

My Classroom Management

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### **Classroom Management Philosophy**

I believe Classroom management is based upon forming relationships with my students. This starts by having a safe environment for my students to share and building a solid foundation of trust. I believe in having procedures and routines in place therefore being proactive with behavior. I believe that keeping my students engaged and that they are active participants. I believe the key for the best learning environment consists of relationships built on trust, having procedures and rules, and supported student engagement.

### **Preparations**

My classroom management plan begins in July the summer before I begin teaching. During this time, I will prepare many things for my classroom environment and lesson plans. During this time of preparation, I will gather materials to make my room feel warm and welcoming. This will be little decorations, poster boards, door decorations, baskets, etc. On some of my posters, I will list out my rules and procedures. I will prepare my forms and baskets for students to turn in. Secondly, I will prepare lesson plans for hopefully up to the first two months. I will be able to modify as I need, but it is important to have a solid academic base to know where I am headed in the class. More importantly, this gives me time for many other unforeseen events and allows me to have time in establishing relationships with my students, meetings, correcting papers, and learning how to deal with behavioral issues.

### **First Days**

I would like my first day of class to be one of introduction. This even begins before they enter the classroom because I am there greeting them at the door welcoming them in. I would start the class off by first introducing myself by telling my students about where I am from, my family, and activities I enjoy. I would start to get to know them by having them fill out a short

questionnaire with some fun and silly questions such as “What was your worst injury?” or “What is your favorite dessert?” I would also include a few other probing questions like “Tell me about your family and/or where you live.” This giving them an opportunity to tell me who they live with and possibly their lifestyle such as living on a farm. In addition, this may give me an insight to their family life such as living with one parent during the week and the other on the weekend. This all is to really start forming that relationship and building a bond of trust. After that, I would go over my policies and procedures which I will go in to detail later. I would have four to five short rules that are broad, simple, flexible, and consistent. I believe the first day is essential to setting the tone for the rest of the year.

In the days to come, as Wong and Wong taught, I plan to teach, rehearse and reinforce my procedures. My first week will really be focused on learning the procedures and letting my students know what I expect from them. This is a time when, I create, implement and assess my classroom management. If things are not working as I originally planned, I hope to see it and adjust as I need to. I plan to use Wong and Wong’s guide for the first few days of school. (Wong, 284)

### **Environment**

I want my classroom to be warm and welcoming. My classroom will be a safe place for my students where relationships between me and my students and between the students themselves will be formed. I want some posters of humor on my walls and some other *geeky* math things, such as a unit circle clock, pi banner for around top of my room, and as the year goes on, some geometry projects hung up on my walls. These decorations would be prepared in the summer before I start teaching and funded by me. I also believe setting up the classroom in an efficient, organized manner can maximize instructional time. I would initially like my

classroom set up in pairs (Images 1-3). During the first day, I would tell them where they will be sitting for the rest of the quarter, which could be changed dependent upon behavior. Each quarter, I would change where the students sit and assign them seating. I would like my students to work in pairs for homework. This is great collaboration but also good so students can check answers with one another as they go. On testing days, we would spread apart the desks or put up dividers between the desks.

In the back of my room, I will have a weekly agenda as Wong and Wong suggested. This prevents the question of “What are we going to do today?” It will give insight to what is going on in days to come and also what went on the day before if one was gone. I have seen this work very well in my classes in high school and in the classroom I observed with Mrs. Hintz.

A large part of my environment is where I will have the slots for homework to be turned in, handed back, and place for other forms and late work. I will mention this more in procedures, but I will have three trays with multiple racks, one for handing in homework to be graded, another for handing back, and a smaller one for late homework. I really liked how the teacher I observed had worked out answer sheets for the homework on a magnet in the back of the room. This way, instead of addressing individual questions about past homework, they can go and check what they did wrong on their own and then if they have further questions, I can address it with them.

I came across a sub-binder when looking at classroom management plans and I really love the idea. This will be a binder for subs to access when I plan to be gone but also for if I get sick unexpectedly. It will have a “face” seating chart with all the students’ names along with where they sit in each class period. That way, there is no need for taking the time for roll call even with a sub and that they can easily see who is missing by looking at the chart. This would

also have the lists of my procedures and what I expect from my students. There will be emergency procedures listed and they are able to easily leave me notes on how the day went.

