

Classroom Management Plan

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My First Five Days Plan

The primary first five days are essential to student success. In the introduction to the school year during the first five days, I will initiate set prompt procedures and detailed instructions to gain with-it-ness and begin fluently. By evoking these processes, students will thrive in the steady, yet differentiating setting. Misconduct and bad social classroom behavior stem from inaccurate or mismanaged classroom time at the year's start regarding procedural guidelines and instructions.

Day One

I will be standing outside the door greeting students by name and with a smile. As students walk in, there will find their assigned seat with their name on their desk and see the agenda on the board for the day with positive upbuilding messages on the wall (See Appendix A). After students will find their frontward facing seat (See Appendix B), a "Bell-Ringer" assignment will be posted as students walk in the room which will be prompting the question, "What do you want this class to teach you and what will you hope to gain from taking the course?" The students will be expected to keep all bell-ringer assignments as a running page in their notebook (See Appendix C). Directly after the bell-ringer, I will give a three-minute turn and talk for students to discuss their answers with other students. I will be describing myself in a slideshow which will tell fun facts and describe who I am, so that they can begin to develop trust with me. Directly following my life story, we will have an end of lecture Kahoot in which students are asked review questions about fun facts about me. After the Kahoot winner is crowned and receives their choice in Candy. I will then explain classroom procedure and expectations for entering and exiting the classroom including that the bell does not dismiss the students, I do. The

class will be dismissed when I state, “Class you are dismissed.” If students attempt to leave when the bell sounds, I will require them to go back to their desk until I state, “Class you are dismissed.”

Day Two

I will be standing outside the door greeting students by name and with a smile. The daily agenda will be written on the board. A “Bell-Ringer” assignment will be posted as students walk in the room which will be a prompting question, “What was the most interesting thing you learned on the first day of school?” Directly after the bell-ringer, I will give a three-minute turn and talk for students to discuss their answers with other students. Secondly, I will explain the homework basket per period, the no phone policy, the bathroom policy (See Appendix D), no going behind my desk and the pink slip responsibility discipline method (See Appendix E). Additionally, I will remind students of the previous procedures explained about entering and exiting the classroom. Likewise, I will also reference the importance of self-care throughout the semester (See Appendix F). A syllabus with all the major due dates will be assigned and students will have the opportunity to read through the student-teacher contract which them and their legal guardian will sign (See Appendix G). Students will also be assigned an article about the Chicago fires to read. Students will be given a survey about themselves what they would like implemented in the classroom for historical figure images and signs (See Appendix H). The class will be dismissed when I state, “Class you are dismissed.”

Day Three

I will be standing outside the door greeting students by name and with a smile. The daily agenda will be written on the board. A “Bell-Ringer” assignment will be posted as students walk in the room which will be a prompting question, “What is one social issue you feel strongly about and

why?” We will briefly review procedures including personal boundaries and I will put pictures of myself with friends and family on my desk (See Appendix I) and then Students will circle in a Socratic seminar fashion to discuss questions from a guided outline. The class will be dismissed when I state, “Class you are dismissed.”

Day Four

I will be standing outside the door greeting students by name and with a smile. The daily agenda will be written on the board. A “Bell-Ringer” assignment will be posted as students walk in the room which will be a prompting question, “What is one-way learning about the Chicago Fires have impacted you?” I will also be putting up relevant responsibility reminders in the classroom (See Appendix J). After reviewing basic classroom structure, students will be walked through the online classroom. Afterwards we will play trash ball where I will give student choice in if they want 3 or 2 teams. I will then divide teams myself and students will be able to shoot a point in the trashcan if they answer the review questions about the online classroom correctly. Each review question and made basket scores a point. The class will be dismissed when I state, “Class you are dismissed.”

Day Five

I will be standing outside the door greeting students by name and with a smile. The daily agenda will be written on the board. A “Bell-Ringer” assignment will be posted as students walk in the room which will be a prompting question, “What is one way you feel connected to the world?” We will reexamine procedures, consequences and class strengths. We will then review state and school policies for Code Red Drills, Fire Drills and Tornado Drills. We will examine personal testimony about school shootings to emphasize the seriousness of the drills with brief time for discussion after. The class will be dismissed when I state, “Class you are dismissed.”

