

Ms. Schmid's Classroom Management Plan

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Table of Contents

Philosophy.....	3
Plan for the First Days	3
Rules	4
First Five days.....	5
Connection to Students and Families.....	12
Discipline.....	13
Conclusion.....	14
References.....	15
Appendix.....	16
Seating chart.....	16
Classroom Rules.....	17
Tardy Slip.....	18
Pink Slip.....	18
Blue Slip.....	19
Check-in Friday slip.....	20
BRB Board.....	21
Get to Know You Form.....	22
Parent/Guardian Form.....	24
Consent Form.....	25

Philosophy

My classroom management philosophy is, all students will be treated equally and with respect by all. This will build trust in the classroom which will lead to an environment that fosters learning. Wong said, "Students must trust you before they will trust what you plan to teach," (Wong, 2014). In order to ensure this philosophy, I will create clear and precise procedures which will lead into daily routines. As an educator, it is my responsibility to be a positive influence in their lives and give them a safe place where they can come and receive a well-balanced education. In order to have all these components work together I will need to have an excellent classroom management plan because "Good classroom management does not just happen; effective teachers plan good classroom management," (Wong, 2014).

Plan for the First Days

For a new teacher having a plan for the first week of classes is crucial, as we have discussed in class. Your first week sets the tone for the rest of the school year. My plan is to layout the procedures for my classroom that we will use on a regular basis which will then turn into routines. This will let my students know is expected of them for the year. Once all the procedures are created I will Teach, Rehearse, and Reinforce them so they will then become every day routines (Wong, 2014). In order for me to do this I will need to be organized and prepared. I will use strategies from Marzano, Wong, and from *Teaching with Love and Logic* by Jim Fay and David Funk to help me have a productive first week.

In the rest of this paper I will lay out what my plan is for the first five days of school. I will first include my five rules that will be used in my classroom, these came from lectures and discussion we have had in class. Next I will state the procedures that will be taught in my

classroom during the first five days. Finally, I will discuss how I will not only connect with my students the first week, but also the parents.

Rules

The rules that I have chosen for my classroom will work in a secondary mathematics classroom and they will also work for a special education classroom. It is important that these rules work for every student and not just an “average” student because of my special education minor. I also want to make sure it is clear these rules do not only apply to the students but also to me and any other person who comes in the classroom. Later I will discuss what will happen if a rule is not followed.

- 1. Be respectful-** Always treat everyone and everything in this classroom with respect.
- 2. Be prepared-** We will all come to class prepared to learn and with all our materials.
- 3. Use technology properly-** Technology will only be used for educational purposes when allowed.
- 4. No profanity-** Everyone will use proper language. No swearing will be tolerated in this class.
- 5. Be present-** We will all participate in class activities and be engaged during the class period.

I chose these rules because I feel they represent a broad spectrum of situations that can present themselves at the secondary level. These rules will help foster a safe environment for everyone in the classroom and create a space where everyone can learn. All five of my rules will be implemented in the first five days.

Day 1 (Monday)

Classroom Management:

1. Introduce Attendance/ Tardy Procedure
 - a. Teach students the attendance policy in the school and how attendance will be taken at the beginning of every class period.
 - i. I will be taking attendance as they are completing the bell ringer.
 - b. Teach the students if they are tardy they will need to fill out a tardy slip. This will explain why this student is tardy. If they have a teacher's note they will then simply attach that note to the tardy slip. (Tardy slip can be found in the appendix)
2. Introduce Setting Arrangement (strategy is from Mrs. Davis's class at WMS)
 - a. Explain to the students how the playing card they pick, before walking in to the room, from the deck corresponds with a card taped above the desk (See appendix for set-up).
 - b. Explain to the students how the seating arrangement will change every quarter.
 - c. Let the students know that any card placement can be vetoed by me, this means if I do not like where they are seated or placed in the classroom a new card will be chosen.
3. Introduce Bell Ringer
 - a. Explain to the students a bell ringer will be posted in the front of the room, on the white board or active board, and they will need to complete it every day.
 - b. Show the students where the "Bell Ringer" box is placed, in the front corner of the room.