### **Procedures**

Procedures will be a huge of my classroom management plan. These procedures will be introduced and implemented from the very first day. During the first few days, these procedures will be explained and practiced. These will develop into routines within the first few weeks. Procedures are a proactive rather than reactive in dealing with behavior. Additionally, it allows for maximal instructional time. After we feel we have learned the procedures, they will be reinforced. Some of the main procedures I plan on implementing are:

#### **Coming and Leaving Class**

At the beginning of each class, I would great my students before they walk in the door. I believe that what happens in the classroom starts before they even enter the classroom. When they walk in, they will go to their seat and get out their homework. As soon as the bell rings, I will be up in the front, starting class. This will be known to them and if they are not seated and ready to go, they will know that the lesson has started so they will be playing catch up. Questions from previous homework will not be addressed during class time, this must be done before or after school, unless there was a problem that was frequently asked. Homework will be collected and then the lesson will start.

If a student has forgotten (or broken) any materials need for class, most commonly, pencil, paper, or calculator, I will have these available. Wong and Wong suggested the idea of a pencil can. This is where I will put left over pencils that I find at the end of the day but also where students can exchange pencils if theirs needs sharpening during the lesson. This way they do not have to distract the class by sharpening their pencil. There will be two can s in the back of

the classroom of “new” and “old” pencils. I also found a great suggestion for a teacher to buy golf pencils. This way, there is no excuse for not having a pencil, taking notes, or doing homework, while keeping them in the room and not going to their locker to get a pencil. It also motivates them to bring their own pencil, or multiple pencils because who wants to write with a small golf pencil? I will have a calculator shoe rack, with calculators spray painted so easily recognizable, for students to grab on their way in if they know they forgot theirs. I saw this work well in the classroom with Mrs. Hintz which I observed. I will also just have some loose-leaf paper available

At the end of the lesson, students will have time to work on next day’s homework. When there is two minutes left, they will get the two-minute warning given by me when they can start packing up their bag and getting ready to go. I will have duct tape on the floor around my door, like we discussed in class, which students are not to go in the box until the bending bell has rung.

### **Lessons and Homework**

Lessons will start as soon as bell rings. I am not a fan of bell work, but I thought the teacher I observed, Mrs. Hintz, still did a wonderful job of starting class as soon as the bell rang by being in the front of the room ready to go. I plan to do this as well in starting the second after the bell rings. My lesson will be taught with openness and engagement. During the lesson, I would like my students to be more in conversation with me going when through examples, but if I am not getting feedback, each student will have a preassigned number. This number will be used to call on students to randomly get them engaged and either answering the question or helping me figure out a step to take. After a few examples, before handing out homework, I will ask my students on the count of three to hold up a one-through-five. A one being they did not understand a thing, and a five meaning they feel super confident going to work on homework.

This will help me do an instant assessment seeing how they feel about the lesson. This will give me an opportunity to see that if no one understands, we go through more examples as a class before they start on homework. If most student are pretty confident, the students that hold up a low number have the option of coming to my side table with a few chairs, where we can go over a few other examples together. The other students will be able to start working on their homework with their partner whom they are sitting by. I will be present to my students walking around, checking on their work, but mainly just being available to answer questions. I will use silent communication during this time where if I am working with a student and another student has their hand up, I will make eye contact and nod my head meaning I will be with them next so they can put their hand down and continue to work. They will work until the two-minute mark of the end of class. If students earn my trust, I may allow them to work with whomever they please, but that will be earned and can be taken away if it gets out of hand.

The teacher I observed, Mrs. Hintz, also did flipped-classroom lessons for some of her classes. A flipped classroom is where she puts together a short video, about ten minutes, that she uploads to her website. The students are to take notes on the video. The next day, she does a quick recap summary of the main idea of the video. She then lets the students work on homework for the most of the period. This allowed her to walk around and her students are able to ask questions right away instead of at home when they are confused. She took points on their notes from the video. They received a ten points if they took good notes, a five points if they watched it during class time because they didn't the night before, and then a zero if they did not watch it at all. I would like to use this with my students depending on what class and the students.

### **Attendance**

It will be expected that my students are ready to learn, meaning notebooks, pencils, and homework out, when the bell rings. If they are out of the classroom when the bell rings, they will be tardy. I will take attendance when my students start their homework so that I do not take away instruction time from class. Because of my assigned seating, I should be able to glance at the empty desks to see who is present or refer to my seating chart and mark it down.

