

Mrs. McGrew's
Classroom Management
Plan
February 20, 2016
First Grade



*You have brains in your head. You
have feet in your shoes. You can
steer yourself any direction you
choose. —Dr. Seuss*

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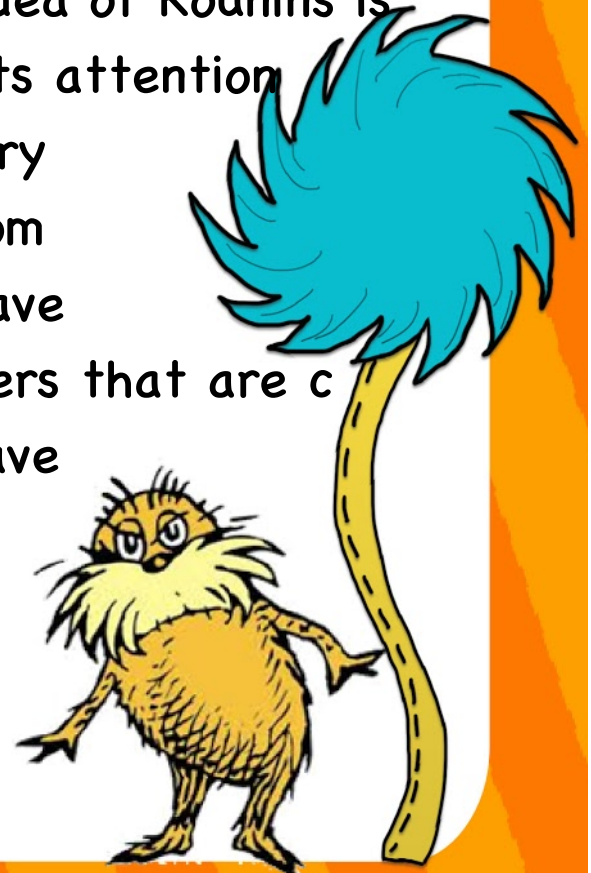
Discipline Philosophy

