

Classroom Management Plan and Philosophy

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## Classroom Management Plan and Philosophy

Classroom management can make or break the success of a classroom. Teachers often underestimate the power of classroom management and the effect that it has on student learning. There are many different ways that teachers can go about classroom management. There is no one correct way that a teacher can manage a classroom. Different techniques work better for different people, which presents a challenge to teachers everywhere. What classroom management techniques work best for you and your students in your classroom? Classroom management grows and develops with each set of students, never being exactly the same. Teachers still need to develop their main classroom management plan, complete with strategies and procedures, that they can base their year off of. In my classroom management plan, I will discuss my philosophy, connection to parents and students, behavior strategies, and environment procedures.

My philosophy of classroom management is molded around the idea of social emotional development. My classroom will be a space where students feel safe and supported, leading them to the opportunity of educational success. This way, students will feel that they can openly discover and actively learn as they grow in their ability to regulate themselves and develop in their learning styles. I strive to help students understand their emotions, what they mean, and how they can work to regulate them. Helping to guide students to know how to work together to create a safe and productive learning environment has a great amount of importance.

From there, as a class we can work to discover and attain the knowledge that is waiting to be found and utilized. As a teacher, the best way to accomplish this is to have a plan of exactly how the first part of the year is going to go (this can be found in Appendix A). It is very important to take the time to work on procedures and get the routine of the day down right away. Establishing consistency is important so students know what to expect of the class and what is

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expected of them. Wong discusses this matter saying, “(C)onsistency streamlines the classroom and allows for maximum use of instructional time” (Wong, 2014). Therefore, before focusing on material and content it is very important to get procedures down so there is more room for instructional time later. The first five days are extremely important for implementing the procedures that will be used for the rest of the year.

Even before the first week, it is very important to connect with students and parents. This reaching out to parents right away gives them and, therefore their students, knowledge of what to expect for the year ahead and that their child is in good hands. I would have two letters to hand out to parents at the beginning of the year. One letter would be a letter of permission for students’ pictures to be on the classroom Facebook page along with an invitation for parents to join the page (this can be found in Appendix C). The Facebook page will be a tool to communicate with parents and share with them what is going on their child’s class. It will be very helpful to share letters that are going home on the Facebook page, as they often get lost in transit. If parents are having concerns, this is another way that they could reach out and communicate with the teacher. These are all ways that the Facebook page will assist in communication. If parents do not wish to have their student be involved on the Facebook page, they do not have to sign the form and their child will not be pictured on the page.

The second letter would be a welcome letter including the classroom expectations, what will be going on throughout the year, and opportunities to volunteer (an example of this letter can be found in Appendix B). This letter will explain how Love and Logic is used in the classroom. When students are not following the procedures and rules they will be given options of how they can handle situations, along with consequences (Fay & Funk, 1995). An example of this would be if a student is being rude to another student and is given the option to stop what

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they are doing and say sorry or keep being rude and not be able to participate in free time later. After this occurs, when both the student and the teacher have time, it is important to have an open discussion with the student about what was going on and why it was not okay. This is how Love and Logic would be used in the classroom involving misbehavior. These are all elements that would be involved in the letters going home at the beginning of the year.

In my class I will mix many different strategies when discussing behavior. Love and Logic will be incorporated as discussed above. I will also incorporate the Zones of Regulation into the students' curriculum. There are four zones in the Zones of Regulation: green, blue, yellow, and red. In the green zone, students feel happy, pleasant, okay, and ready to learn. This zone is the goal of how we want to feel when we are learning. In the blue zone one can feel sad, sick, tired, etc. In the yellow zone one can feel surprised, worried, excited, frustrated, etc. In the red zone one can feel mad, angry, upset, etc. It is okay to be in all of these zones. When we are learning though it is important to recognize what zone we are in, so we can get to the green zone to work to be able to be the best learners that we can be. We can get to the green zone by doing regulation exercises (belly breaths, counting, etc.). This method will be greatly emphasized in class.

