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Classroom Management Plan

June 2018

Elementary Level

**Discipline Philosophy:**

* Classroom management is the process in which teachers create procedures to ensure a positive, effective, and safe learning environment for everyone. A well thought out and detailed classroom management plan will help limit negative, disruptive behaviors in the classroom. It is very important that rules and procedures be set, defined and explained at the beginning of the school year. Students need to understand procedures and guidelines and reasoning behind each. They can be related to real-life scenarios when asked “What will happen if I do not…….” On the first day of school, both students and teacher will define 3-5 class rules. If rules are set together, students will have a better connection and respect for the rules. When rules are broken, we will refer back to these rules for guidance and better decision making. If negative behavior continues, refer to management plan for further action/consequences.
* See PHILOSOPHY brochure attached.

**Classroom Procedures:**

* **Arrival**

I will greet students at the door as they enter. Fun, new greetings will be used with a smile and excitement! Students will place their backpacks, jackets and other loose items in their lockers. While placing backpacks in lockers, students will remove their daily folders from backpacks and place in designated bin. They are allowed to socialize quietly until tardy bell rings. At this point, students should be in their desk, working on the morning warm-up exercise written on board. This lesson may be a journal entry topic or perhaps a refresher problem from previous day’s lesson. I will take advantage of this short time period by taking attendance and lunch count. I will also remove daily folders from designated bin and review.

* **Tardy**

Tardy students are required to check in at office and get a pass to class. If the student does not have one, they must report to office to get one. Then, they should continue with standard procedure…put daily folder in bin, put away backpack in locker, sit at desk and begin morning warm-up activity if time permits.

* **Absence**

There will be a designated “Absent Folder”. Any written assignments missed, will be placed in this folder. Assignments that need to be turned in will be labeled with absent student’s name. When they return to school, it will be their responsibility to get this folder and find they labeled assignments. They will be allowed designated time to complete depending on assignment detail and number of days student was out of school.

* **Homework**

Daily folders sent home with have labeled pockets on each side. Left-hand pocket will be labeled “Take Home” and right-hand pocket will be labeled “Return to School”. Homework assignments will be placed in “Take Home” pocket. Once student has completed homework, it should be placed in “Return to School” pocket and I will remove from folder during morning warm-up activity. In addition. The “Take Home” pocket should be reviewed by parents. It may also contain important information for them to sign and return in “Return to School” pocket.

* **Getting the Class’ Attention**

I will say in a normal tone of voice “If you can hear me, put your hands on your head (or shoulders, knees, hips etc.). I will place my hands on whatever body part I stated and soon they will emulate. Sometimes I might state a specific body part, but motion a different one. I will say head, but my hands will be on my knees. This will be an entertaining way to make sure they not only hear me, but have their eyes on me.

In addition, I would like for the student to come up with our own unique classroom call-and-response. They will partner up or work in groups to make suggestions on a notecard. Then, we will take a class vote. (Examples might be Ready Set….You Bet, Macaroni & Cheese….Everybody Freeze, Hocus Pocus…..Time to Focus)

* **Visitor in the Room**

If a visitor enters during my teaching instruction, I will find a good pause point and approach visitor. Students should remain quiet and respectful when visitors are in the classroom. If students are engaged in hands-on lesson when visitor arrives, they should continue activity as if visitor is not there. Overall, students should behave just like any other day, applying the classroom rules.

* **Getting the Teacher’s Attention**

Quiet hand gestures will be used to help limit class disruption. By teaching hand gestures, students can raise their hand using a specified hand signal. I will instantly know what the student needs with no words being spoken.

Question or Comment – Raise hand like a high five

Water – Raise hand holding first 3 fingers up in shape of W

Restroom – Raise hand crossing first 2 fingers

Tissue – Raise hand with only pointer finger up

I’m Done or I Understand– Raise hand with thumb up

I Need Help – Raise hand with thumb down

* **Restroom**

Restroom breaks will be provided throughout the day. However, in the case of emergency students may go to the nearest restroom.

* **Lining Up/Hallway**

Students will be assigned numbers on the first day of school (on lockers and desk tags). They will be assigned to these numbers all year. Students will line up in this number sequence order always. In a short amount of time, I will be able to memorize the numbers associated with each student. This will help me determine if someone is missing or out of line. Students will have basic rules for walking in the hallways while not disrupting other classes.

Walking in single file line along right side of hallway

Hand down by your sides – keep hands to yourself

No talking or stomping

* **Collaborative Group Work**

Group work is to be a positive experience. Students will be respectful of their peer’s opinions, ideas, and thoughts. Group work will be a team effort assuring all students participate within the group.

