

Ms. Rotunda's Classroom Management Plan

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My classroom management plan includes having rules and procedures for the students to learn and follow, which is based upon Wong's philosophy (Wong, 2014). The expectations will be made clear within the first week and will remain consistent throughout the year. In addition to Wong, Marzano believes in allowing students to have a voice in creating these rules (Marzano, 2003). With the learners' help, our classroom will be one filled with respect, where we strive to treat others how we want to be treated. When rules are broken and procedures are not followed, I will use love and logic to reinforcement good classroom behavior (Fay, 2010). By following this, we will create an encouraging learning environment through positive reinforcement.

As we've learned throughout the semester, it is important to dedicate the first days of the school year to implementing the rules and procedures (Wong, 2014). My first days will focus heavily on this. As an elementary teacher, it is suggested to focus on rules regarding behavior, transitions, group work, seatwork, and teacher-led activities (Marzano, 2003). In order to ensure my students' willingness to comply with the rules and procedures set, we will work together as a class to create a plan (Marzano, 2003). As the teacher, I will have different options for the rules and procedures that the students can give their input on. I will do this because I want the students to feel as included in the classroom as possible. When the students break these rules, I can simply say they helped create that rule and the consequence and agreed to abide by it. These rules will be implemented through teaching, rehearsing, and reinforcing (Wong, 2014). First, I will teach the students the procedure by showing the incorrect way. I will ask the students what is wrong with it, and ask an individual to show me how to make it right. After one student shows the correct way, I will have the rest of the class try.

My classroom will be set up in pods of 3-5 depending on how big my class is. For efficiency purposes, every student will have a number next to their name tag on their desk. If I

teach in a younger elementary classroom, I will have spots with their numbers on the carpet and for lining up at the door. This way, there are no issues with students being where they are not supposed to be and I can easily separate the troublemakers. If I am in an upper elementary class, I will give the students freedom to choose where they sit on the carpet and stand on the rug; however, if my students prove they cannot be responsible then I will assign spots based on their numbers. For my plan with the lower elementary days, I would have it implemented within the first days of school. For my first five days, I used both Marzano and Wong.

Day 1

- At the beginning of every day, I will greet my students at the door. After they enter, they are expected to place their backpack and jacket in the coat area, which I will ensure every student knows. From there, they will be expected to sit in their seat and work on the bell work (Wong, 2014).
- The bell work on the first day will consist of the students writing what their goals for the year are, what they want to improve on, what they enjoy most about school, and what they would like to change about school. By having this, I will get a feel for what their strengths, weaknesses, likes, and dislikes are, as well as how I can make the learning environment the best possible. I will encourage complete honesty because I want them to enjoy being in our classroom. (As the year goes on, my bell work will consist of a variety of things. Students may be asked what they did on the weekend, a highlight of their week, a short review of what was done in a subject the previous day, a question that they have to ask a classmate, etc.)
- Next, we will be on the rug to begin the day, which will always follow bell work. This is where my first procedure will be taught. Every time we are leaving our desks as a group

(either to move to the rug or to line up), I will say “Stand up, tuck in your chairs, walk quietly to the rug/door.” I will ask a student to show me how to properly do this, and then we will do it as a whole class and head the rug. (Once I implement classroom jobs, I will have this be a job for one of the students to say.) During our time at the rug, we will mainly discuss our schedule for the day because I want the students to be prepared. I will also have a student go over our behavior expectations and discuss any reminders. (On Mondays, students will also have the opportunity to discuss their weekends).

- After this, we will return to our seats and I will teach the procedure for being quiet. My goal is to try and get students to be quiet with me talking as little as possible. I will raise my hand, and when students see this they are to do the same. If some students are not noticing, I will use the ripple effect by saying “I notice Tommy is raising his hand and sitting quietly.” If it is too loud and I realize raising my hand is not an option, I will use a command-and-response or a clapping routine to get the students to stop what they are doing (Wong, 2014). When they hear me, they are to be quiet and have their eyes on me. In my first practicum, my teacher would say “class, class?” and the students would reply “yes, yes?” In my second practicum, my teacher says “eyes on me” and the students reply “eyes on you.” Although I like these options, I will choose my command-and-response depending on the age level I am teaching. In addition, I will eventually ask students for command-and-response examples I can use. (In my second practicum, my cooperating teacher did this. One example is: “may the force,” “be with you.”) No matter what I choose, we will practice these heavily throughout the day to ensure the students understand the response and what their job is.

