

# MISS NELSON'S TEAM

CLASSROOM  
MANAGEMENT PLAN  
NOVEMBER 14, 2016  
2ND GRADE



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### **Philosophy of Education**

My philosophy of education is founded upon my passion for providing all children with a supportive and safe classroom environment in which to grow and learn. I strongly believe that children learn best in a supportive and stimulating environment that fosters emotional, social, cognitive, and physical growth. As a future teacher, I will create a classroom that promotes development in these respective areas and develop strong relationships with each student. Additionally, I believe that establishing strong relationships with my students, their families, and the community will help create an inclusive classroom community. I will invite families and members of our community into my classroom by allowing parents to volunteer in the classroom, serve as chaperones for field trips, and serve as positive mentors for my students. I will also invite community members to speak to my class about local events, their occupations, and their experiences.

My philosophy of education also relies on having high expectations for all students, creating an inclusive learning environment that accommodates students with special needs, and effectively communicating with all students, their families, and the community. I believe that all students are capable of learning, which is why I am passionate about catering to students with special needs. Likewise, I am equally as passionate about providing appropriately challenging activities for students who are gifted and talented. I will include appropriate accommodations for diverse learners while also holding high expectations for all students. I strongly believe that setting high expectations for all students is essential to learning. Lastly, I will strive to create an inclusive classroom environment by building strong relationships with each student.

### **My Beliefs About the Classroom Environment**

I believe that in order to be an effective teacher one must create clear, organized, and consistent measurement goals for assessing student achievement. An effective teacher must also encourage good behavior, teamwork, independent thinking, compassion, and emotional and physical well-being. Further, a teacher must develop an environment where students feel safe and comfortable. The teacher should work to gain the students' trust and respect. This can be accomplished in various ways such as, following through on the reward/penalty policy, structured schedule, clear and regular communication with each student, and a sense of inclusion and belonging. I believe it is important for students to learn at an early age that they are individuals and they are responsible for their actions and attitudes.

With this as the foundation, the teacher must communicate clear and consistent expectations of each student. I believe it is important for students to not only know what the rules are, but also know why the rules exist. The rules are created and enforced for the purpose of creating and maintaining a safe learning environment that is collaborative, challenging, engaging, and encouraging. Helping young students develop the necessary skills for independent thinking while embracing teamwork is critical. Through various classroom exercises, students can learn the challenges and benefits of collaborating together as a team. These are extremely important life-long skills that every student needs to learn.

When students have a clear understanding of the consequences of meeting or failing to meet classroom and academic expectations, they should be more comfortable and experience less anxiety. Negative stress can be kept to a minimum by staying organized and avoiding surprises. I plan, to the extent possible, to manage the classroom by recognizing and encouraging positive behaviors, actions, and results versus focusing on correcting negative ones. Doing so should create positive reinforcement for the desired outcome.



### Theorists I Identify With



The first theorist with whom I identify is Fred Jones. Jones developed two strategies that I feel are most helpful in successful management of the classroom. Jones created the concept of Preferred Activity Time (PAT Time). He used fun and engaging extension activities such as educational games to encourage and reward good behavior. Students will work as a team to not only to manage their own behaviors, but they will also encourage their fellow students to exhibit good behaviors in order to earn their PAT time. This strategy gives students something educationally fun to look forward to doing while learning self-regulating behaviors. This strategy is especially attractive because it encourages students to monitor and encourage their peers to behave well so that they can earn the reward as a group. This fosters teamwork and cooperation among the students.



Another concept from Jones that I identify with is the concept of “working the crowd”. Jones explains this as a technique for the teacher to use to observe and monitor student’s engagement and work by walking around the room and being physically close in proximity to all students. This approach allows the teacher to be able to visit any given student at their desk within seconds. This immediate attention keeps students on task during the limited but valuable instructional class time. In order to best utilize this technique, it is important to consider the physical layout of the classroom. Student desks should be arranged in such a configuration to allow quick and easy access to each student desk or workstation.



The other theorist that I most identify with is Lee and Marlene Canter. The CanTERS believed in allowing students to come up with their own rewards and punishments by giving the students the ability to choose, students feel more engaged and have a better sense of ownership. Similar to Dr. Jones, this approach promotes students to

self-regulate themselves as well as their peers. Another approach that was developed by the Canters that I identify with is being proactive versus waiting for improper behavior to occur. Through this technique, students have a clear understanding on what is expected from them as well as the consequences for not meeting expectations as well as the rewards for meeting expectations.

