

Sarah Stinson
Classroom Management Plan
April 14, 2014
Primary Grades

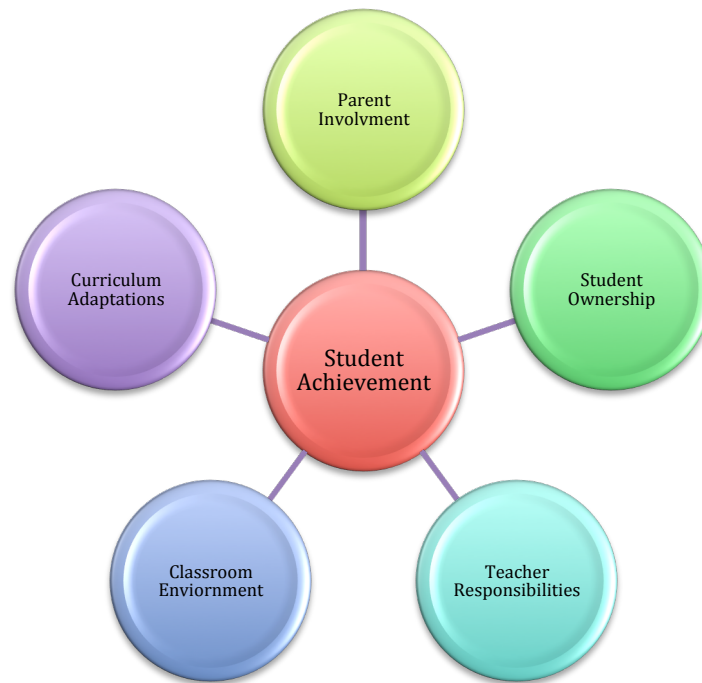


Discipline Philosophy: What do you believe about discipline and classroom management?

Beliefs about Classroom Environment

Brochure is separately attached on Blackboard

Philosophy of Education



Parent Involvement

- Parents need to be informed of how students are performing
 - Strengths and Weaknesses
- If parents are knowledgeable of the content being taught in the classroom then they can help students at home which will help to higher student achievement
- If parents show an interest in what their child is doing it will help the child to work toward success because the parents care as well as the child

Student Ownership

- Students must take pride and ownership in their work
- If students are having a hard time they must continue to try until the succeed
- Students have to want to succeed and learn even when it is hard

- If a student needs help they cannot be afraid to ask for help as it only makes them better and learn the content

Teacher Responsibilities

- The teacher must know that they are a role model for their students and they will be looked up to through their whole career so they must be a good model for their students.
- The teacher is the most important factor in student learning as they teach the lessons, model the behavior, and help to make sure the student understands.
- Teachers set the mood of the classroom for the day and the year; they must always keep a positive and encouraging attitude.

Classroom Environment

- Students must feel safe and accepted in their classroom
- The room must be easily accessible and usable by all students (including those with disabilities)
- The environment affects instruction it should be inviting, friendly, and encouraging to all students

Curriculum Adaptations

- Student work must be individualized to fit different types of learning styles
- Instruction types should vary to allow students to have multiple ways to learn content
- Doing this ensures that students have the opportunity to learn to the best of their ability

Theories or researchers with whom you identify and why

The first theorist I identify with is Jacob Kounin. I feel that many of the things he has researched and believes to work with classroom management share the beliefs that I have. The first point of Kounin's that I strongly agree with is his main idea of teacher withitness. This is something that is so important to me in my hopes as a future classroom manager. I firmly agree with his beliefs that the teacher must be aware of what is going on in his or her classroom at all times; to do this I feel it is important to constantly be aware of the surroundings as well as to be able to teach and manage my classroom at the same time. Kounin strongly believes that preventing problems before they occur is a major way to help prevent misbehaviors. A final point for Kounin that is so important for classroom management is the idea of keeping the students accountable and utilizing group accountability. By allowing all students the opportunity to answer the questions the teacher is helping them to learn the material as well as learn to have the confidence to answer a question.

because they are not the only one answering. I feel that this is extremely important to allow the teacher to see if the students understand without calling on a student who does not understand or does not have the correct answer. I strongly agree that Kounin has good teaching theories that allow for teachers too not only teach but to also keep control and manage their classroom.

