

Mr. Doll's Classroom Management

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Good classroom management is such a vital tool to the successful educator. According to *The Classroom Management Book* by Harry and Rosemary Wong, classroom management “constitutes the provisions and procedures necessary to establish and maintain an environment in which instruction and learning can occur” (Wong 5). This paper will aim to address how I will establish a positive environment and learning community in my classroom. My classroom management philosophy consists of many parts from a couple different experts in classroom management. I aim to produce a safe, efficient, and humorous classroom that promotes students to deeply understand content taught and to develop applicable and authentic life skills. At the foundation of my classroom management plan is respect. I intend to model respect and develop meaningful and healthy relationships with each of my students which will promote a safe and effective learning environment. Further, to be able to reach these goals, I will need a set of strategies and procedures in place to create consistency and routine in my classroom. The remainder of this essay will explain the many different strategies I plan to implement within the first five days of the school year.

The first day of the school year is filled with anxiety, excitement, and enthusiasm. My plan for the first day of school is to implement my bell work procedure, introduce myself, have the students introduce themselves, and cover a couple more major procedures. First, my bell work procedure will consist of me greeting the students at the door before every class. This will be my first attempt at building a relationship with my students. One foundational aspect of my classroom management philosophy is developing healthy relationships with each student. This corresponds to the Love and Logic strategy by Funk and Fay. They note that “a large part of [great teachers] success is due to their ability to establish positive relationships with children” (Fay 20). As I greet students at the door, I will have a playing card that matches a card on a desk

in the classroom. This will be their assigned seat for the first couple weeks of the school year. I plan to have my seating arrangement in a "U" formation which can be found in Appendix A. This will allow for easy collaboration, formation of learning stations, and allow me to monitor my students and use the proximity strategy whenever needed. Once they find their seats I will explain to them how there will be a writing prompt or question on the board everyday they walk into class. They will then be required to write their response on a sheet of paper with their name on it and hand it into the "bell work" tray as they exit the classroom at the end of the day. After this, I will go into a PowerPoint presentation of myself. This will contain pictures of me, my family, and other humorous information. I will include my many interests and hobbies. This presentation will start to create trust and will begin to create relationships with my students. Next, I will cover how I will quiet or get the attention of my class. My plan to quiet the class will vary. I plan to implement a couple of different strategies. One will be if I touch my nose, then the rest of the class will need to touch their nose, find me with their eyes, and quiet their mouths. Another strategy will be to use famous business jingles or slogans. I will start the slogan and the class must finish it which will bring their attention back to me. For example, I would sing the McDonald's jingle "bah dah bum bum bum," and the students would respond with the slogan "I'm loving it." Next, I will hand out a worksheet that will need to be completed by the legal guardian and the student. It is called the name worksheet and is in Appendix B. This will create student and parent involvement immediately which is key to student success. I will also send home a letter that contains my general information, contact information, and some goals for the year. Additionally, I will have the students fill out the Facebook profile which is also located in Appendix B. Next, I will show them my agenda posted on the board. The agenda will contain objectives, assignments, and due dates for each day of the week. This will help students who

were absent figure out what they need to make up. I will also have an area where notes and/or worksheets will be kept for someone missing. Finally, I will go over my dismissal procedure. I will explain how the bell does not dismiss the class. I will dismiss the class and students are to be sure the classroom is returned to its original state before anyone can leave and the students must be seated. After, I plan to practice and model some of these procedures so that students become familiar with them.

On the second day of class I plan to continue to rehearse the bell work procedure, attention getting procedure, and dismissal procedures. I also plan to review the late homework slips that will document why the student did not have their homework turned in on time, as well as, the disciplinary tickets that will be issued which helps document the students reasoning for their behavior. The next objective for the day will be to create and negotiate rules with the students. Marzano notes, "well-articulated rules and procedures that are negotiated with students are a critical aspect of classroom management" (Marzano 27). As I mentioned before, I plan to have one rule that is based on respect. My only rule will read "Be a professional, respectful, and responsible adult." This rule is broad and encompasses almost every misbehavior that will happen in my classroom. As Fay and Funk highlight in the Love and Logic approach to classroom management, it is important to have broad general rules for the classroom, as these rules will be easier to enforce and allow for teacher discretion. Next, I will address my cellphone use and tardy policy. I will explain to them how I will allow cellphones during worktime, but during lecture, tests, and quizzes cellphones are not to be used. I will explain that during lecture I will give them three strikes, and they are out. I will use proximity for the first strike, a tap on the desk for the second, and on the third, put my hand out and take their phone. If their phone is taken from them, then I will have a "phone caddy" hanging in the room where they can grab it

