

Classroom Management Plan

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Classroom management plan

As a teacher, it is important to develop a philosophy of education. This philosophy of education will serve as a teacher's set of core beliefs in teaching. A teacher's philosophy of education influences what and how students are taught in a classroom. A teacher's philosophy also represents the different methods that a teacher uses in a classroom and how a certain teacher deals with a problem. Each teacher displays a different philosophy of education according to their educational beliefs.

As a special education major, I have many different ideas and strategies of how I imagine that my future classroom will look like and be ran. I really enjoy the classroom management book "Love & Logic." I like the Love & Logic approach because it is based on a common set of principles throughout the school. These principles act as a guidance for dealing with teachers, students, and parents (Fay, J. & Funk, D.,1995).

The four basic principles of Love and Logic include: #1. Whenever possible, maintain the dignity of both the adult and students; #2. Whenever possible, share the control; #3. Whenever possible, share the thinking; #4. Use the empathy/consequence formula (Fay, J. & Funk, D.,1995). I think that it is very important to treat students with dignity and respect. This is especially true in a special education setting. While working with children with disabilities, it is important for the teacher to treat each students as a normal human being. Treating every student with the same dignity and respect can help to increase confidence and academic performance in the classroom. Also, I believe that it is important to share control in the classroom whenever possible. It is important to allow children to make their own choices in the classroom whenever. Whether it is choosing a book to create a book report on or what worksheet they would like to complete. It is also very important to allow students to share their thinking. Allow students to defend themselves before issuing consequences to students. Also, I strongly believe that teachers

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should allow the students to do the most thinking whenever possible. Problem solving is a very important skill for students to develop throughout their years. Lastly, it is important to use empathy in the classroom and use “gold statements” rather than “garbage statements.” Gold statements keep a positive outlook in the classroom and keep children from getting discouraged. Gold statements also allow a student to think through a problem with a teacher’s guidance. For example, instead of telling a student “That isn’t the right answer!”, a teacher could say “You are doing a great job, you might want to check your work on question number 9.” That will encourage the student to keep on working without getting discouraged. A teacher needs to tell a student gold statements to help maintain their self-esteem.

Another strategy that will be present in my classroom is non-verbal cues. I am a strong believer in non-verbal cues in the classroom. I am a quiet person to begin with so I believe that non-verbal cues must be used in the classroom. Some teacher’s will raise their voice to get their students to quiet down creating more noise in the classroom. Using non-verbal cues in the classroom will avoid any extra noise and also reduce the amount of distractions in the classroom. One non-verbal strategy is using a stop light in the classroom. The stop light will be placed in the front of the classroom on the marker board so all students can see. If the stop light is green, the students will know that their volume is okay. The teacher will turn the stop sign to yellow if the students are getting too loud. If the stop sign becomes red, the students will know that they were warned about their volume and were still loud. The teacher will come up with some consequence in the classroom for the students (ex: going out late to recess, no more free time, or switch activities.) Non-verbal cues can also be helpful during direct instruction. Using non-verbal cues during direct instruction can help avoid disruptions in the classroom. Using

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proximity and making eye contact are just a few of the ways a teacher can use non-verbal cues in the classroom.

Many schools run by either the systems or values approach. The systems approach has uniform rules and consequences that each staff is expected to follow if a rule is violated. The discipline for the systems approach is uniform for each violation. The values approach on the other hand has set rules like the systems approach however, the punishment is individualized according to what the teacher sees as appropriate. I would prefer the values approach in my school. To me, the values approach is more warm and gives the teacher and student more freedom. The teacher is able to individualize each punishment according to the circumstances.

Procedures and classroom rules are another huge part of classroom management. In the elementary level rules help to develop these areas: politeness, helpfulness, respecting others property, interrupting the teacher and others, and hitting or shoving others (Lamb, Lecture 6, Fall 2015). To establish rules, I will allow my students to come up with some rules that they feel are appropriate. After they come up with their rules, I will adjust them as I see appropriate and add whichever rules they may have forgotten. Allowing students to create their own rules will be very helpful in the future. For example, if a student breaks a rule and complains about the rule a teacher can reply that they chose the rules as a class and knew what consequences would come of them breaking the rules. Procedures are also very important in the classroom. They help to identify specific behaviors that make up the rules and make up what is expected of the rule. I will teach procedures by using three simple steps: teach, rehearse, and reinforce (Lamb, Lecture 3, Fall 2015). Using the teach, rehearse, and reinforce strategy can help avoid potential problems that might come up with procedures. Allowing students to rehearse procedures acts as a guided practice for them and allows them to see what is right and what isn't.

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My future classroom:



Whenever I think about my future classroom I think of the picture above. I understand that I

won't get everything that I want in my future classroom but I really like the setup of the above classroom. I really enjoy the corner of the room that has the bean bag chairs and the swings. I would use that as a "quiet corner" where students can deescalate if needed and have a little break from all the stimulation for a while. The quiet corner is especially useful in the special education classroom because a lot of the students will have sensory needs and would enjoy sitting on the swing whenever they feel overwhelmed. I also like how the chair that is by the swing has wheels. This allows the classroom to accommodate to every type of need that a student might have. I also like the way that the desks are set up in the classroom. They are spread out throughout the classroom and there are very few of them. I also like the open concept of the room. This allows students to get up and become active in the classroom so that they don't have to sit in their desks all day.

Procedures:

Classroom jobs are very important to me. I will assign my students classroom jobs starting on the first day of school. This will help to prevent confusion in the classroom (ex: who turns off the lights?) and will help the class to run orderly.

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The picture I attached is an example of a job wheel. I really like the idea of a job wheel because it makes the job choosing painless and fair. Throughout the week, students will keep the same job and when the week is over they will get a new job for the next week (Wong & Wong, 2014). This also helps to avoid more work for the teacher and allows students to take responsibility in the classroom.

I also like the idea that the Classroom management textbooks displays (Wong & Wong, 2014).

The textbook gives teachers the idea of grouping students into groups of 4 and having the create a “village.” The students will read the name of their village and what the name means. Each week, the village will assign a Village Captain. The Village Captain will keep track of their groups points according to the following criteria:

- Pay attention
- Follow directions
- Be on task and on time
- Exercise self-control
- Turn in your assignments on time
- Keep your desk clean
- Turn in your best work

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In conclusion, I believe that it is extremely important for new teachers to develop a classroom management plan that will work for them. Each teacher teaches differently and has different beliefs. It is important for new teachers to recognize what their teaching beliefs are and why they will incorporate certain things into their classroom. Developing a classroom management plan also helps a new teacher to get all of the information they find helpful organized and into one place.

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