

Classroom Management Plan

High School English

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My Teaching Philosophy

My classroom management plan is based upon the Love and Logic philosophies of establishing a mutual respect between my students and myself and showing my students that I care. I plan to challenge my students to take responsibility for their successes as well as their mistakes, to confront misbehavior by giving the student a chance to explain themselves rather than having “zero-tolerance” policies, and to establish relationships with my students through conversations and through their writing. Ultimately, my goal is to help my students understand that a tough situation is not the end of the road and they can overcome difficult problems, inside and outside of the classroom. I want to build up their self-concepts so that they can easily identify their strengths and not be afraid to work on their weaknesses.

Love and Logic in My Classroom

I plan to implement many Love and Logic strategies throughout my teaching. I like how Love and Logic focuses heavily on empathy, responsibility, and relationship. One of the things Love and Logic addresses is that “people strive to be the best they can be, given their field of awareness” (Fay & Funk, 2010, p.78). As a teacher, it is my responsibility to change my students’ field of awareness and provide information that will cause them to think differently about a situation (Fay & Funk, 2010, p.78). Listening to students establishes a relationship of communication, which is the foundation for most of my discipline techniques. Love and Logic explains that “it is our interpretation of an experience, not the experience itself, that affects our behavior;” therefore, it is important to teach students how to solve their own problems by changing their interpretation of negative situations (Fay & Funk, 2010, p.85). Overall, it is important for my students to know that I care about them as individuals and I do my best to understand and guide them through the solving of their own problems.

Morzano in My Classroom

I will also implement many of Morzano's strategies and observations into my classroom. Morzano stresses the importance of keeping students engaged. This is because "if our emotions are negative in that moment, we are less likely to engage in new activities or challenging tasks" (Morzano, 2003, p.3). Emotional engagement can be stimulated within students through a "positive demeanor on the part of the teacher" (Morzano, 2003, p.5). I also believe that if topics are presented with enthusiasm, most students will adopt the same enthusiasm, especially if they feel welcome, accepted, and supported in the classroom (Morzano, 2003, p.6). Another important aspect of my classroom will be humor. Humor is said to lead to enhanced productivity, reduced stress levels, and creative thinking, all of which are extremely important in a secondary English classroom (Morzano, 2003, p.6). Finally, I will implement Morzano into my teaching by always ensuring students know *why* we are doing what we are doing. This transparency will add to their overall engagement as they recognize the purpose of what we are doing.

Before the School Year Starts

Classroom environment

I will do whatever I can to make my classroom environment welcoming to students. This includes grouping students into smaller "pods" so that they can turn-and-talk before sharing their thoughts with the entire class. I will decorate my classroom (if possible) with relevant posters, such as Shakespearean quotes and academic vocabulary, as well as with student work, to celebrate their displays of learning. (See Appendix.) From the first several weeks of school, I will do my best to encourage students to share their thoughts because they have valuable contributions to the class conversations.

Parent Letters

I understand that establishing contact and connection with parents is very important. Therefore, I will draft and send a letter/email to the parents of my students. This letter will include an introduction for myself and a brief overview of the literary works we will cover over the year. I will encourage parents to discuss the works with their children. Though I will include my contact information, I will explain to the parents the importance of my students owning their own education: the successes and the failures. I will inform them that I encourage students to come directly to me to address grievances, homework extensions, and any other questions. I will then ask the parents to try to work through their child if they have questions for me so that their child can take responsibility for their education experience. These letters/emails will be sent at least a week before school starts.

My First Five Days: Classroom Management (Wong & Wong, 2014)

Day 1 (Thursday)

1. I will greet students at the door every day. An alphabetical seating chart (for the first day only for attendance purposes) will be projected on the board so that students can know where to sit. On the board will be an agenda, a list of materials needed for the day (with instructions to place them on their desks), and the books we will be covering over the course of the year.
2. I will introduce myself: my interests, favorite cereal, and favorite memes from 2010 (or other relevant information). Then I will have each student answer a couple questions about themselves on a notecard so I can get to know them better. I will invite them to share some basic information with the class, such as what they typically read (novels, social media, newspapers, etc.) and when they typically read.
3. I will ask if the students have any questions for me.

Day 2 (Friday)

1. As I greet students at the door, I will invite them to choose their seats. “Bell work” will consist of having materials listed on the board ready on their desk by the time the bell rings.
2. I will pass out the classroom syllabus, introduce procedures/rules, and discuss the material for the year. I will remind them what materials are necessary for the class and invite them to purchase their own copies of the novels to write in (though I will let them know I have enough classroom copies for each student to borrow one).
3. I will assign a basic assignment (primarily for the purpose of teaching/enforcing procedures) due on Monday.