- c. Explain to the students that they will be given a grade based on if it is complete or not. If the answer is wrong it is ok because we can correct it then next day if needed.
4. Introduced Agenda
 - a. Show the students where the weekly agenda is the room.
 - b. Explain the agenda will list any specific material that will be required for that day, i.e. their book, a calculator, etc.
5. Introduce Classroom Rules
 - a. Go over the five rules that were created with the class.
 - i. I will ask the class if these rules are reasonable and if the students believe they are not then I will allow them the explain why they believe so and give them a chance to come up with a compromise.
6. Introduce the “Leaving the Room” Policy
 - a. Teach the students how to leave the classroom for the bathroom or office.
 - i. Quietly and not being a disruption to the class.
 - b. Explain the “BRB” board. This is where they will write their name on sticky note along with the time they are leaving and place it in the column for where they are going (This BRB board can be found in the appendix).
7. Introduce Exit Slips
 - a. Explain to the students that this is their ticket out of the classroom. This will be a question pertaining to what we learned that day in class.
 - b. Explain this will be graded on if the question was addressed properly and how it is answered not on whether it was correct or incorrect.

- c. Tell the students the exit slip box is right next to the door. The placement for the box is so no student will or at least should not forget to put the slip in the box as they are exiting.

Instruction Program:

1. Bell Ringer and Agenda
 - a. Demonstrate procedures for the bell ringer.
 - b. Complete bell ringer for the day.
 - c. Explain what is on the agenda for the day/ week.
2. Explain Seating Arrangement
 - a. Explain how the playing card corresponds with where they are sitting (Double check to make sure all the students are in the correct spot).
3. Go Over Classroom Rules and Expectations
4. Introductions
 - a. Introduce myself and who I am.
 - b. Hand out the "Get to know you" form (This form can be found in the appendix).
5. Exit slip
 - a. Complete exit slip for the day
 - b. End the Class.

Day 2 (Tuesday)

Classroom Management:

1. Reinforce Attendance/ Tardy Procedure
2. Go over Setting Arrangement
 - a. Make sure everyone is comfortable where they are at

3. Reinforce Bell Ringer Procedure
4. Reinforce Classroom Rules
5. Reinforce Leaving the Classroom Procedures
6. Teach School Procedures
7. Reinforce Exit Slip Procedures

Instructional Program:

1. Bell Ringer
2. Hand out Parent/ Guardian forms (This form can be found in the appendix)
3. Go Over Classroom Rules
4. Go Over the Schools procedures
 - a. What to do in case of an Emergency and then Practice them
5. Course Information
 - a. Go Over the Class Syllabus
6. Exit Slip/ End Class

Day 3 (Tuesday)

Classroom Management:

1. Reinforce Attendance/ Tardy Procedure
2. Reinforce Bell Ringer Procedure
3. Reinforce Classroom Rules
4. Reinforce Leaving the Classroom Procedures
5. Teach Handing in Assignments Procedures
 - a. Show them they have a tray that corresponds with their class period

- b. Explain they must highlight their name on their assignment(s) before handing it into the tray
6. Reinforce School Procedures
7. Reinforce Exit Slip Procedures

Instructional Program:

1. Complete Bell Ringer
2. Hand in Paper
 - a. Have the students practice handing in papers by handing in the "Get to Know You" form along with the "Parent/ Guardian" form
3. Go Over Classroom Rules
4. Go Over School Procedures
5. Finish Going Over Syllabus
6. Exit Slip/ End Class

Day 4 (Thursday)

Classroom Management:

1. Reinforce Attendance/ Tardy Procedure
2. Reinforce Bell Ringer Procedure
3. Reinforce Classroom Rules
4. Reinforce Leaving the Classroom Procedures
5. Reinforce Handing in Assignment Procedures
6. Reinforce School Procedures
7. Teach Late Work Procedure

- a. Teach them how to fill out a Pink Slip (The Pink slip can be found in the appendix)
 - b. Explain how all the pink slips will be kept on file all year
8. Teach Behavior Infraction Notice
 - a. Teach them how to fill out a Blue Slip (The Blue slip can be found in appendix)
 9. Reinforce Exit Slip Procedures

Instructional Program:

1. Complete Bell Ringer
2. Hand in Assignments
 - a. Have them hand in any forms they have completed
3. Go Over Classroom Rules
4. Go Over School Procedures
5. Go Over Late Work Procedures
 - a. Hand one out to every student and discuss how this will affect their grade
6. Go Over Behavior Infraction Notice Procedures
 - a. Hand one out to every student and come up with scenarios as a class
7. Start Chapter 1 if time allows
8. Exit Slip/ End Class

Day 5 (Friday)

Classroom Management:

1. Reinforce Attendance/ Tardy Procedure
2. Teach Bell Ringer Procedure for Fridays

- a. Every Friday instead of doing a traditional bell ringer they will fill out a Check-in Friday slip. This slip lets me know how their week went and if there is anything personal they would like to let me know (The Check-in Friday slip can be found in the appendix).
3. Reinforce Classroom Rules
 4. Reinforce Leaving the Classroom Procedures
 5. Reinforce Handing in Assignment Procedures
 6. Reinforce School Procedures
 7. Reinforce Late Work Procedure
 8. Reinforce Behavior Infraction Notice
 9. Reinforce Exit Slip Procedures

