plan will help me to start putting my classroom together which will be very helpful in the future. I will continue to read and utilize Wong’s book, *Love and Logic*, and any other sources I can find in order to ensure success in my future career.



Works Cited

Ruddell, M. P. (2011). *Love and logic: influence on teacher-student relationships and classroom climate*.

Wong, H. K., Wong, R. T., Jondahl, S. F., & Ferguson, O. F. (2014). *The Classroom management book*. Mountain View, CA: Harry K. Wong Publications.