Day 3 (Monday)

1. Reinforce procedures (primarily for homework) and begin to establish relationships through asking about the weekend.
2. Discuss homework and cover any other procedures/rules that need to be addressed.
3. Explain how consequences will be dealt on an individual basis. Teach “I’m not sure that’s fair” and explain that this will be a phrase available for their use (Fay and Funk, 2010, p.14).

Day 4 (Tuesday)

1. Reinforce procedures; ask if students have questions.
2. Rehearse any procedures that are not being followed correctly.

Day 5 (Wednesday)

1. Reinforce and rehearse procedures.
2. Continue with lesson.

Procedures

Procedures are very important to implement in a classroom management plan while rules are important for a discipline plan (Wong & Wong, 2014). Therefore, I plan to focus primarily on procedures, especially during the first week of school. Some of my most important procedures are listed below.

- How to enter the classroom
 - While I am greeting at the door, students can quietly finish their conversations. Students will be expected to be in their seats when the bell rings. The board will list the supplies they need for the day. The bell-ringing activity every day will be to have those supplies on their desk with everything else put away. (Supplies may include homework that is due, a pencil/pen, notes, the novel.) If any materials are forgotten (such as the novel of the unit), they can ask me to borrow one before class starts.
- Work time
 - Students may use work time to work on the assignment for the class. Individual work time can be used however the students decide to use it, as long as the volume level of the class is low. This way, if a student decides to work on something other than homework, he suffers the consequences of needing to do his work after class time. This is a consequence I am willing to allow as long as the student is not disrupting the class. While working in groups, all students must participate equally. I will keep track of who does what by either letting students use different colors of markers or by having them initial off on the work that they

contributed. Students may listen to music using headphones as long as it is not disruptive.

- Cell Phones
 - Students must learn responsibility and be held to high standards in the classroom. For this reason, I will not be taking cell phones at the door (unless it is school policy). I will have a conversation with the students about appropriate use of cell phones. They must be out of sight and silenced during instruction and tests. They may use them during work time. I will encourage them to use their cell phones for researching information, which may include asking students to look up information about the topics we are covering in lecture. (For example: “Who can tell me what else was happening in the world during the time that Shakespeare was composing his plays? Take three minutes and find one thing to share.”) This teaches students to use their cell phones as a tool rather than a distraction.
- Bathroom dismissal
 - In order to establish greater responsibility in my students, I do not want them to raise their hand for the bathroom. Students can leave for the bathroom or for a drink during work time and return as promptly as possible. For emergency bathroom situations, they can excuse themselves as necessary.
- Absences and extensions
 - If a student is going to be absent, the standard procedure is to ask me what he will miss and to get notes from another student. This is to be done before the absence. If a student will not be able to complete an assignment on time (due to an absence or a life situation) he may approach me during work time and tell me the situation.

We will discuss another option that will work for both of us. If we decide that an extension is necessary, he will have the responsibility of telling me the date which he will have his work done and he will not be able to turn in the work any later than the date we decide. This teaches responsibility and self-discipline, as well as establishes a relationship between me and the student.

- Turning in assignments
 - Assignments are to be done before class starts and will be collected during class.
- When to speak
 - English classrooms thrive through good discussion. However, during discussions, only one person may speak at a time. If a student has a comment or question, he may write it down and proceed to speak when the speaker is finished. During lectures, they may raise their hand and I will finish my thought before calling on them. If I ask the students a question, however, anyone may answer without raising their hand. I will explain that they will not get to raise their hand in most future work settings, so they must learn the responsibility of responding without needing to be called upon.
- Arriving to class late
 - If a student arrives at class late, he will take his seat and try not to become a distraction. He may approach me during work time to give me his hall pass from another teacher or to offer me an explanation so that we may discuss the consequences on an individual basis.
- Exiting the classroom

- Students may begin quietly packing up two minutes before the bell. I will respect their time and ensure that they get out of class on time. They are expected to respect our time together and not pack up earlier. I will dismiss them—not the bell.
- Teacher absence
 - If I am not in the room, the students are to operate as they normally would. Respect the substitute, get work done, and answer any questions the substitute has. If the substitute has a rule different from mine, obey the substitute. I will provide the substitute with a binder containing everything he/she needs to know (class list for attendance, lesson plans, additional information about students, class times).

