

Miss Leintz's Classroom Management Plan

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Introduction

This paper will outline the many aspects of classroom management within my classroom. I will address my classroom management philosophy and give an overview of what the first few days of school will look like for my students. I will also write about some of the procedures and routines that I will implement within my classroom. Finally, this paper will address some of the “what ifs?” that could occur within the educational setting. The end of this paper includes an Appendix with artifacts that will be used within my future classroom.

My Philosophy

In my classroom, my first priority is to ensure every student feels both safe and loved. I will do this by building long lasting relationships with my students. I believe that relationships are the most important part of having an effective learning environment for my students. I will ensure to build relationships with each of my students as well as their families, as well as help my students build relationships with each other in order to promote a classroom community. My goal is that through these relationships, I can help students become lifelong learners and that I can educate the whole child. I can educate the whole child by making each day a new day and giving them the chance to start over as well as by teaching them the skills needed to be a well-rounded individual.

I believe it is important to teach students the importance of having integrity, doing the right thing even when nobody is watching them. Because my classroom will be built upon relationships and integrity, I will definitely hold my students to high standards. I will do this by having positive expectations that we set up on the first day of school (Wong & Wong, 2014). I will prevent behaviors by establishing clear procedures, routines, and guidelines within my classroom on the very first day of school. These procedures will ensure that students are

productive in our classroom in order to help them to be the most successful they can be (Wong & Wong, 2014). I will invest in our classroom and my students in order to provide them a safe and conducive learning environment built upon our positive relationships.

The First Days of School

The first few days of school are very important for both teachers and students. These first days of school will help to set the tone for the remainder of the school year. I will start each day off by greeting every single student at the door and welcoming them into our classroom, this is important because it will give me a chance to really connect with the students (Wong & Wong, 2014). Once the students have walked into the classroom, they will find their cubby, which has their name on it and hang up their jackets. Then, they will go to their table spot where they will have their nametag so it is easy to find. In each of the student's spots, there will be a Welcome Profile, which can be seen in Appendix A. This will help me get to know my students right away on the very first day. The students will work on this as the other students arrive, in order to provide an easy transition for the first day.

Once all of the students have arrived, we will officially begin our day. First, I will introduce myself and show pictures of my life to students that will help them get to know me a little bit better. This will help the students to feel more comfortable with me. We will then go through our three classroom rules which can be seen in Appendix B. Then, I will teach and we will practice our morning routine. The morning routine includes things that will need to be done before we transition into morning meeting. We will then continue with our day and there will be many different procedures we will go through right away, like lining up, using the bathroom, transitioning through the room, hallway procedures, etc. I will introduce these gradually to students throughout the first few days. My plan is to first teach the procedures, then we will

practice or rehearse them, finally, I will reinforce and remind my students what our procedures are, until they become a routine (Wong & Wong, 2014). There are many procedures that I will implement into my classroom within the first few days of school.

Classroom Procedures & Routines to Teach on the First Days

There are many classroom procedures and routines that I would like to implement within my classroom. I will teach all of these by first showing the students what to do, then having them practice, practice, practice, and finally giving reminders and feedback until it becomes a routine for the students. The first thing that I would like to teach my students is what to do when they arrive to our classroom each morning. Like I wrote above, I will be at the door greeting each student. After greeting them, the student will enter the classroom quietly, hang up their belongings, make their lunch choice, and finally on each table will be an activity bin, each table will have a different bin. These bins might include things like playdough with shape mats, dice games, etc. These can be seen on in Appendix C. This will allow for a soft landing for students who might be a little late or have a tough transition to school in the morning. The classroom morning procedures will be posted, so students can refer to them each day if the need a reminder (see Appendix D).

While teaching the morning routine, I will have to teach students how to make their lunch choice. On a magnetic surface, I would have a magnet with each student's picture. The student would have to move their magnet to their lunch choice. This would also help to take attendance, because if their magnet is not moved, they are absent that day. A picture of what this would look like is in Appendix E.

