

Zachary Kost Classroom Management Plan and Philosophy

CLASSROOM MANGEMENT PLAN

Classroom Management Plan:

Making My Classroom a Positive Learning Environment

Creating a positive learning environment is key to having a successful classroom and students. With a positive learning environment, students will be more likely to actually want to learn and accomplish goals. So how is this done in the classroom? Classroom management is essential in creating a positive learning environment. A teacher must plan ahead and create a system to manage how learning happens in their classroom and keep students on track in the learning process. Thus as a future educator myself, I have devised a classroom management plan to already have a plan in place for my future positive learning environment. This plan consists of my philosophy of classroom management, a plan for the first, key days in the classroom, a connection to students and their families, a “what if” section for alternative strategies, and a section of “real world” examples in the appendices.

Classroom Management Philosophy

My idea of classroom management is based on one main thing, student involvement. Pulling from a few different references, I found this idea from Marzano in his work entitled *Classroom Management that Works: Research –based strategies for every teacher* to be the one that I resonate the most with. If the students are engaged and doing things they actually want to see as important, then they have less time to be bored and wander their mind to potential problems. Therefore, I want to get to know my students and be able to have a good relationship with them (See Appendix A). After knowing my students and their learning styles, I will be better able to connect with them and have a positive relationship. Then with this positive relationship, I will be able to have my students focus on learning during class time, while knowing me can discuss anything, such as a problem, at another time. Ultimately, I want my

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classroom management to revolve around the student and their contributions to my classroom. I do not want to overwhelm my already busy students with tons of rules that they cannot remember. I want to first have a positive relationship with them and make sure the work they are doing in my classroom peeks theirs interests and applies to their everyday lives and future.

The First Days

The first days in my classroom with students will consist of a few main things from Wong's book on classroom management: getting to know the students, establishing a routine, and go over what our goals for the year will be. The very first day, I will use an activity similar to the one see again in Appendix A. The next class period after getting to know my students a little better, we will together form a classroom contract or plan. It will look like something similar to that of Appendix B. Throughout this process I will encourage the students to think about some problems that may arise and how to combat them with expectations. I do have an idea of what I would like these to look like (they are what I put in the example of Appendix B), but am willing to roll with whatever the students come up with. All I see as a non-negotiable item is the class rule for each class. They can change it to say it whatever way they would like, but it must say relatively the same thing about not causing problems and if that happens there will be consequences. From that, I would have a plan made by students in place for the entire year to go back on when problems arise.

Then based off of that, I would establish a routine for a few different things that would happen in my classroom. Here is what I would do for following situations and where to find their examples:

- Appendix C: Absent from Class
- Appendix D: Late Work/ Missing Assignments
- Appendix E: Turning Work In

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These are the main procedures I would work in with my students in the first few days of school so they know how they work and do them efficiently throughout the rest of the year then.

Then after the plan is in place and the procedures have been rehearsed, I would work with my students to figure out what our goals for the year would be. This again gives the students shared control (Love and Logic) in the learning environment. Driven by the standards I am required to accomplish, I would then survey my students to see what they feel like they have covered and what they would like to cover more in depth. For example, if I was teaching a US History course and the students felt they knew a lot about the Revolutionary period but not the Vietnam Conflict, then I would spend more time in a unit on the latter. Then with the goals for the year created, the students will hopefully feel more invested in their education, want to accomplish the goals they made, work towards them, and not do things to get in the way of those goals.

Communication with Parents and Students

Along with rehearsing procedures, I would then open the line of communication with my parents to help practice these procedures and create an open line of communication for the entire year. I would send home a newsletter (See Appendix F) that describes myself, tells how my classroom works, tells how I plan to stay in contact with them and provides them with my contact information. Also, I would then later send home the completed classroom plan to have them sign off on so they are aware of what the expectations are for their students. When the students brought back the signed copies, we would be able to rehearse the turning in homework procedure.

Another way I would update parents in with a monthly newsletter and a private Twitter account. For the newsletter, I would outline the different items we would be covering that month

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in class. This would consist of the units were covering, anything special we are doing (Like guest speakers or field trips), and tentative due dates for projects within the units we cover. I would offer to send this home in print form or email it out to them if they would rather have that and provide me with an email address of their own. For the Twitter account, I would first make it private so parents and students would have to request to follow it and then I could keep it secure. On this account, I would highlight what we are doing in the classroom, remind students about the work they need to do, and have classroom announcements (like changed due dates or information for projects). Overall, these two methods would help parents and students stay informed of what is happening in my classroom and have an idea of what really is happening as we go on this journey of education together.