Rules and Discipline

Love and Logic emphasizes the importance of allowing students to have control of their own lives so that they have the opportunity to choose wisely (Fay & Funk, 2010, p.8). Morzano writes that we must incorporate student input while establishing classroom rules (2003, p.17). Because of this, the misbehaving student will be very involved in the decision of his punishment in my classroom. I plan to deal with discipline on an individual level at a separate time from when the infraction occurs. This gives the student a chance to calm down and, later, to explain himself. Most bad choices have natural consequences, guilt at the very least, so I will allow these natural consequences to occur whenever possible (Fay & Funk, 2010, p.37). According to Love and Logic, “A mistake can be a great teacher, provided the child is allowed to experience the consequences of the mistake. However, it is the empathy expressed by the adult that drives the pain of the consequence into his or her heart and turns experience into long-term memory and

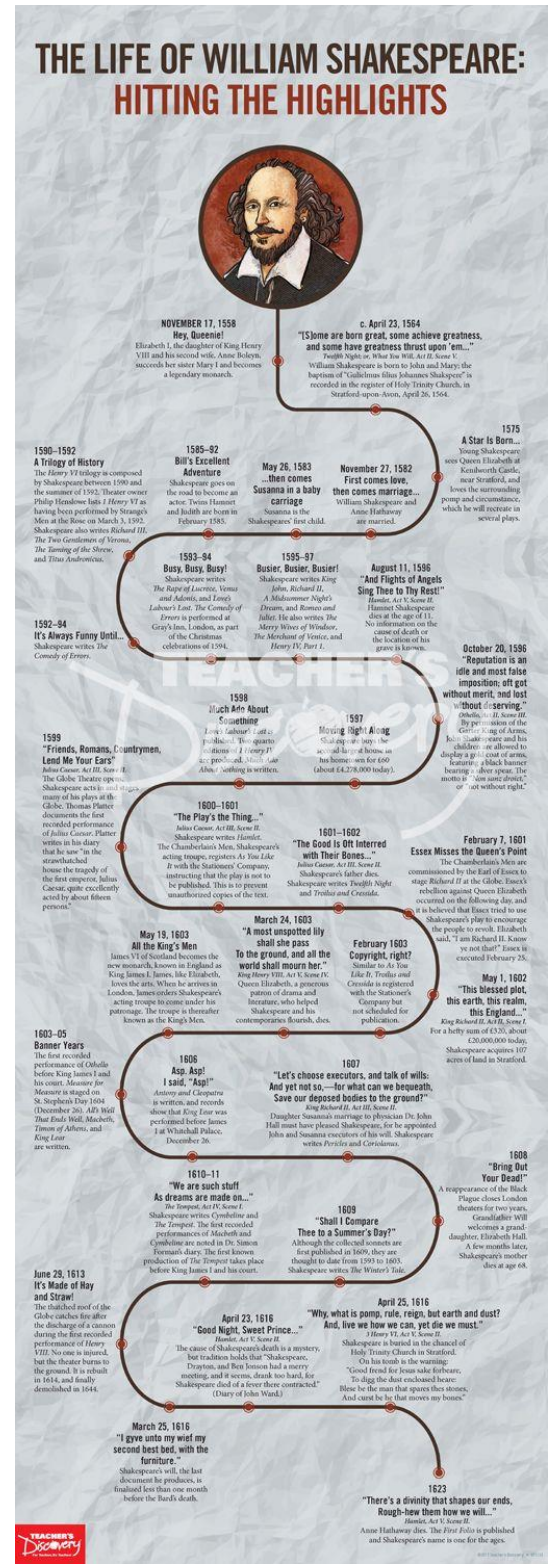
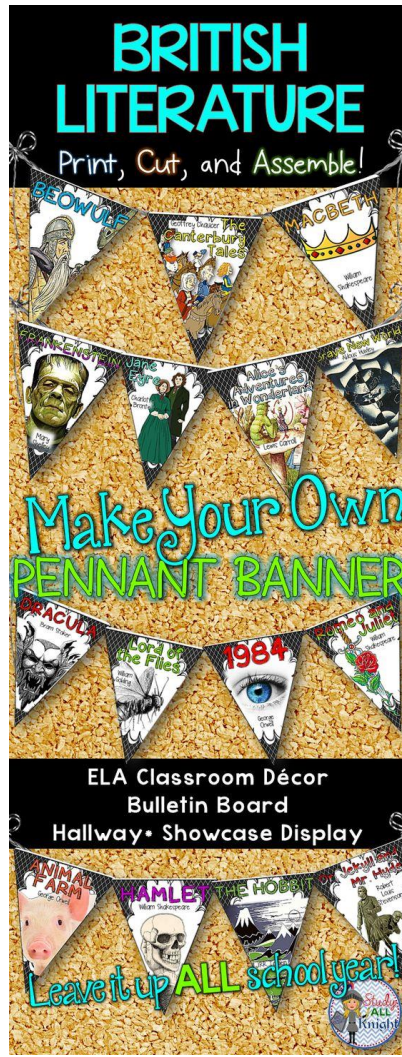
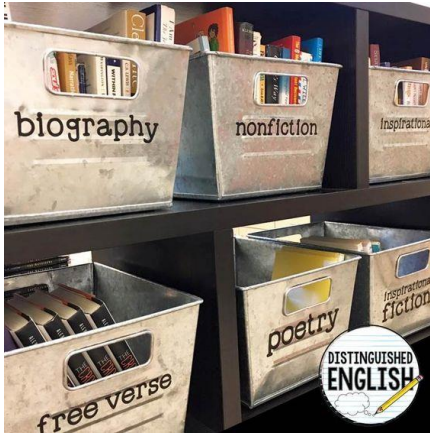
wisdom” (Fay & Funk, 2010, p.39). Overall, I plan to give the students a lot of say in the classroom and how it is run so that when I do issue a command, they are willing to obey it. “The easiest student to boss around is one who believes that the teacher is reasonable and takes control only when necessary” (Fay & Funk, 2010, p.32). Therefore, my overall classroom rules are built upon common sense and include the following:

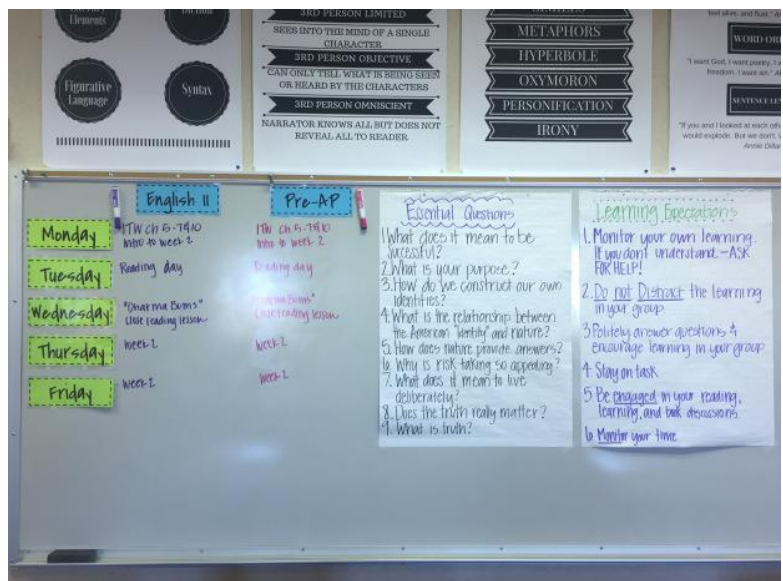
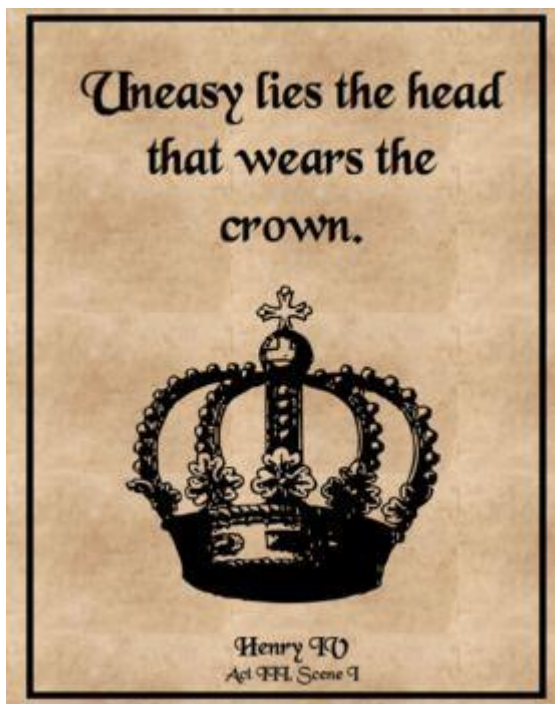
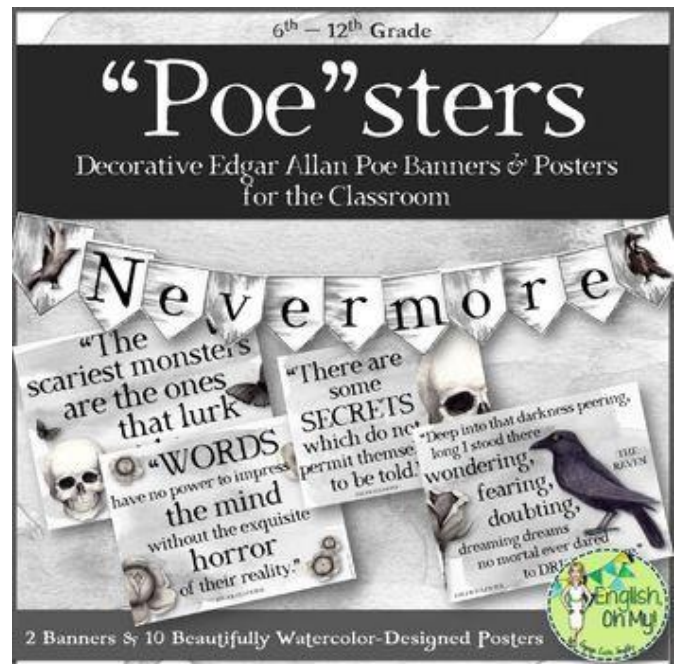
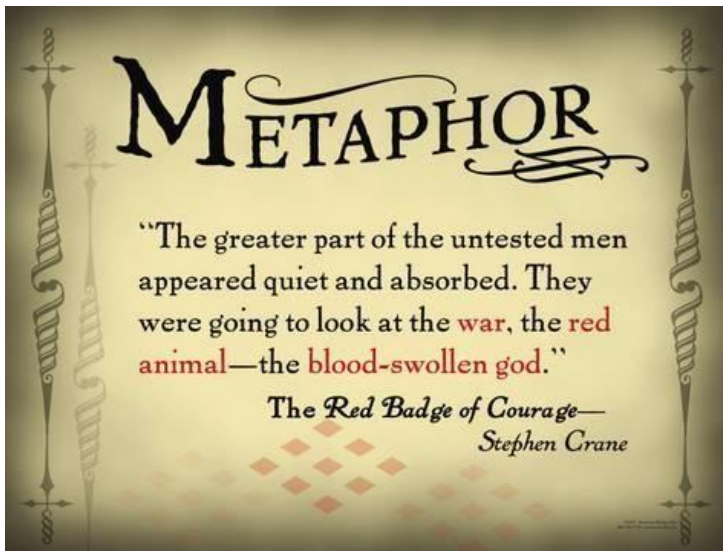
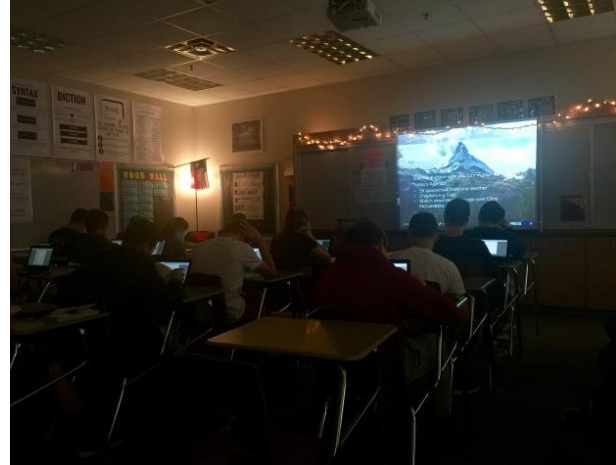
- Respect
 - The only way to expect respect is to offer it first. Respect is part of being a mature adult and communicating effectively.
- Ask
 - Confusion leads to frustration and frustration leads to anger. If you have a question or a concern, ask *before* you take it personally. Asking for clarification is crucial in effective communication.
- Listen
 - Always listen until the other person is finished talking *before* thinking of a response or arguing. The more information you take in before talking back, the more worth your words will have.
- Own it
 - Nobody can make your choices for you. If you get a good grade, own it as your success. If you mess up, own it as your mistake. The only way we can learn is by accepting the truth for what it is and growing from it. You are in charge of your own choices.

What if?

If I have a student who needs a more structured discipline plan, I will have a conversation with him one-on-one about what he needs. If students are not respecting the amount of freedom I am offering them in the classroom, we will have a class discussion to decide what needs to be done. Typically, this will simply serve as a warning. However, if needed, I will allow students to choose which freedoms they (as a class) are losing. (For example, if we have a problem with phone usage during lecture time, they will have the option between leaving their phones in slots by the door or keeping their phones in their backpacks for the entirety of the class period until they earn the opportunity to use it during work time again.) Using Morzano and Love and Logic, I will be empathetic to their needs and I will allow them to be a part of the rule-setting process. Students are more likely to comply if they understand the reasoning behind the rules and consequences.

Appendix





References

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