

# Classroom Management Plan



Jacie Kohler, Evan Baumberger, and Mallory Sharp  
EDU 301 02

# Classroom Management Philosophy

The content students learn in each class is immensely important, but the goal of education should be forming the entire person. Our classroom management philosophy is based upon Love and Logic and Marzano's principles, respect for others, and the formation of the whole person. This will be accomplished through being a positive role model for our students and cultivating meaningful relationships with them. Our goal is to foster an environment that promotes students' independence and their critical thinking skills. By imitating Christ, we will seek to bring a prime example of selflessness, love, and charity to our classrooms in order to increase their overall wellbeing.

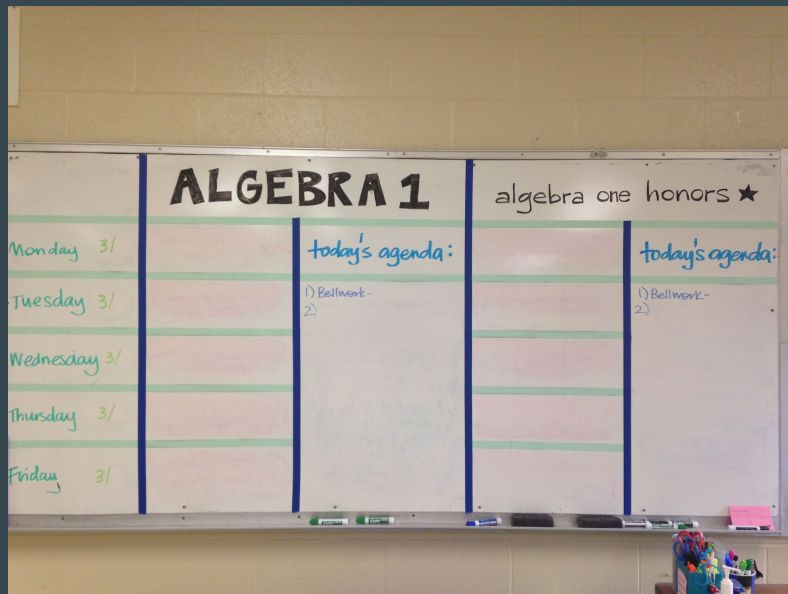
# Love and Logic in Our Presentation

- Setting high standards
- Offering students choices
  - More choices → more cooperation
  - Students learn *better* from their own decisions
  - Teacher is still always in charge
- Myth: “Students do not have to like teachers, but respect them”
  - Meaningful relationships with students
- Respect!! (“Shut up!” → “I’ll begin when everyone is ready”)



# First Five Days: Day 1

- Greet students at door (Wong, 2014)
- Seating chart
  - Group System
- Agenda on the Board
- Bellwork: Get to know your students!
- Tell students about yourself
  - The beginning of a meaningful relationship



---

Board

1 2

3 4

5 6

1 2 3

4 5 6

1 2

3 4

5 6

Name

Date and Class Period

---

1. Where are you from?

---

2. How many family members do you have? Elaborate please!

---

3. What is on the top of your bucket list?

---

4. What is something you would be interested in majoring in at college?

---

5. How do you learn best?

---

# Day 1 Procedures:

- What is bellwork and how should it be done?
  - Opportunity to know your students better
- Non Negotiables:
  - Understanding respect for persons
- Bathroom
- Allow them to be apart of classroom decisions



# First Five Days: Day 2

- Overview of what you are going to learn
  - Syllabus
- What is this class about?
  - Make them excited about the content you love
  - Why the class is important
- Classroom Guidelines
  - Student involvement for consequence- they pick the consequences (Fay and Funk, 2015)
    - Swearing, phones, late work, late to class





# First Five Days: Day 3

- Talk about homework procedures → how you want students to do homework
  - Talk about plagiarism
  - Talk about working together (when it is acceptable/not)
- Make sure expectations are **clear**



# Pretest

- Give students a pretest to check their knowledge
- Helps students to review what they know → helps teacher know what to focus on

11) This point is located at XY coordinates:  
a) 3, -2   b) -3, 2   c) -3, -2   d) 2, -3

Fill in the correct answer:  
 a)  b)  c)  d)

12) Side Q must be equal to:  
a) 24   b) 9   c) 14   d) 18

Fill in the correct answer:  
 a)  b)  c)  d)

13) Paula decides to fill her aquarium 1/5 full of water. That would give her how many cubic inches of water?

