

Classroom Management Plan

Hannah Chumley

University of Mary

My classroom philosophy for classroom management is all about providing students with an environment where the students are the focus and the educator is the guide of all students' learning. The learning environment must tailor to the individual needs of all students including the students' physical, language, cognitive, cultural, and social-emotional needs. It is also imperative that this environment is fostering the students' needs for independence, in which the students feel they can achieve and are active participants in the classroom learning environment.

There are many important elements that I plan to outline in my classroom management plan that support my classroom management philosophy. These elements are all crucial parts to creating an environment where all students can and will succeed. These elements include: addressing the big five of classroom management in the first few days of school, (routines and procedures, rules/guidelines, positive reinforcement, addressing misbehavior, and student engagement) building a learning environment conducive to all levels of learners, and creating strong connections with both students and families.

The first few days of school are incredibly important as these are the days in which I must make clear to students the guidelines for the classroom. Three essential classroom rules that I plan to implement in my classroom include: Respect others. Be truthful. Always choose what is safe. Marzano (2003) explains one well-articulated rule can address a variety of behaviors (p. 13). This is why I plan to only have three rules because these three basic rules cover a wide variety of behaviors. Students are also able to easily remember these three rules. On the first day of school, I will explain to students the three guidelines we will be focusing on for the whole year. I will also explain to my students that we as students and teachers of this school are all an important part of a school community, and we must do our personal best to respect others, be truthful, and always choose what is safe. After these guidelines have been explained to all the

students, I plan to have a class discussion based on how these students feel about these rules. I may ask students to expand on this idea of feeling safe and respected. I may ask students are there any guidelines that they may think should be added. (An example of the rules that will be posted in my classroom can be found in the appendix on page 14). Marzano (2003) explains by including the students' in the creation of the rules, this can have large impact on the students' behavior as well as the students' academics (pg. 17). For the first few days of school, it is of great importance these guidelines are at the forefront of what is being taught to students, so these students can truly understand the importance of these guidelines.

A very important way I plan to teach my guidelines is by setting up procedures in my classroom that will help students understand how to act and behave appropriately. Wong (2014) explains that procedures are the backbone of every effective classroom (p. 5). By implementing procedures in the school day this helps students understand how to follow the three basic guidelines (respect others, be truthful, and always choose what is safe) of my classroom. The first procedure that I plan to teach the students is what to do during morning arrival. (The morning arrival procedure is posted in the appendix on page 15). Students have many jobs they must complete before morning meeting time can begin. I will explain this to students as I am teaching these students what the morning procedure is. As I teach this morning procedure, I will ask for a volunteer to model to the class how to appropriately complete this procedure. I will also ask for another student volunteer to model how to inappropriately complete this procedure. Wong (2014), explains how imperative it is to model to students what is expected and is not expected of them as students complete these procedures (p. 48). Immediately after this morning procedure has been modeled both appropriately and inappropriately, I plan to conduct a class discussion in which the students discuss why this procedure was modeled appropriately the first

time and inappropriately the second time. This morning procedure will be posted by the students' cubbies in the classroom. I plan to teach all of the procedures I have for the school day in this way, in which I state the procedure, explain why this procedure is important, and model to students how to do this procedure (Wong, 2014, 48). Some of the procedures I plan to implement are posted in the appendix on pages 16-22.

However, it is simply not enough to teach procedures. I also want to ensure all students are understanding how to do these procedures by rehearsing these procedures with students. Wong (2014) notes rehearsing the procedure is the next step in implementing a procedure (p. 49). As students are practicing the lining up procedure, I will observe these students. If I notice that these procedures were not done correctly, this shows me, as a teacher, that this procedure must be practiced over again until all students understand how to line up appropriately. It is important that all students have mastered the procedure before moving on (Wong, 2014, p. 49). It is also important to recognize that some students need a large amount of practice before a procedure is mastered.