Links to Kounin

<http://www.education.com/reference/article/using-xray-vision-substitute-teacher/>

<https://ulmclassroommanagement.wikispaces.com/Jacob+Kounin>

The second theorist I chose was Harry Wong. There are many things that I love and plan to use in my classroom from Harry Wong. His models for effective teaching are wonderful assets that I wish to use in my classroom. For example the idea of creating an effective assignment by creating the test and study guide together to ensure that the objectives are being covered and not missed is a great way to know that your lesson plan and study guide teach what is on the test to the students. I also really like the setup of discipline plans that Harry has used in his book. The idea of a hierarchy of consequences and rewards has helped me to learn about discipline and create a plan for my own classroom. In addition, his topics of general and specific rules helped me to decide what types of rules I want to use with my students in my classroom. I have really enjoyed reading *The First Days of School* and plan to use the book as a guide in my future teaching with classroom management. I feel that Harry has effective methods that really do work for classroom management and I think I agree with his theories and findings more than any other theorist.

Links to Wong

<https://www.effectiveteaching.com>

<http://teachers.net/gazette/wong.htm>

Preparation

Introductory Letter to Students

**Let's sail
away to a
great
year!**



Dear _____,

Hello, my name is Miss Stinson and I am your 3rd grade teacher this year! I am so excited to meet you in a few weeks. The first day of school is Monday August 15th. School will start at 8:30 am. Our room number is 19. I will be standing outside it to greet you! I am looking forward to meeting you in just a few weeks! Have a great rest of your summer!



Sincerely,

Miss Stinson

Introductory Letter to Parents



Dear Parents and Guardians,



Hello! As summer is coming to it's end and school is approaching in the next few weeks I would like to take some time to introduce myself to you. My name is Sarah Stinson and I am your child's 3rd grade teacher this for the 2016-2017 school year. I graduated from Ball State University in 2016 and received a bachelor's degree in both elementary and special education. This is my first year teaching and am so excited to be here at Burnett Creek Elementary.



I would like to invite you to attend a before school informational meeting on Wednesday August 10th at 7:30pm in our classroom Room 19. This meeting is for parents and guardians only as we will be discussing my classroom procedures, my classroom management plan and upcoming events. If you cannot attend this meeting, I would love to set up a meeting with you and discuss these items as well as answer any questions you may have.



While we will be discussing it at the meeting, I would like to introduce you to my classroom management plan. I will be sending a copy home of my classroom procedures, I ask that you discuss them with your child and that you and your child sign it so that I know you have read and understood these procedures. Classroom management is incredibly important in creating the best learning environment for your child. This plan will help to ensure that your student develops a sense of responsibility when it comes to their behaviors and actions. Students will be encouraged with rewards and praise for good classroom behavior. This will be further explained in the management plan that you will receive and will be discussed at our informational meeting.



We have so much to learn this year and I cannot wait to get started. This year we will be focusing on the living environment in science and we will be growing our very own ecosystems! In social studies we will be focusing on community and how people through history have shaped our community as well as what it means to be in a community. In math we will be all over from measurement to problem solving and I have many fun activities planned for the year! We will be discussing the field trips for the upcoming year at our meeting but a preview of some includes a trip to the Indiana State Museum and to Purdue University Agricultural Department. Dates and details for these will be coming soon! I would love to have Parent help on the trips and in the classroom, if you are interested please feel free to let me know!



I am available for through email at sastinson2@bsu.edu. I check my email regularly everyday and respond as quickly as possible and always within 24 hours of your email. I also can be reached at my school phone number (765) 743-2456 ext. 123 during school hours. I will be in my classroom by 7:30am each day and I typically will stay until about 4:30pm. You are welcome to contact me anytime with questions or concerns. I am also able to schedule appointments with you, my schedule is rather flexible but I just ask that you understand that time conflicts may arise.



I am so excited for this year to begin and I know it will be a wonderful year with your students. As I have said before please do not hesitate to contact me with any comments, questions, and concerns. I'm so excited to get to know your student and am looking forward to seeing them grow this year! I look forward to meeting you and your child soon!