See attachment



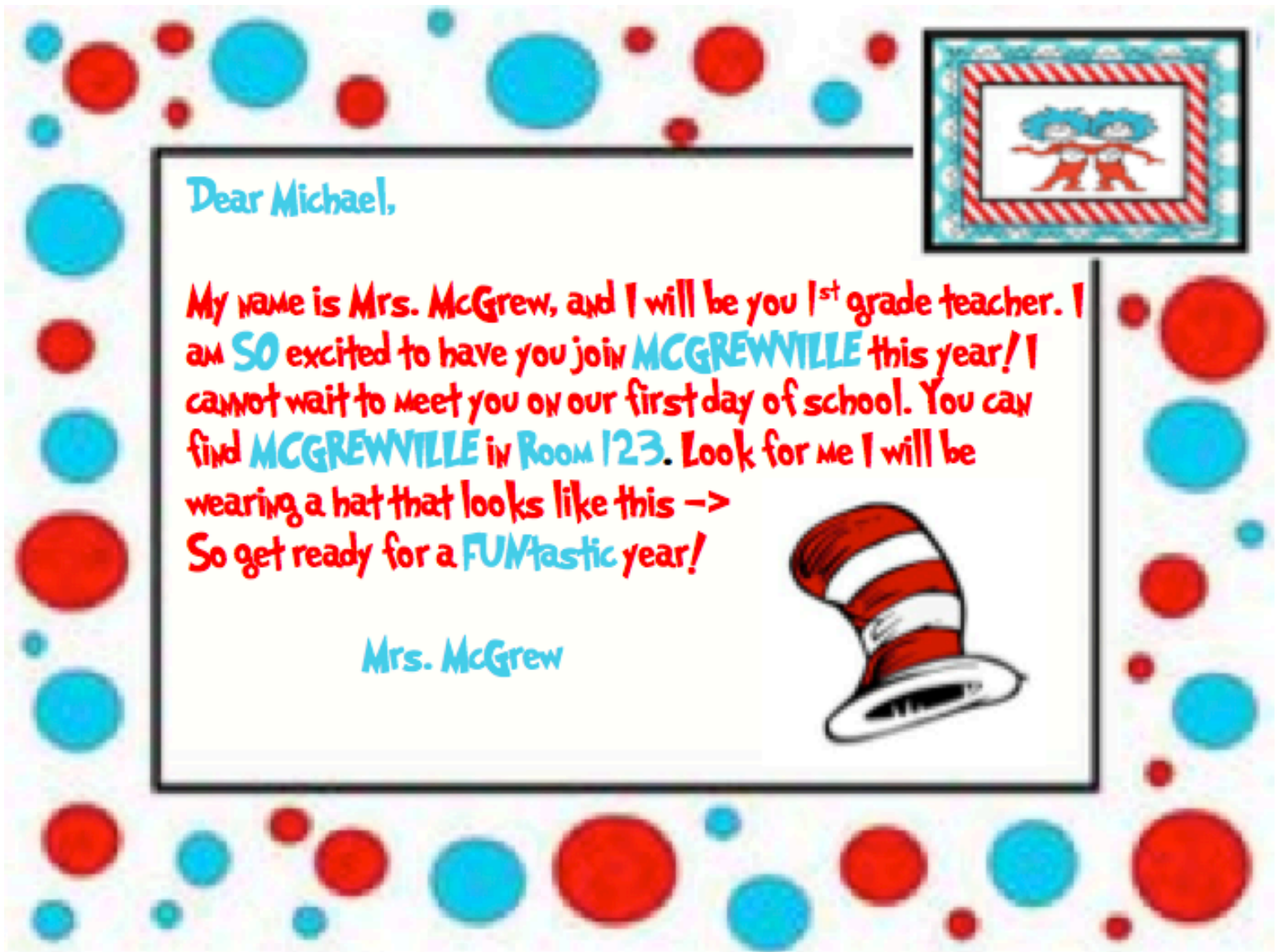
Theorist

The first theorist I identify with is Jacob Kounin. His main idea is with-it-ness. With-it-ness is being aware of all aspects of the classroom at all times. Kounin believes that you should be able to attend to multiple events in your classroom at the same time. I identify with Kounin so strongly because I believe being able to be aware of the whole class at all times is an extremely important quality of a teacher. Knowing how to have that awareness is an important step in being proactive with potential misbehaviors. Another important idea of Kounin's is group alerting. Getting all students' attention before giving directions. This is very important for pacing your classroom instruction. This is one reason I have decided to use the attention getters that are call and response. I know that I have their attention before moving on.



The second Theorist I identify with is Fred Jones. His main idea is to develop strong and effective classroom management. One technique that I strongly agree with is "Working the crowd". With working the crowd the teacher needs to have easy and fast access to every part of the room and to every student. I have set up my classroom in sets of two in rows. This way I have a walk way on either side of the students as well as in front and behind them. The same goes for the locations of my computer tables and worktable. I also really identify with his Visual Instruction Plans. This idea is to give them visual steps instead of just verbal. This helps in a few different ways. Some students are visual learners so it helps to see it and hear it. Another way it helps is for students that forget the next step, they don't have to wait for me to help them, they can see the next step for themselves.





Front of postcard



Back of postcard



Dear Parents/Guardians,

My name is Megan McGrew and I will be your child's 1st grade teacher this year. I am very excited to get to work with you and your child during this school year.

I am from Summerville, South Carolina but moved to Anderson, Indiana with my husband to be near family in 2011. I graduated Ivy Tech Community College an Associate's Degree in Early Childhood Education and Ball State University with a Bachelor's Degree in Elementary Education.

I love reading and the adventures books take you on. This year we will be taking many adventures through the Magic Treehouse Books by Mary Pope Osborne. We will explore the jungle, the moon, and even a trip to the Titanic!






Another exciting plan I have for this year is learning about the life cycle of butterflies. We will be starting with caterpillars and watching them grow into beautiful butterflies. We are also working on a field trip to Mounds State Park, in Anderson, where we can hopefully release our butterflies back into nature. I will send dates home as soon as they are confirmed.

I want to touch briefly on my discipline plan for my classroom. We will use "I caught you" tickets. These are for good behaviors that I catch in class, whether it be, being on task or being a good helper. They can turn in these tickets for prizes such as pencils, easers or similar items. When they earn enough they can trade them in for computer time during free time. I will also be using a clip chart for behavior. They have the opportunity for clip up for good behavior or down for bad behavior.





All of these are outline more in the brochure attached with this letter. If you have any questions don't be afraid to ask.

