

Classroom Management Plan

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My Management Philosophy

My classroom management philosophy is based off of cultivating a positive learning environment in which all students are respected and every day is an opportunity to learn. I will help my students create a community where mistakes become lessons and learning is a journey. Students will have a voice in my class and they will be responsible for their actions and for maintaining a respectful environment. I will be attentive to the needs of my students and I will be proactive in preventing problems but also flexible to deal with the issues that do arise. I will keep a clear line of communication with my students so there is never a doubt of what is expected of them.

Plan for the First Days of Class

Day 1 – On the first day of class, I will stand by the door and greet the students as they enter. The seating arrangement will be assigned randomly (I will do this for the first week to give the students a chance to meet each other and get familiar with the other people in the class) and the board will contain my name, the name of the class, and a bell-work assignment (name-tents). I will introduce the students to the course and give an overview for the year. I will also give a brief presentation on who I am and then lead the students in a short community activity so that they get to know each other as well. The rest of the first day will be going over the three basic principles of my classroom: be respectful, be prepared, be responsible. I will communicate that all other expectations fall underneath these principles.

Day 2 – The second day I will have the students randomly assigned again and the students will enter, pick up their name tents, and complete the bell-work assignment. I will review the principles from the previous day and introduce procedures about homework and how I want it turned in as well as my policy on missing/ late assignments. I will also go over my bathroom policy and the expectations I have in maintaining a respectful classroom environment. I will hand out their first “assignment” of showing the course syllabus to their guardian and having them sign it.

Day 3 – The students will walk in and have another random seating assignment, they will complete the bell work and we will review bathroom procedures, leaving their seat, getting help, and what to do when their work is done. We will then dive into content and go over how they should take notes for the class.

Day 4 – Students walk in, find a seat, do bell work. That day I will give a non-graded, comprehension test to get a feel of where the class is at. We will continue with content and review the procedures that they already know. We will go over a lab preview for the next day.

Day 5 – On this day the students will complete a lab safety handout while conducting a simple experiment. During this lab, I will assign lab partners and then we will go over procedures for set up, safety, and clean up. We will end the day reviewing everything that we learned that week and close with a preview of what to expect for the next week.

Connections with Family and Students

My connection with the families of my students will start with a letter to the parents. The letter will contain information about myself and what their child should expect from the class. I also will mention how my policies are based off of respect and all students will be held accountable to maintain that respectful atmosphere. I will give the parents my contact information so that they are able to keep an open line of communication with me. The last part of the letter will contain information about open house hours so that the parents can have the opportunity to meet me face to face and I can start cultivating those relationships with families. The rest of the year, I will communicate with parents about the successes and struggles of students so that they get the support they need both in and out of the classroom.

What if's?

My procedures rules are based off of the responsibility that everyone has to maintaining a respectful environment. I know that I will encounter a lot of different situations with my situations and I will reserve the right to distribute consequences as I see appropriate based of the context of the whole situation. But my rule of thumb will be to start by talking to the students and giving the problem back to them. This way I can let them take responsibility for what they

have done and help them to learn from their mistakes. In the event that further action needs to take place, I would then get the school and/ or guardians involved and hopefully be able to work on the problem at school and at home as well.

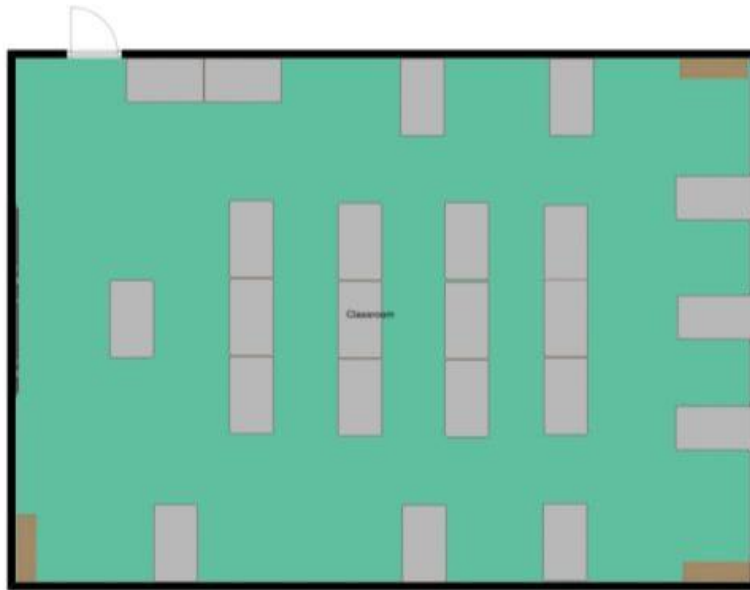
Appendix

First day procedures included a random seating assignment that I will use two decks of playing cards to assign, students making a name tent as their first bell-work assignment, and the basic rules about eyes and ears on me when I am talking. My plan for questions is to have the students raise their hand if they have a question, and I will also use the thumb scale as a quick check in in their level of understanding.