Sincerely,
Sarah Stinson



First Bellwork Assignment

Students will follow the directions on the board and fill out the get to know you worksheet. (Example Below)



All About Me

Name: _____

Name I want to be called by: _____

Birthday: _____

Favorite Food: _____

Favorite Subject: _____

Least Favorite Subject: _____

Number of siblings: _____

Number of pets and what kind: _____

Favorite TV Show: _____

Hobbies: _____

One goal for myself this year: _____

Classroom Management

Arrival Procedure

Arrival Procedure

- Step 1: Greet Miss Stinson at the door
- Step 2: Get any materials (books, folders, homework, etc.)
- Step 3: Put your coat and backpack away in your locker
- Step 4: Move your name card to your lunch for the day (hot or cold lunch)
- Step 5: Sharpen pencils (2 pencils minimum)
- Step 6: Begin bell work written on the board

Tardy Procedure

Tardy Procedure

- Sign in at the main office and get a late pass
- Quietly enter the room
- Put away backpack and coat

- Put pass in the late arrival folder (next to the lunch and attendance count)
- Move lunch card to hot or cold lunch
- Quietly join group and begin working (I will come over to bring you up to speed on what we are doing)

Absent Procedure

Absent Procedure

- If your parent requests an absent folder, it will be in the office by 1pm
- If your parent doesn't request a folder it will be in the Absent? file by the homework bin
- Read through the material and ask any questions before leaving
- Complete all make-up material in the folder
- You will be given one day to complete the work for each day that you were absent (ex. if you missed Monday and Tuesday you would have 2 days (Wednesday and Thursday) to complete the work by Friday).

Homework Procedure

Turning in Completed Homework

- Check to make sure all problems are completed
- Check to make sure your paper is properly headed
 - Name, number, date, and subject in the right hand corner
- Place your paper in the correct labeled tray for the subject the assignment is for.
- ****If you don't have your homework fill out the Pink Slip and place it in the homework tray for that subject****
- Return quietly to your seat and wait for further instructions

Visitor in the Room

Visitor in the Room

- When a visitor enters the room the class smiles and keeps working
- I will address the visitor while the class keeps working
 - If we are not working on something individually or in groups then quietly pick up your silent reading book and read until I direct you what to do next.

Getting Students' Attention

Getting Students' Attention

- When the teacher wants the students' attention she will hold up her hand
- Students will see this and give the teacher 5

- Stop what you are doing
 - Eyes towards teacher
 - Mouths closed
 - Hands in lap
 - Ears ready to listen
- When the teacher is finished talking she will give next instructions (to continue on or start something new)

Getting the Teacher's Attention

I Want to Speak/Answer your Question Procedure

- Raise your hand
- Wait quietly until I call on you
- Once I call on you, answer question/speak

I Need Help Procedure

- Place your "I need help life vest" on your desk
- Continue working on your work
- I will see your life vest and come around to help you

Restroom Procedure

Whole Class Restroom Break

- Step 1: Line up by the door according to lineup procedure.
- Step 2: Walk quietly in a single file line to the restroom.
- Step 3: Five girls and five boys are allowed in at a time (there is 5 stalls in each restroom).
- Step 4: When one student leaves the restroom another may come in.
- Step 5: After using the restroom wash hands in the sinks outside the restroom (use soap, warm water, and wash for 20-30 seconds, dry with paper towel, throw paper towel away).
- Step 6: Once finished using restroom and washing hands line up quietly and wait for everyone to return to the line.
- Step 7: Quietly return to the classroom and return to your seats.

Individual Restroom Break

- Step 1: Quietly get up and go to restroom passes (by the door)
- Step 2: Sign out the pass by putting your name on the whiteboard
- Step 3: Follow the correct hallway procedures while walking to the restroom
- Step 4: Follow the correct restroom procedures and behaviors
- Step 5: Quietly walk back to the classroom
- Step 6: Erase your name from the whiteboard
- Step 7: Hang the restroom pass back up
- Step 8: Quietly return to your seat and return to working

Restroom behavior

- Quietly enter restroom
- Enter the stall, lock door, and use restroom
- Quietly walk out of the restroom and wash your hands at the sink station
 - Washing hands
 - Turn on water
 - Wet hands
 - Put soap on hands
 - Rub hands together
 - Rise hands
 - Dry hands with only one paper towel
 - Turn off sink with paper towel
 - Nicely throw the paper towel away

Lining Up/Hallway Procedures

Lining Up Procedure

- I will dismiss students by (number, desk clusters, birthday, etc.)
- We will line up in a single file line and students will:
 - Be silent
 - Keep hand to themselves
 - Show they are ready to go by looking up at me and smiling!

