

Classroom Management Plan

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EDU 301



Classroom Management Philosophy

Our classroom management philosophy is to have rules and expectations in the classroom but to also still have a fun environment. Rules and expectations are a vital part of a classroom and running smoothly. It is really hard to run a classroom properly if you don't have expectations and rules set in place for your students to follow. One of our rules is to always include everyone. It's really important to have everyone included so they don't feel sad or left out. We will also have a rule of using all equipment properly while in the classroom. If kids don't use equipment correctly, someone could get hurt. There will be music playing in our classroom and the expectation is that when the music is turned off, the kids stop what they are doing, be quiet, and listen to what we have to tell them. We do not have much time together as a class, so we expect the students to come in and do their warm-up right away, and then wait quietly for instruction on what we are doing in class so they get as much time to play as possible.

Classroom Management Philosophy

- Organization - Routines, procedures, behavior expectations
- Clear and consistent expectations
- Safe classroom
- Open communication
- Positive environment

Plan for the First Five Days

*Each day greet students at the door with a smile and pleasant greeting.

Day One:

- Rules, Procedures, Ice Breakers, Introductions Teacher and Students, Daily Routine, Fun Activity

Day Two:

- Getting to know you activity, Go over what the daily routine will look like, Review rules and procedures, Play kickball

Day Three:

- Take time for Procedures and Daily Routine, Discuss emergency procedures, Play Snowball Fight

Day Four:

- Procedures, Daily Routine, Discuss consequences, Play Capture the Flag

Day Five:

- Procedures, Daily Routine, Review of week, Play Bowling

Connections to Students and Families

Students:

- High Fives after class
- Join in on the activities
- Participate in Dress Up Days
- Be Consistent

Families

- Welcome letter and packet of information
- Open communication
- Emails and calls home letting parents know how their child is doing
- Having a Facebook Page to share activities
- Times to meet parents
- Be Consistent

What-If's

- What-If's occur in every classroom
- Base on Love and Logic - “Guide as you attempt to solve the vast spectrum of behaviors that confront you in the classroom” (Fay & Funk, 2010, p. 25)
- Use the 5 P's of invitational education - “people, places, policies, procedures, and programs (Wong & Wong, 2018, p. 59)

Classroom Rules



CLASSROOM RULES

STEP ONE: Make a list of 5 rules that you think are important for our classroom.

1. _____
2. _____
3. _____
4. _____
5. _____

STEP TWO: Find a partner and discuss the rules that each of you came up with. Then come up with 4 new rules you both think are most important.

1. _____
2. _____
3. _____
4. _____

STEP THREE: With your partner, find another pair of students. Share and discuss your rules. Then come up with 3 rules that everyone can agree on.

1. _____
2. _____
3. _____

STEP FOUR: Be ready to share your rules with the entire class. Together we will come up with rules that will work best for our classroom!

Classroom Rules

Following the rules in PE will make us a **CHAMPION**

Cooperation: *Use teamwork and show good sportsmanship*

Hands: *Keep hands and body parts to ourselves*

Attention: *Enter and exit with a quiet body and voice*

Music: *Play when played, freeze when stopped*

Prepared: *Always wear sneakers and proper clothes*

Involvement: *Always participate and give best effort*

Others: *Respect the teacher, environment and your classmates*

Noise: *Stop, look and listen on the whistle or music*

Welcome Letter and Packet of Information

Meet Ms. McCarron

Hello!
I am so excited to be your 4th grade teacher. It's going to be a great year full of new friends, new adventures, and new discoveries. This will be my first year teaching at _____ Elementary. I enjoy reading, crafting, coaching volleyball and all things outdoors. Let's make this an incredible year!

In this classroom..
You are cared about. I value your ideas, thoughts, and actions. You have unique talents and strengths and I can't wait for you to share them with your classmates. You will bring so much to our class and I can't wait to learn more about you!

Contact Me:
I love to have conversations with parents throughout the year. Please always contact me with any questions or concerns. I want to partner with you in order to best support your child! ☺

These are a few of my favorite things.

Reading	Minnesota Wild Hockey
Ice Cream	Science Experiments
Snowboarding	

Physical Education Program

- ▶ Promote the development of physical fitness, movement competencies, team sports and sportsmanship
- ▶ **Very Important!** Our Welcome Packet with specific information about Physical Education supplies and other necessary forms (ex. Physical Education Excuse Letter, and/or Contact Information form) are included with your Home Room Teacher's Welcome Packet.
- ▶ Parent Contact Information Form **MUST** be entirely completed and turned in by Friday August 25th.

