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Classroom Management Plan

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Preamble

I am committed to making my classroom a safe and challenging environment and engaging my students through the curriculum as well as getting to know them and interacting with them one-on-one. I want to teach them how to be a helpful citizen and a caring member to our class community. I believe that meeting the needs of my students is a very crucial part of my classroom. I want them to be comfortable with the other students, as well as me, so that there can be meaningful discussions and interactions.

I want to encourage all of my students to participate in class so that they can learn from each other as well as me. I believe that all children are unique and have something special that they can bring to their own education. Along with that I believe that the most important thing I can do for my students is to create a safe learning environment. Our classroom will quickly become a community where students feel safe to take risks in their learning and before culturally aware of others in our classroom.

Preventive Techniques

**Community Rules:**

Fist day of school is the best time to introduce the main community rules. I will have poster paper to list our community rules. I think students should create our rules, they will think about what is most important to them to create a safe learning environment. I will write down the list of rules students brainstorm and have each student sign the list agreeing that they will respect and follow these community rules.

**Community Meeting:**

Every Monday morning we will have a 10-minute community meeting. In this meeting I will share the announcements for the week and any changes to our schedule. After announcements students are invited to share how their weekend was. This will help me see if anyone had a hard weekend that may cause him or her to behave differently. This will also allow students to make connections with each other about similar hobbies, interests, or activities. I will always share about my weekend to make connections and strengthen my relationship with my students. They will learn more about me when I share about my weekend. Talking about our weekends will help with the amount of chatter they may occur during the first lesson of the day. Students have had a chance to talk about their weekend, now it’s time to focus on school.

**Community Jobs:**

Students will understand that in our classroom community we are responsible for keeping things in order, clean, and safe. Jobs will be rotated weekly; making sure each student has had each job position.

* Teacher assistant- helps pass out papers, turns on SMART board and document camera, and
* Environmentalist- before the dismissal check around all of the desks making sure students pick up their own trash or recyclables before leaving for the day.
* Material monitor- a pencil box full of sharpened pencils will sit on their desk, it a student needs a pencil or needs to sharpen their pencil the material monitor will give then a new pencil and sharpen pencils at the end of the week.
* Fearless line leader- will quietly wait and remind the students to be quiet and keep their hands to themselves when line, only when the line is quiet they will lead the class to their destination.
* Fearless leader- each day we have a community building activity fearless leader will call the class to the carpet and start the activity I prepared them with. They will always know activity we are going to do.
* Substitute- if a student was absent they will check-in with them and let them know what homework they missed or any important announcement.
* Electrician- turns lights off whenever the class leaves the room.
* Librarian- keeps bookshelves organized, at the end of the week check to see who needs to turn library book in to the classroom library.

**Classroom arrangement:**

For the first day of school the students’ desks up in groups of 4. I will talk to the teacher from the previous year about any special accommodations that will better help the seating arrangement. The interactive board, document camera and any other visual teaching device will be the in front of classroom. Anchor charts will also be in a visible spot that all students have access to. I want to make sure I can see all of my students and I can easily move around to get to any student.

**Team building:**

Everyday we will take 5-10 minutes to engage in a team building activity. I want our community to be extremely friendly, respectful, engaged, and kind to one another. These activities will help all of us grow closer and feel comfortable and safe. I will use Playworks as a resource to provide activities for my class.

**Class call:**

To get attention from my students I will use two different class calls. I will model this to students on the very first day of school. I expect students to have their eyes on me and to stop talking after the class call is said.

* Mimic clapping- I clap a beat they repeat it back,
* Rhythm vocal response- I say “Class class” they respond “Yes yes” in the same rhythm I say it.

**Gentle reminders:**

Students are encouraged to help each other stay on task. Students will use a gentle reminder to tell their friend what they should be doing. These reminders must be quiet and not cause any more disruption. Students may simple tap their friend on the shoulder and point to what they should be doing.