Hallway Procedure as a Whole Class

- Students are lined up and smiling at the me showing they are ready to go
- We will be silent
- We will keep our hands and feet to ourselves (no touching others, walls, decorations, etc.)
- We will WALK
- We will stay in line
- Once we reach our destination students will silently wait for further instructions

Hallway Procedures as an Individual

- Silently leave the classroom
- Keep hands and feet to yourself (no touching others, walls, decorations, etc.)
- WALK!
- Go to your destination no where else
- Return quietly to the classroom

Dismissal Procedure

Dismissal Procedure

- I will tell students when to begin the dismissal procedure (at 3:15pm)
- Fill out homework planner with the assignments for today
- Raise your hand when you have completed this so I can initial your notebook
- Neatly and quietly gather your belongings on your desk
- Go get your coat and backpack
- Pack your backpack and put on your coat
- Look around for any trash and pick it up
- Sit and wait for line up dismissal
- Students will be lined up based on how they are getting home
 - Bus riders together
 - Car riders together
 - After-school program together

Exit the building in single file line to your destination

Bullying Pledge/Procedures

****Note Bullying is not accepted or tolerated in my classroom and extreme actions will be taken if students are found bullying other****

Student as a Victim

- If you are being bullied and you have been physically harm IMMEDIATELY inform the first teacher you see.
- Tell them:
 - What happened
 - Who was involved
 - If anyone saw (if they did who)
 - *The teacher will help you fill out the Anti-Bullying Incident Report
- If you were not harmed physically fill out the Anti-Bully Incident Report (below)
- With all bullying situations a conference with all students involved, the parents of the students, the teacher, and the principal will occur
- The incident sheet will be discussed and appropriate punishment will be administered if the bullying is found to be true.

Student as a Bystander

- If you suspect that you saw bullying you MUST report it!
- If a student was physically harmed inform the closest teacher with what happened and who was involved
 - Then fill out the Anti-Bullying Incident Report
- If there was no physical harm fill out the Anti-Bullying Incident Report sheet

- You may be asked to tell you saw to the teacher and principal
- **If you spot any bullying you MUST report it! It is your job to help keep a safe learning environment for all students.

Anti-Bullying Incident Report

Your name: _____

Names of those involved: _____

What happened/what did you see:

Did anyone else see (if so who): _____

Everything I have said on here is true and was not made up.

Signature: _____ Date: _____

Anti-Bullying Pledge

I _____ pledge to use kind words with my classmates and other students in the school. I pledge to not bully physically or verbally. I know that if I break this pledge and bully another student, extreme consequences will occur and my parents will be involved. I understand how important it is to report bullying and I will pledge to report any bullying that I see or any behavior that I suspect could be bullying to a teacher and through an Anti-Bullying Incident Report.

Student Signature: _____ Date: _____

Teacher Signature: _____ Date: _____

Discipline Plan/Classroom Rules

Classroom Rules: The teacher will predetermine Rules

1. Follow the teacher's directions the first time they are given
2. Be respectful to yourself, others, and the classroom
3. Raise your hand and wait for permission to speak
4. Stay in your seat unless you are given permission to move
5. Keep your eyes forward when the teacher is talking

*These rules will be posted in the front of the room and titled "Rules for Smooth Sailing in 3rd Grade"

If you choose to break a rule:

First time: Verbal warning (won't have to move sailboat card)

Second time: Move sailboat card from "smooth sailing" to "rough waters"

Third time: Move sailboat card from "rough waters" to "no wind"

- Loss of privileges, line up last, etc. (*will depend on severity of behavior)

Fourth time: Move sailboat card from "no wind" to "broken sail"

- You will fill out a "Behavior Action Plan" and it will be sent home for your parents to read and sign

Fifth Time: Move sailboat card from "broken sail" to "I need a life vest"

- Student, teacher, and parents will have a conference

****If you physically harm yourself or others, you will immediately go to the principal's office.****

If you are caught having good behavior:

- You can earn "Sand Dollars" (tickets)
 - Put your name on the back of the "Sand Dollar"
 - Put the "Sand Dollar in your in your wallet and put it away in your desk
 - At the end of the quarter you can buy rewards with your "Sand Dollars"
- You can be rewarded with positive notes home, special privileges (line leader, lunch box cart, recess cart, etc.), and praise
 - These rewards will be chosen by the teacher
- You can earn rewards for the whole class
 - Extra PAT time (Preferred Activity Time)
 - Read a story
 - Uninterrupted learning

Behavior Action Plan

Name:

1. What is the problem?

2. What is causing the problem?

3. What am I going to do to solve the problem?

Student Signature: _____ Date: _____

Parent Signature: _____ Date: _____

Teacher Signature: _____ Date: _____

STUDENTS: I have read the discipline plan and understand it. I know I will be responsible and know the consequences that will come if I chose to break a rule.