There are a few important dates I want to make sure you have:

July 31 st	Meet the Teacher night
August 3 rd	First Day of School
September 7 th	Labor Day (no school)
October 5 th -16 th	Fall Break (no school)
November 25 th -27 th	Thanksgiving Break (no school)
Dec. 21 st - Jan. 1 st	Winter Break (no School)
January 4 th	Students return.

At Meet the Teacher night, I will have index cards on their desk. I am asking you to write two words that describe your child. If you can't make it on 7/31 you can email me at mmcgrew@bsu.edu or call me 765-123-4567 to give me your words.

I look forward to meeting you!

Sincerely,
Megan McGrew
1st grade
Room 123



First day of school bellwork

11

My birthday is: _____

My favorite cartoon is:

I like to eat: _____

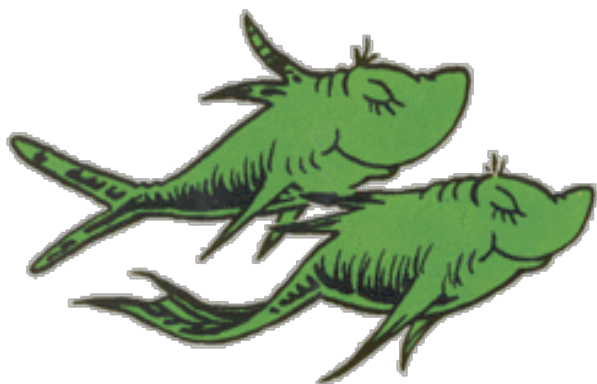
I have _____ sisters
and _____ brothers

My favorite animal is:

I want to be _____
when I grow up

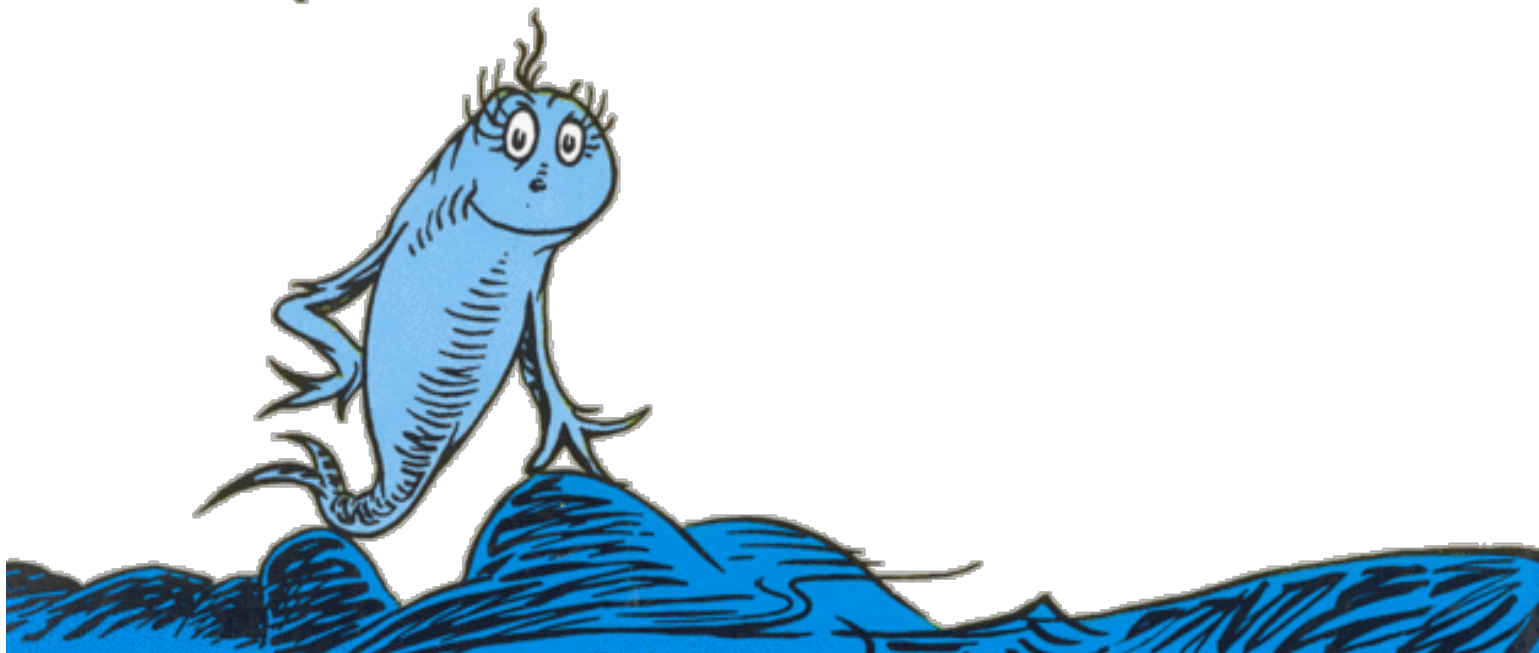
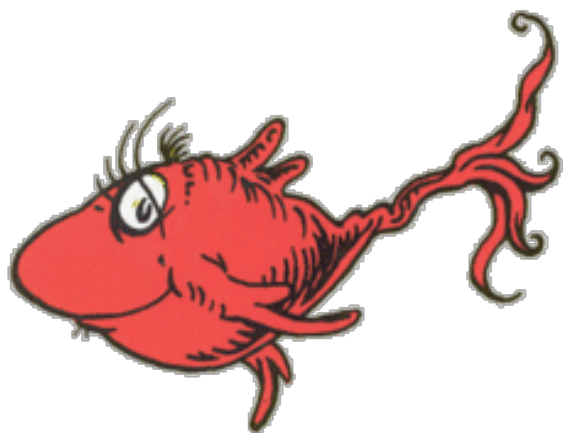
I like to be called:

