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Classroom Management Plan: My First Classroom

My classroom management philosophy is based upon forming students into confident, respectful, and creative learners by establishing a relationship with the student that motivates and encourages a love of self and learning. I have a desire to create a safe and friendly environment that allows students to embrace who they are as a person and I think in order to accomplish this I need to form a relationship with them that will foster growth. The students in my classroom will build on their strengths and learn from their weaknesses. Students in this classroom will be shown empathy for their actions and will be able to own up to their behavior and know they are capable of being a great learner. I believe a teacher is there to guide the students to become who they are called to be by creating an environment that fosters respect of self and others, confidence, and dignity in all people. Through engaging the parents in the child's education and using the Love and Logic approach, this will instill a desire for learning in the child by helping them see what they are capable of and giving them the confidence to be formed into who they are called to be (Fay, Funk 2010).

Plan for the First Days

At the beginning of the school year it is very important to have a plan for procedures and expectations and to rehearse these for the first week, if not more, in the classroom. Without a plan written down, the students may struggle in the class and it will not be an environment conducive to learning. My plan is to start right on the first day with procedures and expectations,

even before they get into the classroom. By using the create, implement, and assess strategy, I will be able to teach, rehearse, and reinforce my procedures and expectation to the class (Wong 2014). I want to be able to start the first day by giving the students responsibility for their actions and teach them the importance of owning up to their behavior. As stated in the first chapter of *Teaching with Love and Logic*, “The bottom line is: students at our school are more responsible now. Love and Logic enables us to hold kids to higher standards of behavior” (Fay, Funk 2010). Below, is a list of procedures I would like to teach on my first five days of teaching in a classroom.

Day 1

Classroom Management

1. Lining Up

- a. Teach students how to line up in the hallway and lead them to their cubbies to put their things away.
- b. Before leaving the classroom students will line up starting at the edge of the carpet and will wait for the teacher to lead them to their next class/activity.
- c. Students will stay in this line when walking through the hall and will keep hands to themselves.

2. Backpacks and Cubbies

- a. Teach the students how to put their things in their cubbies and where to hang up their backpacks.
- b. Explain to the students that their backpacks will stay in their cubbies outside of the classroom until the end of the day or when the teacher says otherwise.

3. Hallway

- a. Teach students that they must be quiet in the hallway so to not disturb any of the other classes.

4. Walking into the class

- a. Teach students that when they enter the classroom it is time to learn and to be respectful to their selves and others.
- b. Teach students that they may enter the classroom when all of their stuff is hung up first in their cubbies.

5. Bellwork

- a. Teach students that every morning when they enter the class their will be an activity waiting for them at their table for them to work on alone or together with others at their table.
- b. They will work on this until the morning announcements.

6. Seating Assignment- (see appendix A)

- a. Demonstrate to students how they will walk in and right by the door is a seating list and magnets with their names on them. They may stick their magnet where they want to sit for the day and may not change it throughout the day.
- b. Students will also have square spots on the carpet and the teacher will assign these each week.
- c. The classroom is flexible seating and the students will create rules together on what they believe to be appropriate behavior with where they are sitting.

7. Attendance

- a. Teacher will take attendance while students are working on their bellwork and also ask what they want for lunch.

8. Bathroom Passes

- a. Students will hold up two fingers when they need to use the bathroom and will wait quietly until the teacher dismisses them.
- b. They will take the bathroom pass hanging on by the door and put it in their spot until they get back.
- c. The students may not interrupt the teacher but may ask without talking.

9. Go over Classroom Rules (See appendix B)

- a. Students will respect their self, and others by helping others, working silently, taking care of their things, cleaning up after themselves, working as a team to grow their minds together.
- b. Students will follow directions quickly.
- c. Students will raise their hand when they wish to speak.
- d. Students will own up to their actions by telling the truth and doing their best on the work they are given.
- e. Voices will be at a level determined by the teacher and will be on the board for students to see.