Signature: _____ **Date:** _____

PARENTS: My child and I have discussed the discipline plan and I understand it. I know the consequences and rewards that will be used in my child's classroom.

Signature: _____ **Date:** _____

TEACHER: I will be fair and consistent with following my discipline plan for my class.

Signature: _____ **Date:** _____

****A copy of the discipline plan will be sent home for you to refer back to as you wish****

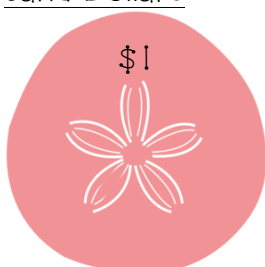
Examples of the sailboat card, sand dollars, and homework pink slip

Sailboat Card

Sydney
Smith
#15



Sand Dollars



Pink Slip – Homework Missing Sheet

Name: _____

Date: _____

You've been Pink-Slipped!

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

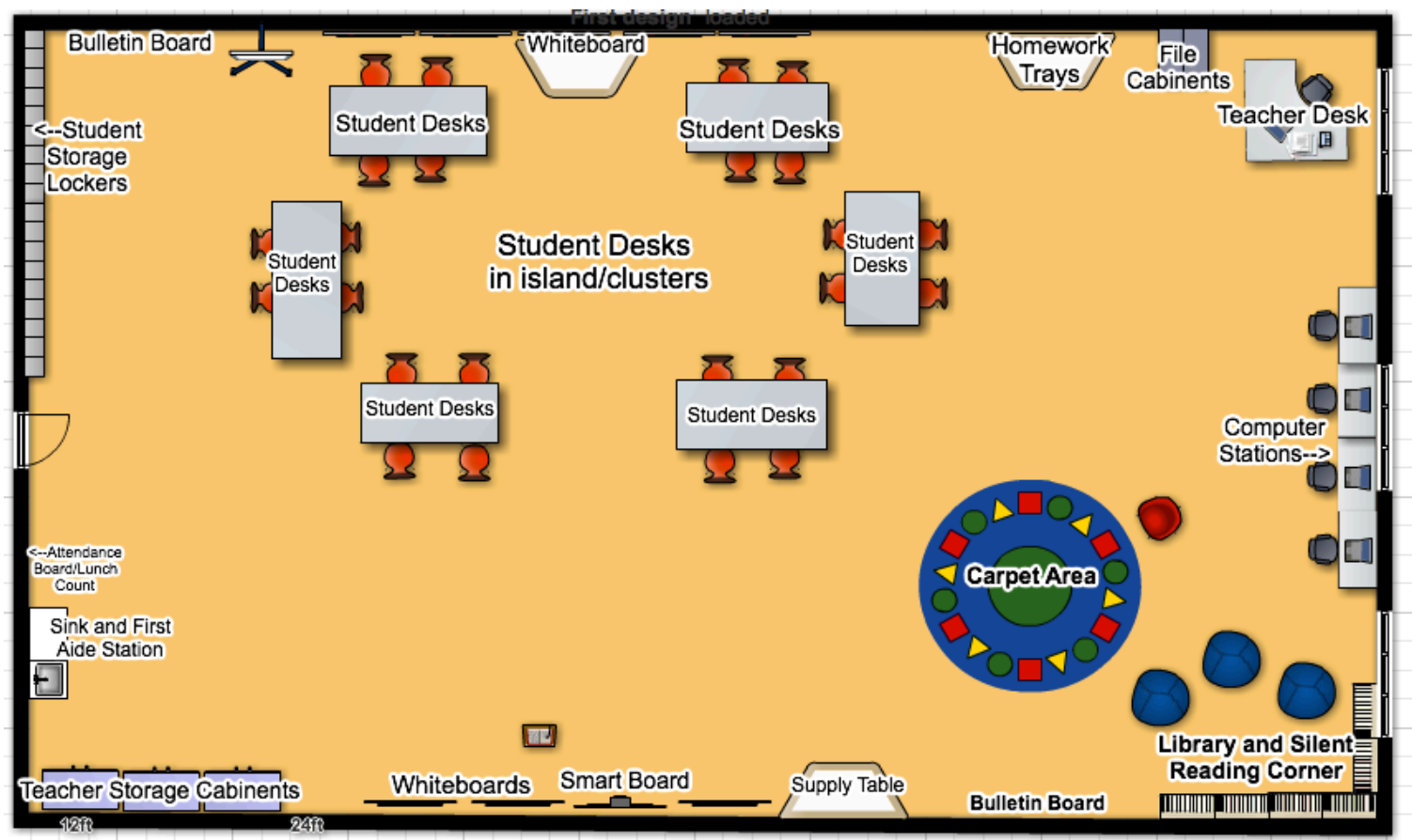
_____ I forgot to do my homework.