Mandatory Supplies

- ◊ Athletic Shoes
- ◊ Red PE Folder
- ◊ Copy Paper

Recommended Supplies

- ◊ Water Bottle/Jug
- ◊ Sunscreen
- ◊ Hat
- ◊ Sunglasses

Grading Policy

One Grade per week

- ◊ Skill Test
- ◊ Participation
- ◊ Team Work / Cooperation
- ◊ Written Assignment
- ◊ Written Test
- ◊ Behavior in Class
- ◊ Proper Uniform


Do it for life!

Welcome Letter and Packet of Information

TouchBase Conferences

Do you want to have a mini-conference with your child's teachers?

Tuesday, November 5th,
from 8:30AM to 10:30 AM,

Hampton will provide opportunities for parents to have a
brief meeting (3-5 minutes) with their child's teachers.

No Appointments necessary.

Meetings are on a first come, first served basis.

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"My Promise To You"

I promise you every day your
child will learn something.

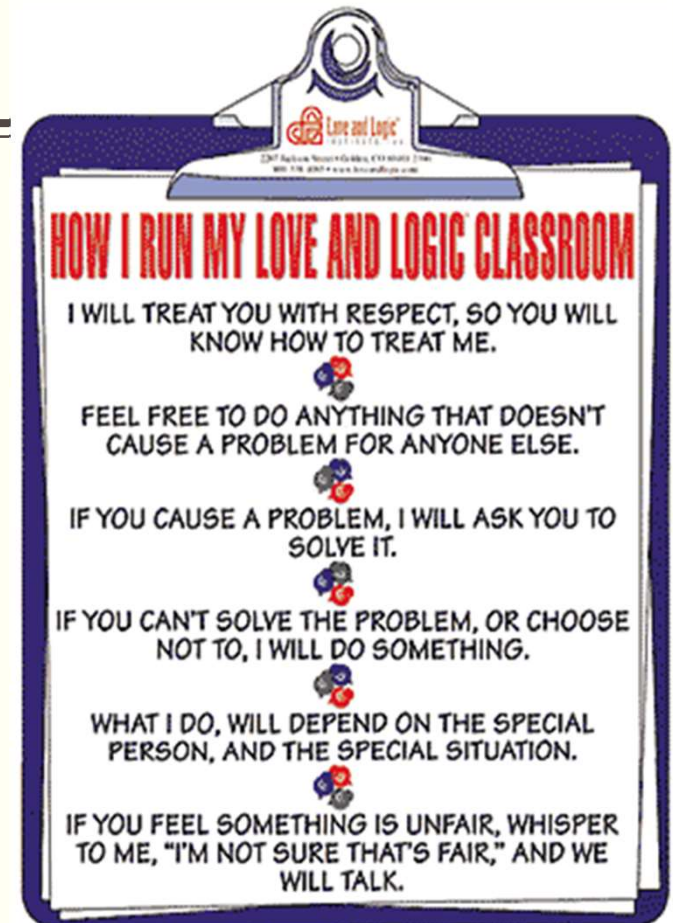
Some days they will bring it
home in their hands.

Some days they will bring it
home in their heads,

and some days they will bring it
home in their hearts.

Welcome Letter and Packet of Information

As suggested from the Classroom Management PowerPoint Lecture 5 Family Connections, the following poster will be included with the parent packet of information.



Classroom Procedures



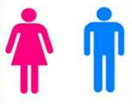

- Come in quietly and look at the board for opening activity
- Do opening activity and then sit in front of teacher quietly while waiting for instructions
- Stop what you are doing, sit down, be quiet, and face the teacher when the music stops
- Do not touch equipment until teacher says so
- Do not misuse the equipment, misuse will result in sitting out for a short period and continual misuse will result in the equipment being taken away and doing a different activity

Classroom Procedures



P.E. PROCEDURES

"HOW WE DO STUFF" IN THE GYM

CLASS SIGNAL		MUSIC ON = STUDENTS' TIME START ACTIVITY, BEGIN GAME, TALK TO FRIENDS GET A DRINK OF WATER, USE BATHROOM, ETC... MUSIC OFF = MR. GRAHAM'S TIME STOP ACTIVITY & LISTEN, MR. GRAHAM GIVES DIRECTIONS/INSTRUCTIONS, TALKS TO CLASS
DRINKS		GET DRINKS ANY TIME THE MUSIC IS ON OR AT THE END OF CLASS. DO NOT STICK YOUR HEAD IN THE FOUNTAIN TO COOL OFF.
BATHROOM		ASK FOR PERMISSION AND TAKE THE BATHROOM PASS. ONE PERSON AT A TIME.
LINE UP TIME		LINE UP ON RED LINE & WAIT QUIETLY FOR YOUR TEACHER.

Getting to Know the Students



You and Somebody Fitness

Directions: Find a partner and complete **ONE** of the following tasks. Sign each other's sheet and find a **NEW** partner to complete another task. Continue finding new partners and completing one task until the allotted time is completed. We will be watching for proper form and cooperation.

check off the boxes when you have completed the task.

