

Classroom Management Plan

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Classroom Management Philosophy

My classroom management philosophy revolves around creating a safe learning environment for all my students. To keep the environment safe, I will have procedures set in place that are well rehearsed, and reinforced after the initial teaching (Wong, 2018). My main goal is to help students learn, but to achieve this goal my students will need to feel comfortable asking questions to me and in front of their classmates. I will work hard to make a good connection with each child to let them know that they are heard and respected. I will use conscious discipline within my classroom to help my students see how they are harming other's and their own learning experiences. Using conscious discipline rather than the more traditional forms of punishment will allow for students to grow independently and learn from the wrongs they are doing (Smith and Dearborn, 2016). I will demonstrate the growth of students independence by incorporating the idea of shared control (Fay and Funk, 2010). I will give my students choices and have them help me create the rules. I hope that my students can successfully learn during their time with me, but I also hope that they are able to grow each day as human beings.

Plans for First Days

Day 1: I will greet each student at the door and inform them to check the table right inside the door for handouts. I will also tell them to take out a notebook and start answering the writing prompt on the board. These are two procedures that will be practiced the next few days. I will continue to remind them until it becomes a routine (Wong, 2018). I will model the procedure I wish to implement for using the restroom and getting a drink. To use the bathroom students should raise a fist in the air and to get a drink they should raise two fingers in the air. I will

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respond with a thumbs up if they can go now or I will respond with one finger to tell them 'not yet'. I will tell students that if I give them the signal for 'not yet' that they should give their signal again in 10 to 15 minutes. We will begin to get to know each other by filling out a worksheet (See Appendix A). I will also be filling out this worksheet to allow for the students to begin to know me as well. I will tell students that I will let them know when it is time to pack up. Two or three minutes before the bell, I will tell them they can begin putting their stuff away. If students start to pack up early, I will ask them why they feel they need to do that to understand whether it is anxiety of making it to their next class or just a hurry for the day to be over.

Day 2: I will reinforce the bell work procedure by reminding the students that they should check the table for handouts and start working on the writing prompt when they sit down. Today they picked up the syllabus at the handouts (See Appendix B). We will go over that and then I will ask the students if there are any rules they feel should be added or if any of my rules seem unreasonable (Fay and Funk, 2010). I will continue to reinforce the bathroom procedure by asking them how we are supposed to ask when they do it incorrectly (Wong, 2018). When it gets close to the end of the hour, I will remind students to wait for me to let them know when to pack up. If they question this rule, I will explain to them that it is for their benefit. This procedure is allowing them to get the most out of their time in my classroom and allows for other students to not be disrupted if I am still teaching.

Day 3: I will reinforce the bell work of grabbing handouts and beginning the writing prompt. The handout today is an in-class assignment regarding the syllabus. Students will answer the questions by using the syllabus and then hand in their assignment in the proper tray. This is mostly to make sure that they understand the syllabus and to introduce the procedure for handing in homework assignments. I will be sure to tell them that if the assignment is late, it should be

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handed directly to me or I might miss it. I will once again remind students not to start packing up until I give the okay.

Day 4: Reinforce bell work, bathroom breaks, and drink breaks as needed. I will be lecturing today and will tell the students that they should raise their hands if they have questions and I will tell them that if they are not comfortable asking the question in front of the class they are welcome to write it down and ask me later. Since this lecture will go until the end of the class period, I will remind students before I begin lecturing that they should not pack up until I tell them to.

Connections with Students and Families

I hope to create a great connection with my students that will allow them to feel comfortable asking me for extra help or if they are feeling anxious about anything. I want them to know that I support them and am here to help them succeed in every aspect in my classroom. Each day I will try to make at least one special connection with each of my students (Wong, 2018). I want their parents/guardians to recognize this as well. I want the parents/guardians to feel comfortable talking to me about their children. I will send home a letter at the beginning of the school year to let them know that they are welcome to set up a meeting with me at any time (See Appendix C). I want them to recognize that I want what is best for their children and that I am willing to be flexible to make that happen. If parents take the time to meet with me I will be sure to follow these steps; collect information, prove I have heard it all, check for the family thinking state, and then problem solve (Wong, 2018). This should allow for me to have effective meetings with parents and not have the meeting spiral out of control with misunderstandings.

What ifs

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I worry that, as a teacher, I will struggle with remaining the enforcer. I will struggle with reminding myself that I am not here to just be their friend, but I hope that I will find a way to kindly enforce my rules in a way that will gain the respect of my students. I wish to make those connections with my students each day to be able to understand when they are having a bad day and to respect that they might not be productive every single day, because of outlying reasons. I want to be understanding when students are unable to get all their work done, because of the home environment they have. I want to give students a place to express themselves in and display their emotions as need be. I mostly want them to understand that no matter how hard they may think I am being on them, that it is only because I care and want them to succeed in my class and in general. I imagine I am going to make many mistakes every year I teach and not only the first few. I want my students to feel like they can hold me accountable. I want to be able to look them all in the eyes and give a sincere apology for any of the mistakes that I may make (Fay and Funk, 2010). I want there to be mutual respect in my classroom between all my students and myself.