### Postcard to Students

<p><b>WELCOME TO MISS NELSON'S 2ND GRADE TEAM! WE ARE GOING TO HAVE A BALL IN ROOM 14! I AM SO EXCITED TO LEARN WITH YOU THIS YEAR. -MISS NELSON</b></p> 	  TO:  _____  _____  _____
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## **Welcome Letter to Parents**

Dear Family of Liz Roberts,

Welcome to the Classroom 14 Team! My name is Kristine Nelson. I am looking forward to having your child in my class this year. I know that we are going to have a fantastic year! Before we start out the school year, I wanted to introduce myself to you. I am from Fishers, Indiana. I went to Ball State University where I received a Bachelor's Degree in Elementary Education and Special Education. I completed three practicum experiences at Ball State University and had the opportunity to work in a kindergarten classroom at AppleTree Learning Center. Outside of teaching, I have also coached the Burris Track and Field team and tutored. My hobbies include running, swimming, and spending time with my family. Since many children share my love for my sports, our classroom will have a sports theme this year! I hope that your child will enjoy being a team player this year.

Although this will be my first year teaching, I know that our class is going to have a spectacular year together. I have planned many engaging activities and unique opportunities for our class. This year, our class will be visiting the Indianapolis Colts training facility, where we will be meeting several Colts players and learning about leadership traits. Other activities that I am very excited about include an "Around the World" fair where students will showcase projects that demonstrate their understanding of other cultures, a career fair where students learn from parents and community members, and student-designed science experiments. Creating an inclusive classroom environment that supports community and celebrates diversity is very important to me, so many of our activities will reflect these goals.

I believe that students learn best when they take responsibility for their learning, so I would also like my students to develop responsibility for their behavior. My discipline system reflects a hierarchy of consequences and rewards to help promote accountability. These consequences and rewards will be introduced and discussed with the students during the first week of school. Once our class guidelines and procedures have been introduced, each student will sign a behavior contract saying that they understand our class guidelines and procedures. I want all students to expect consistent consequences and rewards for specific behaviors. For common misbehaviors, all students will first receive a verbal warning. On

the second reoccurrence of the misbehavior, students will receive a written citation that they must sign. If the behavior occurs for a third time, then students will student write a detailed note to their parent/guardian explaining the misbehavior. The parent/guardian will need to sign the note and return it with their child on the following school day. Depending on the severity of the misbehavior, the next step in my disciple hierarchy will be a conference with the parent, child, and myself or a meeting with the Principal. I will strive to be consistent with all disciplinary actions and rewards. If you have any questions about my disciplinary hierarchy, please feel free to email or call me to schedule an in-person meeting. During the first week of school, I will be sending home a brochure that further explains my disciple policy.

Some of the rewards that I have established to help motivate student behavior include PAT-Time (Preferred Activity Time), additional indoor recess, and virtual field trips. During PAT-Time, students will be able to play educational games, create crafts related to curriculum, catch up on homework, or participate in whole-group games. Students will earn minutes for PAT-Time throughout the week. Students will use their PAT-Time on Friday afternoons. I will also schedule virtual-field trips with the Indianapolis Zoo, the Indianapolis Children's Museum, and popular children's authors that will be a whole-group reward for good behavior.

I am very excited to meet your child on **August 13<sup>th</sup>** at Meet the Teacher Night! I have included a list of important dates and a student-interest survey below. Please cut off the survey and return it to me at Meet the Teacher Night on August 13<sup>th</sup>. If you have any questions or concerns, please contact me at [kanelson@bsu.edu](mailto:kanelson@bsu.edu). I cannot wait to learn with your child this year and have them on the Room 14 Team!

-Miss Nelson

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Meet The Teacher Night: August 13<sup>th</sup> 5:30 PM Room 14 SECOND GRADE

First Day of School: August 26<sup>th</sup> 8:00 AM

Muffins with Mom: September 10<sup>th</sup> 7:00 AM in the Cafeteria

Please fill out the below interest survey and return it to me at Meet the Teacher Night!

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Parent Name(s): \_\_\_\_\_

Student Name: \_\_\_\_\_

What three words would you use to describe your child?

\_\_\_\_\_

What are three interests that your child has?

\_\_\_\_\_

What goals do you have for your child this year?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_.

## First Day Bellwork

Students will complete a sports headliner as their first bellwork. After they complete writing prompts, they will draw a picture of themselves in the open circle. I will display the sports headliners outside of our classroom on a bulletin board.

