

*Kayla Warner
EDEL 300 Classroom
Management Plan
November 26, 2013
Kindergarten Grade Level*

DISCIPLINE

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**Please refer to my brochure
for my "Beliefs about
Classroom Environment."**



Philosophy of Education

Framing the Big Picture

"Schools exist and teachers are hired for one reason only: to help students learn and achieve."

The purpose, or big picture, of education is to teach all children, equally, the knowledge needed to climb the ladder to a successful life, achieving one step, or one grade level, at a time. Without an effective teacher, children do not learn, therefore, they cannot continue on to the next step, making it difficult or impossible to move up the ladder towards achievement.

I believe that the four general components that frame and support the overall big picture in education are classroom **management**, effective academic **instruction**, active **participation** of student, teacher, parent, school, and the outside community, and lastly professional **development** for both teachers and schools as a whole.

Management:

- Organize and prepared
- Task-oriented environment
- Seating arrangements and assignments
- Effective grade record system
- Consistent discipline plan
- Clearly communicated classroom procedures

Instruction:

- Content base
- Engaging
- Purposeful with objectives
- Differentiated
- Technology implementation
- Assess with rubrics
- Analyze results
- Reteach if necessary



Participation:

- Student as an individual and as a member of a team within the class and school at large.
- Teacher in all activities, never sit at desk
- Parents/guardians involved
- All faculty, staff, and administrators collaborate
- Outside members of the community

Professional Development:

- Teachers are reflective practitioners
- Teachers seek and implement advice from other professionals
- Teachers attend outside professional development workshops
- Teacher seek student and parent feedback to improve
- Districts, as whole, are continually reflecting and seeking ways to improve the quality of student education

Researchers

Robert Marzano



One researcher with whom I identify with is Robert Marzano. Through research, he has developed nine broad instructional strategies for teachers that are effective for student learning. I have purchased his book, *Classroom Instruction that Works: Research-based Strategies for Increasing Student Achievement*, and I will be implementing the ideas and strategies from his book in my classroom in order to cultivate high levels of academic achievement amongst my students. My favorite instructional strategies of his is “reinforcing effort and providing recognition to students.” This strategy is different than the rest of the strategies because it is about the attitudes of the student, not the cognitive skills. I love this because I was taught and firmly believe Walt Disney’s statement, “If you can dream it, you can do it.” Not all children are taught the concept that the amount effort put forth is directly related to the amount of achievement, and it is important that teachers do not to forget to teach this concept to all students, not only so they can thrive in the classroom, but also in their future lives.

❖ <http://www.marzanoresearch.com/robert-j-marzano>

Harry and Rosemary Wong

I identify with Harry and Rosemary Wong for many reasons, and by the time I retire as a teacher I will probably have their book, *The First Days of School*, memorized from reading it so much. Their belief that by having clear, consistent, and positive expectations for students’ behavior and learning, teachers can effectively teach all students to learn, regardless of their mental abilities and family background. This belief is one that I have really taken to heart because many teachers blame a child’s home life and/or disabilities for his or her failure in school.



- ❖ <http://teachers.net/gazette/wong.html>
- ❖ <https://www.effectiveteaching.com/pages.php?pageid=34>

PREPARATION



Letter of introduction to Students



Oh, The Places You'll Go!

Welcome to Kindergarten

Dear (insert student name),

I am so glad you are in my Kindergarten class this year! I can hardly wait for the first day of school! Look for me wearing a red shirt standing by the door of room 17; this will be our home this year. I hope you had a great summer and that you are just as excited as I am for the first day of school! See you soon!

Sincerely,
Miss Warner

Name _____

Block _____

Date _____



TO:

Letter of Introduction to Parents

Welcome Kindergarten Families to Room 17!

Salutations!

My name is Miss Warner and I am your child's Kindergarten teacher for the upcoming school year in room 17. I really enjoy working with children and I spent a vast amount of time at Ball State University doing just that! Kindergarten was my concentration area while in school at Ball State, so I can assure you that I am well prepared for this profession and my mission is to teach and for your child to learn. I know that your child undoubtedly has the potential to succeed, and I believe that by working together **we will** make it happen! Besides teaching, I enjoy running, reading, and going grocery store shopping. I was born and raised in Logansport, IN, where I was the second youngest of five siblings.

What Miss Warner's Kindergarteners will be doing this year...

Kindergarteners will be expanding their knowledge in several subjects, including, math, language arts, science, social studies, and other essential life skills. They will be covering exciting units over oceans, dinosaurs, holidays, and many more all while developing skills in reading and writing.