_____ I did not have the appropriate materials at home.

_____ Other—please explain below.

Student Signature

Seating

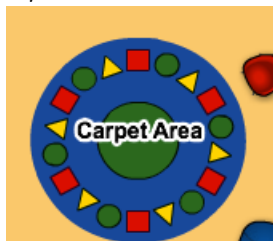


Above is a computer drawing of my future classroom setup. I have placed the student desks in a cluster/island setup. I will plan to already have the students' seats assigned by having nametags on the desks and student learning groups already created.

Areas of the Classroom

Carpet Area

The carpet area would be where the whole class would meet and do interactive activities such as morning meetings and read aloud books as a class. The carpet area is good place to create a community feel in the classroom and to allow students to be included. I also placed the carpet area next to the silent reading and classroom library to allow extra space for students to spread out during silent reading.



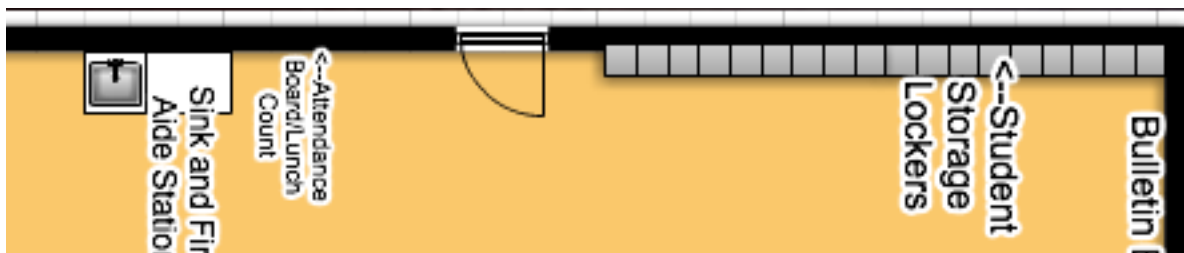
Library and Silent Reading Corner

The silent reading corner and library would be an area for students to relax and individually read books. The books on the bookshelves would be labeled by reading level so students would be able to determine what book would be at the right level for their ability. The silent reading area could also become a cooling off spot if students need a break from a situation and need a minute to calm down.



Entrance Area

This area would include the student lockers, the door, the attendance board, the sink, and first aid station (with the trashcan and recycling next to it). This area would be easy access to the door, which would allow students to place their items in their locker right away. The attendance board would also be close by the door making it easy for students to move their cards and start the day. The sink and first aid station is more out of the way but still within proximity to the door. Finally the trashcan and recycling bin would be next to the sink, which would allow for easy disposal of paper towels as well as trash pickup during the dismissal procedure.



Teacher Desk

This is my desk; I have it placed in the back corner of the room. I have placed it here so it is not the center of attention and because the angle allows for me to see the entire room from my desk, which allows for me to see what my students are doing as well as to check on them. I have my desk away from the door so that when visitors come in it is not the first thing they see and so that my student files and documents are not as easily accessible. I have filing cabinets next to my desk to keep old lesson plans and information about students such as IEPs or emergency contact information.



Student Desks

I have placed the student desks in cluster/island shapes to allow students to work in learning groups. The arrangement of the clusters/islands allow for me to work the crowd and get around to help my students when they need it. There is a white board on the backside of the student desks and another whiteboard with a smartboard at the front of the room to allow students to see examples and directions from different angles.