Instructional Program:

1. Go Over Check-in Friday Bell ringer
 - a. Show the students where the Check-in Friday mailbox is
 - i. This is where it will be handed in when completed.
 - ii. Explain the mailbox creates more privacy, this means no else will be able to see what is on their slip.
2. Turn in any forms that are completed
3. Start chapter 1 if not started yet
4. Exit slip/ End Class

Above is how I am going to implement my procedures and rules the first five days of school in my classroom. The strategies I am using are from Marzano, Wong, Fay and Funk. I will

be using the Teach, Rehearse, and Reinforce strategy to put my procedures into play. This will help start my students off in the right direction for the year. I will also be able to tell if some students are picking them up or if I need to go over them again or explain them from a different view point. The procedures I have included are ones that will be crucial for the first few weeks of school, I have other procedures that I will introduce when they are needed.

Connections to Students and Families

Having good communication between the classroom and the families of the students is one of the biggest keys to having good classroom management. There needs to be a way for the parents to connect with me because their child is going to be with me for five days a week. There also needs to be an easy way for communication to occur between parent/guardian and teacher along with student and teacher, if there is no communication there is no relationship being established with myself and the students life outside of my room. Without proper communication parents can become frustrated or angry with me if there is a miscommunication between the student and I.

I will have three ways of communicating with my students and their families, the first is a weekly email sent out to the parents letting them know what is going on in class that week. The next is I will be creating a Facebook group where only students and their parent/ guardian are invited to join. This will help me reach the parents who do not check their emails. I can also share photos of what the classroom looks like in case they are unable to come to my classroom, this way they can see where their student is spending time everyday. Also I can post on this page when we have a quiz or test coming up, along with posting forms I send home that may not have actually left their students backpack. The final way I will communicate with my students and their families is create a classroom Instagram page. This will be a private account so they will

have to request to follow in order to see what I post. This will allow me to share photos of fun interactive activities we are doing in the classroom.

A big thing for me is letting the student and their families choose if they want their photo shared online. I have made a form for the parents and students to sign saying they are ok with their photo being shared or not. If either the parent or student says no then they will not be in any photos that are taken, both parties have to agree in order for their photo to be shared. (This form can be found in the appendix).

Discipline

I will now talk about what will happen if a student decides not to follow the rules. From chapter two of *Love and Logic*, warning a student multiple times is not an effective way for a behavior to change (Fay and Funk, 1995). In my eyes giving a warning is a way teachers try to intimidate their student out of doing something they do not approve of. I believe that laying out the consequences for if a rule is broken is ineffective along with enforcing an immediate consequence. *Love and Logic* states "How can I individualize consequences? This takes time. If we cannot deliver a consequence we will lose the teaching moment," (Fay and Funk, 1995). If you list the consequences before the rule is even broken you are setting your class up for failure because no two students are alike which means what is a fair consequence for one student may not be fair for the next. It is also important to remember consequences do not need to be given immediately, this allows time for students to calm down before you talk about what happened between them and you. It also makes it easier to talk to a student when there is no other student around so they do not feel like they are being pointed out and embarrassed or feel they need to show their friends they will not take anything from a teacher.

As I prepare for situations that may present themselves throughout the school year I will also keep chapter two from *Love and Logic* close by. I will be using different strategies taken from there and use them in my classroom. One quote from this section that I believe is important to ask all of my students multiple times throughout the year is, "We've been around each other a lot, and I'm wondering if anything I do gets on your nerves. If so I'd really like to know," (Fay and Funk, 1995). It is important to show your students you are willing to compromise with them and meet them in the middle if a problem presents itself.

Conclusion

In conclusion, my classroom management philosophy is to ensure all my students are treated equally and with respect. This will lead to trust and will create a safe environment that fosters learning. To achieve this philosophy, I will create clear procedures which will lead to daily routines. I will be using strategies from Marzano, Wong, Fay, and Funk. Through my plans I hope to make a lasting impact on my students' lives just the way my teachers did for me. These strategies from Marzano, Wong, Fay, and Funk will help me reach my goals as a teacher.

References

Fay, J. and Funk, D. (1995). *Teaching with Love and Logic; Taking control of the classroom.*

Love and Logic Inc: Golden, CO.