What is expected of Kindergarteners...

In order to maintain a safe learning environment, I use a "Three Color System" discipline plan to make sure Kindergarteners are obeying class rules. If a Kindergarten ends the day on orange or red, then a note will be sent home that needs to be returned the next day signed by a parent or guardian.

Important Dates

August 15, 2013: First Day of Kindergarten

August 31, 2013: Room 17 Open House 6-8pm

September 21, 2013: Parent Teacher Conferences

First Day of School Bellwork Assignment:
Students Free Write/Draw a Picture

My First Day of Kindergarten!



CLASSROOM MANAGEMENT





I. Arrival Procedure

1. Enter the room by greeting Miss Warner at the door.
2. Quickly and quietly put away all personal belongings in your assigned cubby.
3. Move your lunch pin to under school lunch or lunch from home.
4. Retrieve a pencil from the container labeled "Sharpened"
5. Sit in your assigned seat and begin bellwork assignment.
6. When you finish your bellwork, quietly place it in the homework tray along with any other homework assignments due that day.
7. Get out independent reading book and read quietly at your seat until morning announcements begin.
8. Line up to use the restroom.

II. Tardy Procedure

1. Get tardy slip from the office.
2. Enter the classroom quietly and quickly put away belongings.
3. Put tardy slip in the teacher's mailbox.
4. Grab a copy of the bellwork assignment and put it in your folder of things to do.
5. Join in class activity



III. Absence Procedure

1. Check your mailbox for notes and homework from day(s) absent.
2. All homework missed will be due the next day (2 days total after day absent)
3. Any missed homework may not be worked on during class time, but you may work on it if you have free time after finishing class work, during PAT time, or during recess if you choose, otherwise it is homework.

III. Homework Procedure

1. When you complete an assignment place it on the side of your folder that says finished.
2. At the end of the day you will turn in any finished assignments to the homework tray when you go to line up.

3. Any assignments not completed will be homework and should be turned in the next morning with the bellwork.

IV. Getting the Class' Attention (Give Me 5)

1. Eyes on Speaker
2. Quiet
3. Be still
4. Put everything down
5. Listen



V. Restroom Procedure

1. Only two people may be in the restroom at a time.
2. Stand quietly in line until it is your turn.
 - a. Girls and boys in two separate lines.
3. When it is your turn to use the restroom, go in and immediately do your business.
4. Make sure to flush the toilet.
5. Wash your hands with soap and water.
6. Use one paper towel to dry your hands and throw it away in the trashcan when exiting the restroom.
7. Stand quietly in line when you are finished.
8. When everyone has had the chance to go we will walk as a class to our destination.

VI. Visitors in the Classroom

1. Stay on task unless I say, "Give me 5." If you finish work and I am still talking to the visitor, get out a book to read or draw a picture.
2. If a visitor comes while I am teaching, work on unfinished work, read a book, or draw a picture, while I speak to the visitor in private.
3. Look at and listen to visitors with your undivided attention if they are talking to you.
4. If it is a special visitor, we will welcome him or her to our class by saying, "Welcome to our class, (visitor's name)," after I introduce the visitor to you.
5. Before a special visitor leaves, make sure to thank them for their visit.
6. Always be on your best behavior and follow all the classroom rules.

VII. Getting the Teacher's Attention

1. Raise one finger if you wish to speak.
2. Raise two fingers if you wish to leave your seat.
3. Raise three fingers if you need my help.
4. Cross two fingers if you need to go to the bathroom.

I will respond to your signal by either nodding yes or shaking my head no and will proceed to teach without any interruptions.

VII. Lining up Procedure

1. When it is time to line up, Miss Warner will call the boy and girl line leader for that week to line up first.
2. After the line leaders, Miss Warner will give the rest of the class permission to line up one at a time. Boys and girls will stand in two separate lines.
3. Always walk to get in line.
4. Stand in line with your eyes and feet facing the backside of the person in front of you.
5. When I say, "Fasten your seatbelts!" you cross your arms over your chest and hug yourself to enter the hall.

VIII. Hallway Procedure

1. Arms are crossed over chest.
2. Mouth is glued shut.
3. Eyes are facing forward.
4. Bodies are standing straight and tall.
5. Walk directly behind the person in front of you.

IX. Dismissal Procedure

1. Wait until I say you can be dismissed.
2. Stand up and push your chair in.
3. Put pencil away in appropriate can.
4. Turn in any finished assignments from that day and take home any unfinished assignments as homework.
5. Fill out behavior note home if ended day on orange or red.
6. Grab all personal belongings from cubby.
7. Line up at the door.