Color the hat when you finish.



All About Mrs. McGrew

See Attachment



Classroom Procedures

Arrival:

1. Walk into classroom quietly.
2. Take all supplies out of backpack, and put backpacks into assigned cubby.
3. Put homework into the homework basket and folders in the folders basket.
4. Move your name on the lunch count board, and then pick up bellwork.
5. Work quietly until success.

If you are Tardy:

1. Walk into classroom quietly
2. Place tardy slip into my mailbox
3. Unpack backpack and put it into assigned cubby.
4. Place homework in homework basket and folder in the basket.
5. Sit quietly and start working on the assigned work.

If you are absent:

1. When you come back to school, put folder back into the folder basket as normal.
2. I will place missed work into your folder for you to complete.
3. Turn in completed makeup work into the homework basket.

Turning in Homework

1. Take homework out of your folder.
2. Make sure your name and number are written at the top of your homework.
3. Place homework in the correct subject basket.
4. Return to your desks quietly.

If you forget your homework:

1. Take missing homework note home for parent signature.
2. You have one day to turn in late homework. If it is not turned in the next day an incomplete will be added to the grade book.
3. You will complete the missing homework during free time and receive credit for the homework.

Attention Getters

In Class: Students will be taught these attention getters.

1. Students will be taught a number of call and responses.

Teacher: Hey class

Students: Oh yes.

Teacher: Classity Class Class

Students: Yessity Yes Yes.

Teacher: Macaroni cheese

Student: Everybody freeze

and so on until I have their attention

2. When I clap a rhythm, mimic my rhythm. S

- Stop what you are doing
- Eyes on me

3. I will also use a verbal cue, Hand and Eyes. Students will freeze hands in their laps or by their sides, and eyes on me.

In the Hall:

1. I will raise my hand, and say give me five.

2. The students will also raise their hand, freeze, keep hands still, listen, eyes on the teacher, and get quiet.

***The Class-Yes response and hands and eyes were adapted from Chris Biffle and his whole brain teaching techniques.

If we have a visitor:

1. I will inform you if we are going to have a visitor, but I may not always know.
2. If a visitor enters the room, stay seated and continue to work quietly, unless told otherwise.
3. If the visitor is just in the classroom to watch us work, try to pretend he/she isn't there.
4. If we are interacting with the visitor, give them the same respect you give me.
5. If visitor needs my attention, keep working or get out your good fit book and read.

Getting the teachers attention:

Restroom:

1. If you need to use the restroom during instruction raise hand and hold up 2 fingers.
2. I will nod if you can go, or give you a one-minute sign telling you that you need to wait.
3. If I nod, move your name from in class, to in restroom.
4. Be sure to move it back when you reenter the class.

Teacher's attention cont.