“What if” Strategies

The main alternative strategies that I will more than likely need to use when behavior is not where it should be based on Love and Logic. Ultimately, I must remember that the student is defiantly human too and a young adult by the time they are in my secondary classroom. Thus, I must first attempt to diffuse the situation, but would eventually take steps to make sure my student learns from whatever happens. From this, I may use the strategies of proximity and meeting with students in private to figure out what the issue is.

Proximity is a quick and easy way to hopefully diffuse a situation. By going over to the same area as the student, it allows them to see that I noticed what was going on and that they may have done something wrong. If need be, I could have slips like in Appendix G that I could slide to them. This allows for me to continue teaching and gives both of us time to think about what happened while not disturbing the class. Also, it provides documentation at the time of the event for me to fall back on. Lastly, it is an inconspicuous way for me to call out the student

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without bringing too much attention to the situation. This allows for the class to continue again and minimizes the disruption on other student's learning.

This strategy ties directly into my strategy of student meetings as well. On this slip I would slide my student, it would ask that they stay after class for a little bit to discuss what had happened. In this mini-meeting with my student, I would ask to see if they knew what was wrong and then ask what they think needs to happen moving forward. From this, I would be able to determine the consequence (If any). If it was a one-time or unusual happening for the student, then I may allow for them to try again before there is a consequence. If it is a reoccurring problem, then there may need to be some sort of consequence like detention. If there is a major reoccurring problem or a major problem period (Like consistently missing class or homework), then I may need to have student meeting with their parents as well. In these meetings, I would try to get to the bottom of the problem and move on accordingly from there, always keeping the student's best interest at the forefront. I would also want to make sure that my student has in fact learned from the situation and the problem has truly been corrected. When it comes to consequences, I would follow whatever system my school has in place and remain in line with them. Also, there would be some things, such as illegal activity, that may happen that would lead to skipping the step of slipping the form to a student and have more immediate attention required. However, these major issues will not be treated any different than any others and will be approached by case-by-case basis with a student's habits and best interest. Overall, this "what-if" section is pretty vague and intended to blanket over many different issues that may arise. This shows my theory of dealing with issues in my classroom. They are all to be approached with the students in mind and helping them learn from whatever happen, while still keeping logical consequences in mind.

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In conclusion, this classroom management plan is made to keep my eventual students on track as they become contributing young adults in society. Through “what if” strategies, connecting with parents, planning the first few days, and having a management philosophy this plan will help make my classroom a positive learning environment. Then with the plan and a positive learning environment in place, students will be able to learn what problem has happened and how to fix it. With dignity still intact, students will be more likely to remain on track throughout the learning journey and in a positive relationship with me as their future teacher. Thus, helping students will learn more effectively and how to be a better young adult, meeting the ultimate goal of education.

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Appendix A

I would hand out notecards to students as I greet them at the door. These would have a color coordinated spot on it so that students know where their seat is the first time they walk into class. They would then use these notecards to respond to this slide below (explaining which each bullet point means, and that these will be private so the last one I would like to know about anything that might get in the way of a student's learning, i.e. not having open access to the internet, or living with seven younger siblings):

Then from there, I would shuffle the cards and have a conversation with each student based on what they put on their card. This way each of us can get to know each other a little bit. Then from there I would go the homework for the day. I would hand them a paper (Seen below). I then would explain how to do the assignment and let them know that it is due the next class period at class time. Then asking if there are any questions, I would dismiss class.

PLEASE FILL OUT THE FOLLOWING ON YOUR
NOTECARD

- NAME
- BIRTHDAY
- WORST MOVIE YOU HAVE SEEN
- INTERESTING FACT ABOUT YOURSELF
- LEAST FAVORITE SUBJECT IN SCHOOL
- FAVORITE SUBJECT
- ANY EXTRACURRICULAR ACTIVITIES YOU ARE INVOLVED IN
- WAY FOR ME TO CONTACT YOU
- ANYTHING ELSE I NEED TO KNOW

Name: _____

Mr. Kost's 7th Grade Geography

Please follow this link below and take the survey:

<http://www.edutopia.org/multiple-intelligences-assessment>

After taking the survey, please enter what your percentages were for each of the areas:

Linguistic: _____

Logical-Mathematical: _____

Visual-Spatial: _____

Intrapersonal: _____

Interpersonal: _____

Musical: _____

Bodily-Kinesthetic: _____

Naturalistic: _____

DUE DATE: September 6, 2016 at class time

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Appendix B

Mr. Kost's Period 2 US History Class Plan

Class Rule

“This classroom will be a place that is open to everyone and their ideas. Everyone inside is expected to respect everyone else inside. Anything that detours away from that respect will be addressed and appropriate consequences will result. ”

Guidelines and Expectations:

- Get work done completely and in on time (Not late work, period.)
 - I do grant extensions for logical reasons, but talk with me BEFORE the due date
- Respect everyone, always
 - Don't be a bully
- Come on time and prepared
- If you're going to be, actually be present here
 - No distractions during class
 - Participate in activities, be a good group member
- If you miss class for any reason, YOU are responsible for making up the work
- Do not pack up to leave until the teacher is done or the bell rings
- Don't do anything illegal
- Follow all rules and guidelines put in place for the entire school

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Appendix C

If a student misses a class period, I will expect for them to let me know ahead of time if it is excused. If it is sudden and it could not be planned for, then I would ask for them to give me reasoning as soon as possible. I would then have each student fill out an absentee form (See below) so I know why they were gone and have that documentation. Also, this will give them a reason for late work, as I do not except that without logical, real reasoning. Then if they are absent, I will place the day's work in an organizer like below each month. Then when they get back from being gone, they can find the work they missed and complete it for credit.

Absentee Form

Name: _____

Date: _____

Class and Period Missed: _____

Date Missed: _____

Reason for Missing:

Work that needs to be made up:



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Appendix D

For late work, I will still expect my students to get the work done so they learn what they were supposed to from it. If they do in fact have late work, I would ask them to fill out a form (See below) stating why it was late. This reasoning may lead to me giving them a pardon for the assignment and then they can receive credit. If there are assignments with no names on them, I would place it on a board like shown below and expect the students to claim them if they have a missing assignment.

Missing Work Form

Name: _____ Date: _____

Class and Period: _____ Date Due: _____

Assignment Missing: _____

Reason for Missing:



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Appendix E

For turning in homework, I would have a “homework station” in my classroom. Each class period would have a shelf and color of folder in the absentee work file (See below). I would then expect my students to put their homework in the appropriate slot as they walked in for the day. Then before I started class, I would go collect the work (To make sure they are not finishing it during the class period) and reference it throughout my lesson. Then when students are completing written tests they have a place to turn them in as well. Also at this station would be the forms seen in Appendices C and D with different colored paper for each. This would then create an easy, one-stop-shop for my students when it comes to homework.



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Appendix F

Although Elementary in appearance, I would utilize a parent letter similar to this (With tweaks to make it more age appropriate) to open the line of communication. This allows the parents to get to know me and make it clear with the section at the bottom on how to contact me if they need.



MEET THE TEACHER!



THE BASICS!

Hi! My Name is Mrs. Kristi DeRoche! I am 25 years young! I will be your child's 5th grade Math teacher for the 2014-2015 school year! This will be my 4th year teaching at W.S. Lafargue Elementary and I am excited to make this my best year yet!



MY CHILDHOOD!

I grew up in Bayou Blue, Louisiana where I attended Bayou Blue Elementary for Kindergarten through 6th grade. I then attended Evergreen Junior high for 7th-9th grade before graduating from H.L. Bourgeois High School in 2007.



MY FAVORITES!

Food: Bagel Bites
 Movie: The Help
 Book: "Heaven is for real"
 Color: Pink
 Drink: Pepsi or an ICEE!
 Season: Fall
 Sports: Cheerleading & Football
 Fast Food: Raising Canes
 Singer: Eric Church
 Hobby: Embroidering
 Subject: Math
 Store: Target
 Dessert: Red Velvet Cupcakes
 Candy: anything sour!
 Restaurant: La Casa
 Flower: Daisy

MY EDUCATION!

In December of 2011, I graduated with a Bachelors of Science in Elementary Education 1-5 from Nicholls State University. I am currently enrolled at Nicholls, pursuing my Master's Degree in Educational Leadership in Technology. My graduation date is set for December 2015!



CONTACT ME!

Email: kdaigle@Lafourche.k12.la.us
 Secondary Email: Kristi.DeRoche@gmail.com
 Class Webpage: www.MrsDeRochesClass.weebly.com
 School Phone Number: (985)447-9292
 You can also write a note in your child's agenda!



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Appendix G

This handout would be used as a classroom management tool that helps students realize they may have done something that caused a problem and went against goals of our classroom.

Printed on colored paper, this gives the teacher an opportunity to keep teaching while still addressing the problem. However, it does not interrupt other student's learning while keeping the dignity of the student.

PLEASE SEE ME AFTER CLASS!

Name:

What Happened:

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References

Fay, J. & Funk, D. (1995). *Teaching with Love & Logic: Taking control of the classroom*. Love & Logic Press Inc: Golden, CO.

Marzano, R. J. & Pickering, D. J. (2003). *Classroom Management that Works: Research –based strategies for every teacher*. ASCD Press: Alexandria, VA.

Wong, H. K., Wong, R. T., Jondahl, S. F., & Ferguson, O. F. (2014). *The Classroom Management Book*. Mountain View: Harry K. Wong Publications, Inc.