Conclusion

My classroom management plan is structured for the success of each of my students. This will be achieved if I enforce my procedures and stay consistent in creating deeper connections with them. I will be a person that my students will respect and in return they will respect me. I will use my classroom management plan to ensure that my students feel safe and secure in the classroom and in their individual learning. I hope that my students are able to take away more than just the subject area that I will teach. I also hope that they are able to build their self-concepts and become confident and kind in their everyday lives.

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*

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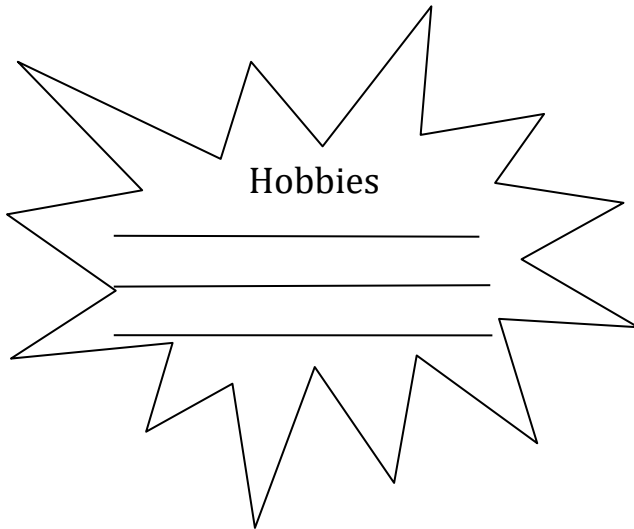
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Mountainview, CA.

Appendix A

All About ME

Name: _____ Birthday: _____
Nickname _____ Age: _____



Hobbies



I'm happiest when

Tests make me

Reading makes me

Writing makes me

I Learn Best When

This is the worksheet I will use to get to know my students and to allow my students to get to know me. We will all fill them out and then go around the room sharing one or two of the things with the whole class. This will be the first step in building a connection with my students.

Appendix B

Welcome to English 10

(Syllabus)

Miss Vitek

Classroom 114

Phone: school number

Email: school email

Open hours: fifth period, 3:30 to 4:30 (I am always willing to come in early or stay later. Please just ask!)

Overview of the Course

Literature

We will be reading three novels, a Shakespeare play, short stories, non-fiction essays, biographies, and poems. We will work on understanding the readings as they are, but also expanding the authors main ideas with in-class discussions. Students are also expected to choose one book to read each semester and then a project of some kind will be created. (Students can choose whether this project is a writing project, or an art project.)

Writing

Our big writing assignment will be a research essay where each student may choose the form of an argumentative essay or an informative essay. Students will also write a short narrative in the genre of their choosing. Small writing assignments such as; journals, discussion responses, reflections, or writing prompt responses are also to be expected.

Supplies to bring everyday:

- ✓ Pencil
- ✓ Notebook
- ✓ Folder
- ✓ Reading material: textbook, novel, handout, etc.
 - Since we will be reading works in multiple forms, I will inform you ahead of time what exactly needs to be brought to class under this category each day.

My Expectations

1. **Respect each other:** I do not tolerate any form of disrespect in my classroom. All instances of a student disrespecting another student will immediately result in detention. If actions continue after first detention, further steps will be taken.

2. ***Keep up with the readings and homework assignments:*** I do accept late work, but with some penalty. If the assignment due that day is turned in by the end of the school day, there will be no penalty. If the assignment is turned in the next day, a student can receive up to 90% of the total score. (If the day is Friday students can still hand in work on Monday for that 90%) If the homework is handed in two or more days late the student may only receive up to 75%.
 - If you are struggling to keep up with work please come talk to me so we can figure out a solution together.
 - Late assignments are accepted for full credit if I approved it before hand or if you are sick.

3. ***Participate in Class:*** This includes full group discussion, small group discussions, and individual work. This does not necessarily mean you need to speak and/or answer questions every single class period. Paying attention when me or your classmates are talking is all that I expect for participation. But please do ask any questions and add into the discussion when you feel comfortable.

4. ***Try not to be disruptive:*** This includes but is not limited to; talking out of turn, walking around the room without permission, touching other students, distracting your neighbors, and/or making unnecessary noises. Your classmates are trying to learn; please be respectful of that.

5. ***Phones must be on silent and out of sight:*** I allow students to keep their phones in their pockets or in their back packs, but if I see or hear your phone even one time; the device will no longer be allowed in my classroom.

6. ***Please be seated and working when the bell rings:*** There will always be an activity written on the board to start out our mornings. This could be a question for journaling, a riddle to be solved, a writing prompt, or a sentence that needs grammatical correction. I will always specify what you need to do, and whether you can work with a neighbor or not.