Once all students are able to complete a procedure correctly, I will begin to reinforce the procedure. For example, if I notice that all students are able to follow the procedure for walking in the halls correctly, I can begin reinforcing this procedure. According to Wong (2014), when a teacher reinforces a procedure, the teacher provides encouragement to students by specifically stating why the teacher is pleased for what the student or students have done (p. 49). Positive narration is a key part in reinforcing the desired behavior of students. As a teacher, if I notice one student who has followed the rules for walking appropriately in the halls, I may tell this student, "I notice that you understand the importance of respect because you walked in the halls so nicely

without disrupting the other classes. Thank you!” By positively reinforcing the students for their behavior, this can ultimately have a positive impact on how students behave in the classroom.

However, there may be times when students use inappropriate behavior in the classroom. This misbehavior must be addressed immediately during the first five days of school. According to Zirpoli (2014), it is imperative that teachers are cognizant of the behavior that they display even while they address the misbehavior of the students as this has a large impact on the management of behaviors in the classroom (p.335). As a teacher when I address a misbehavior I am going to be extremely cognizant of how I respond to the misbehaviors of the students. For example, when I address a misbehavior, I will first personally evaluate what the student has done and determine how this is a direct violation of the guidelines of my classroom. I will also consider the circumstance of this misbehavior. My next step is provide this student with a Guideline Infraction Notice. The Guideline Infraction Notice is featured on page 24 of the appendix. This Guideline Infraction Notice will be given to the student, immediately after this behavior has occurred. This Guideline Infraction Notice does not take away from instructional time and it also avoids a power struggle from occurring between the student and I (Wong, 2014, pg. 166). It also helps maintain a classroom environment that is focused on the learning of the students rather than the misbehaviors of the students.

The Guideline Infraction Notice is meant to help guide the student to learn how to appropriately behave in the classroom environment. When the student is given the Guideline Infraction Notice, the student must follow the first two steps on the card for the remainder of my instructional time. After the instructional time, I will pull this student aside and ask him/her if he/she could tell me what happened with their behavior. After the student and I have privately discussed how he/she could improve their behavior, the student must fill in what their behavior

was and how they will improve their behavior. Then the student must sign this slip and return to it me. This Guideline Infraction Notice is meant to minimize the time spent correcting a mistaken behavior and maximize the instructional time to engage all students.

Taking into account students' engagement in the first few days of school is incredibly important. When teachers recognize the importance of student engagement at the beginning of the school year, students are much more likely to have a positive response to the instruction of the teacher because students are actively engaged in the learning that is taking place in the classroom environment. One way that I plan on facilitating a highly engaged classroom is by sparking positive emotions in all the students. When the first day begins, I plan to begin this day by greeting each of my students at the door, so all of my students feel a sense of security and hospitality. In fact, this is the way I plan to start every one of my school days with my students. I also plan on sparking positive emotions in all of my students by maintaining a positive attitude in which I am portraying to my students the learning expectations as well as making sure my students know I believe they can achieve. Marzano (2003) explains by portraying this type of attitude this has a large impact on students' engagement (p. 5,6). By engaging students in this way, students understand that they do have a voice in my classroom because they are a valued member of the learning community.

By making students feel as though they have a voice in my classroom, this can have a large impact on the students' engagement in the classroom. According to Fay and Funk (1995), it is important that teachers recognize the rights of the individual students. I plan to tailor my instruction around the rights of the students because I know this can positively influence the behaviors in my classroom. Fay and Funk (1995) note that by providing students with choices, this can have a positive impact on students' behaviors as this shows students that teachers

recognize their rights (57). For example, if one of my students is not wanting to hang up his/her coat on the hook, I may ask this student the following question. “What would work best for you to hang your jacket on your hook before you unpack your backpack or after you unpack your backpack?” By providing a choice to this student, this makes this student feel as though they have a voice and are a respected member of the learning community. I do plan on recognizing students’ need for control in the classroom by providing students with numerous choices throughout the day. Ultimately, when teachers provide choices to students, this can foster a healthy learning environment.

The environment of the classroom is important to consider when reviewing a classroom management plan. Classroom environment can and will affect all students’ social-emotional, cognitive, language, cultural, and physical needs. This is why it is extremely imperative that when designing a classroom environment, all spaces and individuals including students and teachers play an active role in the learning. I plan to do exactly this by designing the physical environment to be developmentally appropriate and tailor to the needs of the students in the classroom space. I plan to divide my classroom space into seven learning centers. These seven learning centers include: community center, individual learning center, student learning center, reading/library learning center, discovery learning center, writing/art center, and teacher center. Each of these learning centers have different purposes and opportunities for learning to take place.