**Classroom Incentives:**

When students are preforming well and engaging in good behavior they will receive a B.U.G (being unusually good) slip. With this slip the student will write their name on it to identify their own. Students need to be responsible and keep track of their own papers; I will never take B.U.G slips away after a student earned one. At the end of the week I will collect all of the slips and put them in a jar for a drawing to win small prizes from the prize box. This incentive will encourage students to stay on task and follow directions; this will be a reward for their good behavior. “Learning behavior is at least equally if not more important than learning content” (Smith, R. chapter 2)

Supportive Techniques

**Proximity:**

Proximity is a very powerful technique to use. Students respond to proximity by changing their behavior almost immediately. If a student is off task while I am teaching I can use the proximity technique by walking towards them and standing by them while I am still teaching. My lesson was not interrupted by calling out the student, simply walking towards the student got him or her back on task.

**Positive Praise:**

Whenever I ask the class to do something I can call out a student who is doing it exactly how I asked and say, “Wow, thank you Sara for doing that so quickly and quietly.” This creates the domino effect and every student will realize what it is they should be doing so that I can use their name as en example. I like to call on a few more students to praise them for doing what I asked.

**Timer:**

I can use the timer whenever I need students to get something done quickly. If I have students cutting something out and gluing it into as notebook I can model exactly what I want them to do and say, “Okay, you have 2 minutes to do this, ready go!” then I start the timer and give a warning when the time is almost up so they better wrap up what they are doing, This will give my students structure and a purpose. They know how much time is allowed; they know they need to get the task done it the allotted time. A timer will also work when I have group discussion. I can say “Okay, you have 5 minutes to discuss this with your partner, ready go!” Students will be familiar with the “Ready go!” cue and immediately start the task.

**Tattling or Telling:**

I will have a “Tattling or Telling” anchor chart. This chart will list examples of tattling and telling. I will also have class discussions about the difference between the two. I will also discuss way to problem solve if there is a tattling situation. We will go over real examples and learn what to do to solve an issue that has happened. I will expect my students to only tell me things that may cause bleeding, sickness, or bullying. If students are tattling more then telling I will send a letter out to the parents about what is appropriate the report to me. (Margaret, BW chapter 4)

Intervention Techniques

**Contracts:**

If a student is having an academic or behavior problem I will put the student on a contract. This contract will encourage them to do what they need to improve their behavior. The contract will be goals created by the student and me. Every time a goal is achieved they will receive a prize such as candy, pencil, or sticker. Once every goal is achieved the student may be taken off the contact however, they must continue achieving the goals or they will be back on contract.

**One-On-One Conversations:**

I will conduct one-on-one conversations with each student once a month or more often in necessary for certain students. During these conversations I can address any behavior problems or academic problems. These conversations will also support students they can let me know anything they need school related or not. I will also use these conversations to praise the student. I want all of my students know me personally and know I care and am excited to see them learn and grow.

**Phone Call Home:**

If a students’ behavior is unacceptable and they are not following my instructions I will tell them that I am going to call home; and let their parents know what they that day. I will always tell the student that I will call their parent before I call. It is important to keep the parents informed so I can use them as a resource to help students’ behavior.

**Consequences:**

As a whole class they will receive a consequence if they continue to be off task. The class will understand that we are a community and if some of us aren’t doing what we are supposed to do they all will loose a privilege. I will not take recess away but I will take time away from recess. I will give warnings to the whole class before I take 2 or 5 minutes off of their recess time.

Procedures

Establishing procedure is one of the most important classroom management elements. Procedure take time to learn, therefore the first few weeks of school will be dedicated to practicing and learning all of the class procedures. I will create a class procedure list and have it available to any student that needs a reminder and for the substitute teacher.

