

Classroom Management Plan

Josephine Langwald

University of Mary

## Classroom Management Plan

### **Classroom Management Philosophy**

My classroom management philosophy is based upon both Love and Logic (2010) and Conscious Discipline (2016). I want to focus on building positive relationships with students in which thinking and control is shared as much as possible to create an environment where students feel safe and respected. Thinking and control will be shared by giving students options when possible. My classroom will have logical consequences with empathy that helps students take responsibility for their actions. I will assume the best in all of my students and help them build a positive self-concept by helping them learn appropriate behaviors. Treating one another with respect and dignity will be important in building students' self-concept in our class. Making sure everyone is treated with respect will create a positive environment in which learning can happen. My goal is to meet students where they are and help them reach their highest potential.

### **Plan for the First Five Days**

During the first week of class I want to establish a positive environment that fosters learning and encourages students to be themselves. I will focus on the importance of respecting one another and following all classroom expectations in order to learn as much as possible. I will also make sure to stress the importance of respect in our classroom as we begin learning more about mathematics.

Day One: I will greet the students at the door as they enter the classroom. As they enter, I will give each student an index card with a number written on it, and they will sit in the spot with that number (See Appendix A). There will be bell work instructions on the board for them to make name tents that they will be expected to bring to class for the first week of class. The agenda will also be posted on the board for them to know what to expect every day in class.

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When class begins, I will introduce myself and the course then we will go around the room and all the students will introduce themselves. Then, I will have them begin filling in their student profiles so I can get to know more about them (See Appendix B). They will hand in their student profiles on the second day of class. I will give them five to ten minutes to work on these, then I will teach them some classroom expectations, focusing mostly on respecting one another.

Finally, I will teach them the hand signals for the class, including quiet signals and signals for when they need to leave the classroom. I will also show them the schedule for the week so they know what to expect for the whole week and what they may need for the next day.

Day Two: On the second day I will greet them at the door and give them numbered note cards again to determine where they will sit. They will have a bell in prompt that involves a math problem that they should know how to solve using their prior knowledge. When class begins, I will explain the expectations for handing in homework and then have them hand in their student profiles. Next, we will discuss the bell in problem, and I will explain the value of collaborating in math. I will also review the class expectations and hand signals. Finally, we will further discuss what it means to respect one another and write down a formal class definition of respect and expectations for respect in the classroom. This will hang in the classroom all year.

Day Three: Again, I will greet them at the door, and they will find their spots with matching numbers and notecards and begin a mathematical bell work problem. Today the bell work problem will be an introduction to what will be taught today in class. As class begins, I will give them an extra five minutes to work on this problem and encourage them to collaborate with each other in attempting to solve the problem. Next, I will introduce a brief outline of what all I hope for them to learn this year in class and then begin teaching the first lesson. During teaching I will explain the value of taking good notes and being an active listener. I will walk around the

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room during the lesson to check for engagement using proximity. After I am done teaching the lesson, I will explain their homework assignment and how I expect them to complete it. I will also take a few minutes to explain the value in completing the homework honestly and not cheating. I will also ask them if they want their homework to be due at the beginning or end of class tomorrow, in case they have any questions. Finally, I will explain their exit ticket, which will be a problem that they learned how to solve today.

Day Four: Today I will greet them at the door and give them a numbered notecard. For their bell in work I will ask them to define respect and how they plan to show respect in our classroom. When class begins, I will post the first part of the notes for the lesson on the board and collect their bell in work. During the lesson I will continue to use proximity to maintain student engagement in the lesson. We will also review what it means to take good notes. When I am done teaching, I will let them use the last part of class to start their homework and let them collaborate. Finally, to wrap up class I will review the hand signals and expectations for class.

Day Five: Today the students will be allowed to sit where they want with the expectation that they practice our classroom expectations of respecting each other. They will begin their bell work and begin taking notes. After I teach the lesson, I will introduce our first weekly quiz. I will explain how homework is a time to collaborate, but tests and quizzes are expected to be done independently. After they have finished their quiz, I will ask if they like having it after the lesson, or they would prefer it to be before the lesson next week. Finally, for their exit ticket, I will ask them to write down two things they learned this week.

### **Student and Family Connections**

Building a relationship with the families will be really important in my class. Establishing a line of communication early in the school year will be important if I need to contact them later

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with any concerns or issues with their student. The first thing I will do to begin building a relationship with their families is to send out a letter during the first week of class. In the letter I will introduce myself to their family and request some contact information for them (See Appendix C). I will use this contact information all year to communicate with them. Every week, I will send out an email to give an update on how class is going and what they can expect from their students. In addition to emailing, I will invite the students' family to come in at the end of every grading period to discuss their students progress in person and also clarify any concerns. I will make sure to include a lot of positive feedback as well as advice on how they can improve in my class.

### **What Ifs**

One of my greatest concerns about teaching is how I will handle disruption and defiance if it becomes repetitive. As a teacher, I will want to be empathetic and understanding of situations outside of class that effect students in class. I want to help students find solutions to their problems, but it would be irresponsible of me as a teacher to let it hinder other students learning. It will be important for me to learn to assess situations and know when to address a student's behavior and discipline when necessary, and also know when to wait until later to have a longer and more meaningful conversation with them about their behavior in class. Behavior is communication, so it will be valuable to know why the student is struggling so much and help them in any way I can so that they can successful in my class.

