

Classroom Management Plan

Shayden Todhunter

University of Mary - EDU 301

My Philosophy

My classroom management philosophy is to love my students and to guide them into discovering the world around them. I want to love each student individually even when they are having a bad day or being difficult. There is enough hurt and suffering that children are going through today and the last thing they need is for someone to not believe in them or love them. I want my students to walk into my classroom and be loved and cared for the way they deserve to be. I want to pay attention to my student's needs and what is going on in their lives. I care about my student's interests and future and I will use that to inspire them to learn. With loving my students, I want to open their eyes to the wonderful world around them. Science has the ability to do that because it is all about discovering the wonders of the world. When students are engaged as Marzano says, it will motivate the students to find the answers and to understand what they are learning. At the end of the day, my relationship with my students is what is the most important thing in my classroom, because it is crucial for what my classroom is going to look like and how my students are going to respond to the world around them.

Plan for the First Days of Classes

Day 1:

In preparation before class starts, I will set up my room with posters and fun exciting things that we will be exploring that year. (Appendix A) I will have a system for them to sit down in their seats at their kidney-shaped tables. I will be greeting each student at the door welcoming them into the class and handing each student a colored piece of paper for them to sit at the table corresponding to their color. Each table will be a "team" throughout the school year and have different names for each group, that the students will pick themselves. (Examples: Gryffindor, Dauntless, Scholars, Researchers, Explores, etc.) I also will have music playing in

the background to also welcome them into the class. (The music is not going to be too loud where it is overstimulating.)

Once the second bell rings for class to officially start I will greet them together as a class and introduce myself. I will have a powerpoint in the background with information, fun facts about myself, and what I am most excited about this year. (It will be a brief introduction.) Then I will ease from my introduction into my “Big Three”. The “Big Three” is my three rules for the classroom which are: Respect your teacher, others, yourself, and objects, Be safe in the Lab and Classroom, and Work Hard and be ready to have FUN. (Appendix B) With the “Big Three” I am going to have my students come with examples of what should be included within the “Big Three” rules.

We then will discuss the procedures of bellwork, bathroom breaks, leaving the classroom, noisemaker, getting my attention, homework policy, handing in homework, and finally cell phone policy. (Appendix C & D) I then will assign them to write a page with information about themselves. (Appendix E) I am going to do this so I can get to know my students a little bit better faster because then I will be able to see what their interests are right away. I will end the period of class with either an inspirational quote or quick reading while providing them with encouragement and love. I want them to realize that I believe in them, care about them and that I am there for them in all times of need. This reflection or encouraging words will help me build a relationship with the students and hopefully inspire them to keep going.

Day 2:

On the second day of classes, I am going to again greet the students at the door and welcome them into the classroom, with music playing in the background. They will do a test run

of their bellwork at the beginning of class if there is still confusion I will go over the procedure again. Once they are completed with bellwork we are going to go over some procedures that we have learned the first day. Then I am going to have my students tell me of their previous experiences of their science classes. What was good or what was bad? It will be a way for me to see what they have struggled with in the past and to see the overall thoughts of the class about science. I then will ask them what they are excited about to learn in class. I want to see what about this subject interests them and how I will be able to help make their learning experience better. I want to involve the students in planning their education to some degree so they want to learn the information.

After having these discussions and learning more about my students I will then ask them questions about the procedures that we did the day previously. That way I know who knows the procedures and who is still having trouble remembering. I will end my class again with reflections or words of encouragement.

Day 3:

On the third day of classes, I will again be greeting the students at the door welcoming them into the classroom. They will be expected to sit at their tables and start on their bellwork for that day. I will have a bunch of lab objects at the front of the room and once the students have completed their bellwork I will start introducing them to different lab equipment and discussing what we use the equipment for. I then will assign the lab partners, (which will be different pairs of students who are sitting at the kidney-shaped tables). Then I will go over basic lab procedures and how I expect them to behave while we are in the lab. (Appendix F) Not only will I be explaining how to behave in the lab but I will also explain safety procedures and how to act in

hazardous situations, (i.e. getting chemical in eyes, or fire starting in the lab). In addition, I will explain the types of shoes/clothes they should wear on lab days.

At the ending of class time, I will briefly explain the lab that they will be doing the next day. I will remind them of what type of clothes they should wear for the lab. Then I'll end the class again with a reflection or encouraging words.

Day 4:

Before the class, I will prepare the lab by making their lab sheets and then putting out the different equipment they will need for the lab. I will greet the students again but this time I will be wearing my lab coat and safety glasses on my head to let my students know right away that we are having a lab today. Once all the students are working on their bellwork, I will start passing out the lab sheets that they will be following today. I want my students to be able to navigate this lab to make sure they know how to do basic things in the lab and for them to practice safety in the lab. Even though it is going to be a simple lab I want it to be exciting a be something cool that will grab their attention. There will be a worksheet about lab safety to work on after the lab, so students who get done early could work on the worksheets. When everyone is done with the lab and worksheets then we are going to come together and discuss what went well and what was happening in the lab. I will conclude the day with a reflection or some sort of encouraging words.