- Behavior expectations will also be discussed. This is one rule that I intend to allow students to give their input. We will discuss things like helpfulness, respecting others, behavior expectations, and politeness. (Marzano, 2004). I will ask students what they think our rules should be for these areas, giving them some guidance, and we will agree on it. That night, I will create a poster with these rules and we will sign the “class contract” the following day.
- Finally, we will discuss the expectations for the end of the day procedures. I will ask for the students' input on how to clean up the room. I will say that we should make sure the floor is clean, and ask for suggestions for how many pieces of garbage everyone should pick up before anyone can leave. In addition, desks need to be cleaned up (Marzano, 2003). Each student will check the rest of their pod to ensure the desks are cleaned. If not, they are expected to hold their classmates accountable in a respectful way. I will ask each pod to show a thumbs up or thumbs down for if their pod is cleaned.

Day 2

- I will greet students at the door. They will practice the beginning of the day procedure after entering the classroom. (Idea for Day 2 question: what is one thing you are looking forward to this year?)
- After bell work, we will practice our procedure for going to the rug.
- We will go over the behavior expectations we created the previous day and sign the student contract.
- We will discuss the procedures for interruptions, such as needing to use the bathroom or get a drink. I will utilize the hand motion taught to us in class. In addition, I will use other simple hand gestures for interruptions other than the bathroom (Lecture). At the summer

camp I worked at in high school, there were around 5 different gestures they had for the students to use. For the students' help, there were posters of the hand gestures at the front of the room. This is something I would like to use in my classroom because it is silent and non-disruptive.

- Our procedures for transitions will also be implemented. We will use music, verbal reminders, and visual countdowns (Wong, 2014).
- The procedures for being quiet will be rehearsed throughout the day.
- The end of the day procedure will be rehearsed.

Day 3

- After greeting the students and having them complete the bell work, I will introduce my scale for noise level. If a school-wide scale is provided, I will use that. I saw an example of this during my observations at Solheim in my gym practicum. The scale ranged from 0-2, where 0 is silent, 1 is a whisper, and 2 is normal talking. I will ask students to demonstrate a whisper and normal talking, and I will ask the students what they think the noise level should be for certain times (hallway, library, lunchroom, group work, seat work, etc.). This way, I will be following Marzano's idea of having students help create the rules (Marzano, 2003).
- We will also discuss the important places around the room, such as the carpet, library nook, and art center. We will decide on how the area should look when we are done, what the voice levels should be, etc. I will also tell the students that if they cannot be responsible in these areas, they simply will not be allowed to use them.
- The quieting procedures and different transition options will be rehearsed throughout the day.

- We will wrap up with the end of day procedure for cleaning the classroom.

Day 4

- Every procedure that has been implemented in the first three days will be reinforced. I will continue to greet the students at the door, we will work on our rug time routine, we will work on our quiet procedures, transitions, and expectations for teacher-led activities.
- We will discuss the procedure for teacher-led activities. After the activity is taught, students will give me a thumbs up, side thumb, or thumbs down based on their understanding (Wong, 2014). If students have confusions, it will be encouraged they ask questions. When I am talking, the noise level should always be 0. If a student is causing a disruption, I will quietly tap on their desk or go stand closer to them to let them know I expect better behavior.
- Our day will wrap up with our end of the day procedure.

Day 5

- We will begin the day with the same pattern as the previous days. The different procedures will be rehearsed throughout the day.
- Our rules for group work will be introduced and rehearsed. The expectation is before asking me for help, the students must ask their group members for help (Marzano, 2003). There are noise level expectations for group work as well, which we will discuss together. I have predetermined that students are allowed to talk above a whisper but only loud enough for their group to hear, but I will give them the opportunity to decide this to feel they have a say. In order to properly practice this, I will have a good team building small group activity to practice with the kids. They may have questions, but they must work together first before asking me for help.

- Our day will wrap up with our end of the day routine.