All

**SPORTS \* HEADLINER**

**Featuring:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Facts About Me**

\_\_\_\_\_

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**Facts About My Family**

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**Highlights About Me**

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**My Plans for the Future**

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## **About Me**

Below is a link to the Prezi that I will share with students on the first day of school and post on my classroom webpage for parents.

[http://prezi.com/hi0us0-nbr5d/?utm\\_campaign=share&utm\\_medium=copy](http://prezi.com/hi0us0-nbr5d/?utm_campaign=share&utm_medium=copy)

## **Procedures**

### **Arrival Procedure**

1. Enter room 14 quietly and orderly.
2. Place everything you need for the day on your desk.
3. Hang your backpack, coat, and other belongings in your cubby.
4. Put your homework folder in the homework basket.
5. Move your clothespin on the baseball field to indicate what you want for lunch. Move your clothespin to first base for PB&J, second base for salad, third base for hot lunch, and home base for students who bought their lunch from home.
6. Sit quietly at your desk and work on your daily bell work and morning journal.

### **Tardy Procedure**

1. Sign in with the secretary in the office when you enter school and get a Tardy Pass.
2. Enter room 14 quietly.
3. Take your backpack off and empty your backpack,
4. Hang up your backpack and coat in the assigned area in the closet.
5. Put your homework folder in basket during a break.
6. Move your clothespin on the baseball field to indicate what you'd like for lunch. Move your clothespin to first base for PB&J, second base for salad, third base for hot lunch, and home base for students who bought their lunch from home.
7. At a break, place your Tardy Pass on Miss Nelson's desk in the "I'm late!" box.
8. Join the class quietly and follow Miss Nelson's directions.

### **Absence Procedure**

1. Once you return to school from being absent, the first thing you should do is check the absences folder in the file cabinet.

2. There will be copies for all activities that you missed while you were absent and a list of due dates for any homework assignments that you missed.
3. Every assignment that is in folder will have a description of what you need to do and complete.
4. You will have 2 days to complete your assignments for each day that you missed.
5. If you missed a quiz or test, please talk to Miss Nelson before school is over about a make-up time. Do not interrupt a lesson or activity to speak with Miss Nelson about your make-up quiz or test.

### **Homework Procedure**

1. Place your homework folder in the homework basket.
2. Each day that homework is late, 5% will be deducted from your assignment. I will not accept homework after 2 days.
3. If you forget your homework, you may use your "Strike One!" Free Homework Pass. You may not use your "Strike One!" pass on projects, quizzes, or tests. To use your pass, write your name, date, and the name of the assignment on the pass and submit it to the homework basket.

#### "Strike One!" Homework Pass

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Please tell me why you are using this pass.

Name \_\_\_\_\_

Date \_\_\_\_\_

4. Remember that your homework pass is given to you because I understand that everyone forgets an assignment once in a while.
5. It is *YOUR* responsibility to complete your homework and remember to turn it in.

### **Getting the Attention of the class**

1. In the classroom I will conduct a call and response to get to the student's attention. I will say TEAM and then the students will respond with TEAMWORK.
2. Another way I will get the attention of the class is asking, "Class are you set?" The students would be reply "You bet."

3. The students will quit talking, freeze, and await further instruction.
4. This will help students if they need to be redirected.
5. Students then will carry on with what they need to do.

### **Visitor In The Room**

1. Students will work quietly until Miss Nelson gives directions.
2. If you finish working on assignment early, then you can have a choice to read silently or to practice your spelling words.
3. Be respectful to the visitor and do not interrupt them if they speak.

### **Getting the Teacher's Attention**

1. If you need to go to the restroom, hold up two fingers and wait quietly until Miss Nelson gives you permission to get up and go to the restroom.
2. If you have a comment or question that is related to the lesson then have your thumbs up. Miss Nelson will call on students who are waiting quietly to be called on.
3. If you need any supplies, raise your hand and Miss Nelson will come and help you.
4. If you need help during homework time or reading time, put your thumb upside down to let Miss Nelson know that you need help.
5. If you need to go to the nurse or if you are having an emergency, raise both hands and Miss Nelson will come speak with you. She will allow you to go to nurse.

### **What do I do next? Procedure**

Students can refer to the poster "What do I next?" This will allow students to continue working without interrupting the peers.

The poster will have activities for students to do such as:

1. Work on homework
2. Read silently
3. Study for a test or quiz
4. Taking a practice spelling test
5. Do math flashcards
6. Review what they have learned
7. Do practice activities using spelling or vocabulary words

### **Whole Class Restroom Procedure**

1. Miss Nelson will say "Team" and then the class will say "Teamwork."
2. Miss Nelson will ask the class to line up quietly and be in a straight line.
3. Miss Nelson will have her students form two different lines. One line for boys and one line for girls.