In the community center, all students and teacher will gather here to do morning meeting times, class meetings, and learning activities. This community center will include a large rug where students can sit. Also, there will be an Active board/white board where much of the instruction will take place. The purpose of this community center is to enhance students’

collaborative and communicative skills as each student works with one another in this learning center.

Another learning center included in my classroom is the individual learning center. It is similar to the community center in that both the teacher and the students will gather here for different learning activities; however, this individual learning center is more of an intimate space for both the teacher and the students. The individual learning center is a zone I plan to use to meet with individual learning groups for different instructional purposes. This individual learning center provides me with the opportunity to differentiate my instruction to meet the needs of all individual students. By incorporating this type of zone in the classroom, this can greatly reduce the problematic behaviors as each student's needs are being tailored to during this instructional time. In the appendix on page 23, is the individual learning center procedure all students will be expected to follow while I am working with a group of students at the table.

Next, the student learning center is also an incredibly important center to include in the classroom environment. The student learning center will include students' desks and chairs. Also, each desk will include storage that all students can use to store their learning materials. This student learning center in the classroom is incredibly important as this provides all students with a sense of belonging and connection. When students have an individual spot that they can call their own in the classroom, this affects these students greatly. Refer to page 17 in the appendix for the procedure students will learn while using this space of the classroom.

A reading/library learning center is also important to include in the classroom space and is a space that I plan to include in my classroom space. The reading/library zone will include some bookshelves to house different reading materials that are developmentally appropriate for the age group of the students. The reading/library learning center is important to include in the



classroom environment as this space provides a quiet space for students to reflect. This is an important skill for all students learn to do as reflection provides students with a sense of independence. In the appendix on page 19 the procedure for this learning center is provided.

The next learning center that is important to include in the classroom space is a discovery learning center. This discovery learning center is a place that provides students with opportunities to explore and discover with different manipulatives provided in the space. Different materials that I plan to include in the discovery learning center are blocks, Legos, and different learning manipulatives such as math cubes. This learning center is important as it provides students with the opportunity to think hands-on and problem solve with other peers. This learning center tailors to the tactile/kinesthetic learners. By incorporating a learning center that tailors to these kinesthetic/tactile learners, this can ensure that these students are being provided with a space that provides optimal learning.

Next, it is also important to include a writing/art learning center in the classroom space. The writing/art learning center provides students with the opportunity to practice writing and spelling in the space. This space will also allow students to experiment with different mediums of art to create different visual art pieces. The different materials provided in this writing/art space including: paper, stencils, pencils, different writing manipulatives that are developmentally appropriate for the students' age group, clay, playdough, construction paper, watercolor pencils, paint, glue bottles, and markers. This writing/art learning center can be used during Daily Five to practice writing skills. Students can also use this writing/art learning center during free time or when it is the appropriate time in the day to work on art. There will be a maximum of four students allowed in the art/writing center at a time; however, students will be allowed to take

materials from the writing/art space back to their desks. Students are expected to return all materials to back to where they found them.

Lastly, it is also important that every learning space has a professional work space for the teacher. This is a space that I plan to incorporate in my classroom by including a teacher desk in this space with a small storage unit. My teacher desk will store important materials and resources. My small storage unit will also include different resources that I will use throughout the school year. This space is important to have as this separates my space from the rest of the students' spaces. Having my own individual space where I can do some of my own personal reflection is important and can positively affect my overall attitude toward all students. Having a positive attitude is incredibly important as a teacher's presence has a massive impact on the overall learning environment that is being provided to students, and this is why it is important teachers are creating strong connections for both students and families. (In the appendix on page 25, you will find a classroom layout of my classroom space. This layout features all seven learning centers).