After teaching and practicing the morning routine, I would go over the schedule with the students. This would be something that I would do every day with my students. The schedule

would have times listed, what we are going to do and in what order. This is a great way for students to see what they have done in a day or what they have left. This will also help my students transition throughout the day to the next activity. An example of a schedule I would have can be seen in Appendix F.

The next routine that I believe would be important to teach would be transitioning back to the group time carpet. I will have a quiet chime that I will ring so the students know it is time to transition back the group rug. Once the chimes rang, they would have only a short amount of time to clean up what they were doing and walk quickly, and quietly to the carpet. I would practice this with them by having them start at the table spots and be busy working on something, then ringing the chimes. They will have to practice cleaning their table spot and coming to the carpet. We would practice this quite a few times so within the first few days, they will know exactly what to do when the chimes ring.

The next procedure that I believe is essential to teach students right away is the bathroom procedure. My classroom bathroom procedure will be that the student must sign me the letter r in Sign Language so that I know they need to use the bathroom. I will acknowledge them by signing the letter r back to them so they know they can go. They will then grab the hand sanitizer, which has a pass on it (See Appendix G) and set it on their desk. Then the student may leave to use the restroom. When the student returns, they will use one pump of sanitizer and return the pass where it came from, then return to what they are doing. I will teach the student that they cannot leave during instructional time, only during worktime or independent learning time.

A final procedure that I feel will be very important to teach the first day of school is lining up and hallway procedures. When it was time to line up, I would sing a short song, which can be seen in Appendix H, the students would know to line up. I would put dots on the

floor that were spaced out enough so that students would have room. They would each have a dot that they stayed on for the year, they would have a number assigned to them. In the hallway we would follow the HALL policy which can be seen in Appendix I. We would practice this every time we walked in the hallway. For a complete list of procedures that I will implement into my classroom, see Appendix J.

Connections to Students & Parents

Connecting with students and their families is such an important part of every classroom. I plan on making connections even before the school year starts. I will do this by sending out a “Get to Know Me” page where the parents, along with their children will be able to read about me and get to know a little bit about me (See Appendix K). Also with the “Get to Know Me” page, I will have a “Let Me Get to Know You!” page, see Appendix L, in which parents and students will work together to fill out information about the student and about their family. This will allow me to get to know them and will get them a chance to tell me anything that they feel would be beneficial for me to know. I will also ask each family to send a family picture to school with their child so that we can have a family connections wall. This will be a good way for students to feel at home within the classroom. For a picture of what this would look like, see Appendix M.

A good way to keep parents involved with what is going on in the classroom is to have some sort of social media or an app to keep parents updated with what is going on. I will do this either through a closed Facebook group, in which parents will have to request to become part of and it will be completely private or I will use something like the Remind App. This will be beneficial to show the parents what the students are learning or what they have done in my classroom. It will also help me to remind parents about any special events or things that I will

want them to know about. I have seen both of these work really well within the classroom setting, so I will definitely be utilizing them.

Finally, I will definitely be implementing an open door policy. I want parents to feel welcome to come into the classroom and see their child learn. I want parents to be involved in their child's education and some parents are experts in their fields. They might be able to bring new and interesting information to my classroom, so I will be happy to have them. They will also be able to come in when we have a special project or event. I will definitely connect with parents by having an open door policy in my classroom.

What If?

There are many "what if's?" within the educational setting. Every single student is different and every single day will be different. The first what if that I will address is behavior. What if I have a student who simply has some behaviors that are unacceptable, what will I do? This is where I believe the Zones of Regulation will come into play in my classroom. This is how I plan to manage behaviors in the classroom. I will be intentional on teaching students about the zones and really giving them the tools they need to understand when they are having big feelings. Because Zones of Regulation is all about recognizing how you are feeling, I will have to be sure to help students find out when there is some kind of emotional trigger (Davis, 2018). I will have a space in my classroom where the students can go and reset, to help get them back into the green zone and ready to learn. So what if students do not recognize their own feelings and are not able to regulate their feelings by themselves? This is where I will come into play. I will help them to by saying, "I see that you are feeling upset and are in the red zone, please go to the reset area and calm your body until you are back in the green zone." Of course, this will be a

private conversation, not in front of peers. For a chart that I will hang in the reset area, see Appendix N.