4. Miss Nelson will expect that students are using their walking feet and will keep their hands to their sides when walking through the hallway.
5. Miss Nelson will send in a group of 5 boys at a time into boys' restroom and 5 girls at a time into the girls' restroom.
6. Miss Nelson will tell the whole class they must try to go to restroom even if they do not have to go.
7. Students should be using a whisper when visiting the restroom.
8. When students are finished with the restroom they are expected to wash their hands and dry them.
9. After everyone is finished at the restroom the class will walk back together as a class.

### **Individual Restroom Procedure**

1. If a student needs to go the restroom and it is an emergency, the student will raise two hands to show Miss Nelson that they need to go to the bathroom. Miss Nelson will immediately come to the student and allow them to go.
2. In order to go the Restroom the student must take a Restroom Pass.
3. The student must also sign the dry erase board with their name on the board so Miss Nelson knows where the student is at all times.
4. When using the Restroom students are expected to follow the same rules as the classroom restroom break rules.
5. When students finish using the Restroom they need to come straight back to the classroom.
6. When the student returns they need to put their pass away and erase their name off of the dry erase board.
7. Miss Nelson will only allow three students at the restroom at once.
8. Students are expected to have a seat at their desk when they return from the restroom.

### **Lining Up/Hallway Procedure**

1. Students will wait quietly until their table is dismissed
2. When your table is called quietly stand up, push your chair in, and form a line
3. Stand with your hands at your side.
4. Follow the person in front of you in a straight line in the hallway, remaining quiet.

### **Dismissal/End of Day Procedure**

1. At the end of the day students will complete an exit card.
2. Students will write or draw what they learned
3. Students will sit quietly at their desk until Miss Nelson dismisses them
4. Students will get everything they need to take home

5. Place your chair on top of your desk.
6. Quietly walk to the Car Rider line, the Walker line, or the Bus Rider line. Place your exit slip on the designated area on the chalkboard as you quietly walk to your line.
7. Walk quietly with your line to your destination.

## **Bullying Procedures**

### **Target/Victim**

1. If someone is physically hurting you, tell the nearest adult immediately.
2. If you are not being physically hurt, tell Miss Nelson that you need speak to her privately. Miss Nelson will meet with you to help you create a plan to talk with the bully and end the bullying.

### **Bystander**

1. If you see someone being physically hurt, tell the nearest adult right away.
2. If you see a classmate being verbally bullied or spoken meanly to, let Miss Nelson know privately but immediately.
3. You can also anonymously report bullying incidences in a cardboard "Bullying Box" outside of the classroom. Please do so privately before or after the school day. If you or a classmate are being physically injured or are in immediate danger, please tell the nearest adult immediately instead of using the Bullying Box.

### **Bully**

- If you bully another student, you will have to do at least one of the following:
  - Write an apology letter to the student that you bullied
  - Talk to me or the guidance counselor about the incident
  - Complete a Stop and Think Sheet (picture below)



**Behavior Think Sheet**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

My Behavior

**STOP**

My plan to change my behavior

My consequence for my behavior are: \_\_\_\_\_ My behavior happened because: \_\_\_\_\_

My Signature: \_\_\_\_\_ Teacher Signature: \_\_\_\_\_

- Have a conference with you, me and your parents (dependent on the severity of the bullying)
- Meet with the Principal for further disciplinary action

### **Discipline Plan & Classroom Rules**

I intended to take input from my students and developing my classroom rules, however I will guide the students to adopt rules similar to the ones listed below:

- Work quietly and do our best work.
- Keep our hands to ourselves.
- Raise our hands to leave our desk.
- Treat others how we like to be treated.
- Use our indoor voices so we can listen and follow directions.