Below is what I would like my classroom layout to be. If I am teaching high school science. I would like the lab stations around the outside and the regular lecture tables in the

middle facing the board. I would also want a demonstration table in the front of the room so my personal desk doesn't have to be cluttered with demonstration materials. In the classroom layout, my desk is in the bottom left corner and the storage cabinets are colored brown.



I would use the tables next to the door for a couple of different things. First, that is where I would put my bathroom pass and sign-out. I don't plan making my students ask to use the bathroom since they are in high school, but I will have a pass that they need to take with them so that only one student can go at a time. I will also have a simple sign-in and sign-out so I have documentation of what students left my room and at what time. Examples of what these will look like are shown below.

For late assignments, my plan is to have the students to turn in a late homework slip to explain why the assignment was late. An example of what this could look like can be seen below. To give the students a chance to solve the problem themselves, I wouldn't require them to get their parent/ guardian to sign the slip until their third late assignment.

HOMEWORK NOTICE	
Name _____	
Date _____	Original Due Date _____
Assignment _____	
I did not <input type="checkbox"/> BRING / <input type="checkbox"/> DO / <input type="checkbox"/> COMPLETE	
My homework because _____	
Parent Signature _____	
Please attach the completed homework to this form and return them to school the next day.	

Below is my letter to the parents and guardians that would go out in the beginning of the school year to start an open line of communication with them.

Dear Parents and Guardians,

Hello and welcome back to school! My name is Mr. Braun and I am the teacher for your child's high school science class. I am very excited for this school year and I look forward to working with you and your child to make sure it is the best that it can be.

I am originally from Minnesota and I attended the University of Mary in Bismarck, North Dakota to complete my bachelor's degree in biology education. My hobbies involve outdoor activities that differ with the season, water-skiing and camping in the summer, hiking in the fall, and snowmobiling in the winter.

Biology can be a demanding course for many students, but I have high expectations that every student will actively participate in class and put in effort at home. There will be weekly assignments and students will be asked to be familiar with lab procedures before walking into class. Students will also be expected to bring a notebook and a folder every day to take notes and collect handouts. To help ensure your child does well in this class, I ask that you help your child by checking in with them periodically to make sure they are staying on top of all the coursework. I also ask that you keep me informed of any planned absences that your child might have as well as anything unexpected that might come up.

In order to maintain a healthy learning environment, all students are expected to be respectful to everyone around them, including myself as their teacher, their peers around them, and as well as themselves. I have attached my standards for the classroom, so you and your child know what exactly is expected of them. Communication is vital so if there are ever behavior issues, I will notify you. Also, feel free to reach out to me if there are any concerns on your end whether it be the physical, emotional, or academic wellbeing of your child so that we can work together to make sure your child stays on track in this course.

Finally, just a few dates that I would like you to be aware of. **Open house** this year is on **(date and time)**. Please come during this time with any questions or concerns you might have. If you can't make it to open house, or if you need to contact me at any other time, my phone number is 701-867-5309 x 654321 and my email is myemail@someschool.org.

I look forward to working with your student this year and I hope that we have a chance to meet soon!

Andrew Braun

My plan for rules of the class will be three basic rules that I can refer back to. That way I can have the freedom to handle every situation as I see fit. I will format these rules on a poster in the class and discuss them in my first few days of class. My three basic rules will be:

1. Be respectful.
2. Be prepared.
3. Be responsible.

My plan for substitute teachers is to create a binder that has the expectations for the students, a schedule for the day and any handouts for them. I will also put all necessary contact information in the binder so they know who to contact if they are faced with an issue.



References

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- Wong, H. K., & Wong, R. T. (2009). *The First Days of School: How to be an Effective Teacher*. Mountain View, CA: Harry K. Wong Publications Inc.
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