Connections for students and families is an important element to consider when creating a classroom management plan. It is important effective communication between the teacher and both students and families is established at the start of school year. There is a variety of strategies that I plan to implement at the beginning of year that will establish an open communication between the students/parents and myself. The strategies I plan to implement include presenting a power point presentation to my students at the first day of the school that explain the basic procedures and guidelines for the classroom. I have provided an example of this presentation that I plan to present to my class in the appendix on page 26. I also plan to provide parents with a newsletter for each week. These newsletters will be taken home by the students, and these

newsletters will primarily explain to the parents what the students have been learning throughout the course of the week. These newsletters also cover any upcoming events at school and announcements that parents must be made aware of. The weekly newsletter I plan to provide parents each week is shown in the appendix on page 27. Also, prior to the first week of school, I plan to mail each student and their family a personal note about myself as a teacher. This will provide both students and parents with a better idea of who I am as a teacher. I also hope this personal note will alleviate any anxiety either the parent or student may be facing. There is also a sample of a personal letter I plan to mail out to each of my students' and their families in the appendix on page 28. Creating connections between both the students and families at the beginning of the school year is imperative. By creating these connections with both students and families this can lead to an effective classroom management plan.

However, when my classroom management plan is being implemented, some potential sources of trouble may arise. It is still my responsibility to address these challenges as I want to facilitate an environment where all students can succeed. Some potential challenges that may arise are the following: students may be highly hyperactive and have a hard time focusing on the learning task or students may have a difficult time being engaged in the learning task. There are multiple strategies that I can implement to address these potential challenges while also providing an environment that engages all learners and provides them with the opportunity to be the center of the learning that is taking place.

One challenging behavior that I may deal with in my classroom is a student who disrupts the learning experience by poking other students, laying on the floor, or looking for some other type of stimulation to arouse them. Zirpoli (2014) explains that this behavior is characteristic of hyperactivity (pg. 354). Students may do this during whole group learning time whether this be

during the morning meeting time or during another part of the school day. This is a disruptive behavior and this behavior can be caused by impulsivity and inattention (Zirpoli, 2014, 354). This is a behavior that must be addressed immediately. One intervention that Zirpoli (2014) explains teachers should use with these students with hyperactivity is to teach students proper social skills (p. 354). Expectations of behaviors can have a massive impact on how these students' will behave in the school setting. Zirpoli (2014) further explains that when these expectations have been clearly stated and consistently reinforced, students are much more likely to use appropriate school behavior (p. 355). This is one intervention that I will use to address a possible behavioral issue in my classroom. By implementing this intervention, this is ultimately going to provide a classroom environment that meets the needs of all levels of learners.

Another possible behavioral problem that I may have to address in my elementary classroom is students who are not fully engaged in the learning experience. Zirpoli (2014) explains that students who struggle to be engaged in the lesson may be due to the student's inability to maintain his/her attention (p. 352). If I notice that a particular student has a difficult time maintaining attention during the learning experience and is off track, I will enforce a few strategies that will keep this student focused on the work he/she does. One strategy that I plan to implement is I will assign this student with a special seating spot for each learning activity that may happen throughout the day. For example, if the learning activity happened to take place at the community rug, I will assign this student a special spot next to me. If the learning activity is taking place in the students' work center of the classroom, this student will have a special seat in the front of the room where this student will be in close proximity to myself as I teach. This will help this student stay on track during the whole group activity because the student will be in close proximity to myself, so I can give this student non-verbal cues to adjust their behavior.

This will also provide an effective learning environment for the rest of the students while still allowing this individual student to be an active participant in the learning.

All effective classrooms, have a classroom management plan that addresses the big five of classroom management, creates a learning environment that is conducive to all learners, and allows the teacher to build strong connections with students and their families. In addition, it is important the classroom management plan have numerous alternative strategies to address potential challenges in the classroom environment so that all students' needs are met and all students are active participants in the learning experience. Ultimately, I am the guide of all students' learning and all students in my classroom environment are at the center. It is the end goal that all learners in my classroom will succeed both academically and behaviorally in the learning environment that I provide.

Always Respect  
Others

Always Be Truthful

Always Choose what  
is Safe

## Morning Procedures

- Unpack your backpack. Always take your planner back to desk.
- Hang up your jacket and backpack on hooks.
- Turn in all parent papers to yellow bin.
- Make lunch choice.
- Find your spot on rug at the community learning center.