When students are having a difficult time regulating and it is resulting in inappropriate behavior discipline will be an important factor to decrease this behavior and have students learn from their actions. In a study done by Marzano, discipline decreased negative behaviors by 80% in students participating in the study (Marzano, 2003). Reinforcement of good behaviors and discussion of disruptive behavior will be the first way that I will work with students. If this method does not work, then we will work with combined punishment and reinforcement. I feel that it is still very important to continue with reinforcement so students do not get discouraged.

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The punishment will help students to learn from their behavior. The first punishment for disruptive behavior in the classroom will be both the students and the teacher writing a letter home, discussing what occurred in class. This will happen after two warnings/discussions. The student will then go to the take a break area to cool down and reflect about what went on. Students can also choose to go to the take a break area to cool down and do not have to write a letter home if they freely choose to go there. If the same behavior is occurring after this action has taken place, a 'fix-it' type of plan will have to be created with that student to help them work through and learn from this behavior. A plan like this would hopefully be included in the classroom management for the building.

Students will know what the expectations of the class are because we will discuss and come up with rules together as a class at the beginning of the year (an example of this can be found in Appendix E). We will have few rules that cover a broad spectrum. The students will come up with these rules with guidance. The rules will have to do with being respectful, safe, and doing our best. We will make a classroom promise with these rules on a sheet of paper. At the bottom of the paper, everyone in the class will sign this promise. When students are misbehaving, it will be a good reminder to refer to what they promised at the beginning of the year. The promise promotes accountability.

The environment in my classroom will be very child friendly and conducive to exploration and discovery (a model of the classroom can be seen in Appendix D). There will be materials available for students at their level so when they are having work time, they are open to resources that can help them to grow and expand their knowledge. There will be flexible seating, where students can choose between a sitting table that is close to the floor, three tables with chairs/stools/yoga balls. There will also be a standing table for students who need more

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movement while they work. Students can choose where they sit while they are at their desks, but they need to be respectful and responsible in their spots. This will be discussed in detail at the beginning of the year. If students cannot handle the freedom of flexible seating, they will be given a seat to sit at.

There will be community supplies at the center of each table. Provided for them in a caddy will be pencils, markers, and crayons. It will be the classes responsibility to keep the materials organized. There will also be a shelf with scissors, tape, glue, clipboards, writing paper, etc. Students will have open access to this material as long as they handle it respectfully and responsibly. There will be two buckets for pencils on this shelf; one for sharpened and the other for unsharpened pencils. When a pencil breaks the student will bring it to the unsharpened pencil bucket. If an area needs more sharpened pencils, they will be available in the sharpened pencil bucket. The students will never need to sharpen pencils, as the teacher will sharpen the pencils in the unsharpened bucket after school. Finally, there will be loft in the classroom. This will be open for use to students during silent reading time or daily five reading group. Five students can be in the loft at the time. One student can be on the ladder at a time. Students cannot hang over the edge of the loft or roughhouse on the loft. If students cannot be respectful and responsible, this freedom will be taken away. These are the main classroom management procedures that are related to the environment.

Throughout my classroom management plan, I discussed my philosophy focusing on social-emotional development, connecting to parents and students, behavior strategies, and procedures regarding the physical classroom. I feel that it is very important to respect students and work through and discuss things with them logically to help them understand their actions and the affects that they have. It is also very important to have strong procedures in place so the

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students can feel secure in the fact that they know what is expected from them. These are all primary factors that play into my classroom management plan and philosophy.

## References

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Marzano, R.J., Marzano, J.S. & Pickering, D. J. (2003). *Classroom Management That Works:*

*Research-based Strategies for Every Teacher.:* Alexandria, VA: Association for

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*Management Book.* Mountain View, CA: Harry K. Wong Publications.