Bullying Pledge

I _____, agree to join together with my peers in Miss Warner's classroom to STOP bullying.

I will respect others by:

- ❖ Including students who are left out
- ❖ Encouraging others rather than putting them down
- ❖ Choosing not to be a bully

I will help others by:

- ❖ Refusing to watch, laugh, or join when someone else is being bullied
- ❖ Tell an adult if I see someone being teased or hurt

Signed by: _____

Date: _____



Bully procedure if you are the victim:

1. Tell the teacher or another adult in the building about the situation.

Procedure if you see a classmate being bullied:

1. If you think a situation might be bullying, then it probably is.
2. Become an ally, your classmate needs your help. Don't just watch, or pretend not to notice the situation.
3. If the situation is dangerous, tell an adult right away.
4. If the situation is not dangerous, tell the bully to stop and get more classmates involved to stick up for the victim.
5. Walk away with your classmate who was getting bullied and give them support and empathy.
6. Report the bullying incident to me. You will always have my support when you intervene to stop bullying.

Bullying will not be tolerated in my classroom and I will always take immediate action to stop bullying when it is reported to me. If you feel you are being bullied or see someone else being bullied you should never feel afraid to stick up for yourself and each other by reporting the incident to me. However, I will have a mailbox where you can write notes to me anonymously about anything, including bully sightings.



Expectations for Room 17

Classroom Rules

**I have self-selected 5 specific rules to be followed prior to the first day of school.*

1. Follow directions the first time they are given.
2. Raise your hand and wait for permission to speak in class.
3. Stay in your seat.
4. Keep your hands to yourself.
5. Always use kind words when speaking.

The Three Color Discipline System

All students will have a clothespin with their name on it clipped to a color chart. Every day the students will start with their pin on green, which is the best color to be on. If a student breaks a rule, then they will have to move their pin down a color on the chart. Throughout the day students may move back up the chart if they follow a rule. When it is time for recess, students will be instructed to get in line based on who is highest up on the color chart. If there are any students who are on yellow or red, then before being allowed to play at recess, they will have a quick meeting with me about their behavior and how they can end the day on green. Students who end the day on yellow or red will have to fill out a behavior sheet to take home.

If You Choose to Break a Rule

- ❖ First time move clothespin to yellow- Verbal Warning
- ❖ Second time move clothespin to red- "Power Center"
- ❖ Third time a rule is broken-Phone call home

**A Power Center is a desk set aside for those children who must be sent to reflect on their misbehaviors and can return to class activities when they tell the teacher, "I have the power." meaning they will follow the rules for the rest of the day.*

Rewards

- ❖ Verbal praise and recognition
- ❖ Positive notes and phone calls home
- ❖ Preferred activity time (PAT)
- ❖ Homework passes
- ❖ Lunch with teacher
- ❖ 9 week good behavior celebrations

STUDENTS: I have read, understand, and will honor the expectations of room 17.

Signature _____ Date_____

PARENTS: My child has discussed the expectations with me and I understand and support it.

Signature _____ Date_____

TEACHER: I will be fair and consistent in administering expectations for room 17.

Signature _____

Behavior Sheet

Today I earned _____ because I broke rule(s) #_____, which is/are _____.

Choices I should have made today to follow the rules and earn a yellow or green are _____

Next time, the choices I will make to follow the rules and to earn a yellow or green are _____

I, _____, promise to try my best to follow through with the choices for following classroom rules I stated above because it is my and my classmates' right to learn in a calm environment and it is Miss Warner's right to teach without interruptions. If I fail to bring this note back to school tomorrow with my parent(s)/guardian(s) signature saying they have read the statements above, I shall spend my recess time on a phone call home explaining my choices.