# Safe Sitters at Community Rug

- Body forward
- Sit criss/cross
- Hands in lap
- Sitting straight and tall
- Quiet, focused, ready



# Safe Sitters at the Table

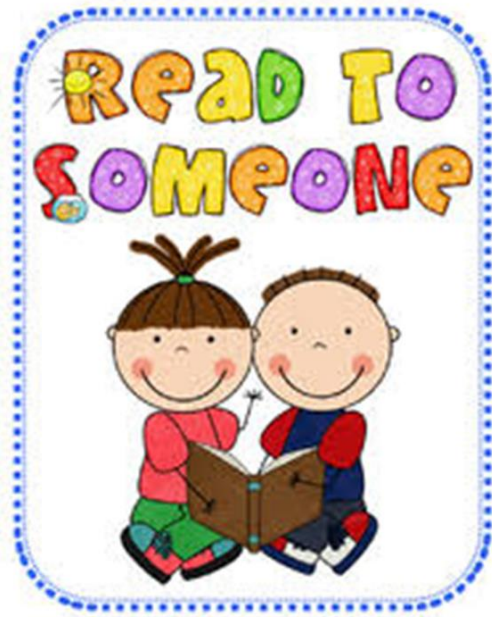
- Body forward
- Feet in the front and on the floor
- Sitting straight and tall
- Quiet, focused, and ready

## I'm Done Now What?

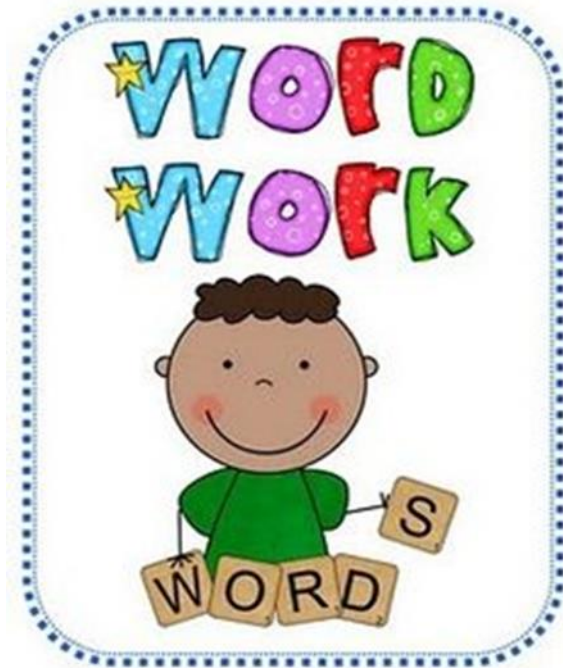
- Turn in assignment to appropriate bin
- Check unfinished work file
- Read quietly, if unfinished work file is empty



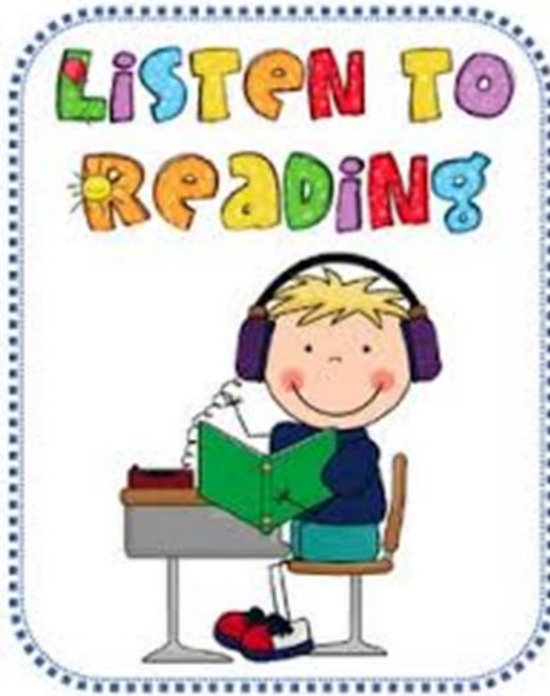
- Get your book basket
- Choose a book out of your basket
- Stay in 1 spot
- Read Quietly
- Read the whole time



- Sit EEKK
- Use a quiet voice
- Read the whole time
- Stay in 1 spot
- Get started right way