* **Transition**

I will perform transitions 1 of 2 ways. The students will be given a time limit to clean-up and prepare for the next lesson/activity. I will set a visual timer on the front whiteboard so students can see how long they have remaining for the transition. Once time is up and buzzer goes off, they should be ready for the next lesson/activity. A second method will be using music. I will play a fun energetic song as students clean-up and prepare. Once song has ended, we should be ready to proceed with the next lesson/activity.

* **What To Do When Done**

Prior to beginning assignment, I will prompt students with quiet activity options when they are done. It is important they remain quiet and not disrupt those still working. These activities will include education computer time (using headphones), use of chrome books, AR reading at desk, reading center with book of choice, brain teaser problems, etc.

* **Dismissal**

Dismissal preparation will begin 15 minutes prior to release. Classroom should be tidied up, picking up all trash and pushing chairs in under desks. Assigned “class helper” will pass out daily folders to each student. Student will place these folders (with all necessary homework and/or documents) in their backpacks and line up in number order. Same hallway rules apply when we walk, as a class, to student drop off areas.

* **Home and School Connection**

A weekly newsletter will be emailed to all parents. This weekly newsletter will always be updated on my teacher website as well. This newsletter will contain any upcoming events, reminders and a description of the week’s lessons. I will strongly encourage parental participation within the classroom.

* **Bullying Pledge**

Students should always feel physically and mentally safe at school. I will teach the BULLY acronym and the THINK acronym.

**B**-Be a Friend **T**-Is it True?

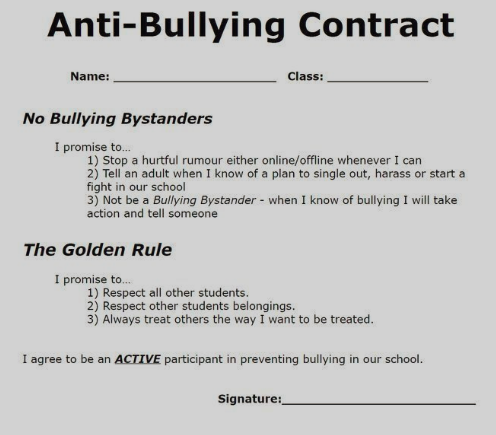
**U**-Use Kind Words **H**-Is it Helpful?

**L**-Look for and Report Bullying **I** - Is it Inspiring?

**L**-Learn to Use Empathy **N** - Is it Necessary?

**Y**-You Can Stop Bullying **K** - Is it Kind?

To help reassure a no tolerance bullying policy, an ANTI-BULLYING CONTRACT will be provided for each student to sign.



These procedures will be taught in Wong’s 3 step method – TEACH, REHERSE, and REINFORCE. Procedures will not only be defined and explained verbally, but we will put them to action with practice. Students will get a better understanding by actually doing the procedure multiple times until it becomes automatic routine verses a simple procedure on paper. For example, when teaching “Getting the Class’s Attention” procedure, I will have students walk around the room, socializing and pretending to be off task. Then, I will say “If you can hear me, put your hand on your nose.” We will do this activity several time, until I see students fully understand the procedure.

**Discipline Plan/Classroom Rules:**

* **Classroom Rules**

Rules will be decided upon by both teacher and students. I feel it’s important for students to have a say in their rules and have an understanding of why those rules are in place. If they help create them, they will be more likely to abide by them. We will set 3-5 rules, post them in the classroom and refer to them throughout the school year. Some great examples are:

1. Be respectful to the teacher, students and the classroom.
2. Be prepared and ready to learn.
3. Follow directions the first time they are given.
4. Raise your hand when you want to share.
5. Work hard and have fun.

Class Dojo will be used to manage discipline of each individual student.

* **Rewards**

Positive reinforcement is important. Students will be praised and recognized for good work and good behavior. In addition, point(s) will be given for positive behavior. Students can use these points to purchase items from the Class Dojo store. Items will include fun prizes and enjoyable activities. For example: color pencils and erasers, stickers, candy, computer free time, lunch with the teacher

* **Consequences**

There will be consequences for each rule broken. Class Dojo point(s) will be taken away for negative behavior. Each child is different and each circumstance will be different. I will use my best judgment and provide warnings.