If a student is gone, I would like to have an absent sheet they fill out for my class specifically. If they know they will be gone in the future, they can go to my desk and grab an absent form sitting in a basket and write down their name, the day it currently is, and the day(s) which they intend to be gone. This is to be handed to me directly at the end of class on any day. I know some school have forms they hand out when students will be absent, but I feel this would be very beneficial, especially if students let me know two weeks in advance that they will be missing a week or more of school. This lets me keep documentation on when they told me they would be gone and I know what assignment(s) to prepare for them. They will receive two days for turning in homework for every day they are gone without a late score.

### **Handing in Papers**

My students will pass their homework in to the left everyday. As I read in Wong and Wong, this can help prevent problems of either getting up to hand in papers or turning around to grab homework. Passing in papers to the side, each student putting theirs on top of the others. This helps keep them in order and easier for handing back. Depending on the class I would like to call out a random number that is preassigned to each student, which they will have the job of picking up all the homework to hand in. If this does not work, then I will collect the homework. This will really be emphasized the first few days of class and practiced.

### **Late Homework**



Like Chelonnda Seroyer, I would like to use slips to document late homework. This way, students can fill out a pink slip (Image 7) that allow them to write the current date, the assignment, and reason why their homework isn't done. I will greatly encourage honesty. If they did not get homework done the night before because they chose to watch the season finale of *The Voice*, just let me know. This is open, but also silent communication that way if their parents were fighting last night, extended family came to visit, or other personal issues are going on, if they want to tell me, they can but I also have documentation of it. There will be a table in the back of the room where the homework gets handed in, pencil cans, and calculators are. The sheets will be colored so they stand out. If an assignment isn't done, a student grabs one on their way in. Being in a math class, there will be lots of assignments and each semester I plan to let students use three "late homework passes" where that assignment they get 100%. There will be an added box at the bottom of the late homework slip to check if they want to use this as one of their three passes. I will keep track of how many they use in my gradebook. If the student knows they did not use their slip, they can turn it in for bonus points at the end of the semester. I understand that with sports, activities, and family, sometimes there just isn't the time a student has that they want to give. It will also be explained, that if it is late, there will be a letter grade dropped for everyday the assignment is late. Late assignments will go in a separate late box, separated by class, handed in stapled to their assignment.

### **Cell Phones**

I will match my cellphone policy to the school that I am teaching in. But for my individual classroom, if the school has a loose cell phone policy, my class will be a no-tolerance class for cell phones. I will have a spot, either in the back of the classroom or semi-near the door, for my cell phone jail. (Image 5) If I see a phone out during class, especially during my lecture, I

will tell them to put their phone in the jail until class is over. This will be established and greatly emphasized during the first few days. Having it be a jail jar also gives it a bit of humor and I have read that teachers really like using it and their students respond well! My students must put their phone in jail if they go to the bathroom as well. The reason this will be near the door is so that it is easy to drop in and out as they go to the bathroom, but also if put it in jail during class, they can grab it on their way out. If there is a student who is having to send their phone to jail frequently, I will talk to them after class and see what is going on and address the problem more individually. If it continues on, I may have to contact parents or higher administration but I hope to find an alternative solution that is personalized to the student.

### **Bathroom or Getting a Drink**

It will be suggested to use the bathroom during breaks. If a student does need to go to the bathroom, they should wait until homework time unless it is an emergency, such as feeling as though they will throw up, they are to leave without asking. During the lesson, I will not accept bathroom questions. If they do need to, it will be done during homework time. Wong and Wong suggested having different hand signals for different needs. I like that idea but rather than numbers, I would have my students hold up signs from ASL. For going to the bathroom, they hold up a fist with their thumb in between the pointer and middle finger. If they need a drink, they hold up three fingers, which isn't quite ASL because in ASL it is by the mouth, but it is close. That way I can just make eye contact and nod or shake my head to let them know if they can go or not. We will go through that they are expected to be respectful in the hallway and that before they leave, they put their phone in jail and grab the pass (Image 8). The pass will be something bigger that hangs on the wall that way I can glance up and see if I already have a

student getting a drink or in the hall by if the pass is hanging up or not. When the student returns, they put the pass back and can grab their phone and put it in their pocket or backpack again.