Appendix APlan for the First Five DaysDay 1-**Classroom Management:**

- cubbies
  - \*backpacks
  - \*coats/outdoor wear
- lunch choice/attendance magnets
- dots on floor (for carpet time)
  - \*black dots-find one
  - \*red dots- students who need a particular spot
- leaving class chart
  - \*bathroom, office, etc.
  - \*3 gone at a time (boys, girls)
- class jobs
- silent reading procedures
- take a break procedures
- flexible seating
- book boxes
- mailboxes
- take home folder
- dismissal

Day 2-**Classroom Management:**

- review procedures from yesterday
- take home folders
  - \*turning in notes from home
- Daily Five procedures
- music procedures
- flexible seating with rocking chairs
  - \*clipboards/when we can't use
- pencils (sharpened/need to be area)
- portable writing packs
- test folders

**Instructional Program:**

- morning meeting
  - \*calendar
  - \*name game (name and dance)
- discussion of rules, decide as class
- daily five- prior level books in box
  - \*grab box, silent reading
- math 'find \_ friends who...' activity
- teacher trivia
- discuss patience and mindfulness
  - \*take a break area

**Instructional Program:**

- morning meeting/rule review
  - \*fun sounds introduction
- Daily Five intro/do
  - \*smelly spelling/magic words/
  - silent reading
- math-counting assessments during
- partner math games
- writing- summer fun prompt
- music
- more in depth mindfulness
- Discussion

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Day 3-**Classroom Management:**

- review procedures
- introduce school wide procedures
- unfinished work
- filling our bucket
- PE procedures

**Instructional Program:**

- morning meeting
  - \*telephone game
- Daily Five
  - \*smelly spelling/free writing/magic words/silent reading
- math-individual counting games
- art- discuss self portraits-sketch
- PE
- discuss our personal 'buckets'

Day 4-**Classroom Management:**

- review procedures
- class computers
- library procedures
- appropriate use of take a break area

**Instructional Program:**

- morning meeting
  - \*alliteration name game
- Daily Five
  - \*smelly spelling/free writing/magic words/silent reading/partner choral reading
- math-individual counting games  
(starting to differentiate)
- art-paper tearing, start self portraits
- library
- music
- review social/emotional topic covered so far

Day 5-**Classroom Management:**

- review procedures
- free time procedures
- free play procedures
- voice level/work chart

**Instructional Program:**

- morning meeting
  - \*one exciting thing about weekend
- Daily Five
  - \*smelly spelling/free writing/magic words/silent reading/partner choral reading
- math-individual counting games
- gym
- art- finish self portraits
- free play

Appendix B

Dear Parents and Guardians,

Welcome to \_\_\_\_\_ Grade! I am so excited to get to know all of you this coming year and hope that you are getting excited as well! There are so many new things to learn and so many new friends to meet. I cannot wait to discover what this year has in store for us.

Open House Night is on \_\_\_\_\_. I hope to see all of you there. It will be a great opportunity to get to know each other and get a little bit more settled before the first day of school. Please bring the required school supplies (the list was sent out earlier this summer). We use flexible seating in the classroom so a lot of the supplies will be used as a community.

In my classroom, Love and Logic is used. This gives students the opportunity to make choices and learn from them as they go. We will logically discuss situations and come up with appropriate consequences for behavior. We discuss behavior together and problem solve so students can learn from their experiences.

I would love to discuss any comments, questions, or concerns. Here is my contact information:

Claire Wurzer

[cwurzer@fargoschools.org](mailto:cwurzer@fargoschools.org)

701-540-1121

Again, I am so excited to meet and get to know all of you!

Sincerely,

Miss Wurzer

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Appendix C

Dear Parents and Guardians,

We have a class Facebook Page. I would love for everyone who would like to be involved to be able to be. On this page, I will post pictures and updates of what is going on in the classroom. There will be volunteer opportunities. This will also be a place that I will link sheets and fliers that are going home in the mail. This way, if things get lost in transit, there will be a backup. All of these things can also be available through email. Please fill out the bottom half of this paper to indicate your decision about the Facebook page. Please return this sheet to me by September 6<sup>th</sup>.

Thank you so much,

Miss Wurzer

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Permission Slip for Miss Wurzer's Classroom Facebook Page

Name of child: \_\_\_\_\_

Date: \_\_\_\_\_

-I would like to be a part of the classroom Facebook page.

-I would **not** like to be a part of the classroom Facebook page.