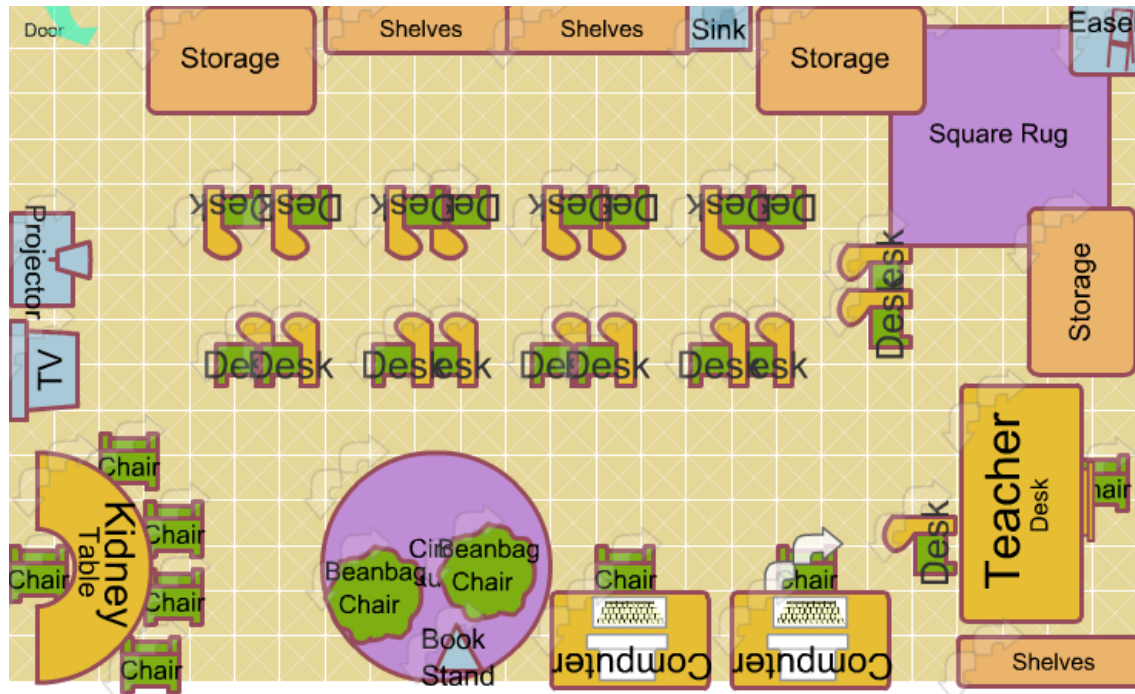
Signed: _____ (Student) Date: _____

I have read and support the statements above:

Teacher: _____ Date: _____

Parent/Guardian: _____ Date: _____

Seating



Rationale

Above is a floor plan that I have designed online of how I roughly envision my classroom. I chose to arrange the students' desks as a mix between Harry Wong's "Exhibition" and "U-shape" styles.



Exhibition
Style



U-Shape

Students' Desks



Students are seated in groups of two, and with the exception of one pair, all of the desks are facing inwards and towards each other. Although the majority of the students' desks are not facing the front of the room directly, this seating arrangement ensures that no student will have their back to the teacher, or the front of the room. There is also an aisle between the desks where the teacher will walk up, while instructing, to minimize physical distance between the students, thus minimizing behavior problems. Students will also be "Learning Partners" with whom their desk is paired with. Adjustments might have to be made if there are an odd number of students in the class, but that is why teachers are flexible!

**There is one desk that is placed away from the rest of the desks and close to the teacher's desk. This will be the desk that is designated as the "Power Center".*



Teacher Desk

I chose to place the teacher's desk in the far back corner of the room. There are several reasons for this location. One reason is that by shoving it in the back corner, there is more space for other furniture in the classroom that is valuable to student learning. The back corner is an area where students will not have any need to wander to as well, so this will help lessen any problems with students moving or stealing items on the teacher's desk. This location is also not visible from the hallway, so people passing by cannot see it. Not having my desk visible from the hallway will alleviate any rumors or false assumptions that I am not doing my job for the rare occasions in which I do work at my desk during class time. I also put a personal storage area and shelf by my desk as well for my own personal belongings, and to store classroom decorations.



Student Storage and Supplies

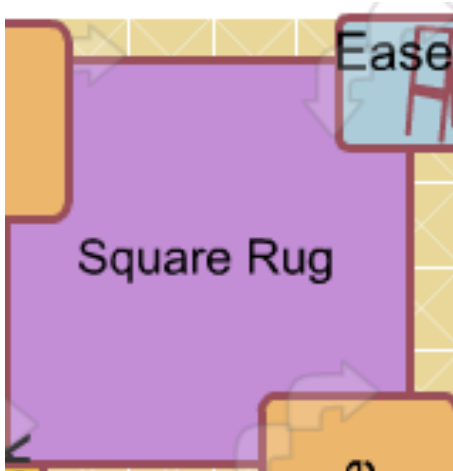


Left of the door will be students' cubbies, where they will store their coats, backpacks, etc. On my floor plan, this is the box titled "Storage." Next to the storage is a rectangle labeled, "Shelves." This is where the student mailboxes, the lunch count/attendance, homework tray, and bellwork will be located. Next to that is another rectangle titled, "Shelves", and this is where the student classroom supplies will be located.