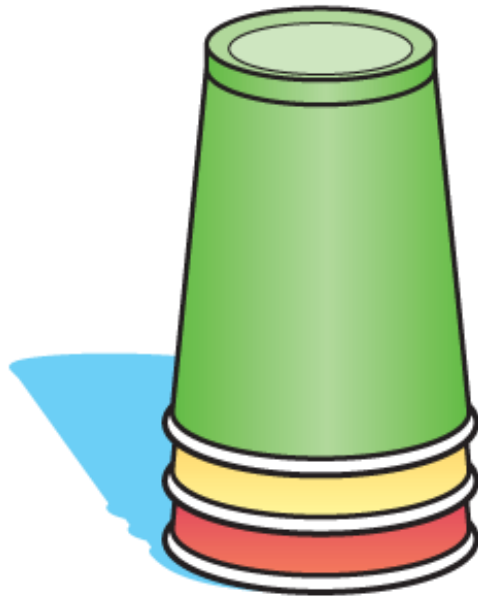
- Bring Word Work Notebook/pencil
- Find materials in Writing Center
- Sit quietly at Writing Center table
- Get started right away



- Get out materials (Chrome book)
- Listen to the whole story
- Stay in one spot
- Get started quickly

# Working in Groups

- Red=ask yourself
- Yellow=ask a peer
- Green= ask me



Please correct your behavior

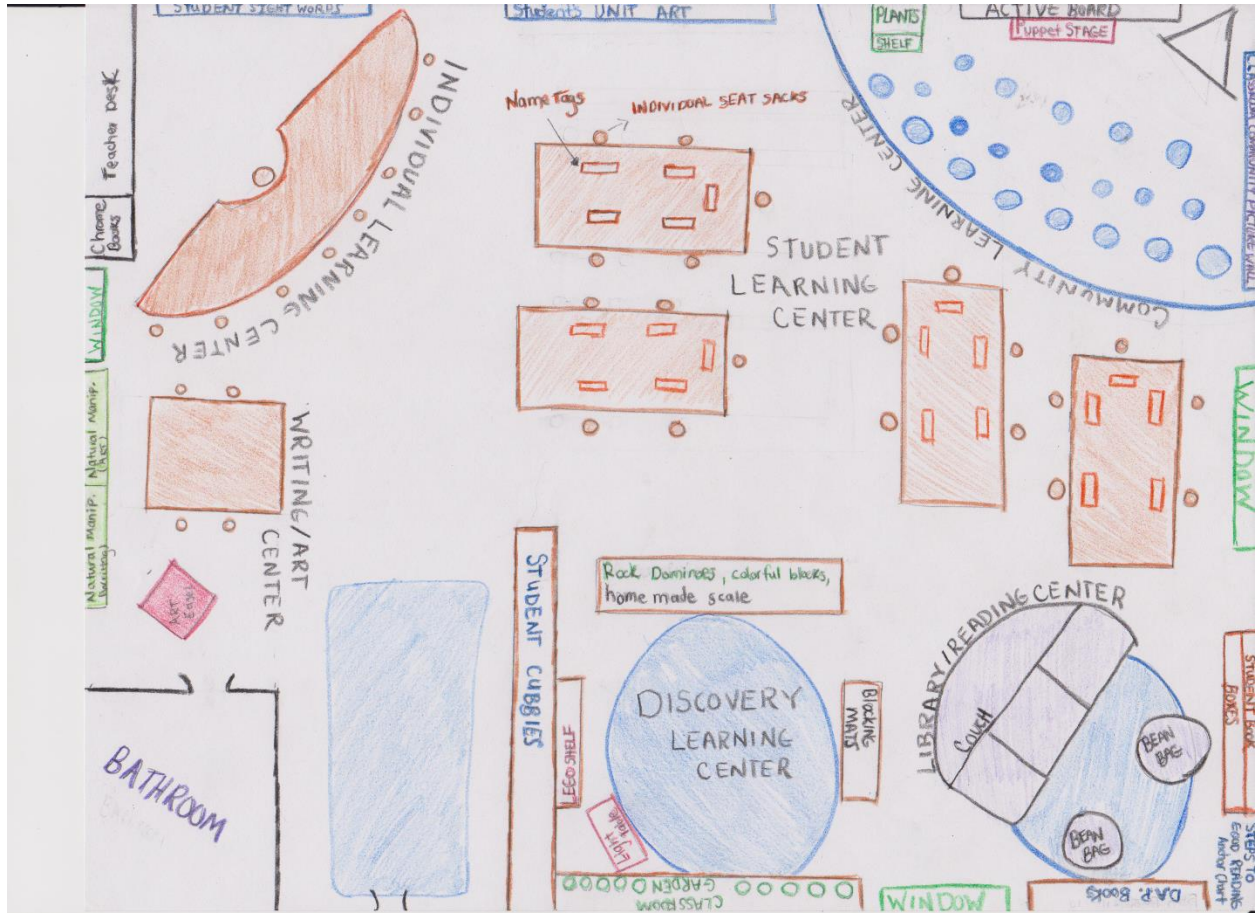
Please return to task

See me after activity!

Signature \_\_\_\_\_

Behavior Problem \_\_\_\_\_





# Welcome First Graders

(Right click Present Object: Open)

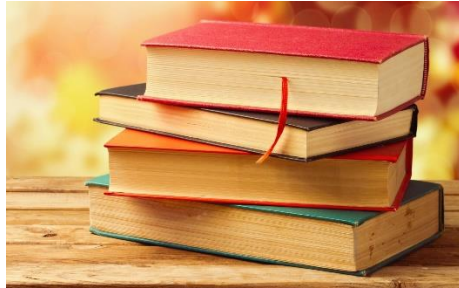
This is a power point that will be reviewed in one sitting. Rather this power point will be referred to throughout the day.

## Miss Chumley's First Grade Weekly Newsletter

Math: Addition/Subtraction Math Facts

Parents: Make sure your child is practicing addition/subtraction math facts each night.

Language and Literacy: We are currently learning about how to properly use fluency when we read aloud.



Parents: Please make sure you are reading to your child or your child is reading independently at least 15 minutes each night. Also please make sure students are recording their time on their reading calendar that is to be turned at the end of the month with a parent signature.

Social Studies: Learning about how we can be good citizens in our learning community.

Parent Activity:

Parents please note: **Monday January 22** students will be taking a field trip to the Science Academy here in Bismarck. Parents you are welcome to join us!

Dear Parents and First grade student,

It is hard to believe it is this time year again. I hope you have had a wonderful and relaxing summer, and I cannot wait to meet you and spend the school year with you! I just thought I would write to you and tell you a little bit about myself.