Family and Student Connections with Teacher

Student and familial connections in the year's duration is essential. Bridging connections to the families during and before the year shows commitment. This is ultimately holistic learning as this emphasizes student growth develops within and outside the school. Familial and secondary educators in collaboration develop a comprehensive team dynamic. By sending the welcome letter to my students before Day 1, I am able to connect with students before meeting with them in person (See Appendix K). The student-teacher before school letter includes a brief professional autobiography, my photo, professional contact information for questions and a brief introduction on what to expect in the classroom. Additionally, this may include homework procedures (See Appendix L) which they can anticipate and will relearn on the first day of school. I will build relationship-oriented encounters through their Bell Ringer questions which are more on their life perspective than quantitative data. Throughout the year, I will also send class newsletters, so that parents can see their child's accomplishments.

Alternative Strategies

Despite having a plan, adaptation is essential to one's teaching success. In real time essential planning must be adapted as unpredictable variables transform the day such as a power outage. When misdirection or unforeseen circumstances formulate, readjustment and flexibility with clear reflection is forefront in my plan to avoid disaster. This may include reteaching, explaining and demonstrating procedures and instructions. Additionally, this includes student feedback to adjust rules or classroom regulations to help give student's an active voice in their education. By enforcing both equitable and parallel classroom procedures and rules regarding school and moral guidelines, my classroom philosophies and code of conduct will attain high expectations for my students as I recognize their ability to achieve high potential.

References

Fay, J. and Funk, D. (2010). *Teaching with Love and Logic: Taking control of the classroom.*

Love and Logic Press: Golden, CO.

Wong, H. and Wong, R. (2014). *The Classroom Management Book.* Harry Wong Publications,

Inc.: Mountainview, CA.

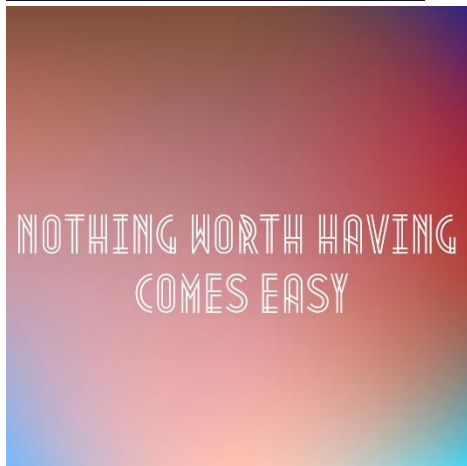
Appendix

Appendix (A)

The environment within my classroom dialogue should include motivational and words of affirmation which uplift my students, yet recognize there are challenges within our own lives we will be able to overcome simultaneously prompting good relationships.



DO IT NOW.
SOMETIMES
"LATER"
BECOMES
"NEVER"