Connections to Students and Families

In order to make my classroom feel as welcoming as possible, I will work to establish connections with the students and parents. This will start before the school year even begins, as I will send out a letter to the parents. Included in this letter will be an “All About the Teacher” section, which I’ll give some important information about my past, my hobbies, and the important people in my life. Also, the goals for the year will be in another section, which gives the parents a good idea of what I hope for their kids to accomplish. There will be a section with my contact information. Finally, I’ll list some important things for the students to have. There will also be a supplies list for the students, so I will highlight a few of the absolute necessities. This connection will continue to be formed on the first minutes of the first day, as I welcome my students at the door. In addition, we will fill out an “All About Me” sheet on the first day, which includes information about the child and a picture of them. These will be hung up in the classroom for the first part of the year until I replace it with another project. I also think it would be cool to send a weekly or monthly “newsletter” home with the kids for the parents to see. This is something we did at the summer camp I worked, and it received positive feedback from the parents. They loved being able to see what their kids had been up to. I’m guessing it would end up being monthly in order to fill the newsletter with all our fun activities.

What If?

When it comes to the “what if’s” in my classroom, I enjoy the tactics of love and logic. When the behavior is not up to par in my classroom, I want yelling to be my last resort.

- If the noise level is too high and I cannot silently quiet them, I will use one of the command-and-responses taught on Day 1 to get their attention (Wong, 2014).

- If students are not quietly sitting waiting for instruction, I will use the ripple effect to promote good behavior. I also liked the “enforceable statements” suggested by love and logic. Instead of speaking to students negatively, I will say things like “We’ll be lining up as soon as its quiet” or “feel free to go to the bathroom when I’m not giving directions” (Fay, 2010). If I give a few cues and a student still is not being responsible, then I will say something like, “John, look around at your classmates. Do you see how they are quiet and facing forward?” This way, the other students are always receiving positive reinforcement without me directly giving it to them.
- When students get angry at each other and say mean things, I will use love and logic to help them feel understood. I will say “I understand why that made you angry” or “I would be mad about that too” (Fay, 2010). Then, I will ask them how they would feel if someone hit them or called them a name. After they are calmed down, then I will expect a sincere apology to the other student. If the student is not calm, I will give them time to cool down before expecting an apology from them. They will be given time to cool down in the “quiet corner,” in which they can quietly sit and use a stress ball or another calming item.
- When possible, I will give students options, which will be something I’ve already decided. If a student needs to cool down, I would say, “Do you want to go get a drink or sit in the quiet corner?” (Fay, 2010).
- If students do not quietly walk to the rug or to line up, they will simply have to go back to their desk and try again. Instead speaking negatively, I’ll say “I’d love for you show me our correct way to walk to the rug” (Fay, 2010).

- I also like the idea of having a behavior chart to let students know how they are doing. At the summer camp we worked, we had one with four sections, ranging from great behavior to bad behavior. If a student does something nice for a classmate, I would consider that great behavior. If a student is talking a lot or being mean to a classmate, their name would drop to bad behavior. I will ensure students that it is possible to get to good behavior even after having bad behavior. This will promote students being quiet and helpful.