1. YOU AND SOMEBODY DO 13 PUSH-UPS: _____
2. YOU AND SOMEBODY HAVE AN ARM WRESTLE MATCH: _____
3. YOU AND SOMEBODY JUMP ROPE FOR ONE MINUTE: _____
4. YOU AND SOMEBODY DO 50 CRUNCHES: _____
5. YOU AND SOMEBODY HIGH TEN YOUR PE TEACHER: _____
6. YOU AND SOMEBODY RUN 3 LAPS: _____
7. YOU AND SOMEBODY DO 2 PULL-UPS: _____
8. YOU AND SOMEBODY DO 15 SQUAT THRUSTS: _____
9. YOU AND SOMEBODY DO 50 JUMPING JACKS: _____
10. YOU AND SOMEBODY CANOCA 2 LAPS: _____
11. YOU AND SOMEBODY DO 40 TREADMILLS: _____
12. YOU AND SOMEBODY DO 25 HIGH FIVE IN PUSH-UP POSITION: _____
13. YOU AND SOMEBODY DO A 30 SECOND DANCE: _____
14. YOU AND SOMEBODY TAKE YOUR HEART RATE FOR 30 SECONDS. DOUBLE YOUR SCORE AND WRITE IT DOWN HERE:
Heart Rate = _____
15. YOU AND SOMEBODY GIVE EACH OTHER A COMPLIMENT: _____

Name _____ **HW#** _____

Name _____ PE Teacher _____
Grade _____ Period _____

What I Think About PE...
Please answer honestly...there are no wrong answers

1. What activity are you MOST looking forward to this year in PE? _____
2. What is an activity you hope we NEVER do again in PE? _____
3. What was your experience like in PE class last year? _____
4. What do you want to physically improve on this year in PE? _____
5. How will you help other students have a GREAT year in PE? _____

Name _____ PE Teacher _____
Grade _____ Period _____

What I Think About PE...
Please answer honestly...there are no wrong answers

1. What activity are you MOST looking forward to this year in PE? _____
2. What is an activity you hope we NEVER do again in PE? _____
3. What was your experience like in PE class last year? _____
4. What do you want to physically improve on this year in PE? _____
5. How will you help other students have a GREAT year in PE? _____

Classroom Organization

- Keep the classroom organized
- Equipment and supplies in organized manner like pictures
- Students will have jobs to put away equipment



Getting Student Attention

- Necessary for a PE teacher to be able to get student attention
- Whistles
- Music stopping means be quiet and listen
- Nonverbal cues



Attention Grabbers

- Teacher: Ba da ba ba ba (McDonald's Theme)
Students: I'm Lovin' It!
- Teacher: Na na na na, na na na na
Students: Hey, hey, hey, goodbye
- Teacher: Chicka, chicka
Students: Boom Boom
- Teacher: Hocus Pocus
Students: Everybody focus!
- Teacher: Macaroni and Cheese
Students: Everybody freeze!
- Teacher: Ready to rock?
Students: Ready to roll!
- Teacher: Goodness gracious!
Students: Great balls of fire!
- Teacher: All set?
Students: You bet!
- Teacher: Holy moly!
Students: Guacamole!
- Teacher: Tootsie Roll, Lollipop
Students: We've been talking, now let's stop."
- Teacher: Hands on top
Students: That means stop (put hands on their heads)



Conflicts/Consequences

PROBLEM SOLVING CORNER

1. POINT TO YOUR FEELING AND STATE THE PROBLEM. REMEMBER TO LISTEN.

 Sadness	 Angry	 Cry	 Scared
 Embarrassed	 Worried	 Surprised	 Crazy
 Shocked	 Disappointed	 Nervous	 Excited
 Happy	 Calm	 Relaxed	 Smiling

2. TELL YOUR SIDE OF THE STORY; DON'T PLAY THE BLAME GAME.


3. SUGGEST POSSIBLE SOLUTIONS AND COME TO AN AGREEMENT.


4. CARRY OUT YOUR AGREEMENT BY KEEPING YOUR WORD.


IT TAKES A STRONG PERSON TO SAY I'M SORRY AND MEAN IT.
IT TAKES A STRONGER PERSON TO SAY I FORGIVE YOU AND MEAN IT.


HOW STRONG ARE YOU?


Conflict Center


Hands out peacefully, palms up! 

Explain the issue...what happened? 

Listen to each other's view. 