Materials:

1. If your pencil breaks, you do not need permission to swap it out at the pencil station. Place your dull pencil in the dull basket; grab a sharpened pencil and return to work.
2. Other materials that are not in your desk raise hand and wait for me to give you permission to get out of your seat.

Questions:

1. If you have a question raise your hand.
2. If I am helping another student I will nod or hold up one finger so you know I saw you.
3. Continue working quietly on other problems until I can come to your desk.

What do I do next?

When you finish the assignment you have 4 choices:

1. Work on unfinished work
2. Get out your good fit book and read quietly
3. Write in your writing journal
4. Practice in your handwriting book.

Going to the restroom: Group

1. During restroom breaks we will walk to the restroom together.
2. Girls will use the restroom, and boys will get water at the fountain. Then switch, boys use the restroom, and girls get water.
3. Boys and girls will stay in line waiting their turn quietly.
4. When finished sit like a pretzel with backs against the wall, and remain at level 0.
5. When everyone is finished I will say, stand tall, all boys and girls will stand up and get ready to walk in the hall.

Going to the restroom: Individual

1. Give the restroom signal, hold up two fingers.
2. I will nod for permission, or I will hold up one finger telling you to wait.
3. If I give permission, move your name from in class, to in restroom on restroom chart.
4. Remember to move your name back to in class when you return.

Lining up:

1. I will call tables by group color. i.e. My friends at the blue table line up.
2. Push in chairs before lining up.
3. They will line up by group, except at lunch where they will line up in ABC order.
4. Once all tables are lined up, my weekly line leader will come to the front.
5. I will signal for them to start walking and they will stop periodically at designated stops.

Hallway procedures.

1. Students should be at a level 0 in the halls and hands to their sides while walking in the hallways.
2. Walking feet are used at all times in the halls.

Dismissal

1. Wait for me to call your table to get your backpack, I will pass out folders.
2. After you have your backpack, stop at your mailbox, and then go back to your seat.
3. Put papers from your mailbox into your folder then pack up your backpack.
4. Once packed up put your chair on top of you desk.
5. Stand quietly and wait for me to call your table to line up in bus order.
6. We will walk as a class to get on the bus, and stop at the stopping points.

Bullying Procedure:

If you are being bullied:

1. Tell the person to stop.
2. Separate yourself from the person, and avoid contact.
3. If they continue the behavior tell me or another adult.
4. If the person is physical (hits/kicks/etc.) come to me immediately.
5. Remember you can always come to any teacher if you feel you are being bullied. Never be afraid to speak up.

If you see someone getting bullied:

1. If you see the situation is physical get an adult immediately.
if not physical
2. Help the person being bullied get away from the situation.
3. Be a friend and a good example for how to treat others.
4. Never be afraid to speak up for others

Bullying Procedure Cont.

If you are the bully:

1. If the bullying is physical, the school administration will handle punishment.
2. If there is a complaint of bullying by another student a meeting will take place.

a. First with the guidance counselor and me to figure out why the bullying is occurring.

**** (Documentation of incident will be kept)**

b. We will also have a sit down with all students involved to try and resolve the problems.

c. Parents will be notified of any bullying behavior.

***** All students involved whether the student being bullied, or the student doing the bullying will get a documentation of behavior sent home, so parents are aware of situation.**

Documentation of Behavior

Student Name: _____ Date: _____

What happened? _____

Students Involved: _____

Teachers/Administrators response? _____

Family contacted? Yes/No (circle one) How: _____

Comments: _____

Teacher Signature _____

Dear Parent,

_____, was involved in student conflict situation. I am sending home this note to make you aware that a situation has occurred. We would like to schedule a conference within the next week to go over exactly what occurred. If you cannot meet in person, we can have a phone conference but it is important that we address the situation. Please list a date and time we can talk, sign and send back to school. Feel free to call me 765-123-4567

Date/Time _____

(Note: If this incident was physical administration is already involved and you should have already been notified)

Parent Signature _____ Date _____

Bullying Pledge

I will not bully others!

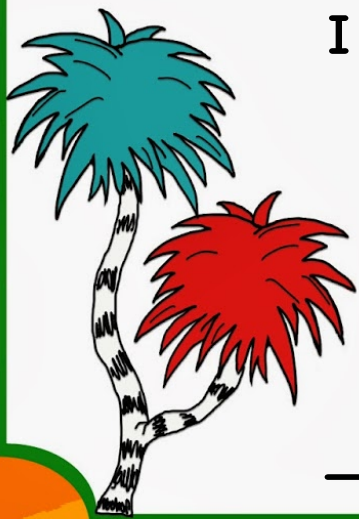
I will speak up if I see someone being bullied!