* **Accountability**

I will provide opportunities to resolve the matter myself inside the classroom before contacting administration. Students will be held accountable for negative behavior. Steps for accountability, prior to seeking administration are as follows:

1.) Verbal warning

2.) Class Dojo point(s) deductions

3.) Apology

4.) Loss of recess minutes

5.) Reflection activity

6.) Student-Teacher conference

7.) Student calls parent/guardian to inform them of their actions

8.) Parent-Teacher conference

Violent or severe actions toward teachers or other students will warrant immediate notification to administration. It is important that all students feel safe and comfortable at school.

**Classroom Seating:**

* See CLASSROOM LAYOUT and FLEXIBLE SEATING OPTIONS attached.
* **Seating**

My preferred seating style is to group desks in 4’s. Stacked supply bins will be placed within each group of 4. Students can have basic supplies close by and available. Each group will be assigned a specific # - GROUP 1, GROUP 2, GROUP 3, GROUP 4, etc. These numbers will be visible on top of the stacked supply bins. In addition, Kagan’s seating chart will be visible on top of each stacked supply bin.

I also will implement flexible seating. Flexible seating can benefit students with movement, comfort and choices. This layout will also provide easy opportunities for cooperative learning. They will be able to work in groups or partners when lessons permit.

Each desk will have a tag containing student’s name and class #. Students will have this assigned seating at the beginning of the school year to avoid complaints and disagreements of who to sit next to. As the year progresses, tags may be relocated, as some personality types may be better suited with others.

* **Classroom Layout**

My overall classroom layout is set up to save time and have easy accessibility to specific areas. When walking through the doors, lockers are along the wall. Student can quickly drop off backpacks in the morning and gather them at the end of the day. Also located near the door, is a daily folder bin. Students will drop off and pick up daily folders from this bin. Teacher’s desk is located at the front of room, at offset angle. Most of my time will be spent walking throughout classroom, engaging with students. A large carpet to gather on is at the front, center part of the classroom. Students can participate while using the Smartboard, projector or white-board. This area will allow student to be active with movement. I chose to place the computers at the back of the room, facing away from the wall. I will have a clear view of screen displays at all times. Students will use headphones at computers. The reading center will be near the computers. This will be a quiet area for students to stay focused. The back wall will be an area for 2 things. The lower half of the wall will contain bookshelves. The upper half will contain an announcement board. This announcement board will be easily viewed by all with no obstructions in front of it. The bookshelf below will provide books for the nearby reading center, dictionaries, textbooks, etc.

**Preparation:**

* **Before the Students Arrive Checklist**

1. Create well-written, detailed management plan and place in binder. These procedures and rules will be discussed and rehearsed within the first week of school.
2. Create a first day script/agenda that will allow me to feel prepared for the day.
3. Create PowerPoint presentation about teacher rules of classroom. This will be presented to students.
4. Prepare name tags with student name and designated number. Tags will go on each desk and locker. This will show student where there seat and locker is assigned.
5. Design class layout that will provide a safe and productive working environment. Use matching, uniform decorative theme throughout the classroom.
6. Prepare stacked supply bins to go in each group of 4 desks. Make sure they are fully stocked with necessary supplies.
7. Place Group number labels on top of each stacked supply bin. This will stand tall and 3 dimensional. Students will know which supplies remain at which table group.
8. Place Kagan seat chart on top of each stacked supply bin. This will allow for easy transitions of cooperative learning.
9. Stock Class Dojo store with prizes and activities based on point chart
10. Decorate bulletin boards – special announcement/seasonal board, birthdays, calendars, classroom rules and important dates.
11. Label “absent folder” and “substitute bin” and “assignment bin”.
12. Create and label “daily folder” bin and place next to door.
13. Decorate the entrance door to classroom with fun, exciting theme. This will welcome students in with a positive mindset.
14. Greet each student at the door, shaking their hand or giving a high five. I will introduce myself, making eye contact with each. I will compliment them on something unique about them (hair, shoes, beautiful smile).
15. Make sure first bell assignment is prepared and waiting on their desks. There will be no hesitation on what students should be doing immediately when class begins.
16. Write first day objective on the front board.

* **Letter of Introduction to Students**

See INTRO LETTER TO STUDENTS attached.

