

Classroom Management Plan

Intermediate

Paige Pohlmann

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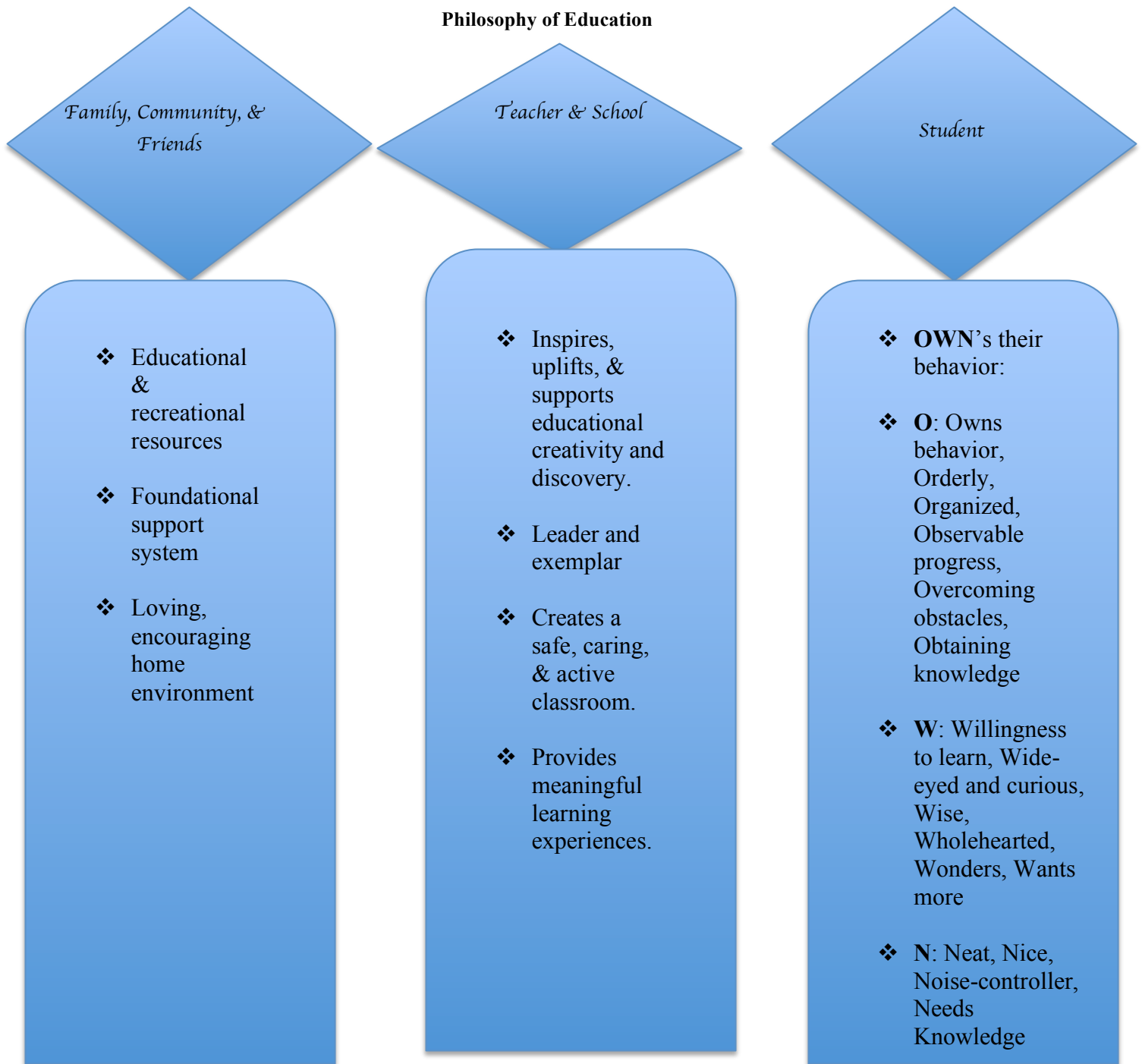
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Discipline Philosophy