I will be a friend to everyone!

I will set a good example on how to treat others!

I will always report
not participate!

Student Signature





I will be developing my classroom in two ways. I will have 3 rules that I set for my students, and then we will create 2 additional rules called "Our Golden Rules". These two rules will be rules that my students feel are important.

Classroom rules

1. Follow directions quickly
2. Raise your hand for permission to speak
3. Raise your hand for permission to leave your seat





Rewards

Students that show good behavior will have the chance to earn rewards. My reward system is to reinforce positive behavior I see in the classroom. Rewards can include:

Verbal praise

Notes to parents

"I caught you" tickets

*These can be traded for prizes: Pencils, erasers, stickers etc.

After 10 tickets are collected they can be traded for computer time during free time.

Also if students are caught on pink/purple/blue on the clip chart (talked about in the consequences section) at the end of the day, they can earn an "I caught you" ticket.



Examples of "I caught you" tickets.





Consequences

In my classroom, we will use a behavior clip chart. Each student will have a clip with his or her name on it that starts on green "ready to learn". Through out the day they can clip up for good behavior or down for bad behavior. As a teacher that wants to promote positive behaviors in my classroom, I will always look for reasons for them to clip up. If they clip down, I would prefer to see them end up on green or above before the end of the day. The point of the clip chart is so the students can reflect on their own behavior for the day.

The clip chart is a visual way for me to display my discipline hierarchy. Each student will be give one warning before they are to clip down. When they clip down to **yellow**, they will take break. This could be a break in a buddy room, or just a cool down in the classroom. If the student clips down to **orange**, it is teacher's choice (depending on the behavior) or loss of privilege. At the end of the day, being on **orange** will result in the student filling out an action plan. If the student is on **red**, we will have a conference with parents/guardians (phone or in person)

At the end of the day students will fill out their behavior charts. They will color in the smiley with the color they ended on for the day. I will mark on the chart why they clipped down during the day, and it goes home in their folders for parents to sign.

Parents will all get a copy of the rules and consequences in the brochure attached with their parent letter.

Clip chart adapted from pinterest.



Action Plan

What is the problem?

What is causing the problem?

What will you do to solve the problem?




Teacher Signature _____

Student Signature _____

Parent Signature _____

Name_____ Weekly Behavior Chart

Week of 2/1/16-2/5/16

	Monday	Tuesday	Wednesday	Thursday	Friday
					
Pink= Super student Purple= Great job	Blue= Good job!	Green= Ready to learn	Yellow= Think about it	Orange= Teachers choice	Red= Parent contact
Talking out					
Out of seat					
Disrupting class					
Not keeping hands and feet to self					
Playing in restroom					
Other					
Parent initials →					

Student Accountability Statement:

