

Classroom Management Plan

TEACHER: Kayleigh Neale

SCHOOL:

YEAR:

ROOM NUMBER:

GRADE LEVEL:

The level of support I anticipate establishing is: ☐ Low ☒ Medium ☐ High

GUIDELINES FOR SUCCESS

- Be Respectful
- Be Responsible
- Be Safe
- Make Yourself and Others Proud

POSTED RULES

- Keep your hands and feet to yourself
- Be a kind friend to everyone
- Follow all directions quickly
- Look at & listen to the person who is speaking
- Respect everyone's thoughts and feelings

ATTENTION SIGNAL

- **Call and Response**
 - I will call out, "Macaroni and cheese!" Students respond, "Everybody freeze!"
- **Classroom Doorbell**
 - I will press the doorbell remote causing it to make a tone that resembles a phone ringing. Students will put their hand to their ear like they are answering a phone and say, "Who's there?" I will respond by saying, "Miss Neale, it's time to listen!"

BEGINNING AND ENDING ROUTINES

- **Routine for entering class**
 - Students will unpack their belongings and place them in their cubbies. I will greet students by name at the door. As they enter the room I will ask them how they would like to be greeted that day (student choice greeting: hug, high five, thumbs up, elbow bump, or dance.) Students will then make their lunch choices and head directly to their seats to begin their morning work bin.
- **Routine for opening activities**
 - As I take attendance by using students lunch choices, they will continue to engage in their morning work bins. If a student completed their activity early they may complete any catch-up work they have and/or choose an activity from their instructional choice baskets. After 10-15 minutes, I will play the morning circle song and students will clean up their tables then find a spot on the carpet for our morning meeting.

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- **Routine for opening activities (continued)**
 - Each morning during our morning meeting, I will introduce a different greeting so that every student can say good morning to and build relationships with the students next to them. I will then facilitate a sharing time by asking the class a question of the day. Next, we will review our classroom rules/expectations (listed under “Guidelines for Success” and “Posted Rules”) and I will ask students to come up with examples of ways they can demonstrate these rules throughout the day. This will lead us into our literacy activities.
- **Protocols for students not prepared with materials**
 - **Supplies:** Each student will have their own supply box that goes in their desk and houses their pencils, crayons, and a highlighter. Each table will have a shared supply caddy that holds markers, glue, and scissors. If a shared supply runs out, students may ask for a new one and I will replace it.
 - **Pencils:** At each student’s table spot they will have two “pencil garages” (large straws attached to the table to hold pencils.) Every morning when students arrive and every afternoon before dismissal, it is their responsibility to make sure both “garages” have a pencil “parked” inside of them. If they do not have two pencils in their garages, they may take one from their own supply box or grab one from the pencil bucket in the room. The classroom will have two pencil buckets; one labeled “sharpened” and the other named “unsharpened.” Students may trade unsharpened pencils in for sharpened pencils anytime they need.
 - **Markers/Crayons:** If a student is missing a specific color of marker or crayon, I will have drawers of each color. Students may borrow a color and return it when finished.
- **Protocols for students returning after an absence**
 - Each student will have a “catch-up” folder where I will place their missed assignments. Throughout the day when students finish their work they may finish anything they have in their catch-up folder and/or chose an activity from their instructional choice baskets. When the student comes in, I will tell them that instead of doing a choice bin activity when they finish what they are working on throughout the day, they can work out of their catch-up folder until they finish all of the missed assignments.
- **Procedures for end of class**
 - I will have an open discussion with students about what went well that day and what we will focus on as our goal for the next day. Then I will play our end of day song which will signal for students to clean their spaces and get packed up. As students are completing this task, I will place the contents of their mailbox in their folder. As they re-enter the room from packing up, I will place the folders inside of their backpacks. Once this has been completed, students will find a spot on the carpet and we will have read aloud story time until dismissal.
- **Routine for dismissal**
 - Once dismissal begins, I will line up students by car riders/walkers and bus riders. I will send the car riders/walkers when the group is called for and then walk the bus riders to the dismissal area. I will wait with the class until they are released to enter the busses.

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EXPECTATIONS FOR CLASSROOM ACTIVITIES AND TRANSITIONS

- **Activities**
 - Teacher Directed Activities ([click here](#))
 - Independent Work ([click here](#))
 - Cooperative Group Work ([click here](#))
- **Transitions**
 - Carpet to Seat/Seat to Carpet ([click here](#))
 - Centers Stations ([click here](#))
 - Leaving the Room ([click here](#))

PROCEDURES FOR FAMILY CONTACT

- **Back to school information night**
 - Prior to the first day of school, I will host a back to school information night for my families. During this event, I will introduce myself through a slideshow presentation. I will then introduce the schools mission statement and content we will be covering. Along with this I will send home an introduction letter with information regarding a digital communication tool sign up for future contact. Finally, I will open up the floor for questions that parents have in the moment.
- **Newsletter**
 - Every Sunday I will send out a classroom newsletter. On this newsletter will be any important information families will need for the upcoming week including specials, library day, any events, and the content that we will be focusing on.
- **Ongoing Communication**
 - I will ensure continuous positive contact with my students families by posting photos and updated of their students and what we are doing throughout the day on our digital communication app. I will also choose two students every Friday and make a positive phone call home.