### **Conclusion**

My classroom management philosophy will help students learn how to treat one another with respect while learning mathematics. As a teacher I will empathize with students and help them become solvers of their own problems. I will value creating relationships with all my

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students in order to understand them and help them become the best versions of themselves. I want to help my students become more responsible for their decisions and become the best versions of themselves in order to meet their highest potential.

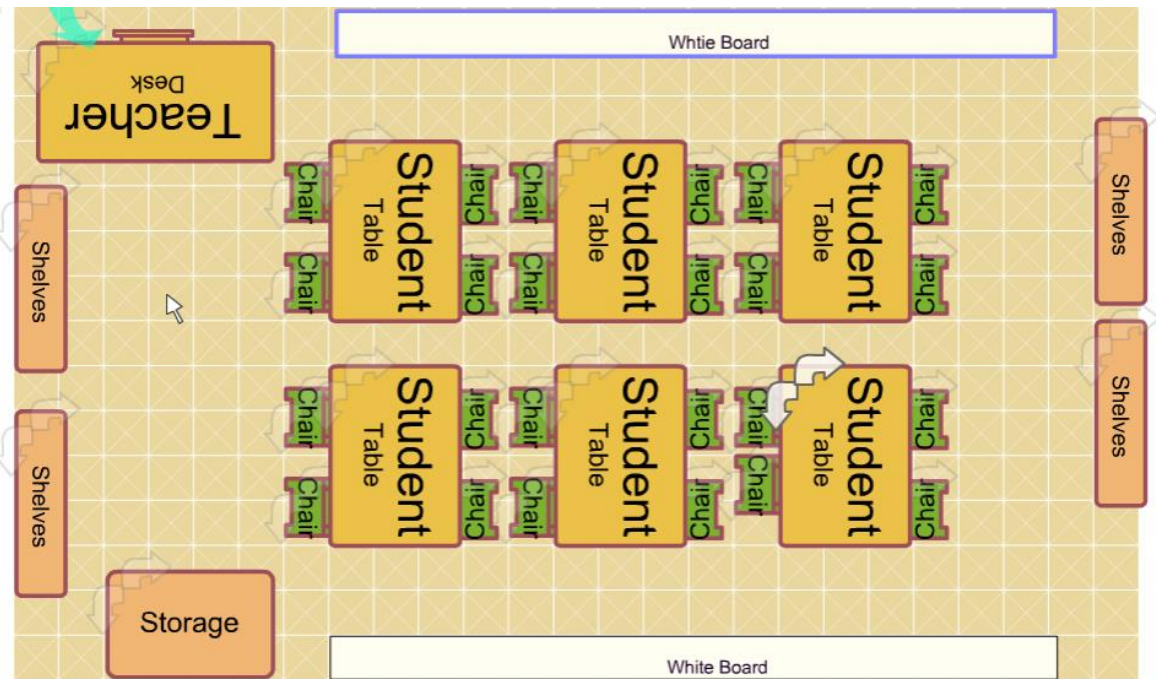
References

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

Love and Logic Press: Golden, CO.

Smith, R. Dearborn, G. (2016). *Conscious Classroom Management: Unlocking the secrets of great teaching*, 2<sup>nd</sup> ed. Conscious Teaching LLC; Fairfax, CA.

Appendix A



Students sit in tables so they can collaborate and share ideas when working on math problems. Collaboration will be encouraged in my classroom. I will put four numbers on each table in front of each chair so students know where they are supposed to sit each day.



Appendix B

**STUDENT PROFILE**

First Name:

Last Name:

Preferred Name:

Fill in the blanks....Please be as honest as possible; I will be the only person reading this.

What do you hope to learn in this class? Is there anything you are concerned about?

What do you look for in a friend?

Who is your role model?

What are your hopes and dreams after high school?

What is your favorite thing to do in outside of school?

What is your earliest childhood memory?

Is there anything else I should know about you?

Student profiles will be completed for me to get to know each student beyond there initial introduction in class.

Appendix C

Dear Family,

My name is Ms. Josephine Langwald, I will be your student's math teacher this year; I am very excited for the year to begin. I am graduate of the University of Mary, but I am originally from Sidney, MT. Being a teacher has been my dream since I was six years old, and I look forward to teaching your students this year. My classroom management philosophy is centered around creating a positive environment in which everyone is treated with dignity and respect that fosters learning as well as the fostering of growth for students as a whole person, not just in math. In the event there is an issue, or you feel the need to get in touch with me, please do not hesitate to call the school (insert phone #) or send me an email (insert email address). In the event I need to get in touch with you, please include the following information...

**Phone Number:** \_\_\_\_\_

**Email address:** \_\_\_\_\_

For this class your student will only need to provide a notebook and pencil and maybe a folder. The rest will be provided by the school. In the even this is an issue and need assistance in providing your student with any materials, please do not hesitate to inform me, and I will be happy to assist in any way possible. This year's "Back to School" open house will be held on September 25, please feel free stop by and introduce yourself, I would love to meet you!

Finally, I want to get to know each of my students as much as possible in order to help them best learn and prepare for their future. In order to do this, please send this letter back to school including a brief biography of your student at to bottom of this page, on the back, or on a separate page. You may wish to include their strengths, weaknesses, fears, expectations, and future goals. Please be sure to include any information that would be useful to me as a teacher that can help me better facilitate their learning. Thank you for your help in getting this year off to a great start, and I look forward to getting to know your students!

Ms. Josephine Langwald

Letters home will be brought back to school with students the following week. This is the first form of communication their families will receive from me.