What if a student refuses to follow along with the class and do their work? This is when I will offer choice to the student. I will say things like, "You can choose to do your work now or you can do this during free time." I will also use things like, "If you do your homework now, we will be able to have free time later." I plan on using a lot of learning "games" for the children to keep them interested and engaged, so by doing this, I hope that students will be more willing to do their work for me.

What if a student finishes early and needs something to do. For this, I will have an Early Finisher Poster, see Appendix O. On this poster will be things that the student can do or work on when they finish early. This will help classroom management because students will stay busy and will not start being disruptive to those students who are still working. I like the idea of having multiple things for them to work on because it gives students choice, yet they still have to be doing a learning activity.

Finally, what if a parent is upset about something I do within the classroom or is upset about something with their child? This is the part of education that makes me the most nervous, but I feel that I have the necessary tools to handle this kind of situation. First, I plan to document everything. I plan to have a communication notebook in which I document all phone calls made and received from parents, every email sent or received, and every time I have a meeting with a parent. This way, if there ever is an issue, I will have documentation. If a parent is upset with me, I will ask to set up a face to face meeting with them. I feel that in person meetings are more effective because it can be so hard to read emotion through emails and phone calls. If I am feeling uncomfortable about meeting with a parent alone, I will have an administrator or my

teaching partner sit in on the meeting with me. Finally, if the meeting ever gets too heated, I will simply stop the meeting and ask to reschedule. During the meeting, I will remain positive the whole time and confident. I want parents to know that no matter what I am just trying to do what is best for their child. These are some of the "What If's?" and how I will handle them within my classroom.

References

Davis, T. (2018). *Emotional Self Regulation: Techniques for Teaching*. Retrieved from CPI:

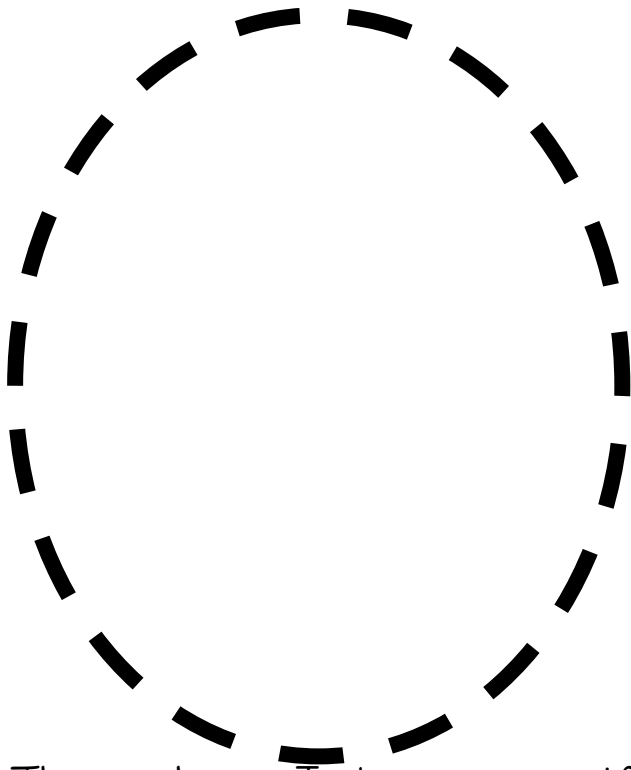
<https://www.crisisprevention.com/Blog/October-2016/emotional-self-regulation>

Wong, H. K., & Wong, R. T. (2014). *The Classroom Management Book*. Canada: TC

Transcontinental Printing.

Appendix A

ALL ABOUT ME



This is how I draw myself.

My full name:

Age:

My favorite color:

When I grow up, I want to...



This is my favorite food!

This year in school I hope to learn...