10. Dismissal and Sentence Writing

- a. Students will write at least two sentences in their daily folder before they can be dismissed at the end of the day.
- b. Student will take home their daily folder every day to show their parents what they did that day.

Instructional Program

- Ice Breaker Activity
- Teacher Introduction
- Timed test (math)
- Silent reading
- Write expectations with class
- Go over fist day packet
- Write about something you are interested in
- About me cards (see appendix C)
- Daily Closing Message

Day 2

1. Review/ Reinforce Procedures

- a. Lining Up
- b. Backpacks and Cubbies
- c. Hallway
- d. Bellwork
- e. Seating Assignment
- f. Attendance
- g. Bathroom Passes
- h. Classroom Rules
- i. Dismissal and Sentence Writing

2. Dojo Points

- a. This will be used to motivate good behavior in the classroom by giving points to students when they follow directions/rules/procedures.
- b. Explain to students that when they get a certain amount of points they get a prize.
- c. This website also allows the teacher to keep in contact with the parents throughout the day. The parents can contact the teacher for any information about their child and the teacher can send out messages to the parents to inform them what the students did that day, important information, or if there are resources the students can use at home. (<https://www.classdojo.com>)

3. Turning in Work/Notes

- a. Teach students to turn in notes at the beginning of the school day in order for the teacher to get the information right away.
- b. Teach students where to put their work when they are finished. Each student will have a folder in the classroom and they will put their finished work in and by the end of the week it will go into their daily folder to go home.

4. Reading Rounds

- a. Students are assigned to reading rounds every morning and will follow the schedule the teacher has made.

Instructional Program

- Morning meeting
- One student sharing card
- Math, Lesson 1
- Snack Time and out loud reading
- Continue writing about what I am interested in
- Daily Closing Message

Day 3

Classroom Management**1. Review/ Reinforce Procedures**

- a. Bellwork
- b. Seating Assignment
- c. Bathroom Passes
- d. Classroom Rules

- e. Dismissal and Sentence Writing
 - f. Dojo Points
 - g. Turning in Work
 - h. Reading Rounds
- 2. Morning Meeting- Daily Schedule (see appendix D)**
 - a. Students will come and sit in their square spot and discuss what they will be doing for the day and how their week is going.
 - b. Show students the daily schedule board and where they can see what they will be doing for the day.
 - 3. Responses**
 - a. Teach students responses to get their attention
 - i. Class-Yes
 - ii. Hand and Eyes
 - 4. Unfinished Work**
 - a. Teach students to put their unfinished work into another folder that they can go into when the class is working on finishers at the end of the week.
 - b. This includes all work that is unfinished.
 - 5. Popsicle Sticks**
 - a. When picking partners or any reason the teacher sees fit, the teacher will pick popsicle sticks with student's names on them. This will allow students to meet other people and grow together as a class.

Instructional Program

- Morning Meeting
- Reading Rounds
- Snack and read aloud
- Math, Lesson 2
- Sharing student card
- Share writings on what I am interested in as a class
- Daily Closing Message

Day 4

Classroom Management

- 1. Review/ Reinforce Procedure**
 - a. Responses
 - b. Unfinished Work
 - c. Daily Schedule
 - d. Seating Assignment
 - e. Bathroom Passes
 - f. Dojo Points
- 2. Walking to other classes**
 - a. Teach students how to walk to their other classes and that they need to follow the teacher and then wait for the teacher to come and pick them up.

3. Sharpening Pencils

- a. Students will have two pencils for the week and will ask the teacher if they can sharpen their pencil.

4. Transitions

- a. Teach students that when transitioning to the next activity they must follow directions quickly and may get dojo points if they listen and do it correctly.
- b. Introduce the timer to students and explain that this will be used at times to help get them moving to the next activity.
- c. Explain to the students that the teacher will ring the bell when it is time to transition to a new activity.

5. School Emergency Procedures

- a. Teach students school procedures for fires, safety precautions, etc.