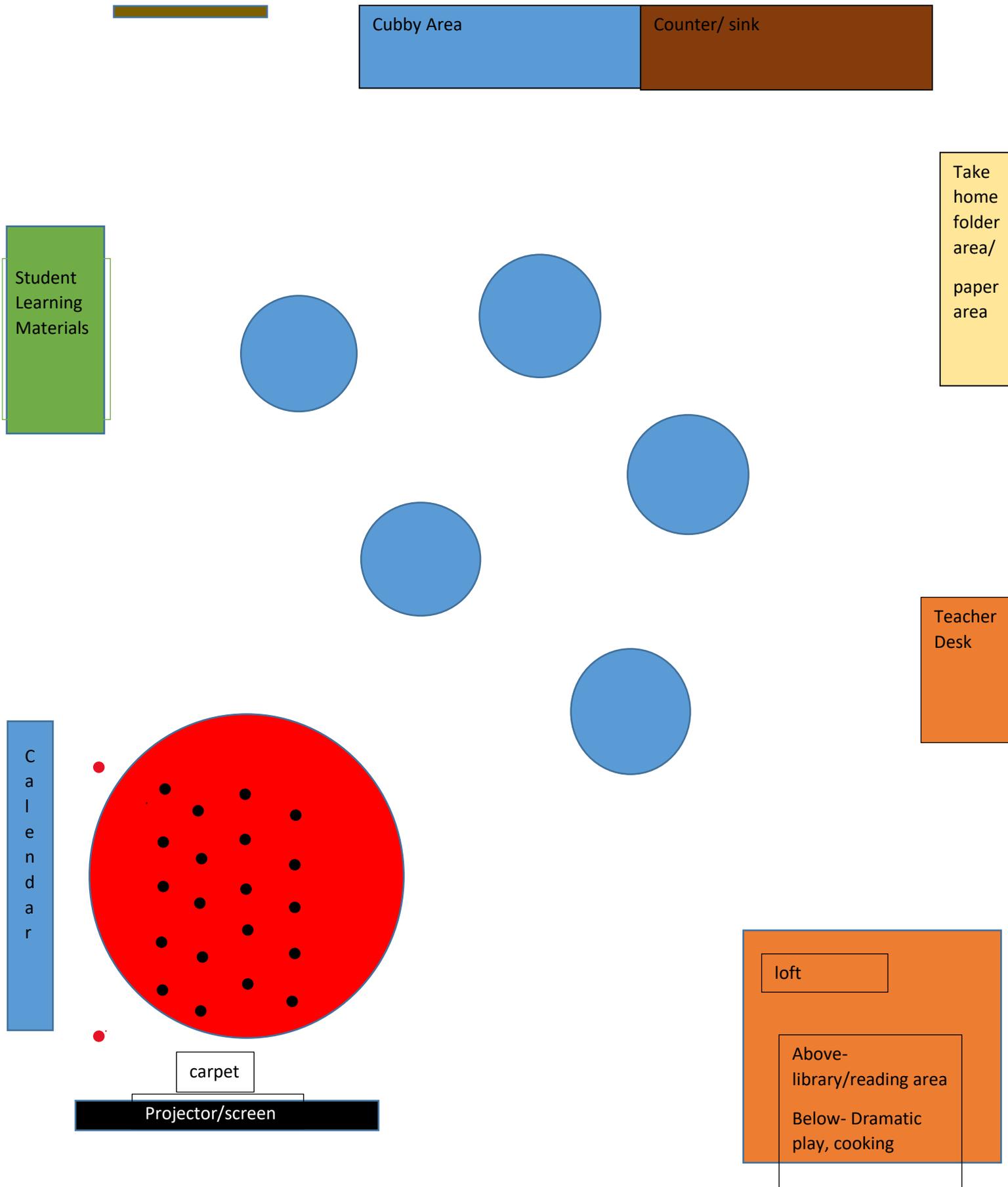
Please sign below if you consent to your child being pictured on the Classroom Facebook page:

Print: \_\_\_\_\_

Signature: \_\_\_\_\_

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Appendix D



Appendix E