PROCEDURES FOR MANAGING STUDENT ASSESSMENTS

- **Procedures for assigning classwork and homework**
 - I will not assign homework that students have to turn in for a grade. Students will have opportunities to do extra practice and I will strongly encourage reading at home every night, but the focus of being home should remain on playing, building relationships with family members, and relaxing. I do not want to put stress on students about completing school work at home as it is developmentally important to play and build relationships. I also want to create an environment where school is enjoyable so that students become lifelong learners and value education, not just view it as something they are required to complete.

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- **Procedures for collecting completed work**
 - Students will turn in all completed assessment style work to the assignment bin. If the work is an activity we completed in order to enhance their learning experience, but is not being graded, they will show it to me. I will check that it is completed with accuracy, that students are understanding the process, and give on the spot feedback.
- **Procedures for returning completed work**
 - All completed work that is turned in will be returned to the students mailboxes once the scores have been taken. At dismissal, I will put the content of their mailboxes in the students take home folders and they will bring them to their families.
- **Procedures for maintaining records and keeping students informed of their current grade status**
 - I will keep a gradebook on student assessments. Every quarter I will create a document with comprehensive information on how the student is performing in subject areas as well as with behavior expectations. I will share this information with the students guardians and schedule meetings when appropriate to discuss any concerns.
- **Procedures and policies for dealing with late and missing assignments**
 - I will accept late assignments as I feel it is more important that students complete the activities and learn the content than it is for them to be finished on time. If students do not finish their assignments, they will go into their catch up folders to work on when they have extra time throughout the day.

PROCEDURES FOR MANAGING STUDENT TECHNOLOGY USE

- **Expectations**
 - Students will each be assigned a chromebook that is theirs to use. They will have their names on them as well as a piece of colored tape that matches their charging port so they always know where to return them. Students must keep their chromebooks closed while instructions are being given. When they hear the special word they may start working. Students must get signed on and begin their task right away. If students have chromebooks at their seats and we are not using them, they must be closed and sitting on their nametags. I will rotate the room and observe how students are using their technology. If I notice a student who is repeatedly not getting to work, I will have an individual meeting with them to discuss their behavior and come up with a plan on how to fix it in the future.
- **Acceptable use**
 - Students may use chrome books to complete digital reading/math programs such as Lexia. They also may use them during free choice time to read digital books on Epic.

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LONG-RANGE GOALS

- Excitement and passion for learning
- Academic growth each quarter
- Gain independence and become self driven learners
- Knowing that they can train their brains to complete any task
- Understanding how to be a positive member of a community/have a positive impact on others

PROCEDURES FOR INTERACTING POSITIVELY WITH AND ENCOURAGING STUDENTS

- **Non-contingent**
 - In order to provide my students with non-contingent attention I will greet them daily, create a classroom calendar that displays students extra curricular activities, and actively make an effort to stay up to date with information about students interests.
- **Contingent**
 - There are also times that I will give students contingent attention. I will do this by scheduling specific times during the day to give positive feedback, reducing time addressing misbehaviors while simultaneously increasing attention when students are not behaving, and being proactive with catching positive behavior from students who struggled the day prior.
- **Intrinsic Motivation**
 - My goal as an educator is to create a classroom where intrinsic motivation is what pushes students to grow. I will promote this through non-reward based methods such as goal setting, goal contracts, and regular conferences with parents and students to discuss progress.
- **Extrinsic Motivation**
 - In a classroom with medium to high support needs, it is also effective to have an extrinsically motivating reward system to promote positive behaviors. In my classroom, I will implement a “Lucky Duck” system. Every morning I will randomly select a student and keep their identity a secret. If at the end of the day this student has displayed positive behavior and needed very few reminders, I will reveal who it was and the next school day they will get to hold a “Lucky Duck” stuffed animal. Throughout the day if students are struggling, I can use the “Lucky Duck” as a reminder by making statements such as “I wonder if my Lucky Duck is making positive choices?” to remind them of the behavior expectations.

CORRECTION PROCEDURES FOR MISBEHAVIOR

- **Proximity/Nonverbal Correction**
 - If I notice that a student is off task or misbehaving, I will move my location in the room closer to that student and provide nonverbal corrections such as eye contact or hand signals.

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- **Group Redirect**
 - When there are several students in the room struggling with misbehavior, I will use a group redirect strategy to regain their attention. In this strategy I will stop instruction and take the time to discuss the behavior with the class. I will ask them why that behavior is happening, review our classroom behavior expectations, and together we will come up with a plan to correct it moving forward.
- **Planned Ignoring**
 - If a situation arises in which a student is consistently displaying behaviors such as shouting out, I will purposefully ignore this behavior and correct the student by telling them I will not be responding to their statement until they are following our classroom expectation of raising a quiet hand.
- **Positive Practice**
 - This strategy corrects misbehavior by having students practice replacing their behavior with a positive one that aligns with classroom expectations. For example, if a student sprints from the hallway to their seat, I would have a conversation with them about how running is not an expected behavior. I would then have this student go back to the hallway and practice walking into the room and taking a seat safely.