Appendix B



Made by: Madison Leintz

Appendix C

Morning Activity Bins



Pictures found on: <https://lifeovercs.com/free-dough-mats-for-counting-to-10/>

<https://www.simplykinder.com/>

<http://brownbagteacher.com/a-1st-grade-morning-work-alternative/>

Appendix D

OUR MORNING ROUTINE

1. Hang up Belongings



2. UNPACK BACKPACK



3. Make LUNCH CHOICE



4. START ACTIVITY BINS

Made by: Madison Leintz

Appendix E

Lunch Choices



Pictures found: Liberty Elementary School Block One Practicum

<http://teacherandamom.blogspot.com/>

Appendix F

Classroom Schedules



Photos found on: scholastic.com

reallygoodstuff.com

Appendix G

Restroom Passes



Picture found on: GlitzyChickDesigns.com

Appendix H




Pictures found on:

<https://i.pinimg.com/originals/f4/59/99/f45999365d3ef447137d8192468ab34b.jpg>

<http://www.artwithmrsnguyen.com/2017/10/line-up-dot-spots.html>

Appendix I

Hands to yourself. 

All eyes forward. 

Lips are zipped. 

Low speed. 

Appendix J**Procedures I will Teach**

1. Morning Routine
2. Lunch Choice
3. Lining Up
4. Hallway Procedures
5. Lunch
6. Recess
7. Daily Five Procedures
8. Math Rotations
9. Bathroom Procedure
10. Zones of Regulation
11. Library Procedure
12. Water Bottle Procedure
13. Snack Procedure
14. Book Box Procedure
15. Table Procedures
16. Computer/Tablet Procedures
17. Sharpening Pencils
18. Carpet Time
19. Transitioning
20. Classroom Library
21. Safety Drills (fire, lockdown, etc.)
22. Classroom Jobs
23. Other Procedures

List Made by: Madison Leintz

Appendix K

MEET THE TEACHER



Hello! Welcome to first grade! I am so excited to meet you and am looking forward to a great school year!

CONTACT INFO

Email: m.leintz@school.k12.nd.us
 Phone #: 701.333.4567
 Website: missleintz.school.k12.nd.us
 Please feel free to contact me if you ever have concerns, comments, or questions!

EDUCATION

I received both of my degrees from the University of Mary in Bismarck, ND. I have a degree in Elementary Education & Early Childhood Education. I also have a reading credential. Education is my passion...I love learning

FAVORITES

Season: Summer	Color: Yellow
Store: Target	Food: Enchiladas
	Book: The Rainbow Fish
	Animal: Dog

Appendix L

Getting to know your child

Parent Information

Name: _____

Email address: _____

Phone Numbers: _____

Does your child live with both parents?

Child's Preferred Name:

Hobbies/Interests:

Academic Strengths: _____

Academic Concerns: _____

What are your goals for your child this year?

What is the after school plan for your child?

Child Info:

Birthday: _____

Siblings: _____

Favorites

Color: _____ Treat: _____

Book: _____ Movie: _____

Fears or Anxieties: _____

Is there anything else you want me to know about your child?

Made by: Madison Leintz

Appendix M

Family Wall



Pictures Found on: RainbowWithinTeach

<https://i.pining.com/originals/e5/44/e8/e544e844de54c093b8372d7ee2d25f0c.jpg>

Appendix N

What zone am I in?

The chart is titled "What zone am I in?" and features four colored zones with corresponding signs: a blue "REST AREA" sign with an arrow, a green "GO" sign, a yellow "SLOW" sign, and a red "STOP" sign. Below these are four boxes representing the zones:

- Blue Zone (Rest Area):** sad, tired, sick, bored.
- Green Zone (Go):** calm, ready to learn, happy, okay.
- Yellow Zone (Slow):** silly or wiggly, frustrated, hyper, upset.
- Red Zone (Stop):** mad, angry, yelling, hitting.