Fill in the correct answer:  
 a) 548   b) 104   c) 144   d) 90

14) How many degrees is angle m?

Fill in the correct answer:  
 a) 180   b) 40   c) 140   d) 400

15) The little box is 1 ft on each side. How many little boxes will fit into the large box?

Fill in the correct answer:  
 a) 6   b) 66   c) 216   d) 36

## Grammar Pretest

Directions – Answer each question to the best of your ability. Please check the box next to each question after you answer each question. Be honest when checking the boxes. The more information I have about your understanding of the English language, the better I will be able to teach/help you ☺

I know this <input type="checkbox"/>	1. Underline the subject in the sentence below.
I guessed <input type="checkbox"/>	The ferocious dog tore the stuffed animal to shreds in a matter of minutes.
I know this <input type="checkbox"/>	2. Underline the subject in the sentence below.
I guessed <input type="checkbox"/>	Marcy ate a delicious breakfast of scrambled eggs, hashbrowns, and wheat toast.
I know this <input type="checkbox"/>	3. Underline the predicate in the sentence below.
I guessed <input type="checkbox"/>	The ferocious dog tore the stuffed animal to shreds in a matter of minutes.
I know this <input type="checkbox"/>	4. Underline the predicate in the sentence below.
I guessed <input type="checkbox"/>	Marcy ate a delicious breakfast of scrambled eggs, hashbrowns, and wheat toast.
I know this <input type="checkbox"/>	5. Circle the singular noun.    monkey    monkeys
I guessed <input type="checkbox"/>	
I know this <input type="checkbox"/>	6. Circle the plural noun.    pencil    pencils
I guessed <input type="checkbox"/>	
I know this <input type="checkbox"/>	7. Circle the common noun.    restaurant    McDonald's
I guessed <input type="checkbox"/>	
I know this <input type="checkbox"/>	8. Circle the proper noun.    dress    cookie
I guessed <input type="checkbox"/>	
I know this <input type="checkbox"/>	9. Circle the concrete noun.    television    freedom
I guessed <input type="checkbox"/>	
I know this <input type="checkbox"/>	10. Circle the abstract noun.    speech    democracy
I guessed <input type="checkbox"/>	
I know this <input type="checkbox"/>	11. Circle the collective noun.    fifty    stamps
I guessed <input type="checkbox"/>	
I know this <input type="checkbox"/>	12. Circle the possessive noun.    rabbit's    goat's
I guessed <input type="checkbox"/>	
I know this <input type="checkbox"/>	13. Circle the verb.    jump    smart
I guessed <input type="checkbox"/>	
I know this <input type="checkbox"/>	14. Circle the action verb.    counting    was
I guessed <input type="checkbox"/>	

# Survey for Student Guidelines

- Do not want every class to have separate guidelines
- Survey to make expectations consistent for all classes
- Example:
  - [https://www.surveymonkey.com/r/Preview/?sm=9ZiqEqpYPHw\\_2FtPjU\\_2FoRiuZdn8pGl7\\_2BKscWuJaYfgEBPIdGbXJZYW\\_2BWYIcMjZdEH](https://www.surveymonkey.com/r/Preview/?sm=9ZiqEqpYPHw_2FtPjU_2FoRiuZdn8pGl7_2BKscWuJaYfgEBPIdGbXJZYW_2BWYIcMjZdEH)



# First Five Days: Day 4

- Lecturing
  - Start the first lesson!
  - Introduction to the first
  - Fun activity connecting the lesson the real world
  - Don't assign large assignments on this day
- Go over classroom guidelines that won from vote.
  - (Marzano, 2003)

## Class Expectations

---

### 1. Be Respectful.

Listen to your teacher. Listen to your classmates. Wait your turn to talk.