Instructional Program

- Morning Meeting
- Reading Rounds
- Snack and read aloud
- Math, Lesson 2
- Sharing student card
- Unit 1, Opener (literature)
- Daily Closing Message

Day 5

Classroom Management**1. Review/ Reinforce Procedure**

- a. Morning Meeting
- b. Seating assignment
- c. Attendance
- d. Transitions

2. What do I do next?

- a. Create a poster with students that show at least three things they can do if they finish something early.
- b. Hang this up in the classroom where all students can see it.
- c. Practice this with students by giving them an assignment that does not take too long so they must choose something to do next. They should not come and ask the teacher, but instead be independent and choose something on their own.

3. Friday Letters

- a. Every Friday student's will write a letter to someone at home or a friend and that person will reply to them.
- b. Teach students how to write a letter and where to place the name, date, and format of a letter.
- c. Demonstrate for students what they could write in the letter and reference them to the daily schedule board and how they can take things from there to tell about their week.
- d. This letter will go home with the student's and come back on Monday.

4. Test Taking

- a. Teach students that during test taking they must be quiet and can not talk to anyone around them. They may use dividers to help them focus or sit somewhere in the class that will not distract them.

5. Class Helpers

- a. Explain to the students that every week there will be two new class helpers who will help out the teacher in the classroom.
- b. Task may include- handing out papers, running notes to office, turning on/off lights, making sure tables are clean, etc.

Instructional Program

- Morning Meeting
- Beginning of the year test- see where the students are at in different subjects
- What can I do next?
- Friday Letters
- Math, Lesson 4
- Get to know one another activity- Learn respect for self and others
- Daily Closing Message

This is an outline for my first five days of class and can be adjusted depending on what school I will be at in the future. I want to instill in the students a sense of independence in the classroom and allow them to make the classroom their own. By teaching, rehearsing, and reinforcing these procedures the students will begin to feel more comfortable and respected in the classroom. I believe that these procedures will also help me to get to know the students and form a relationship with them that will guide the child to be who they are called to be. These are the procedures that I feel are important to teach during the first week of school and I believe will enhance the learning for each student.

Connections to the Family

Along with the procedures, communication between the family is very important for student's success in the classroom. As I mentioned in my plan for the first five days of school, I would like to use Class Dojo as a way to connect with the parents throughout the school year. I will also send a letter home on the first day of school to introduce myself and explain to the parents what we will be doing throughout the year (see appendix E).

Class Dojo is a website used in many schools that allows the teacher to give points to the students for good behavior or other reasons in the classroom (See appendix F). As a teacher, this will help me to form a relationship with the students and learn their strengths and weaknesses. I will be able to give the students responsibility for their actions and create an environment that fosters growth and encouragement. This website will also allow me to connect with the parents through messaging throughout the day or week. I can send important information and send individual messages about their child or pictures from the day. By using this tool, I will be forming a relationship with the parents that will encourage them to be involved in their child's education which will motivate a love for learning.

Along with every day communication, sending a note home with the students on the first day is important to get the parents involved and form that trust with them right away. I want to introduce myself to the parents and make them feel comfortable having their child in my class. When the parents are involved with their child's education, it teaches the child how important learning is and helps to form them into the person they are called to be. I also want to show the parents respect to help them understand the respect I have for their child and the desire I have for them to grow and learn. The parents will be an important factor in my classroom and I will do my best to get to know them and guide them in teaching their child the beauty of education.

What if?- Strategies to Consider

In my classroom I want students to feel they are treated fairly and to gain confidence in knowing that they are capable of being a great learner. The book *Love and Logic* contains many useful strategies to help with students who are disruptive, frustrated, or struggling to learn. I would like to share a few strategies I would use to help my students see that they are respected and wanted in the classroom and have the ability to become who they are called to be.