Day 5:

Meet and greet at the door, while students are going to their seats and starting their bellwork. Once bellwork has been completed then I am going to ask my students to pull out their papers that they have had written from day one. Then I am going to ask for a volunteer to start us

off and introduce themselves and share some fun facts out loud to their classmates. (The activity will continue until everyone has shared.) Afterward, we are going to do another activity to get them more comfortable with me and their other peers. I will also participate in the game as well to show them I'm not above some game and to have them feel more comfortable with me.

(Appendix G)

After the game, I am going to ask the class about the procedures and see if they understand how to do them. The procedures that seem the most difficult they will practice again to get it down. Then I am going to briefly introduce the first chapter that we will be covering in biology that year. I will have a kahoot already made, to see what students already know about this chapter. Before class ends, I will give a reflection or encouraging words for the day. And then dismiss them and tell them I am excited for the school year and excited to have them all in my class.

Connections to Students and Families

Having connections with the students and families are extremely important relationships that a teacher needs to make. I will be sure to keep my student's families involved or updated on what we are doing in the classroom. Within the classroom, we are going to have "Classroom News", which will be a newsletter update for the families. The first newsletter will be introducing myself to the families and briefing explaining to them what the class is going to look like and my homework policy. (Appendix H and C) In the letter, I introduce myself and give the students some background information on me and some hobbies that I take pleasure in, to show them I am relatable and approachable. In addition to having the newsletter for my classroom, I will have times where students or families will be able to come and speak with me about any

concerns. I want my students to be able to come with me if they are struggling within the class or have other issues, so I will make myself and my classroom an approachable and inviting environment. To gain my student's trust and to create a relationship I will make an effort to ask them and take interest in the activities that they involve themselves in. I will support my students in everything that they do and I think the best way to show that is to show up and to listen. The connection with my students and families is so important for my classroom and how it is going to flow for the entire school year.

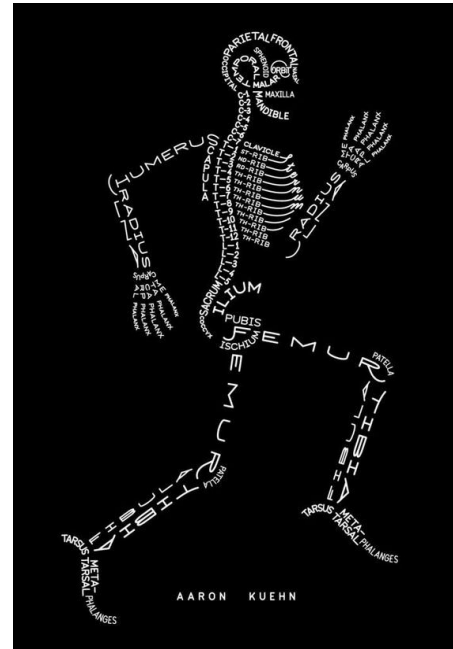
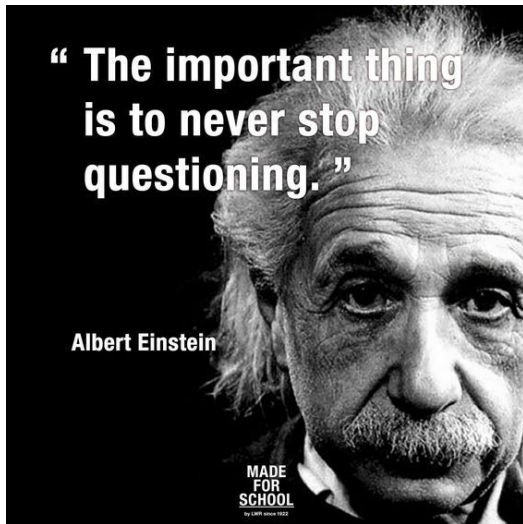
What-ifs

Since my main goal is to love my students and create relationships with them then I am going to be having them really participate within the classroom and what they are wanting to do. I am not obviously going to give my students the full reigns of their education in my classroom. Instead, I am going to have the class together to create their learning experience and push them to go further into what they are learning. If it is not working I will have to take over more and tighten the reigns again until the students are ready to try again. The table teams that I would have created at the start of the year are no working out and it is causing more issues. I will switch up their spots so they get to mingle more with other students and start over on the seating arrangement. There are many things that I will have to have back up plans to keep on top of it and to make sure my students are getting what they need to accomplish their goals. So in order to do any of this, I will need to be reflecting on myself at the end of the day to see what is working and what is not working and what I might need to change. I think if I can get into the habit of this then I will be able to have a better flowing classroom and increase my withitness.