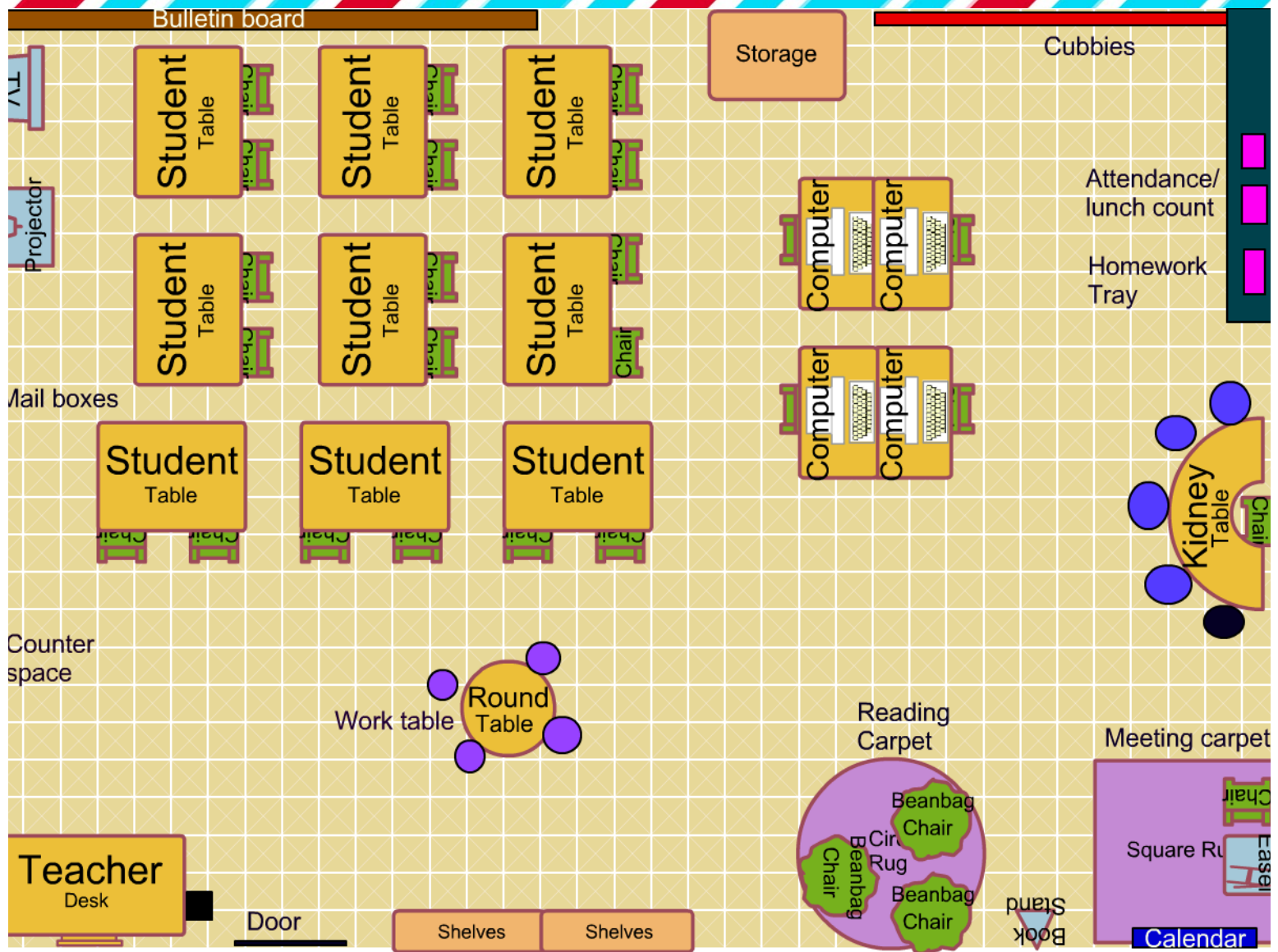
I have been read and understand the expectations Mrs. McGrew has for her classroom. By signing this I am agreeing to follow the rules Mrs. McGrew has set and understand that if I break a rule there will be consequences. I understand that the rules and consequences are in the best interest of my learning.

Student Signature _____ Date _____

Parent Accountability Statement:

I have read and understand the expectations Mrs. McGrew had for my child in her classroom. I understand that if my child does not follow the rules Mrs. McGrew has set there will be appropriate consequences. I understand the rules and consequences are in the best interest of my child's learning. I agree to communicate concerns I may have with Mrs. McGrew.

Parent Signature _____ Date _____



Seating arrangement method

Each student's name will be on a nametag on his or her desk. After I greet them at the door, they will be instructed to find their name on their desk. If they attend Meet the Teacher night then they will already know where their desk is, as I will already have their nametags on their desks.

Key Areas

Seating:

-I set up my seating arrangement in a row/column set up. I also paired them in twos so they have a partner when needed. When this set up I have access to every side of their desks when I need t

Teacher desk:

-I placed my teacher desk in the corner away for all the major areas in the room. My desk is for me to work but a spot for me to sit during instruction time.

Meeting Carpet:

- This is an area that we will do calendar, morning meetings, and other instruction to get students out of their seats.

Kidney table:

-I placed my kidney table in the back of the room so during small groups, guided reading, etc. the students have less distractions but I can see my whole class.

Reading carpet:

-I wanted to give my students a quiet place for my students to read. All students will get a chance to read on the carpet during the week.

Cubbies/homework/lunch count:

-These were placed out of the way so when students are tardy they can cone put their items away with the least amount of distractions.