Classroom Management and Discipline Brochure

Philosophy of Education



** Different aspects of the above chart were adapted from Mercedes Hoover and Evan Shroyer

Influential Theorists and/or Researchers

Bill Cecil

Bill Cecil, author of *Best Year Ever: Winning Strategies to Thrive in Today's Classroom*, has greatly influenced my educational philosophy and is someone I respect, and someone with whom I can identify. I had the opportunity to meet Bill Cecil, and was quick to learn why he is a former Michigan Teacher of the Year winner. Upon meeting Bill he discussed the importance of three concepts in being an effective teacher: purpose, teamwork, and do not be "glib". The first thing he discussed was that being a teacher allows a great opportunity to find your purpose and apply that purpose. For Bill, his purpose was to serve and uplift others. I can strongly identify with this, as I too want my students to feel confident and uplifted every day. One simple way I feel I could accomplish this is with daily inspirational quotes. The second thing Bill discussed was the importance of teamwork, and that you as a teacher must be a leader of that team. He stated that teachers must realize they have a team in their class and in their co-workers. I strongly agree with this idea, and feel it is important to realize the school is a team, and that one should never be afraid to ask for help and ideas from others. The last thing Bill discussed was that you should never be "glib". According to Bill, "glib" is another word for being normal. He stated that everyone is unique, and that we must find what makes you an individual. He mentioned that teaching has certain steps and skills, but it eventually becomes an art form. As teachers, we must find what makes us unique, and work to make our classroom different. In essence I feel Bill Cecil represents inspiration, individuality, dedication, and teamwork; I feel these qualities are an important part of the teaching profession.

Website: <http://www.bestyforever.net>

Jacob Kounin

Jacob Kounin's theories on "with-it-ness" and avoiding classroom disruption when redirecting misbehavior are two key reasons I identify with him. Kounin created the term "with-it-ness" to explain that a teacher should be aware of what is going on in the whole classroom at all times. This is a difficult quality to accomplish, but is essential to classroom management. If a teacher is not aware of what is going on in the classroom at all times, then it is impossible to redirect misbehavior and to have control of the classroom. The second concept of Kounin that I found useful was that a teacher should not stop instruction when a student is misbehaving; this will stop the lesson's momentum. Rather, a teacher should develop techniques (such as proximity) that will redirect the student's behavior. I also like this concept because it helps to avoid embarrassing the student in front of all of his/her classmates. As an aspiring teacher, I believe that embarrassing a student will never lead to better behavior; rather, it will more likely lead to negative behavior. Kounin's theories are great in providing ways that teachers can gain control of the classroom.

Website: <https://ulmclassroommanagement.wikispaces.com/Jacob+Kounin>

***Other theorists and educators that have influenced me include Harry and Rosemary Wong, and Fred Jones' concept of "Say, See, Do".

Harry and Rosemary Wong's website: <https://www.effectiveteaching.com>

Fred Jones' website: <http://www.fredjones.com/>

Preparation

Letter of Introduction to Students

Dear (insert student name),

Hello, I am Miss Pohlmann, and I am excited to say that I will be your 3rd grade teacher. This school year will be filled with a lot of fun activities that will help you become better thinkers! I cannot wait to meet you on the first day of school. You will be able to find me at our room (#XXX), where I will be standing by the door in a purple shirt! I cannot wait to meet you!

Sincerely,
Miss Pohlmann

Letter of Introduction to Parents

Dear Parents/Guardians,

Hello! My name is Paige Pohlmann, and I am pleased to be your child's 3rd grade teacher! The school year will be here before we know it, and I hope your child is as excited as I am. I am sure you are wondering about who I am so let me tell you a little bit about myself.

I have just recently graduated from Ball State University with degrees in Elementary and Special Education. Throughout my college experience I worked to develop professionally in the Student Council for Exceptional Children and Student Education Association. I have been preparing for the opportunity to help your child grow academically, socially, emotionally, and mentally. I am an avid animal lover, and have two dogs. I also love to travel, and would love to visit Croatia and London. I am excited to learn more about your child, and help them throughout the school year.

An important aspect to student achievement this year will be through the use of my discipline plan. I have a firm belief in being proactive, and applying various techniques and procedures that help prevent negative behavior from happening. If a student chooses to not follow specific classroom rules I will work with the individual student to discover why they chose to misbehave, and what they will do to prevent this from happening again. However, I am sure that with my various procedures and your support that all students will learn how to learn and have fun, while behaving.

