

Classroom Management Plan

Meredith Friedrichsen

University of Mary

When thinking about the concept of Classroom Management it is often thought of as something that is so simple and doesn't take much thought or time. However, after learning more about the topic of how to manage a classroom I can confidently say that I have quite a few thoughts and ideas about how I am going to manage my future classroom. Upon reading the text, *Conscious Discipline* by Dr. Becky Baily, I have thought about and created my classroom management philosophy that I will implement in my classroom to provide the best learning environment that sets the standards for my students as well as myself.

### **Classroom Management Philosophy**

My classroom management philosophy is based on conscious discipline and how it is portrayed in the classroom. Is based mostly on Marzano's Love and Logic. Marzano's Love and Logic helps teachers to help their students know that making it through tough situations is always an option. Marzano is all about keeping students engaged whether that be through games, friendly controversy, questioning, or even through something as simple as the tone of your voice. This is always where rules, procedures, and discipline come into play and what these certain topics will look like to students.

One thing that I would also like to see in my classroom is being able to either maintain or enhance a student's self-concept. I also think Love and Logic are important in the classroom because Marzano talks about teachers recognizing their mistakes and owning up to them. It takes a lot of courage to own up to a wrong you have committed, especially as a teacher and needing to own up to a mistake that was made as a teacher shows a lot of courage and shows the students that it's important to be able to own up to your mistakes and that showing you were wrong to a group full of teenagers isn't the end of the world.

**First 5 Days**

In order for my classroom management strategies to go as planned throughout the course of the year, it is important for these strategies, or procedures, to be implemented within the first five days of school. These days are where procedures are taught, rehearsed, and reinforced. With procedures, it is important to never waver on your procedures or rules and to stick with them until the very end of the year. If something doesn't work out, assess it, and see what else could be done. During this time, it is important for students to learn how to walk into the classroom, where to sit, where to put their homework every day, how attendance is taken, etc.

When students arrive on the first day, I will stand outside of the classroom, making it my goal to introduce myself to every student individually. As the students enter they will find a seat with their table tent on the desk and sit. When the bell rings I will ask the students to look at the board and read the 'agenda.' I will then explain that the agenda will be on the board every day for students to read so the students know what they will be going over in that class period as well as the pages that need to be read either at the beginning of class or for homework for the next day. There would also be a bell ringer that students will be asked to answer within the agenda which will mostly consist of a question about the content from the day before. Once they have completed the "bell ringer" the question would be open for class discussion. On the first day, the agenda would include a "get to know me" game of some sort or an "ice breaker" to get the students talking and help me to gauge the dynamic of my class. I will also explain to the students that as soon as they walk in the agenda should be the first thing they look at and the time before the bell rings would be the time they have to either read the pages they were given in the agenda or time for completing the "bell ringer."

After the “bell ringer,” I will then walk through with the students how to walk into the classroom, where to turn in their assignments from the night before, where to get assignments if they were absent, and where to put their late assignments. Students will then be provided a hard copy of the homework policy provided below. Included in the policy is what assignments will be assigned on what day, what the daily assignments entail, and what the options for extra credit are.

## US History Homework Policy

Dear Students,

Although homework may be annoying, it is a wonderful way to re-enforce skills as well as keep you knowledgeable about what we will be learning in class.

### **Daily Assignments**

Daily assignments will be assigned at the beginning of class. It will be put into the agenda that will be written on the board every day before class starts. Students will be taught to look at the agenda every day at the beginning of the school year to gain a routine and to keep from the questions, “what is the assignment for the day?,” “what are we doing today?,” and “do we have homework tonight?”

On **Mondays and Wednesdays**, students will be assigned a short reading assignment. From that reading assignment, students will produce two questions about what they read and why they think that it’s important. This assignment should only take 30 minutes of your time and students will be given time, if possible, during class to work on and possibly finish this assignment so it doesn’t interfere with after-school activities.

On **Tuesdays and Thursday’s** students will be given a three-question short answer worksheet about what they learned in class, what they will learn in the next class, why it is important, and how the material we learned affects us in our world today. This assignment should take no more than 45 minutes to 1 hour and like the reading assignment, if possible, students will be able to work on this assignment during class if time allows.

On **Fridays**, students have no homework. Fridays are discussion days about what was learned during the week and what is to be expected within the following week. Students will not have any take-home assignments these days. The weekends are your time to relax and be with your family. Enjoy it!