### **Engagement and Relationship**

“Students must trust you before they will trust what you plan to teach” (Wong, 13)

Establishing relationship with my students is my first goal. Having a relationship builds mutual trust and respect. I want my students to know I care about them and want them to learn. When I engage my students, I think the questioning techniques I chose and tone and pitch of voice are so important, as Marzano emphasized. I do believe 10% is what words you say and 90% is how you say it. Timing, tone, body language, etc. all greatly contribute to a message that is being sent. Marzano also says that engagement is linked to enthusiasm, interest, engagement, satisfaction, pride, vitality, and zest. Poor engagement is linked to border, anger, disinterest, and frustration. Humor will be very important in my class! I believe humor is a universal language. I plan to have some canned lines. I also like how in college, one of my professors puts a geeky math joke on the front of every test.

I also greatly believe in Love and Logic that relationships are key. I plan to use enforceable limits, choices within the limits, and apply consequences with empathy. I want them and are direct. Using the words “I noticed...” can be powerful when addressing issues. Building relationships is so that a student may become self-motivation and foster the intrinsic desire to learn I plan on using one liners as well (Image 9).

As Jacob Kounin discovered, I love the ripple effect and have seen the effects of it. I plan to address positive behavior as much as possible and stay positive and enthusiastic with my students. I believe that a teachers with-it-ness is very important to being able to think on my feet to address issues. I want my students to be active participant during my lesson, not bystanders.

As a teacher controlling my own behavior is essential. As Kounin says “Good classroom management depends on the behavior of the teacher, not behavior of the students.”

### **Conclusion**

My goal as a teacher is to help students learn but above all, to become good people. I believe that the first step in accomplishing this goal is to have effective classroom management. I believe the most effective way in managing a classroom is through relationships and engagement that is structured around procedures. As Msgr. Shae said, “Education is to live fully, to live well with insight to be great in the workplace and community, so not only existing, but really living, not just surviving, but thriving ... to educate the whole of the person.” This begins with effective classroom management so that true education can begin.

## References

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- Wong, H. K., Wong, R. T., Jondahl, S. F., & Ferguson, O. F. (2014). *The Classroom Management Book.* Mountain View, CA: Harry K. Wong Publications, Inc.
- Zirpoli, T. J. (2014). *Behavior Management: Positive Applications for Teachers* (6 ed.). New York, NY: Pearson.

Appendix



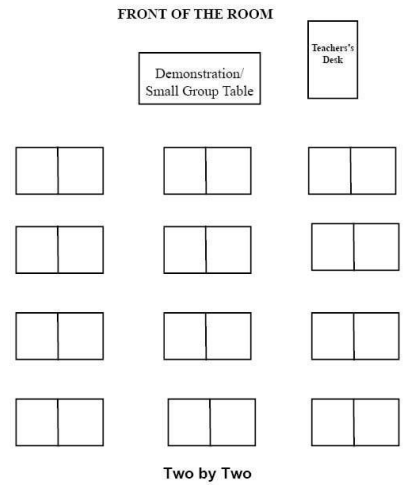
**Image 1**

Example of where students hand in work and pink slips



**Image 2**

Example of back of class near door, phone jail and other valuable information could be on table. All done during summer



**Image 3**

Set up of desks in classroom. Would like a round table instead of front.



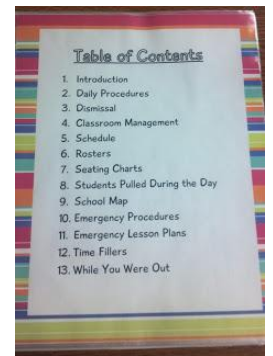
**Image 4**

Engaging syllabus given on first day with Meet the teacher



**Image 5**

Phone Jail



**Image 1**

Sub binder and more of what it will contain

Date: \_\_\_\_\_  
 Printed Name: \_\_\_\_\_  
 Class Section: \_\_\_\_\_

**You've been *Pink-Slipped!***

Completing your homework or assignment is your responsibility as a student.

Missing Assignment: \_\_\_\_\_

I do not have my homework today because:

I did the assigned homework, but I did not bring it to class.  
 I chose not to do my homework.  
 I forgot to do my homework.  
 I did not have the appropriate materials at home.  
 Other—please explain below.

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Signature \_\_\_\_\_



**Image 8**

Bathroom/Drink/Hall pass  
 Like a foam kneeler that can hang on wall

**Image 7**  
 (left) Pink Slip



**Image 9**  
One-liners from Love and Logic