Now, let me briefly mention what your child will be doing throughout this school year! We will focus on improving your child's reading, writing, math, science, and history skills with varying activities. The students will be actively engaged in daily journals, discussions, a science fair, and a wax museum. Throughout this year each child will make strides in improving their writing, reading, and ability to think critically. I am excited for what is to come, and if you have any questions feel free to email me at papohlmann@bsu.edu, or call me at xxx-xxx-xxxx. I look forward to meeting you!

Sincerely,
Miss Pohlmann

Important Dates to Remember:

First Day of School - XXXX
Labor Day (No School)- XXXX
Thanksgiving Break- XXXX
Winter Break- XXXX
ISTEP Testing- XXXX
Spring Break- XXXX
Last Day of School- XXXX

First Day Bell work Assignment

For my first day of school bell work I want to get to know the students, what they look forward to, and what makes them nervous about the upcoming school year. I want to use this as the first bell work assignment because I want the students to begin their weekly journal, which is something I want to implement into the classroom to foster creativity, writing skills, and a healthy form of self-expression. This assignment will be easy, and it can be seen below what exactly will be written on the board.

Monday's Bell Work:

Good Morning! Below you will see the steps to complete your first morning bell work:

- On your desk you will see a journal. This is yours to keep, so write your name on the front cover!
- Write a letter to me (Dear Miss Pohlmann) telling me about yourself, what you are looking forward to about this year, and what makes you nervous about this upcoming school year.
- Make sure to sign your name at the end of your letter, and put the date at the top!
- When you are finished close your journal, sit patiently and quietly, and when everyone is finished I will begin class!
- Below is an example of what your letter should look like:

Dear Miss Pohlmann,

May 20, 2015

Here you will tell me anything you want me to know about yourself. You can include hobbies, pets, favorite foods, family, or what you did this summer. Tell me anything you want me to know! Now, write anything about this upcoming school year that makes you excited or nervous!

Sincerely,

Put your name here

Classroom Management

Classroom Procedures

Arrival Procedure: (adapted from *The Classroom Management Book*)

1. Enter the classroom quietly, and walking.
2. Remove your coat or jacket and hang it up.
3. Empty your backpack.
4. Get two sharpened pencils, textbooks, and materials ready. Materials should be placed neatly in your desk.
5. Begin bell work.

Tardy Procedure:

1. Enter the room quietly, walking, and be respectful to the other students who are working.
2. Quietly hang up your jacket, and empty our backpack.
3. Get a pink tardy slip from the tardy box at the back of the room. Fill out the slip.
4. Turn the pink tardy slip in by placing it in the pink box next to the pink tardy slips.
5. Join the class on bell work, or whatever we are working on.

Absence Procedure: (adapted from Evan Shroyer)

1. Pick up the folder with your name on it in the absence box located in the back of the room. I have collected all papers and assignments you missed and placed them in the folder.
2. Complete all the assignments as soon as you can, but within the next week.
3. Sign and date the blue absence form that can also be found in your folder.
4. Turn your folder into the make-up tray.

Homework Procedure:

1. When I say it is time to hand in a certain assignment, grab that assignment quietly and quickly.
2. Make sure your name is on your assignment
3. Hand the assignment into the homework bin at my desk. Walk quietly, and quickly.
4. Go back to your seat, and wait patiently for everyone else to finish.

Late Homework Procedure: (adapted from Evan Shroyer)

1. Fill out the yellow Homework sheet
2. Sign and date the sheet
3. Parent/Guardian signature
4. Turn in the missed assignment and the yellow Homework sheet (stapled together) to the make up homework box within the next day it was originally due.

Visitor in the Room Procedure:

1. Continue working on the assignment you were assigned.
2. If there is no assignment then wait quietly and patiently.
3. Remain seated, and quiet while Miss Pohlmann is with the visitor.

Getting the Teacher's Attention Procedure: (adapted from Evan Shroyer)

1. Raise your hand.
2. Question: two fingers
3. Comment: three fingers
4. Bathroom: four fingers
5. Wait patiently and quietly until I call on you, or I will nod my head yes to you if you can use the bathroom.

Restroom Procedure:

1. When I say it is time for a restroom break, follow the line-up procedure.
2. Walk as a class without talking and in a single file line, to the restroom.