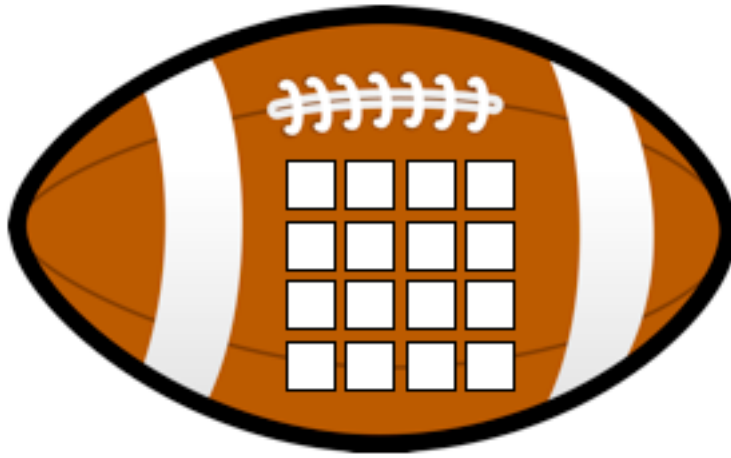
I strongly believe that students should make the rules because allows greater involvement and ownership.

As a matter of policy I plan to the use the following discipline hierarchy:

### **Discipline Hierarchy**

1. Students will get a private, verbal warning.
2. 2<sup>nd</sup> warning students will get X on their football chart.

Example:



3. Students will complete a Behavior Think Sheet. This will be signed by the student, Miss Nelson, and the parent.
4. A meeting with Miss Nelson and a letter will be sent home to parents explaining the poor behavior of the student.
5. Student must go to the office to call home and attend a short meeting with the teacher.

During the first week of school students will recommend and vote on whole class and individual rewards. The students will also vote on the punishment policy. In order for the Whole Class to earn rewards they must score at least a total of 32 points on the scoreboard. The class can be rewarded these points by walking quietly in the hallway, another teacher complimenting the class, working as team, and transitioning quickly and quietly. Listed below are Whole Class Rewards.

### **Whole Class Rewards**

1. Extra Time at Recess
2. Movie Choice that relates to the lesson
3. PAT time

Students will earn individual rewards as well. Students can earn these awards by getting an A+ on a test, having their student planner signed by a parent, coming prepared for class, and being a good team player. When a student demonstrates one of these skills, the student will get a

sticker on their football chart. If a student gets fifteen stickers they will get to choose from one of the below rewards.

### **Student Class Rewards**

1. Lunch with Miss Nelson
2. Lunch with the Principal
3. Announced over the intercom for being a great team player
4. Team Member of the Day

I believe it is best to reward students with educationally appropriate rewards such as list above instead of candy, cookies, or sweets.

### **Accountability**

Accountability: Students and parents will be required to sign the below contract. Signing this contract demonstrates that students and parents know what to expect. If a student, breaks a rule Miss Nelson will use this contract to remind the student that they agreed to all Miss Nelson's rules.

I Promise to be a "Good Player" Behavior Accountability Contract

I, \_\_\_\_\_, understand that I must follow the rules of the classroom listed below.

- Work quietly and do our best work.
- Keep our hands to ourselves.
- Raise our hands to leave our desk.
- Treat others how we like to be treated.
- Use our indoor voices so we can listen and follow directions.

If I do not follow the guidelines, I will receive an X on my football chart and receive a consequence from the discipline hierarchy my teacher explained to me, or a different appropriate, logical punishment for severe misbehavior. I know that if I receive 15 stickers I will be given choices for a reward.

Student Signature \_\_\_\_\_

Date: \_\_\_\_\_



Parent Signature \_\_\_\_\_

Date: \_\_\_\_\_

Teacher Signature \_\_\_\_\_

Date: \_\_\_\_\_

### Discipline Philosophy Brochure

<p>Classroom rules:</p> <ul style="list-style-type: none"><li>• Work quietly and do our best work.</li><li>• Keep our hands to ourselves.</li><li>• Raise our hands to leave our desk.</li><li>• Treat others how we like to be treated.</li><li>• Use our indoor voices so we can listen and follow directions.</li></ul> 	<p> <b>2nd Grade</b> </p> <p>Discipline Hierarchy</p> <ol style="list-style-type: none"><li>1. Students will get a private, verbal warning.</li><li>2. 2<sup>nd</sup> warning students will get X on their football chart.</li><li>3. Students will complete a Behavior Think Sheet. <u>This will be signed by the student, Miss Nelson, and the parent.</u></li><li>4. A meeting with Miss Nelson and a letter will be sent home to parents explaining the poor behavior of the student.</li><li>5. Student must go to the office to call home and attend a short meeting with the teacher.</li></ol> <p><b>Miss Kristine Nelson</b> Ball State University Muncie, Indiana 47303 <a href="mailto:kanelson@bsu.edu">kanelson@bsu.edu</a> 317.464.2007</p>	 <p><b>Classroom Management and Discipline</b></p> <p><i>For a safe and effective learning environment</i></p> <p><b>Miss Kristine Nelson</b></p>
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## Awards and Punishments

During the first week of school students will recommend and vote on whole class and individual rewards. The students will also vote on the punishment policy. In order for the Whole Class to earn rewards they must score at least a total of 32 points on the scoreboard. The class can be rewarded these points by walking quietly in the hallway, another teacher complimenting the class, working as team, and transitioning quickly and quietly. Listed below are Whole Class Rewards.