The first strategy I would use is delayed consequences and allowing the student to talk about the consequence and deciding on a fair consequence. In the book *Love and Logic*, Fay and Funk explain how each situation is different and sometimes having a set consequence is not the best idea and can be difficult to execute (Fay and Funk 2010). Instead, it is better to come up with a consequence after the situation has happened to allow the student to calm down so they do not get more upset. An example in an elementary classroom would be, one student likes to talk a lot and does not show respect to others by not listening to them. I would begin by reminding the student of our rules and that it is not acceptable to talk without being called on and there will be a consequence for this behavior. Then I would have a conversation with them about the importance of learning and how in our classroom every student is capable of learning and has dignity, which means they deserve a chance to have a voice. I would show the student I care and respect their opinion by asking the student of different ways they believe they can show others respect and allow them to have a voice in the classroom. I do not want to make this student upset or angry towards me so I would say something along the lines of, "I want everyone to be able to grow and learn in this class and I see that you could help by being a leader and a good example to others in the class." By delaying the consequence and talking it over with the student, I am able to deal with the situation respectfully and fairly and also allowing the student have a voice in their consequence.

Another scenario of an elementary classroom would be, a student is frustrated about homework and does not believe they can do the work. My goal for this student would be to instill confidence in them and help them understand that it takes practice to learn something. I would start by saying "I noticed..." statements to help with their self-esteem and gain confidence in themselves. I would work with them one on one and point out their strengths in the subject. I

would also check in with them and make sure everything is okay at home and contact the parents to see if they can do extra practice with their child to help them gain confidence in their learning. As I am doing this, I would show the student that I care about their learning and see that they are capable of growing and learning. If the student is still confused and struggles to learn the material, I would try to give them two options of things I know they are comfortable doing. This gives the student a chance to do an activity and also allows them to have a voice in the decision. By giving these options, I want to instill confidence in this student and I would give them a task that I know they will succeed at and then challenge them to do another task that may be more difficult.

Along with different behaviors, I will have to have consequences for any rules or expectations that are broken. Every situation is different, and according to *Love and Logic* it is important to treat each consequence differently because some may be more severe while others may not (Fay, Funk 2010). Students should also have a voice in their decisions at times and be given choices. An example of this would be if a student is not taking care of their materials and is causing a mess, I would talk to that student and show them respect by asking why they made that decision and what do they think is the right way to treat their materials. I would remind them of the contract we signed at the beginning of the year and ask them to take better care of the materials. If the problem continues, I would then pull that student aside before or after class and inform them that there is going to be a consequence for their actions, but they will know the next day and to not worry about it at the moment. This is a strategy from *Love and Logic* that I found to be helpful because in the moment you may not know what to tell the student and it gives you and the student time to think about the consequence. The next day I would talk with that student

and give them two choices, that I am comfortable following through with, and come to an agreement on what the consequence should be for that one situation.

Conclusion

Having a classroom management plan is very important in any classroom in order to give students the best education possible. My classroom management philosophy is to create a safe and friendly environment that fosters growth and relationships with all people. Students in my classroom will be treated with dignity and fairness and will be able to build on their strengths and grow into the person they are meant to be. I will use strategies from our classroom management class that allow students and parents to have confidence in my classroom and a desire to expand their education. I want to implement Wong's and the *Love and Logic* approach into my classroom to allow students to take responsibility for their actions and to grow confident in their ability to learn (Fay, Funk 2010).

Works Cited

ClassDojo, Team. "Learn All about ClassDojo." *ClassDojo*, 2011, www.classdojo.com/.

Fay, Jim, and Charles Fay. *Teaching with Love and Logic: Taking Control of the Classroom*.

Love and Logic Press, Inc., 2010.

Wong, Harry K., and Rosemary T. Wong. *The Classroom Management Book*. Harry K. Wong

Publications, 2014.

Appendix A



This is an example of a seating chart I would like to use in my classroom. I realized that it is probably not realistic and I will not have this big of a classroom but I wanted to show how I would use flexible seating to create a welcoming, warm environment that promotes independence and creativity in the classroom. In the middle there are different kinds of tables for students to choose from and four desks because some students prefer to have their own space to learn and grow. In the upper right corner is my desk with a table for small group teaching, where students can come and I will teach them a lesson. In the lower left corner is a reading nook and this would probably be a bit smaller, but I would like to have a comfy space for students to go and relax and read if they would like. On the right side is the door and the carpet spots where a lot of direct instruction would take place. In the upper left corner there is a bathroom and snack area, but I have come to realize that this will probably not be available but it is something I would like in my classroom if possible.