3. 4 boys and 4 girls may use the bathroom at a time. It should take no more than two minutes to use the restroom and wash your hands. When you are finished walk to the back of the single file line waiting quietly in the hallway. When someone exits, the next person may go in.
4. When everyone is finished we will walk quietly and in a single file line back to the room.
5. *** If you raised four fingers for an emergency bathroom break during class, and I nodded my head yes, then go to the bathroom quietly and quickly. Make sure to grab a yellow bathroom slip hanging by the door.

Lining Up/Hallway Procedure:

1. When I call your row or table you may walk quietly and quickly to form a single file line at the door.
2. Wait quietly for the whole class to be lined up.
3. Walk in the hallway quietly, and in a single file line.
4. Keep all body parts to yourself.

Dismissal Procedure: (adapted from Evan Shroyer)

1. At the five minute warning, clean your desk and pack all homework you will need for the night.
2. Pick up trash on the floor, three steps around your desk.
3. Stack your chair on your desk.
4. Quietly grab your jacket, and then stand by your desk when you are ready.
5. Wait quietly for my dismissal. "Have a great rest of your day!"

Bullying Pledge/Procedure

Bullying is a serious and hurtful situation that will not be tolerated in this class. As a class we will all respect and be kind to each other. As a classroom community, we will all work to be friends and avoid bullying. Below are different steps you can use if you are being bullied, or witness bullying.

If you are being bullied:

- Look the bully in the eye and say, "Stop, what you are doing/ saying hurts my feelings."
- Be assertive and confident.
- Never be afraid to stand up for yourself in a non-violent manner.
- If you continue to be bullied make sure to get outside help from any school faculty member, or a parent/guardian.

If you see bullying happening:

- Defend the victim in a non-violent manner.
- Be assertive and confident, and tell the bully that what they are doing is wrong and goes against the classroom Bully Pledge.
- If the bullying continues, get outside help from any school faculty member, or a parent/guardian.

As a class we understand the importance of avoiding bullying, being kind to each other, and standing up for others and ourselves. If any bullying takes place it should be brought to Miss Pohlmann's attention. When it is brought to Miss Pohlmann's attention that bullying has occurred, both the bully and victim will meet with Miss Pohlmann individually to talk about the situation, and then together to try to form a compromise. We all know that whether we are being bullied, witness bullying, or bullying others that there are resources and people (Miss Pohlmann, the guidance counselor, or any school faculty) that will be there to help support you in your emotions and promoting a bully free environment.

I, _____, have read the Bully Pledge and will do everything I can to promote a bully free environment.

Student signature _____

Date _____

Discipline Plan/Classroom Rules

Rules

The rules I will be using will be determined and developed by myself before the first day of school. The rules I have chosen to use below are specific and easily understandable. The rules promote a friendly, safe, and productive classroom environment. I also made sure that the rules did not use words such as “do not do this...” because instead of telling the students what they cannot do, I want them to see what they CAN do to have a successful year.

- 1.) Respect each other.
- 2.) Follow instructions immediately.
- 3.) Keep your hands, feet, and bodies to yourselves.
- 4.) Do your own work.
- 5.) Raise your hand when you want to contribute.

**The rules stated above were adapted from Evan Shroyer.

Discipline Plan/Consequences

- 1.) Proximity and “the look”
- 2.) Student is given a yellow card.
- 3.) Student is given a blue card and will be given a consequence related to the behavior (new seating arrangement if excessive talking, clean desk if it was drawn on, etc.)
- 4.) Student is given a red card, and will complete a My Action Plan, and will review the accountability statement they signed.
- 5.) Parents are notified, student and I will review the My Action Plan, and parents will need to sign revised My Action Plan.
- 6.) Principal is notified.

Rewards for good behavior:

- Verbal Praise
- High Five
- PAT (Preferred Activity Time)
- If the principal agrees, then certain goals that are met will result in a certificate that the student will be allowed to show the principal and the principal will sign for recognition and individually congratulate the student.

Accountability Statement: Student

- I have read and understand the rules of Miss Pohlmann's classroom.
- I have read and understand the rules of the school presented in the student handbook, and realize that any school rules will also be enforced by Miss Pohlmann.
- I will follow the rules.
- I have read and understand the consequences that will result from each colored card (including the My Action Plan).
- I also understand that if my behavior is severe and causes immediate harm to others or myself that I will be sent to the office immediately.
- I will be an example of good in my home, classroom, and community.