My name is Miss Chumley, and I am a third year teacher here at Highland Acres Elementary School. I graduated from the University of Mary in 2018 with my Early Childhood and Elementary Education degrees. In my past time, I enjoy reading, cooking, and baking. Family is also very important to me. On the weekends, I enjoy spending my time with my family. However, my passion is teaching. Every year that I have the opportunity to work with children is an incredibly amazing year.

A couple of important notes to keep in mind prior to the beginning of the year. Parents please make sure you are looking over the supplies list for school. I do require that students have all the supplies on the list. If you have any questions or concerns in regards to this, please feel free to let me know.

Also, our first grade open house will be on August 22<sup>nd</sup>. The open house is an excellent opportunity for myself to meet with you and your child one-on-one before school begins. The open-house also provides your child with the opportunity to explore their first grade class and see who is all in their class for this upcoming school year.

I hope this letter finds you well! If you have any questions or concerns please reach out to me. My contact information is listed below.

[Hjchumley1@bismarckpublicschools.org](mailto:Hjchumley1@bismarckpublicschools.org)

701-258-9563 (ext 20)

Miss Chumley

## References

- Fay, J. & Funk, D. (1995). *Teaching with love and logic: Taking control of the classroom*. Golden, CO: Love and Logic Press.
- Marzano, R.J., Marzano, J.S. & Pickering, D. J. (2003). *Classroom Management That Works: Research-based Strategies for Every Teacher*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Wong, H.K & Wong, R. T (2014). *The Classroom Management Book*. Mountain View, CA: Harry K. Wong Publications, Inc.
- Zirpoli, T. J. (2014). *Behavior Management: Positive Applications for Teachers* (6 ed.). New York, NY: Pearson.