1. Basic management- when I need attention from the class I will use one of our class calls. Either “Class class” response “yes yes” or Mimic hand clapping.
2. Morning routine- students will place their backpack in their lockers and take in anything they need for the day to the classroom. I will greet each student at the door with a handshake and a “good morning” exchange. Students will turn in homework into the homework folders. Students will begin a self-start everyday for the first 15 minutes of class. This self-start will be directly related to the math unit we are learning and the language arts unit. Monday morning will be the exact same however before turning in homework they will begin with a morning meeting on the carpet.
3. Lining up- students will line up after being told to, I will call table by table to line up. The fearless line leader will make sure the line is quiet and ready to leave. Fearless leader will lead the class to the next destination.
4. Bathroom- students will be encouraged to use the bathroom during lunch and recess. Only when I am not teaching whole group one student at the time may grab the bathroom pass wait at the door to either received a nod, yes, you may go or a “no” wait for a better time.
5. Transitions- when transition to the next thing I expect it to be quiet and organized. I will use different cues to begin a transition, I may say “Please stand up push your chair in a walk quietly to the carpet.” or I will use the word of the day and whenever they here the word transition to the next thing. I may give them a drum beat with my desk and say “When I begin my beat please walk back to your desk and when the beat is done you need to have your math book on your desk.”
6. Early finishers- when students finish their work early they may read quietly to themselves or draw with only their pencil.
7. Absent students- my substitute (community job) will catch up any student that was absent the day before on what he or she missed. The absent student is expected to complete any work he or she missed. All of the homework or worksheets will be in the “Were you absent” folder.
8. Drink policy- students are encouraged go to bring a water bottle from home filled only with water. The water bottle must have a lid. If water spills or leaks students must clean it up immediately.
9. Homework- students will receive math homework every night; it is expected to be turned in the next day. They will also have reading calendars to track their reading. Students are required to read every night for a minimum of 20 minutes, their reading calendar is expected to be signed and turned in every Friday. Students will have a homework folder to take home and to return everyday.
10. Classroom library- students may check out one classroom library book at a time during reading centers and if they finish their work early. Students check their book out by filling out the classroom book log. Students are not allowed to take these books home or out to recess, these books stay only in the classroom. The librarian (community job) will check if any books are over due, books may be checked out for 2 weeks.
11. Assignments- every single assignment must have first, last name, and school number on the top left hand corner.
12. End of day routine- 5 minutes before the bell rings students must put away anything that is on their desk, make sure homework is in homework folder and on their desk, environmentalist (community job) will check if the area is clean around the desks if it is the students may put their chair on their desk and dismiss with the bell.

Communication with Parents/Guardians

**Back to School Letter:**

Every student and parent/guardian will receive a letter about me and about the plan for this school year. The letter will include more information about who I am and my teaching philosophy. The letter will have information about what the students will be learning in each core subject. My contact information will also be included in this letter.

**E-mails:**

Each parent will have my email and is encouraged to contact me though email whenever they need. I will be emailing newsletters as well as sending a hard copy home with each students. The newsletters will inform parents/ guardians about any upcoming event, early out day, celebrations, field trips, etc. The newsletter is meant to keep parents/guardians informed and involved in their students’ academic life.

**Phone Calls/ Text:**

Keeping parents/guardians informed will support the students and maintain a positive teacher-parent relationship. It is important to call or text parents when bad student behavior occurs, it is also important to call or text if good behavior occurs. Informing parents/guardians when their son or daughter is doing an outstanding job in school is a pleasant call that the parent/guardian will enjoy hearing.

**SEP Conference:**

Being prepared for an SEP conference if extremely important. Taking notes throughout the year will help when you need to look back on what the students has been doing. Telling a parent/guardian that their son or daughter is constantly disrupting the class may be a hard conversation to have. As the teacher I need to ask the parent for help, say “You son is causing disruption in the class when he \_\_\_\_\_\_\_\_\_\_\_\_\_what do you think we can do to help keep him on task.” Getting help from home will be a really great thing for the student and for me.

References

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