### **Extra Credit**

Although I do not give a lot of opportunities for extra credit, I do believe that extra credit is still a particularly valuable tool for students and can be beneficial in the excelling of a student's learning. If students are falling behind in class and would like an opportunity for extra credit, all they would need to do is look back at the homework policy and do one of the three options for extra credit and the deadlines for these assignments:

- 3-4 Page paper on a significant figure in history – **Deadline: September 29th**
  - Who is your person?
  - What is their time period?
  - Why are they significant?
  - How did they impact us today?
- A small oral presentation that they would present to me and only me about a significant event in history. – **Deadline: December 15th**
  - What is the event?
  - What are the causes and effects?
  - What surprised you about the event?
- 20 question open book open note history worksheet that will be done in class during a time scheduled with the teacher. – **Deadline March 23rd**

Students **may not** use the same extra credit assignment twice and are only allowed these three extra credit opportunities throughout the course of the school year. Students are to meet the deadlines given and if deadline is not met assignment will not be counted for extra credit.

### **Late Work**

Late work is not accepted in this class. Students are expected to turn in assignments on time on the day that they are due. If students are struggling or have any personal issues that interfere with completing said work, all that is asked is that they communicate that with me, and we can work together to figure it out. I want students to succeed and sometimes it can't be done alone.

If students do not communicate with me about late work and an assignment is turned in late, students will receive half off on the assignment if turned in one day after it was due. If assignment is turned in any later than that, students will receive a zero.

### **Grading System**

On discussion days students will be rated on a 1-to-5-star scale regarding their participation:

**5 Stars:** Excellent work. Student was prepared, knew the material, and was ready to contribute to the discussion.

**4 Stars:** Exceptionally decent work. Students showed evidence of preparedness and join in some level of discussion.

**3 Stars:** Average work. Student showed expected level of preparedness through their participation and work quality.

**2 Stars:** Below average. Student showed little evidence of preparedness, participated minimally, or provided no original thoughts to the discussion.

**1 Star:** Poor work. The student showed no level of preparedness and showed no interest or participation in the subject at hand.

For the two questions and the worksheets students will be graded not only on completion, but also the quality of the work. Students are expected to show their knowledge of the material, but also original thoughts and ideas and to why certain events within the material happened the way they did.

Students will then be notified of how attendance will be taken. The table tents on students' desks at the beginning of the class are the way attendance will be taken. As students walk in their table tents will be on a table right next to the door and students are to pick up their table tents and then go to their seat. The table tents that are left are how I would determine who's in class and who is absent. On the first day of school, I will also go over what is expected of students, such as, turning in homework on time, grading of late work, etc. Students will also be talked to about respect in the classroom, as well as communication with me if there are personal issues that conflict with the task of getting assignments or projects done. I will also communicate with the students that my care for them goes beyond my classroom, if they are struggling in other classes, it is made known that they can come to me for extra help in other classes as well.

On the second day there would be reinforcement and rehearsal of the procedures learned on the first day. Picking up their name tent when they walk in, looking at the agenda to see what will be looked over in class, as well as the "bell ringer" for the day. After the "bell ringer" I will then lead the students into a pre-assessment to gain a better understanding of where each student is at in the subject. Within the pre-assessment there will be simple questions about the material that will be taught throughout the course in the future, but this will be change in order for me to gauge where each student is at academically and to gauge how to better instruct each individual student. Students will then be provided with a letter to take home to parents, stating who I am as

a teacher, what my qualifications are, what my intentions are for the school year and the diverse ways that I can be contacted if there are any questions or concerns.

On the third day, it will begin like the first two days. I will be ready at the door, students pick up name tents when they walk, look at the agenda, and do the “bell ringer.” On the third day is where students will learn to do the daily reading assignment which would be in the agenda and includes asking students to read the pages they are given from their book to get an idea of the material that they will be going over in class. While they read students will be asked to write down two questions they have and a comment they would like to make on the material. The students will have the first ten minutes of class to complete the daily reading assignment and when the time is up students will discuss as a large group their questions and their comments.

The fourth and fifth day will then be a repeat of the third day. Students are greeted at the door, reminded to pick up their name tents, turn in the assignment from the night before, then look at the agenda for the “bell ringer,” and the daily reading assignment. After weekends, the “bell ringer” would look a little different, and students will just be asked about their weekend after they have completed the daily reading assignment. This is an effective way to show an interest in the students’ personal lives, but also a way to continue to get to know them and establish a relationship with them throughout the school year.