### Whole Class Awards and Student Rewards

#### Whole Class Rewards

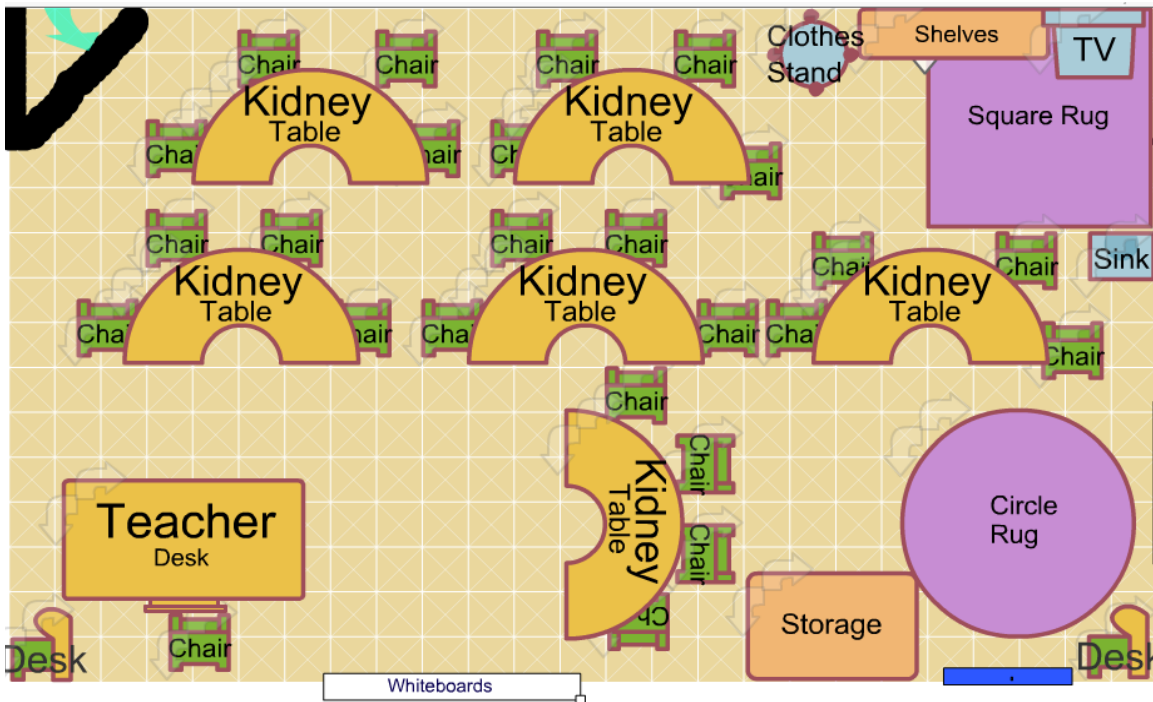
1. Extra Time at Recess
2. Movie Choice that relates to the lesson
3. Pizza Party
4. PAT time



#### Student Class Rewards

1. Lunch with Miss Nelson
2. Lunch with the Principal
3. Announced over the intercom for being a great team player
4. Team Member of the Day

## Classroom Layout & Digital Map of Classroom



## Seating Arrangement Method & Written Response

I designed this classroom layout this way so all students can have a clear and unobstructed view of the teacher and whiteboards. By using the kidney shape tables that are semi circles capable of seating four students each, it will conserve space while allowing the teacher have quick access to each student. I will place students with an IEP (Individual Education Plan) nearest to the teacher's desk. I will hand each student a card with their seat number and their name. The students will have to find their matching name and number on their desk. I will change the seating arrangement if I see problems with students not getting along and if a student is left handed. The circle rug is used for reading time when the teacher is discussing a book. The desk that is by the teacher's desk can be used for a student who is struggling with material or for student who cannot concentrate at their desk. The other desk by the circle rug can be used for students that need to make a test or quiz. The square rug is used as PAT time for when students earn a movie for having good behavior as a class. By positioning the teacher's desk in the corner away from the door, the teacher can see the entire classroom and the door at all times.