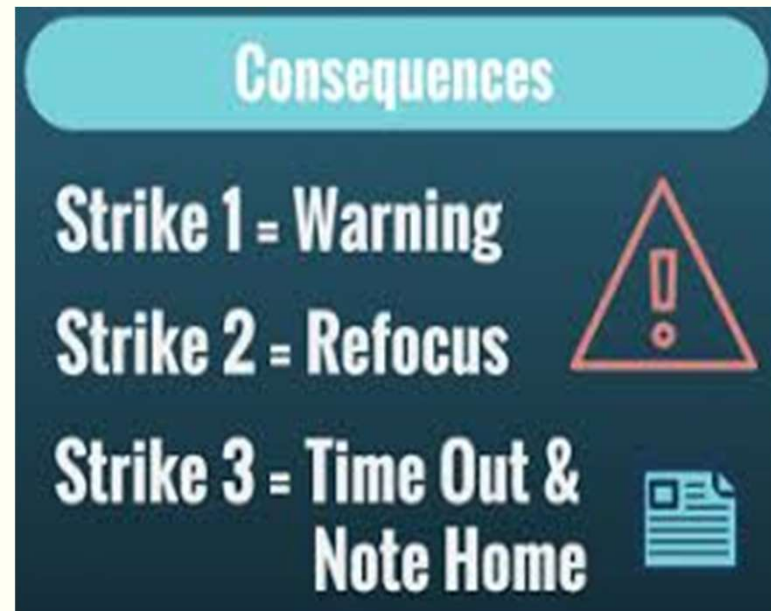
Problem Solving! Fix the issue. 

Shake hands, fist bump or high-5! 

Give them a genuine compliment. 

Conflicts/Consequences

- Note home should be signed by student so I know they understand their behavior
- Parents also sign form to be aware of situation
- Documentation



Consequences

Strike 1 = Warning

Strike 2 = Refocus

Strike 3 = Time Out & Note Home

The chart features a teal header with the word "Consequences". To the right of the text are two icons: a red warning triangle with an exclamation mark, and a teal document icon with a folded corner.

Classroom Jobs

- Some classroom jobs assigned, others chosen
- Examples:
 - Putting away equipment
 - Picking up trash in gym



Substitute Teacher - What I Will Have Ready

There will be emergency lesson plans and other information ready in case a substitute is necessary.



Substitute Checklist

Have you made sure to set up everything your sub may need to have as smooth as a day as possible?

- Detailed lesson plans
- Your rewards system
- How to handle attendance
- Your behavior management system (i.e. clip charts)
- What to do in the event of an emergency (i.e. fire drill)
- Bathroom policies/rules
- Medical alerts/allergies
- Expectations for classwork completed that day (i.e. where to put it, should students take it home)
- Where to keep their personal items
- Important phone extensions (i.e. custodian, front office, nurse)
- The name of a teacher that they can ask for help
- Any before or after school duties they may need to assist with
- Dismissal procedures (i.e. stacking chairs, lock door, walk kids out)
- Students that need to be separated, or watched closely
- Trustworthy and helpful students to rely on
- Locations of the adult bathrooms or staff room



Controlling Noise Levels

NOISE LEVELS

- 4 BIONIC NOISE**
Loud - Only used outside
- 3 POWER VOICE**
Strong - Hear it across the room
- 2 SUPER TEAM TALK**
Normal - Just your table team
- 1 TOP SECRET PLAN**
Whisper - Only you and a partner
- 0 SILENT MISSION**
Silent - No talking at all

Voice-O-Meter

- 6 Out of Control
- 5 Loud Crowd
- 4 Normal Voice
- 3 Table Talk
- 2 Whisper Talk
- 1 Silence is Golden

Voice -O- Meter

A Classroom Management System to Manage Your Students' Noise Level.

Motivation and Positive Reinforcement

There will be a reward system setup for classes.



Other Posters

DISPLAYING SPORTSMANSHIP IN PHYSICAL EDUCATION

SHOW RESPECT FOR OTHERS

PLAY FAIR

TAKE PRIDE IN YOUR ACCOMPLISHMENTS

Follow your Teacher's Directions

Play by the Game Rules

USE SELF-CONTROL

Encourage your Classmates

Abide by the Officials Rulings

ACCEPT THE OUTCOME OF THE GAME

SHAKE HANDS AFTER COMPETITION

P.E. EXIT CHECKLIST

- I HAD FUN
- I STAYED ACTIVE
- I DID MY BEST
- I FOLLOWED DIRECTIONS
- I RESPECTED OTHERS
- I MOVED SAFELY
- I LEARNED SOMETHING NEW

WHAT DID YOU ACCOMPLISH TODAY?

Components of Fitness

Health-Related

Strength

Flexibility

CARDIOVASCULAR ENDURANCE

MUSCULAR ENDURANCE

BODY COMPOSITION

Skill-Related

AGILITY

SPEED

Reaction Time

BALANCE

POWER

COORDINATION

References

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

Wong, H. and Wong, R. (2014). The First Days of School: How to be an Effective Teacher. Harry K. Wong Publications, Inc.: Mountainview, CA.