### **Establishing the School Family**

Establishing the school family is a key part in the building of the relationship and educational atmosphere. To start off with the building of the school family, on the first day of school students will be given a letter of to their parents about who I am as a teacher, where I come from, what my background is, what the goals and expectations are for the year, as well as

my school contact information so parents have the material they need to reach out to me with any questions or concerns they may have. An example of this letter is provided below.

Dear Parent or Guardian,

Hello! My name is Ms. Meredith Friedrichsen, and I will be your student's US History teacher. I'm originally from Aberdeen, South Dakota and I graduated from the University of Mary with a bachelor's degree in Social Studies Education and minor in History.

I have been teaching this class for several years now and I can't wait to teach this class for many more years to come. I am so excited to meet you and your student, and my hope is for our continued communication to help your student to learn and grow.

Within my classroom, however, there are still some rules that need to be abided by, by your student. On the first day of school, your student signed a contract promising to abide by these rules throughout the entirety of the school year which I keep until the end of the year as a way to hold your student accountable if they were to break these rules.

**These are the 5 Rules of the Classroom:**

- 1. Be respectful to yourself and those around you.**
- 2. No talking out of turn.**
- 3. Have your homework done on time for class.**
- 4. No cell phones.**
- 5. No food in the classroom.**

We have a wonderful year ahead of us! We'll be reviewing a lot, learning even more, and of course having a bunch of fun along the way. Students will be filled with new independence and ever-increasing abilities.

I strongly believe that family involvement is extremely important to be successful in the classroom. Thank you in advance for taking the time to read this letter and I look forward to getting to know you and collaborating with you throughout the year. Please feel free to contact me with any questions or concerns and I hope to see you at the Open House.

Sincerely,

Ms. Meredith Friedrichsen

Have Questions? Contact Me!

School Email: (School Email)

School Phone: (School Phone Number)



To further strengthen the school family, I would invite students' families to the classroom for an open house to meet me personally and to meet some of the other parents of another student as well. After this I would like to have little meetings with students' families throughout the school as just a way to connect with them more as well as a way to connect with the student in a setting that is more personable and in a way where I can gauge where the student is at in the class.

### **Establishing the Classroom Family**

As a way of establishing the classroom family, the relationship with students is such an important part. In order to begin to establish this family it is important to show an interest in students' personal lives. This can go as far as asking how their weekend was, how their football game was, or asking what their favorite color is. It is important for the students to feel as though they are cared for and in return students will be able to show care for others. With this I also have an idea of student's doing turn and talks with each other about what they think about various parts of the material that is being taught or doing turn and talks with someone they have never talked to before and asking them about the material or getting to know each other through talking about favorite hobbies, colors, food, etc.

With this the morning "bell ringer" could also come into play when trying to establish the classroom family. After finishing the "bell ringer" I would collect what the students wrote down as another way of attendance or participation, but also as a way to get to know the students better, and also to make what is being taught more personal to the student as a way to better engage them and help them to better understand the material.

### **Assess Then Reinforce**

When it comes to certain procedures or methods that fall through or fail, it is important for teachers to understand that failure shouldn't define the school year, or the teacher. If something falls through, it's important to take a second and think, "Okay, something didn't work, how am I going to fix it?" Not all procedures or rules are going to work, and that's okay, it just needs to be assessed, changed, and then reinforced. It is also important to take into consideration that if something fails, don't take it out on the students. It's not the student's fault it's the one who implemented the procedure or the rules' fault, and the one who implemented it, needs to take responsibility for it. If it is going to be taught that students need to be in charge of their own learning, then it needs to be the same for the instructor.

### **Conclusion**

In conclusion, classroom management is more than designing a classroom or making a seating chart. It is about creating an effective plan that is unique to each person's classroom environment. It helps to understand how to better engage students, create a classroom family as well as build relationships between families, and to help in the flourishing of students' academic and personal lives. Classroom management works to properly implement rules and procedures, while also teaching different methods for first-year teachers to use in the classroom setting and to better help them settle into the educational environment.

References

Balley, B. (2014). *Conscious Discipline: Building Resilient Classrooms*. Loving Guidance Inc.

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

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

Wong, H. and Wong, R. (2013). *The Classroom Management Book*. Harry Wong Publications, Inc: Mountainview, CA