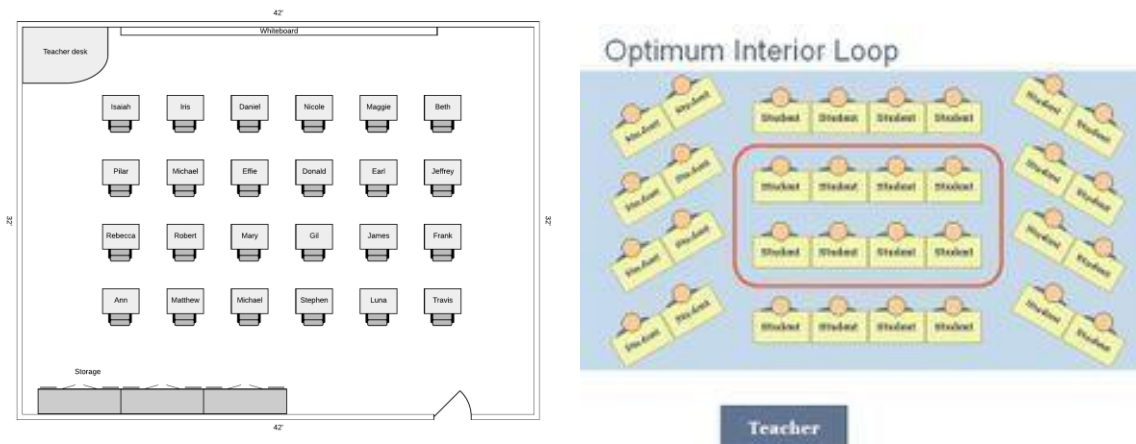


"Failure is an opportunity to grow"
GROWTH MINDSET
"I can learn to do anything I want"
"Challenges help me to grow"
"My effort and attitude determine my abilities"
"Feedback is constructive"
"I am inspired by the success of others"
"I like to try new things"

"Failure is the limit of my abilities"
FIXED MINDSET
"I'm either good at it or I'm not"
"My abilities are unchanging"
"I don't like to be challenged"
"I can either do it or I can't"
"My potential is predetermined"
"When I'm frustrated, I give up"
"Feedback and criticism are personal"
"I stick to what I know"

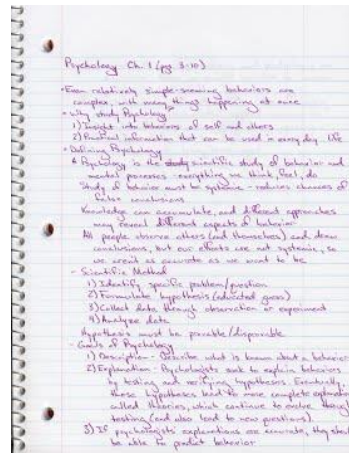
Appendix (B)

The layout of the classroom including the seating arrangement is essential for the success of my students. Seating helps students retain and maintain focus regardless if in group work or independent research.



Appendix (C)

Bell work will be included in their loose-leaf or notebooks depending on their own choice in organizational style. Regardless, every two weeks students will hand in their notebooks to be read and graded solely for completion.



Appendix (D)

Knowing the location is extremely important in high school in regard to students, despite this acknowledging that the students are nearly adults and in some cases are adults places an added responsibility. This is why students will understand their pass system without needing permission from me directly to go, despite this they will need to grab the pass that correlates with their

location, so that I am aware of where they are going in the school.



Appendix (E)

By using the pink slip method, I wish to evoke responsibility by student-orientated reflection shown in reference to a slip such as this.

Name _____ Date _____

Pink Slip

Missing Assignment: _____

I do not have my homework today because:
____ I did the assigned homework but 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 material(s) at home to do my homework.
____ Other (please explain below): _____

Student Signature: _____ Parent Signature: _____
*To receive any credit you must turn this completed slip in with your assignment tomorrow.

Teacher Only:
 First Second Third or more Detention Parent Contact Add Assignment

Name _____ Date _____

Pink Slip

Missing Assignment: _____

I do not have my homework today because:
____ I did the assigned homework but 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 material(s) at home to do my homework.
____ Other (please explain below): _____

Student Signature: _____ Parent Signature: _____
*To receive any credit you must turn this completed slip in with your assignment tomorrow.

Teacher Only:
 First Second Third or more Detention Parent Contact Add Assignment

Appendix (F)

Often High School Students can become overwhelmed or stressed and forget to readily take care of oneself. This poster hopes to avoid neglect of self.



Appendix (G)

These are similar student teacher contracts which I would like to imitate to promote responsibility and written documentation in students.

Student-Parent-Teacher Contract

The Iredell-Statesville Schools will rigorously challenge all students to achieve their academic potential and to lead productive and rewarding lives. We will achieve this mission with the support of parents, staff and the community. *Mission Statement Iredell-Statesville Schools*

Student Agreement

- I will come to school every day well rested and on time and remain in school until dismissal.
- I will come to school with necessary materials and prepared to work.
- I will complete all assignments on time.
- I will ask for help or assignments missed when needed.
- I will respect the rights of others at all times.

Parent/Guardian Agreement

- I will make sure my child is well rested and at school on time and remains in school until dismissal.
- I will make sure my child is prepared with the necessary materials and ready to learn.
- I will provide before/after school transportation for additional instruction if needed.
- I will monitor my child's schoolwork and communicate any concerns with my child's teacher.
- I will read, sign, and return progress reports and teacher communications and attend parent/teacher conferences as requested.