I believe teaching requires one to look at the student as a whole- physically, intellectually, socially, and emotionally. As a teacher I can help each student by forming a relationship with them and have a classroom that motivates and encourages a child to learn. It is my desire to bring out the best in every child by providing an environment that is creative, safe, and teaches respect to all. A classroom



environment should allow students to form relationships, building confidence in themselves, and provide opportunities for students to explore and be creative. When using flexible seating I would make a rule that the students must pick a different seat each time. When everyone has had a chance at all of the seats then we will begin the rotation again. I can keep track of this by writing down their numbers each day and also teach them how to be honest and take ownership of their actions. These are some examples

of what my environment would look like and how I would use flexible seating in the classroom to encourage independence, confidence, and form positive relationships.

Appendix B

In our classroom we...

- ❖ Respect others and their space
- ❖ Take responsibility for our actions
- ❖ Raise our hand to ask questions
- ❖ Work to our best ability
- ❖ Help others
- ❖ Find solutions to problems
- ❖ Are leaders

These are some examples of expectations I would have in my class. I would create these with my students the first day of class and allow them to have a voice in my classroom.

These are some examples of non-negotiable rules that I would have in my classroom. I would also talk about these rules on the first day of school and have the students sign a contract saying they will follow and agree to these rules and expectations.

Non-Negotiable Rules

1. Follow directions quickly
2. Take care of materials and keep room tidy
3. Raise your hand to leave your seat
4. Make smart choices
5. Keep your dear teacher happy



Appendix C



Owl help you learn!

HELP ME GET TO KNOW YOU



- 1) What is your whole name? _____
- 2) When is your birthday? _____
- 3) How old are you? _____
- 4) Do you have any brothers or sisters? _____ How many? _____
- 5) What was the last book you read?

- 6) What is your favorite color?

- 7) What do you do for fun?

- 8) What is something that you do well?

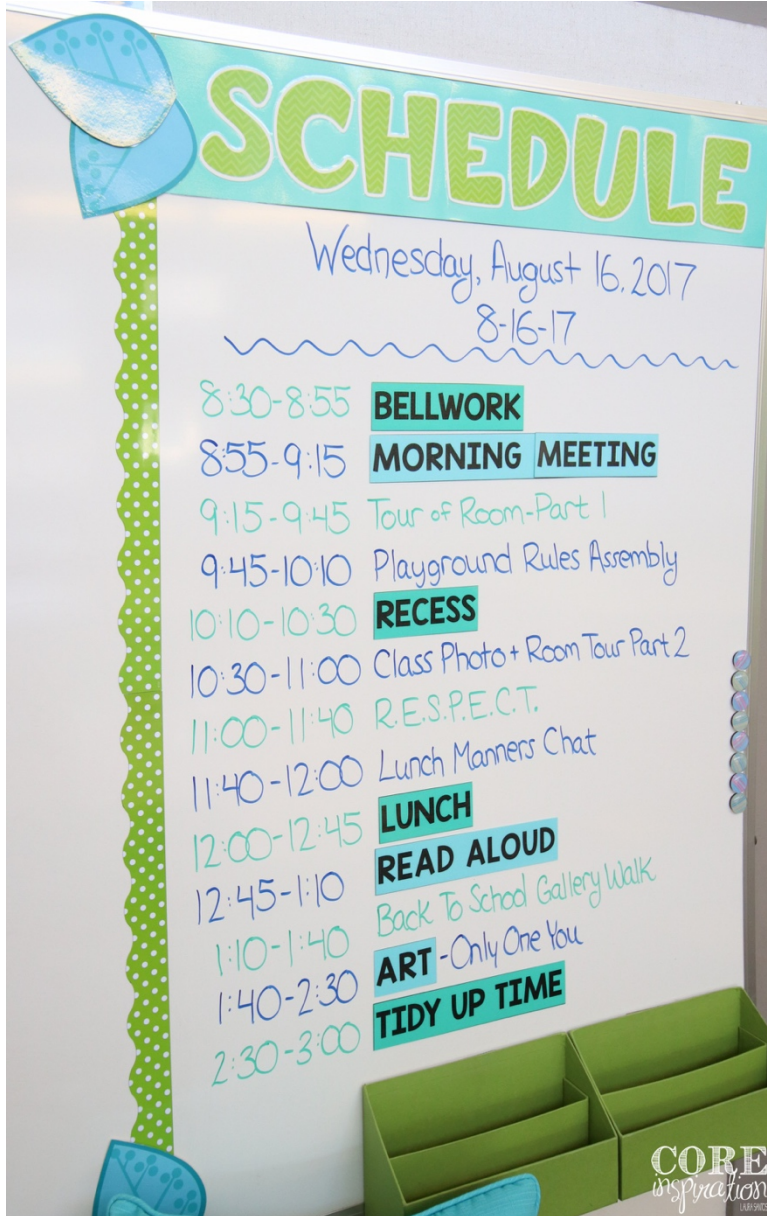
- 9) Do you like sports? _____ What kind?