7. ***Hold me accountable:*** I make mistakes too and I might not always catch it on my own. I always want my students to feel comfortable correcting me respectfully.

8. ***Try to enjoy our class time!*** My goal is to make our class time as enjoyable as I can. Obviously, we still need to learn and do our homework assignments, but I hope by the end of the year there is something you can look back on and smile about.

Grades

Grades are a cumulative score of the whole semester. Grades will be assigned according to participation in class, homework assignments, potential quizzes, and all tests.

A+ 98 – 100	B+ 90 – 91	C+ 81 – 82	D+ 72 – 73
A 94 – 97	B 86 – 89	C 77 – 80	D 68 – 71
A- 92 – 93	B- 83 – 85	C- 74 – 76	D- 65 – 67

* Anything below a 65 is a failing grade.

Tentative Schedule

(May change as school year progresses)

Week 1

Get to Know Me (short essay)

Grammar

Week 2

Short Stories

Discussion responses

Week 3

Nonfiction Articles

Comparison Paper

Week 4

To Kill a Mockingbird

Quiz or Journals

Week 5

To Kill a Mockingbird

Quiz or Journals

Week 6

To Kill a Mockingbird

Quiz or Journals

Week 7

To Kill a Mockingbird

Quiz or Journals

Week 8

Watch *To Kill a Mockingbird*

Short Comparison essay

Week 9

Exam 1

Week 10

Narrative (short story)

Short Stories

Week 11

Narrative 1st draft due

Peer Review

Week 12

Narrative due

Present narratives

Week 13

A Midsummer Night's Dream

Discussion questions

Week 14

A Midsummer Night's Dream

Response Questions

Week 15

Of Mice and Men

Argumentative essay

Week 16

Partner discussion speeches

Semester project workday

Week 17

Poetry

Week 18

Present Semester projects

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Week 19

Short stories

Theme work sheets

Week 20

Nonfiction essay (of choice)

Write a summary

Week 21

Lord of the Flies

Discussion questions

Week 22

Lord of the Flies

Quiz or journaling

Week 23

Lord of the Flies

Reflections

Week 24

Dystopian short stories

Dystopian and Utopian comparison

Week 25

Biography

Autobiography

Week 26

Documentary

Comparison chart

Week 27

Review day for exam

Exam 3

Week 28

Narrative essays

Reflection

Week 29

Informative Essays

Reflection of comparison

Week 30

Topics for research paper

Begin Research

Week 31

Outlines due

Begin writing

Week 32

First draft due

Peer reviews

Week 33

Final Draft due

Watch example speeches

Week 34

Write Speeches

Speech peer review

Week 35

Speeches

Semester project workday

Week 36

Semester project due

Present Semester project

Semester Reflections

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This is the syllabus that I will give to students. We will go over the rules and I will give them time to ask questions or suggest their own rules. I want them to feel like they get some say in their classroom environment. I will be able to explain why I think each of my rules are important but will also be open to their suggestions. The syllabus will also hold a tentative schedule to give students an idea of what will be happening through the year. I will make sure they understand that things might change depending on snow days, and/or our progress as an individual class.

Appendix C

Welcome!

Hello Parents/Guardians!

My name is Rachel Vitek and this year I have been given the privilege of teaching English 10. I grew up in Center, North Dakota and attended college at the University of Mary. I love reading and writing and am excited to pass that love along to my students this school year. If you would like to know a little more about me I would love to meet you at our school's annual open house on Saturday, August 19th beginning at 11:00 and ending at 4:00 You will have the opportunity to chat with all of your children's teachers and there will also be hot dogs and other fun side dishes served. I hope to see you there!

There are just a few things that students will need to be successful in my classroom. All textbooks and novels will be provided by the school. The following items are the supplies needed for English 10:

- Pencils, pen, and highlighter
- At least two notebooks; college ruled
- At least one pack of index cards
- At least one folder

Please contact me if you are unable to purchase and/or find any of these items.

I have a small list of rules that I thought you might like to be aware of. I have decided to implement these few rules, because I feel they will help keep the classroom safe and productive throughout the school year.

1. Respect everyone
2. Enter the room quietly and sit in your desk and begin working on the prompt on the board.
3. Follow the procedure of raising your fist when needing to use the bathroom. I will give you a thumbs up to acknowledge that you may go.
4. If you are struggling to finish your homework in time, let me know as soon as possible.

If you have any questions about the rules, supplies, or anything at all, please feel free to contact me by calling the school or emailing me directly. If you would like to set up a time to meet one on one before the start of the school year or any time during the school year, please let me know. I would love to talk to you!

School Phone Number: 701-220-7364

My Email: Rvitek@schoolemail.edu

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This is the letter I will send home to parents/guardians to let them know that I would love to meet with them at anytime during the school year when they have concerns. I also want to tell them a little about myself and let them know what supplies will be needed for my classroom. I also want them to know ahead of time what I will expect out of their children this school year so that there are no surprises when I am implementing some of my rules and procedures.