Teacher Agreement

- I will teach the North Carolina Standard Course of Study.
- I will provide a classroom environment conducive to learning.
- I will communicate my expectations, instructional goals, and grading system with parents through conferences, progress reports, e-mails, or by telephone.
- I will provide students who have been absent with missed assignments.
- I will accept and respect the cultural differences of my students.

The principal of your child's school is committed to ensuring a safe and orderly environment conducive to learning. As the instructional leader of the school, he/she will support the teachers in their efforts to teach all students. Opportunities for the establishment and attainment of high expectations will be made available to all students.



Student-Parent-Teacher Contract

I have read the above Student-Parent-Teacher Contract. My signature below acknowledges my agreement to do my part to ensure success in school.

Student Agreement: _____
Signature of Student Date

Parent/Guardian Agreement: _____
Signature of Parent/Guardian Date

Teacher Agreement: _____
Signature of Teacher Date

Appendix (H)

By designing a classroom in which students feel surrounded by knowledge and prompted to learn and grasp understanding, I intend on creating an atmosphere in which students can posed

questions at a level in which they are grounded by reason. Additionally, the classroom environment invokes such emotions of wonder. These are ideal classroom surroundings I wish to expose my students too.



Appendix (I)

By cultivate relationships by utilizing real life examples, I wish to display my life within and outside the classroom which may include pictures such as these on my desk.



Appendix (J)

I will include a few new posters throughout the week to remind students to be conscious about homework and dedication to their studies.



Appendix (K)

Hello Student,

I am excited to begin the new school year with you! While we will embark on an exciting adventure through American History, I wanted to ease your concerns as I will be available to guide and answer any questions you may have throughout the year. This journey through developing what it truly means to be an American will begin at Room 203! I would love to answer any and all questions you may have by email at lbkaiser1@umary.edu.



My name is Mr. Kaiser and I have had a passion ever since I assistant taught in High School. Through development at the University of Mary in Bismarck, North Dakota, I learned about the rich diversity in backgrounds and look forward to getting to know you over the next year! In my spare time away from the classroom I greatly enjoy Tennis and Ceramics! I have a dog named buster who I enjoy running with and taking care of! Most of all, I am family oriented and regularly talk to and enjoy spending time with my three sisters and parents!

To help prepare for the upcoming year I attached a list of supplies you will need to help you succeed in my classroom!

- 3 Ringed Binder
- Notebook (College Ruled)
 - Pencils
 - Pens
- A Smile

I am excited to announce we will be attending Fort Lincoln on October 14th and will need to pack a lunch that day!

I look forward to embarking on this yearly adventure where you will continue to develop and grow in knowledge and understanding! Some procedures that will be in my classroom are..

1. Walk into the classroom in a quiet conversational level
2. Turn in homework in the file folder at the beginning of each class
3. Being tardy will result in writing your name on the detention board
4. The expectation is to work diligently daily
5. There will be no profane language or disrespect in any form

Have a Great Rest of the Summer!

Appendix (L)

By sharing my homework policy with my students, I will be able to set and hold reasonable clearly communicated expectations.

Homework Policy

Homework is the balance between incorporating supporting facts or developing independent research or reading skills. Homework will not exceed 15-25 minutes if done consistently every day. The majority of homework will be informally and formally graded, but will be able to be utilized on essay and test questions that search for students to use supporting evidence. Students will be prompted to research and engage in content which will be explicitly cited in class, all homework will be relevant. Homework is required and no homework will be accepted late. Despite this, there is a homework forgiveness policy as students will be forgiven of four late assignments a year which can be utilized at any time. Students will also be given supplemental assignments that are not required but will often explain more basic concepts which deepen an understanding for the required homework. Students who struggle may be asked to do this additional homework and every student who does this additional homework has the potential to receive more credit than solely doing the original assignment alone. Each homework assignment will be graded within a few days with essay and test being returned within the week. Outside homework will account for approximately ten percent of students' grades.