- 10) Do you like music? _____ What kind?

- 11) What do you want to be when you grow up?



Appendix D



This is an example of a daily schedule that I would use for my students every day. I would have this ready before the students come into the classroom and then have them use it as a reference when writing their sentences at the end of each day.

Appendix E

*Hello and Welcome to 3rd Grade**Dear Families,*

Welcome back to Elementary School and 3rd Grade! I am so excited to have your child in my classroom this year! I would like to take this time to introduce myself. My name is Ms. Meghan Rudquist and I will be your child's teacher for this very exciting year of learning! A little bit about me, I love being artsy and reading new adventurous books, and classical music is my go to when I need to get things done. I am from Wisconsin and have three brothers and two sisters and a black lab golden retriever at home. I enjoy the outdoors and spending time with my family and friends. I am very eager for this school year to start and can not wait to see all that we accomplish this year!

As we begin this new year, I am looking forward to working with you and your child with great expectations! Attached you can read about many ways to help your child be successful in school and how to get connected with the class through Class Dojo! I am available to meet and discuss any questions or concerns you may have. You can contact me through phone or email.



I am so excited to be your child's teacher this year! Let's make this year a blast!

See you all very soon!

Ms. Meghan Rudquist

Email: mrudquist1@umary.edu

Phone: XXX-XXX-XXXX

A few of my favorite things

Favorite Color: Blue

Favorite Season: Fall

Favorite Food: Spaghetti

Favorite Sport: Running or Baseball


Favorite Book: Narnia

Favorite Hobby: Traveling, Piano, and being outdoors

Favorite Animal: Owl

Appendix F

Our Dojo Points!



25	Your choice of 3 stickers
35	No Shoes Shamshoo - go the day in class without shoes
45	Show and Share: Bring one (non electronic) item to share with the class
45	Num Num - get a piece of candy from Mrs. Kuntz
50	Window Art - draw on the windows of our classroom
50	5 extra minutes of recess
75	Stuffed Animal friend can join you for a day
75	Hat Head - wear a hat for the day
100	Under the roof - inside recess with a friend
125	Comphy Seat - Sit at Mrs. Kuntz's desk for a day
125	Free computer time this week instead of typing
200	Munch a lunch - enjoy your lunch in the classroom with a friend
300	Get the class an extra art or free game time

This is an example from my practicum class of different prizes students can earn with their Dojo points. I would allow students to use their points whenever they wish, but it must be given to me in the morning or end of day, otherwise it will get to chaotic in the middle of the day. I would give points to students throughout the day and sometimes give points to the whole class for working together as a team.

The parents are also allowed to see their child's progress. This will encourage the parents to be involved with their students education and work with them on assignments at home. I would send a message each day to the parents through Class Dojo explaining what we did and what the students can do at home to help with what we are learning in school.