References

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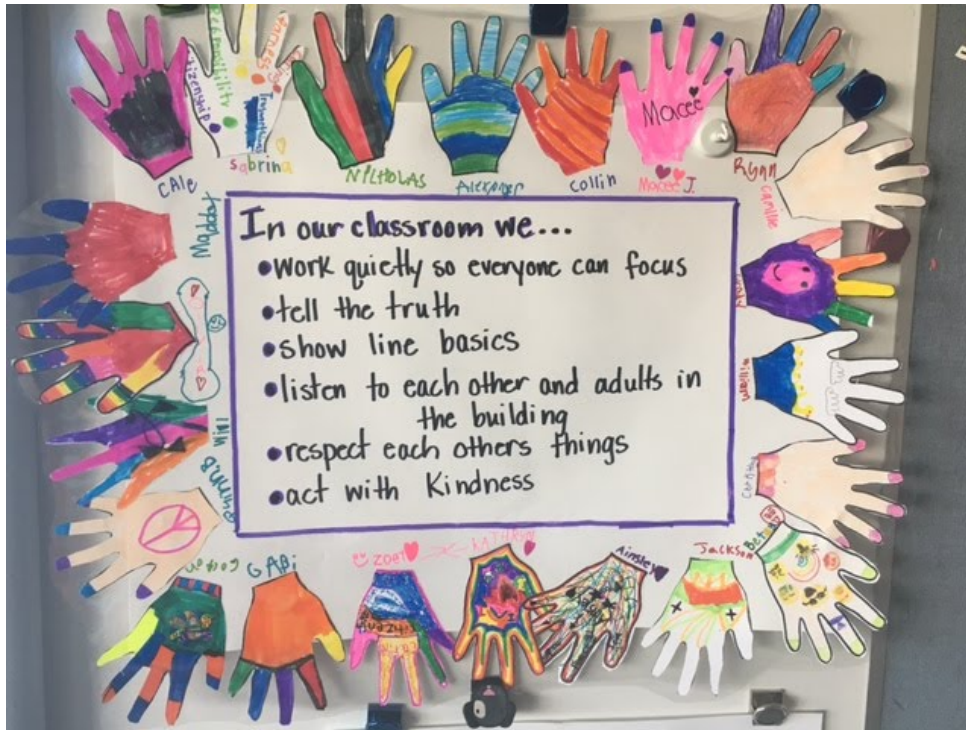
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Smith, D., Fisher, D., and Frey, N. (2015). *Better than Carrots or Sticks: Restorative practices for positive classroom management.* ASCD: Alexandria, VA.

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Appendix

Classroom Contract- Although I still foresee my contract having just the students' signatures, this is a general outline of what the contract will look like. I like this example because it lists what the students will do, not what they will not do.



Classroom Rug- The students will know what number to sit on based on the number that is on their desk nametag. As stated earlier, I may allow the kids to choose their spots, but if behaviors are an issue, I will assign spots.



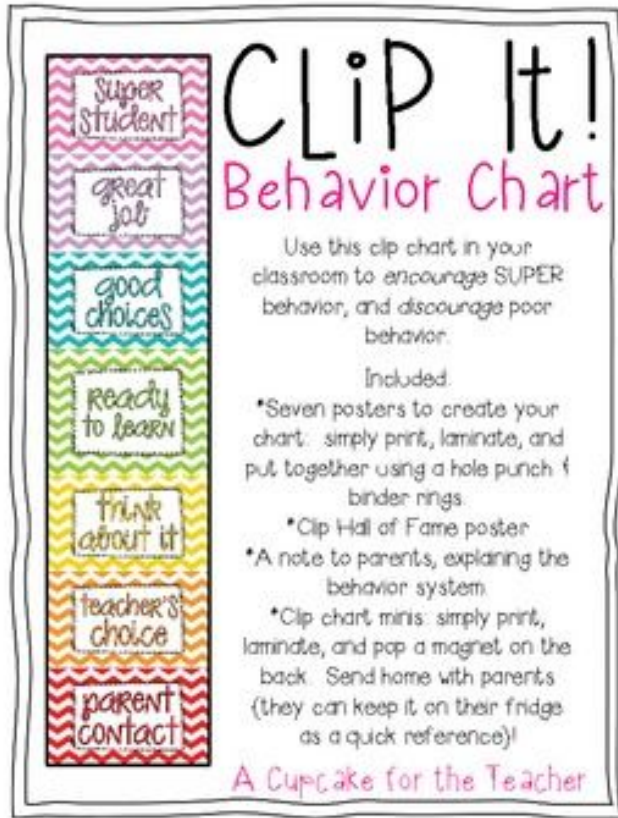
Line Up Dot Spots- The students have the same number as their rug spot. As previously stated, I would only plan to use this in a lower elementary classroom.



Letter to the Parents- The letter will have my contact information in the “Contact Me” section.



Behavior Chart- Each student's name will be on a clothes line pin. Their clip will be placed on "ready to learn" to start the day and move up or down based on their behavior.



Silent Signals- Students are expected to use these if I am helping a student or if it is a designated time on the rug where it is okay for them to get up. Students are not allowed to use these during direct instruction.

Hand signals



Posters, Student Reader, & More!