Appendix

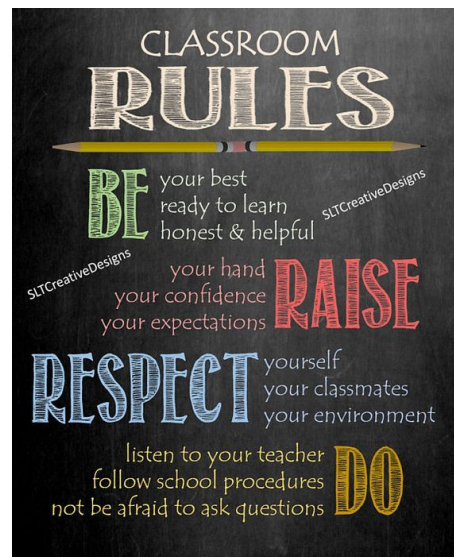
Appendix A

These are some decorations for my classroom that are related to the things that my students will be doing throughout the year. Also, these decorations will be inviting to make my students feel more comfortable in my classroom.



Appendix B


The “Big Three” rules and will have a few posters throughout the classroom to encourage the students to follow the “Big Three” rules. I will have these posters have a similar feel as these other posters that I have pasted below.



Appendix C

These will be procedures in the classroom posters to aide them in the procedures. But the homework policy is going to be in the letter home to the families and on the syllabus. That way students can refer to the policy at home or at school.


You will have homework periodically



PLEASE DON'T OVERACT


MATERIALS NEEDED FOR CLASS

- Composition Notebook
- 3-Ring Binder
- Writing Utensils
- Calculator
- School Provided Laptop



“The most important thing is to never stop questioning.”

ALBERT Einstein



Contact information:

School Email Address: sktodhunterl@umary.edu


School Phone: 000-000-0000

HOMEWORK POLICY & EXPECTATIONS
by Ms. Todhunter

I expect my students to complete the homework to the best of their abilities. If students are struggling with the homework that I will assign them they can do the problems that they understand. Then they can come to me if they have questions on the assignment and I will gladly help them.

Most of my homework will be due by Friday, unless there are big events that happen in the school or we have that Friday off. I will be willing to work with my students if they need more time or if there is a problem with the deadline. However, it is the students responsibility to communicate with me their concerns and problems that they may have with a project or homework. I am always available before school and after school. A great way for my students to contact me outside of class is my school email.

The goal with the homework that I assign is to further help my students understand the content and to prepare them for higher education. Please refer to the syllabus for other questions or concerns with homework. If the syllabus does not answer the question or concern then please contact me via email or school phone.



Issue 06



1. **Grab the hand sanitizer.**
2. **Put the hand sanitizer on your desk.**
3. **Go to the bathroom.**
4. **Return from the bathroom and squirt hand sanitizer on your hands.**
5. **Return the handsanitizer to its original spot.**




BATHROOM PROCEDURE

Appendix D

Noisemakers are a perfect way to get classes attention when they may get off task or need to transition. If my original noisemaker stops having the effect I can switch it up and grab their attention with a different noisemaker.



Appendix E

This the assignment for my students to complete. It is the “get to know you” assignment where they are able to share fun facts about themselves and who their family is. This provides a perfect opportunity for my students to share about themselves and for me to know them better.

Student Interest Survey

Please print as neatly as possible and answer each question to the best of your ability!

* Full Name: _____ Birthday: ____/____/____

I have _____ brothers and _____ sisters. I am the _____ child.
(oldest / middle / youngest / only)

Three things I like to do in my spare time:

If I had ONE wish, it would be: _____

One thing I am really good at is: _____

After I graduate from high school, I want to: _____

One school subject I struggle with is: _____

Three words to describe myself:

Have you ever lived anywhere else? _____ If yes, where? _____

Have you ever been to any other countries? If yes, which ones? _____

Something else that I think you should know about me is: _____

My Profile Name: _____
 Birthday: _____
 Class Period: _____ Date: _____

My Goals for This Year

1. _____
 2. _____
 3. _____

Would you rather...

- Be a giant insect or a tiny elephant?
- Watch television or listen to music?
- See the future or change the past?

Make up three of your own!
 1. _____
 2. _____
 3. _____

Choose one topic you would like to learn more about.