* **Letter of Introduction to Parents/Guardians**
* See INTRO LETTER TO PARENTS attached.
* **Tentative Agenda/Schedule for the Day**

|  |  |
| --- | --- |
| **Time** | **Activity** |
| 7:25-7:45 | Greet students at the door |
|  | Students put backpacks in assigned/labeled locker |
|  | Students sit in assigned/labeled desk |
|  | Begin working on the activities on their desk |
|  | Take class attendance and lunch count |
| 7:45-7:55 | Tardy bell rings - Explain pass from office if late |
|  | Listen to morning announcements |
|  | Say the pledge |
| 7:55-8:25 | Complete first bell assignment (pg1 classroom observation - pg2 locker color page) |
|  | Review first bell assignment with students (Classroom observations -  Getting familiar with surroundings) |
| 8:25-8:45 | Discuss the layout of the room and it's purpose |
|  | Explain the numbers on desks and lockers |
| 8:45-8:50 | Allow 5 minutes for students to explore the room and ask questions |
| 8:50-9:05 | Create 3-5 classroom rules with students |
| 9:05-9:15 | Bathroom and water break |
|  | Take this opportunity to explain lining up by number |
|  | Have students sit back at desk and repeat lining up 2 times |
| 9:15-9:20 | Students will gather on discussion rug |
|  | Present Teacher Welcome Introduction PowerPoint |
| 9:20-9:45 | Explain "What Makes Me Unique?" activity |
|  | Make sure they understand and ask questions if needed |
|  | Explain time limit and set visible timer for completion |
|  | Students return to seats and begin assignment independently |
|  | Walk and monitor students working |
| 9:45-10:05 | Timer goes off, students stop working and put supplies away |
|  | Explain table GROUP #'s and Kagan Seat Charts on top of supply bins |
|  | Pair and share work using these different numbers |
| 10:05-10:15 | Students turn in activity sheets and return to seats |
|  | Class discussion on embracing everyone's uniqueness |
| 10:15-10:30 | Role play bully situations and how they make you feel |
|  | Pass out Anti-Bully pledge and have students sign and turn in |
| 10:30-10:50 | Active team building exercises |
| 10:50-11:20 | Return to seats and complete locker color page (from first bell assignment) |
| 11:20-11:25 | Put away supplies, throw away trash, push chairs under tables |
|  | Students line up by number for recess - practice 2 times |
| 11:25-11:30 | Bathroom and water break before recess |
| 11:30-11:50 | Recess |
| 11:50-11:55 | Wash hands |
| 11:55-12:25 | Lunch |
| 12:25-1:15 | Rotation Period (Mon-Art / Wed-Music / Tues Thur Fri-PE) |
| 1:15-1:20 | Students will notice "What Makes Me Unique?" & "Anti-Bully Pledges" on bulletin board titled EMBRACE DIVERSTIY |
|  | Students will stand up and do cool down, stretching, calming video activity to quiet down and focus on next lesson |
| 1:15-1:25 | Gather on discussion rug for "First Day Jitters" topic |
|  | Read book "First Day Jitters" |
|  | Discuss jitters students had last night and this morning before |
| 1:25-1:40 | Students return to seats and get paper and pencil |
|  | Have students return to seats and write a few sentences about their thoughts and feeling so far about the first day of school - Did your worries happen? Did you have fun? Did you make new friends? |
| 1:40-1:50 | Turn in writing assignments in assignment bin on my desk. |
| 1:50-2:25 | Review rules and procedures we've learned today. |
|  | Discuss your favorite thing about the first day of school |
|  | Discuss your least favorite thing about the first day of school |
|  | Do you have any questions so far? |
| 2:25-2:35 | Bathroom and water break |
| 2:35-2:50 | Prepare daily folders with items to take home and return |
| 2:50-3:05 | Pack up for dismissal and line up by number |
| 3:05 | Dismiss |

* **First Day Bell Work Assignment**

When the tardy bell rings on the first day of school, parents will be saying their goodbyes and students will get settled at their assigned seats. Prior to students arriving a “Classroom Observation” handout will be on each desk. This will be activity sheet students can do independently while I am taking attendance and getting everyone settled. I feel it’s important for the students to take a few minutes and observe everything inside the classroom. They should get familiar with location of pencil sharpener and American flag. They should also take a few minutes to observe their peers. This assignment is easy, stress-free and will allow them to become familiar with their new surroundings. It will also allow opportunities to familiarize faces. See attached FIRST DAY BELL WORK.

I have also prepared a backpack color sheet if time permits. If students do not have time to work on this after the first bell, they can work on this after completing assignments throughout the first couple of days. This color sheet is individualized for each student showing their name and number. Once they have completed this color sheet, they will be posted on their individual locker. This will also familiarize them with their assigned number. See attached FIRST DAY COLOR PAGE.

* **Teacher Welcome Introduction**

See TEACHER WELCOME INTRODUCTION attached.