Student signature _____

Date _____

Accountability Statement: Parent/Guardian

- I have read, understand, and accept the rules of Miss Pohlmann's classroom.
- I have read, understand, and accept the school rules presented in the Student Conduct Handbook.
- I have read, understand, and accept the discipline hierarchy (the colored warnings and corresponding consequences) that will be used for behavioral management.
- I will be positive and supportive in guiding my child to owning responsibility for their actions and behaviors.

Parent/Guardian signature _____

Date _____

Second Parent/Guardian signature (if applicable) _____

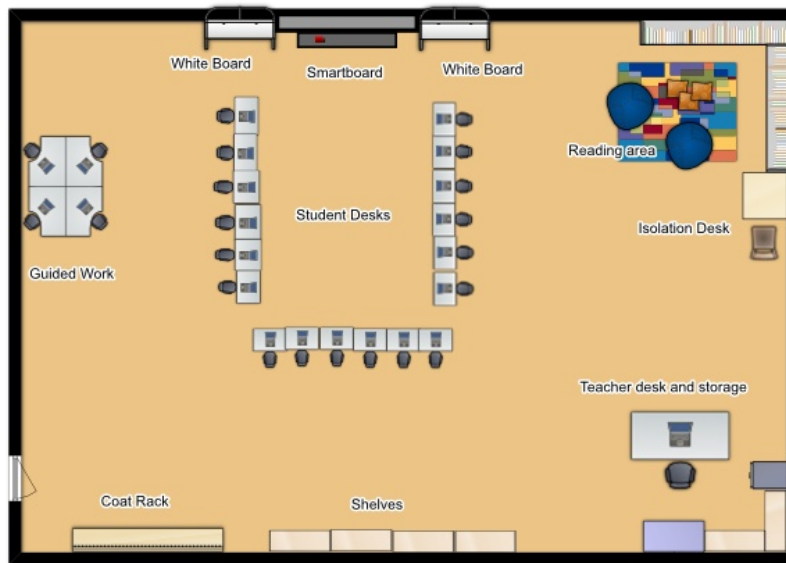
Date _____

Thank you for your support in providing a safe and educational environment for this classroom. If you have any questions feel free to email me at papohlmann@bsu.edu

-Miss Pohlmann

Seating

Classroom Map



Areas of the classroom:

- Smart board/ White boards: I placed the smart board and white boards at the front and center of the classroom. These boards will be used to teach lessons, and as a tool for students to show work. I also wanted the white boards at the front and center because it will be where I write the agenda, objectives, bell work, and homework.
- Student desks: I placed the students in rows, in a “U- shape.” I liked this seating arrangement because it allows all students to see the board, and to face each other. There is also easy routes for the teacher to easily walk to any student at any time. The students could also be easily grouped into pairs of two, or rows for bigger group projects.
- Reading area: I wanted the reading area to be a place where students can relax and view reading as enjoyable. So I created an area with bookshelves, pillows, and beanbags where the students can enjoy the world of reading.
- Isolation desk: I know that sometimes students (especially students with special needs) will need a few minutes to calm down and re-focus. For this reason I have an isolation desk where there will be stress balls and activities that the student can use to calm down. This isolation desk is by the reading area in case the student would rather sit with a pillow and book to calm down.
- Teacher desk and storage: I placed my desk in the back of the room, but in a place where I would still be able to view the entire room. Behind my desk are shelves, a storage closet, and shelves to store all my supplies and materials.
- Shelves : There are several shelves in the back of the room. These shelves will store various materials: crafts, homework bins, post-it notes, dictionaries, and paper. The shelves will also hold the absence box, tardy slips, missing homework slips, make-up work box, and bathroom passes. If a student is tardy and needs to get the tardy slip, then it will be in the back by the door where they can easily get the slip without disrupting the class.
- Coat rack: The coat rack is in the back of the room and by the door. This is where the students will place their jackets when they enter the room.
- Guided work: In the corner of the room is a separate table where students who may be struggling can work in a small group. This table is away from the rest of the class so students who may need extra time on an assignment or whom is struggling will be able to work quietly.

Seating Assignment Method:

I will be assigning seats based on what students I want to work together, or by placing students by other students with a purpose of avoiding outside conversations. My method of assigning students will be with the use of nametags. This is an easy way for students to find their seat, and will be easy to avoid any conflict among students trying to sit by someone in particular, because I will assign the seats.