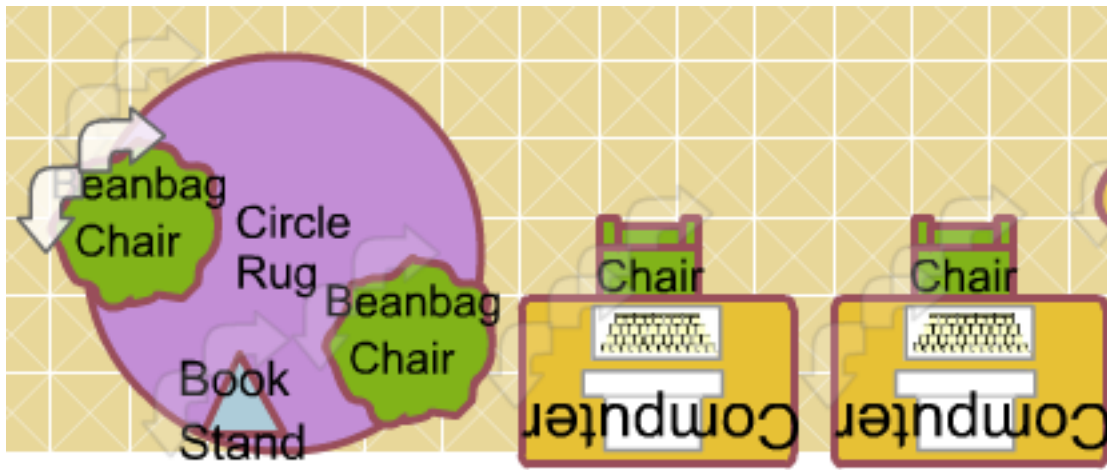
Stations

The rest of my room is designed with the idea that students will spend time during the day moving to different learning stations after full group instruction. Station locations include the students' desks, the square rug, the computers/circle reading rug with beanbag chairs, and the kidney table.

After full group instruction, some students will remain at their desks for the first station rotation. Students at this station will sometimes use the projector screen to do their work, or occasionally the TV to watch something informational. Whatever the work is at this station, it will typically be an individual assignment for the student.

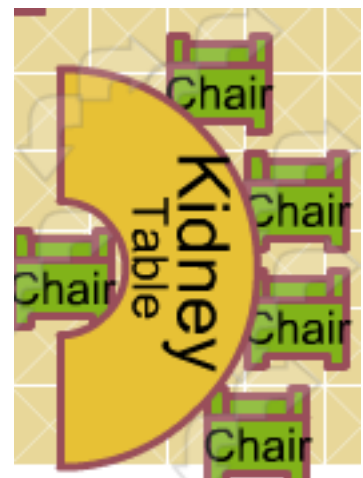


The next rotation is the square rug. If I have a classroom assistant, or some type of adult helper, then I will probably switch between this station, and the kidney table station, with the other adult, to provide further practice with students in small groups. The square rug is also the area where the daily Morning Meeting will be held. I placed this in the back corner so the instruction is more exclusive to the group.



The next station is the computers and the circle rug with beanbag chairs. At this station students can read Accelerated Reader books on the rug, and then take tests on the computer. There also may be other activities for the computer and the rug station as well. On the rug, against the wall, is a Book Stand, where the classroom books will be located. I chose this location because it is far away from the door, so a student cannot grab a book and easily walk out of the room without being noticed. I would not expect a Kindergartener to steal, but it is just one more step to be proactive, and prevent any behavioral problems. This location will also be a low traffic area, so again, that helps ensure books are not easily taken, and also the computers are less likely to be accidentally broken the less students are near them.

The last station is the Kidney Table. This is where I, or another adult helper, if I have one, will be working with students in small groups. Like the square rug area, I set this in the corner, so there are fewer distractions, and the group is engaged.



Seating Assignment Method

Before the first day of school, every student will be assigned a seat identified by a student nametag. The first seating assignment will be mostly random since it is unlikely that I will know my students well before the first day. However, every three weeks, I will switch up the seating assignment, making sure that everyone is sitting next to a new person each time. This is assuming that the grading period is nine weeks long, so this allows students to sit by two different people each grading period. Like I mentioned before, the desks are arranged in pairs, and students sitting in the same pair of desks will be each other's learning partners, meaning they will help hold each other accountable for staying on task, turning in assignments, and answering questions for each other during times that would not be disruptive to the rest of the class. Students will come in the first day and find their name on their desk. I will assist any student, who cannot recognize their name when it is written, which is also a way for me to assess one skill right away of what my students know prior to starting the school year.