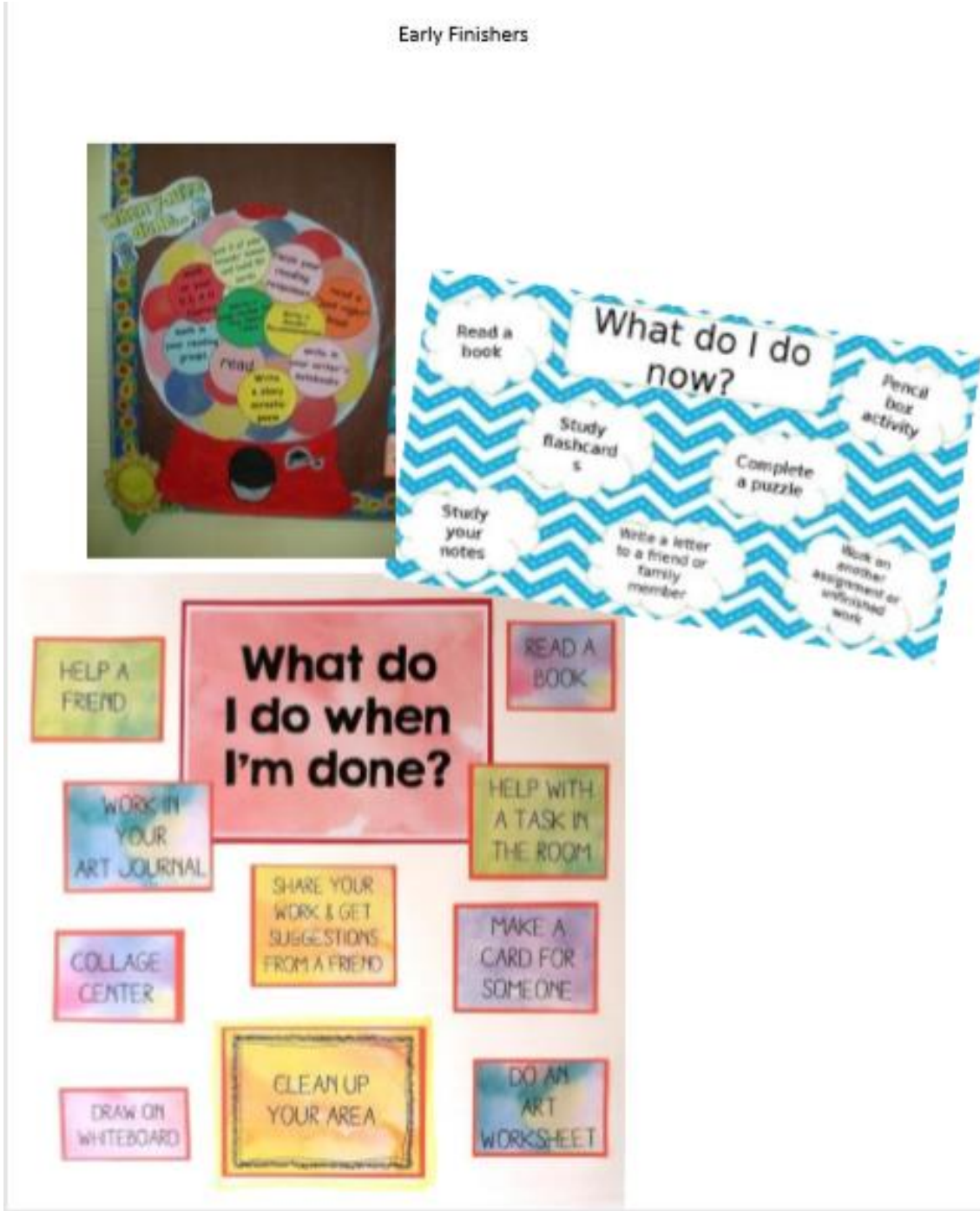
Below the zones is a box titled "Use tools to get in the green zone." containing 18 small icons with labels:

- drink water
- count to 10
- take deep breaths
- tense and release
- do wall push ups
- use fidgets
- draw
- write
- talk to an adult
- ask to take a break
- self talk
- ask to take a walk
- volcano breaths
- do stretches
- listen to music
- lift something heavy
- ask to eat a snack
- think calm pace

Picture found on: <https://www.figur8.net/2016/06/12/self-regulation-and-the-zones-of-regulation/>

Appendix O

Early Finishers



Pictures Found on: <http://www.artisbasic.com/2014/08/tour-art-room.html>

<https://www.teacherspayteachers.com/Browse/Search:early%20finisher%20poster>

www.myteacherpages.com