### 2. Be Responsible.

Come to class on time. Have your binder and pencil. And be ready to learn.

### 3. Be Honest.

If you don't understand something, ask for help. We need to master everything!

### 4. Be Polite.

Try to express your opinion in a nice way. Even if you disagree, there is no need to be rude.

# First Five Days: Day 5

- Pre-Test
  - Hand back the pre-test
- How are you going to react to the scores?
  - Plan of what you are going to say
  - Sets the tone for the academic year
- Start Lecture
  - Introduction to the content
  - Pre-chapter or Chapter 1



# Connections with Students and Families

- Open communication with parents
  - We are a team, setup relationship so that if you need to ask for help later.
  - Let parents know what class is going to look like
- Let parents know when students are doing well
  - (Wong, 2014)
- Letter to students
  - Build that relationship right away
  - Build self concept
    - (Fay and Funk, 2010)



# Meaningful relationships with students and positive influence

- Respect means setting a **positive example** for students (Marzano, 2003).
- Imitation of Christ
- Having meaningful relationships with students → Educating the entire person
  - Open communication after school/before school
  - Go to school events, games, performances, etc. to show support to students
  - Make content relevant to students' interests

STUDENTS DON'T CARE  
HOW MUCH YOU KNOW,

UNTIL THEY KNOW HOW  
MUCH YOU CARE.

- JOHN C. MAXWELL

# Differentiation

## Mallory

- Making content **relevant** to students → Literary circles (choice)
- Offer after school/before school help to struggling students
- Providing lecture, discussion, audio, visual → choice in assessment (Marzano, 2003).

## Evan

- Make content applicable to student and real world- service learning
- Create households to promote peer learning

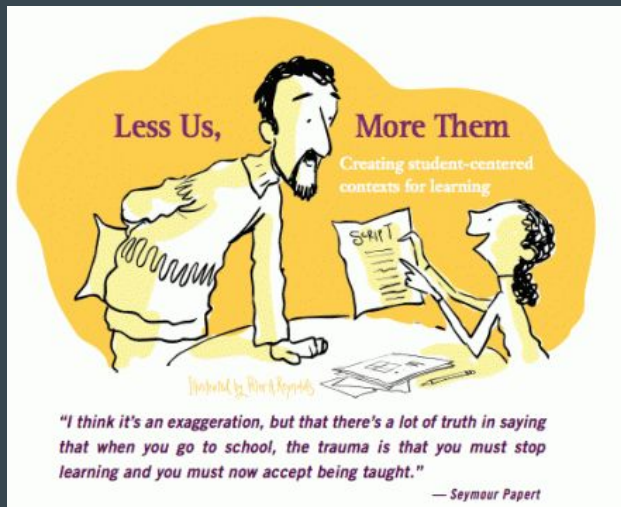
## Jacie

- Connecting mathematics to the real world
  - Differentiating homework by area of interest to provoke engagement
- Collaboration to analyze and compute word problems



# What if?

- What if the student does not comply with a procedure you are trying to reinforce?
  - Ask the student how you can help them be better
  - Reinforce the fact that the procedure are mainly student created
- What if my students do not understand the content?
  - Promote student-centered learning
    - How do they learn best?
- Reevaluate!
  - Adjust your teaching methods to your students
    - Each students learns differently



# References

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

Love and Logic Press: Golden, CO.

Marzano, R. (2003). *Classroom Management that Works: Research-based strategies for every teacher.* ASCD: Alexandria, VA.

Wong, H. and Wong, R. (2014). *The Classroom Management Book.* Harry Wong

Publications, Inc: Mountainview, CA.