Topic: _____

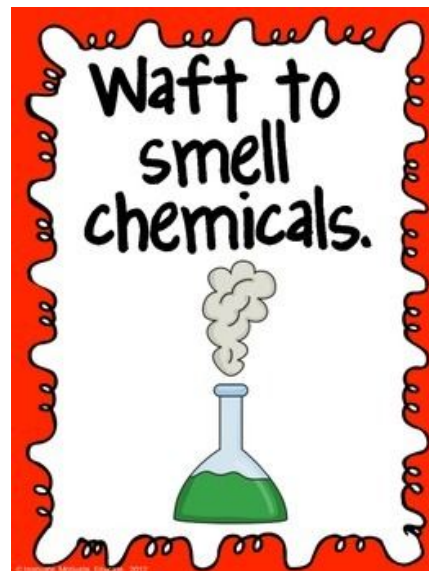
I would like to learn... | I already know...

If you could have two superpowers, what would they be? Illustrate!

Career Interests

Appendix F

Lab safety posters and hazard signs to show students safety and to remind them of what they need to do in case of a hazardous situation.



**WASH HANDS
BEFORE
LEAVING
LABORATORY**

Appendix G

These are potential icebreakers or activities that I will do with my students so they can feel more comfortable with their classmates and myself.




7 Easy Icebreakers You Can Do With Post-It Notes

- 1 Hidden Treasure**
Write several icebreaker questions on the sticky side of post-it notes and stick them to the board. Each S takes turns choosing 1 sticky note and answering the question on the back. He then chooses another S to answer the same question.
- 2 Two Truths And A Lie**
Give each student 3 post-it notes. On 2 notes, she writes something true about herself; on the third - something false. Ss share in groups of 4-5 and try to guess which statement is each player's lie.
- 3 Question Mixer**
Write the name of a well known person on a sticky note (write enough so everyone in class has one). Stick a note to each S's back. Students ask classmates 1 yes/no question at a time until they have figured out who is on their back.
- 4 Where Are You From?**
For a class of Internationals, give each person a post-it note flag to place on their home country on your classroom world map. After everyone has placed their post-it, students try to guess whose note is whose.
- 5 Get To Know You**
Have each S write 5 facts about him/herself on a post-it note, then put the notes on the board (T writes one, too). Choose one and read it aloud. Try to guess who wrote it. When you get the right S, that person takes a turn with the remaining notes. Continue until all the notes are gone.
- 6 A Matched Set**
Ss write 5 fun facts about themselves, turn the paper in to you. Write each fact on a post-it along with a matching one with that student's name. When Ss are not in the room, put the post-its all around the room. Ss race to match the names with the correct facts (they can't match their own name).
- 7 All-Star Class**
Have each S draw a self portrait and display them on a bulletin board in class. Each person writes a positive adjective describing each of his classmates on a star shaped sticky note and sticks it to the self portrait. Do this activity in 1 day or over a period of time, let Ss take their portraits home.

Appendix H

This is going to be the first newsletter I will send to the families of my students. The front page is an introduction of myself and introduced my “Big Three” rules. On the backside of the newsletter, I will have my homework policy and a little information on the class.



CLASSROOM NEWS
First Week of Classes

Vol 1 Issue 1


**BE SAFE IN THE
LAB &
CLASSROOM**

**RESPECT:
TEACHER
OTHERS
YOURSELF
OBJECTS**

**WORK HARD AND
BE READY TO
HAVE FUN**

GET TO KNOW THE TEACHER
by Ms. Todhunter

Hello! My name is Ms. Shayden Todhunter! I am the new Science teacher at *Some High School!* I look forwards to getting to meet all of you! I graduated with my bachelors degree, in Biology Education, at the University of Mary in Bismarck, North Dakota. I am originally from Harlowton Montana. Which is a small town out in the middle of Montana. I love to travel and explore the world. I also enjoy hunting, fishing, hiking, and being outdoors. I am also always willing to watch movies and curl up with a good book! I really enjoy going on adventures and exploring the wonders of science, as well! I am excited to have my students in class and for them to get to experience the amazing wonders of science.




You will have homework periodically

PLEASE DON'T OVERACT


MATERIALS NEEDED FOR CLASS

- Composition Notebook
- 3-Ring Binder
- Writing Utensils
- Calculator
- School Provided Laptop



“
The most important thing is to never stop questioning.”

ALBERT
Einstein



Contact information:

School Email Address: sktodhunter1@umary.edu

School Phone: 000-000-0000

Issue 06

References

- Eric, Vivian, Kruse, M., Angie, Tisha, & Abraham, J. (2018, July 4). 5 Common Classroom Management Issues in High School.
- Fay, J. and Funk, D. (2010). Teaching with Love and Logic: Taking control of the classroom. Love and Logic Press: Golden, CO.
- Kris, Kris, & Kris. (2019, September 7). Classroom Management Routines and Procedures For Middle and High School Classrooms. Retrieved from <https://2peasandadog.com/2016/09/>
- Wong, H. and Wong, R. (2014). The Classroom Management Book. Harry Wong Publications, Inc.: Mountainview, CA.