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

Research-based Strategies for Every Teacher.: Alexandria, VA: Associated for
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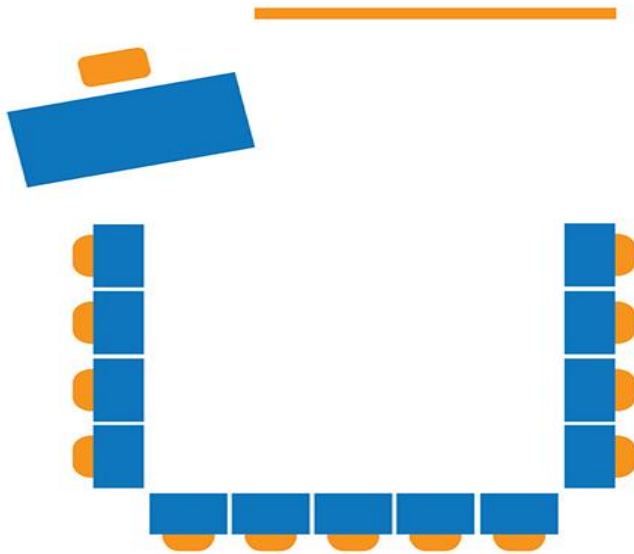
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Appendix

Seating arrangement:

The cards will be on the ceiling above the desks. I have an example of only the backrow.

Horseshoe/U-Shape



(Back Row taped on the ceiling)



Classroom Rules

- 1. Be Respectful-** Always treat everyone and everything in this classroom with respect.
- 2. Be Prepared-** We will all come to class prepared to learn and with all our materials.
- 3. Use Technology properly-** Technology will only be used for educational purposes when allowed.
- 4. No profanity-** Everyone will use proper language.
Swearing will not be tolerated in this classroom.
- 5. Be present-** We will all participate in class activities and be engaged during the class period.

Tardy Slip

How many minutes late am I? _____ minute(s)

Why am I late?

If you have a note signed by a teacher who I can verify this with, please staple it to this slip.

Date: _____

Printed Name: _____

Class Section: _____

You've been *Pink-Slipped!*

Completing your homework or assignment is your *responsibility* as a student.

Missing Assignment: _____

I do not have my homework today because:

- I did the assigned homework, but I did not bring it to class.
- I chose not to do my homework.
- I forgot to do my homework.
- I did not have the appropriate materials at home.
- Other—please explain below.

Signature _____

This will be on blue paper and it will be titled Blue Slip:

Please **CORRECT** your behavior and return to task.

See me after class!

Signature: _____ Date: _____

Offense: _____

_____.

Conference
Result: _____

_____.

Check-in Friday

How would I rate my week? (5 is the best and 1 is the worst) 1 2 3 4 5

This was the best part of my week:

This is what I would like Ms. Schmid to know about this week:

This is what my BRB board for my classroom would work like. I would not have the Speech, Nurse or RTI category. Every student will have a number in my classroom based on their last name.



Getting to Know You

(For my eyes only)

Name: _____

Nickname: _____

Birthdate/Age: _____

Grade: _____ Class Period: _____

Who do you live with?

Do you have other siblings currently in school or have gone to this school? If so who?

What are in school activities are you apart of? (Sports, Clubs, ect.)

What are some of your hobbies?

What are you passionite about?

What do you like about math?

What do you not like about math?

What is your biggest struggle with math?

What is at least one goal you want to accomplish this year in math and one for the overall school year.

Please leave me any comments or concerns you believe I should know about.


PARENT INFO

Student Name _____
Parent/Guardian Name _____
Phone _____
Phone _____
Email _____
Best Time To Contact _____
Preferred Method of Contact _____

Parent/Guardian Name _____
Phone _____
Phone _____
Email _____
Best Time To Contact _____
Preferred Method of Contact _____

_____ I would like to receive emails about activities, reminders,
and other helpful information

Additional Information _____



TEACHING
WITH
Hailey
O'Connor

This what my photo consent form would look like for my social media accounts.



**Reformation Nursery School
Reformation Schools, Inc.**

Photo Consent Form

Dear Parents,

We take photographs (and may take videos) of your child during the school year for display inside our school building. Occasionally, we may use these photographs or video images for promotional activities, advertisements in local newspapers, or on our school's public website.

Please review your options below regarding the use of your child's photo or video image. Select the appropriate box and return this form to school at the Parent meeting before the start of the school year.

Photo Consent Form

Child's Name: _____

Address: _____

Parent Name: _____

Parent Signature: _____ **Date:** _____

(please check the appropriate box)

I give my permission to Reformation Schools, Inc to use photographs and/or video images of my child, without compensation, for promotional or advertising activities, or on the school's public web site.

I do not want photos and/or video images of my child used for promotional or advertising activities, or on the school's public web site.