after class. My tardy policy will be simple. I will close the door at the bell every day, and if the door is closed when the student arrives, then they will need to go to the office to grab their tardy slip or sign the tardy clipboard by the door. After I have explained both procedures, I will ask the class if they have any suggestions about these rules, and we will talk through them to see if there should be a change. Next, I plan to explain the bathroom policy. I will simply ask the students to hold up three fingers if they need to use the restroom. If I acknowledge them and give them a head nod, then they can use the restroom. This will eliminate the distracting bathroom question. Next, I plan to cover my grading policy. I will describe how homework is graded based upon completion, and quizzes and tests will have questions that allow students to earn partial credit if work is shown. The last major procedures that we will go over will be anything that the specific school district or school would like to have me cover in the first week of school.

On the third day, I will continue to rehearse procedures that I have already established. The third day will be full of goals and objectives for the year. I plan to outline the general course outcomes and material that will be covered. I will explain the application of this knowledge to the “real world” and demonstrate how math creates an effective way of thinking. This day will also behave as an activity and ice breaker day. I will divide the students into groups, and we will perform multiple ice breaker activities. One activity will be to find a way to “sell” their friends. They will talk about all their good qualities, hobbies, and interests. This will help create a healthy environment and develop trust in the classroom.

Day four and five will be left open for specific district or school procedures. I will continue to rehearse the procedures put in place and continue to address smaller procedures when they arise. For example, I would establish how we turn in homework and the process to turn in different assignments. In addition, I will develop the routine where if the students are handed a

colored card or playing card, then there will be group work that day. Further, I would like to have students check their own homework. This will allow students to self-assess their learning and work. I would also like to give a pretest to see what knowledge each of my students have coming into the class. This will give me a gauge of where each student is at in their math careers. This will allow me to differentiate instruction, and I will be able to scaffold the amount of help I give each student.

In conclusion, I have explained my first five-day plan and included some of my major procedures I would like to incorporate into my classroom. Within these procedures, I illustrated how I will explain and have student input into each procedure. By including student input, the rules and procedures will be more of a contract rather than an educator forcing rules upon the students. This will increase the probability of students respecting the rules and procedures because they have had a say in each of them. Some things that may not be evident in my five-day plan is how I want to incorporate many of Love and Logic's ideas into my classroom management plan. I want to be calm, collected, and reasonable with my students and offer them choices to correct behavior. I want to develop meaningful relationships with each and every student. If relationships are established, then I will have respect and trust from my students which will lead to a positive, safe, and healthy learning environment. Further, I will have a heavy dose of humor used in my classroom. I think humor is a great way to lift the stress and anxiety of a day and just laugh with my students. This may help any student who may be having a bad day, and my classroom will hopefully be a safe haven for them and be a place where they will feel loved, respected, and welcomed. I have included some humorous posters I will have posted in my classroom in Appendix C. Overall, Mr. Doll's classroom management is one founded on respect and a plan that will care for each and every student as if they were my own.

References

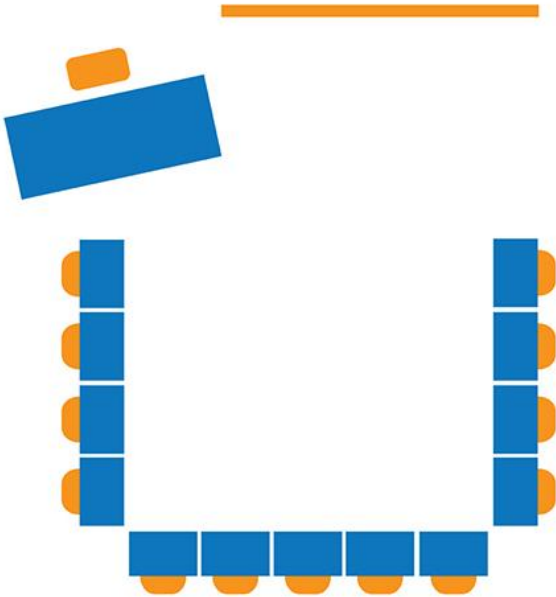
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Marzano, R. J. & Pickering, D. J. (2003). *Classroom Management that Works: Research –based strategies for every teacher*. ASCD Press: Alexandria, VA.

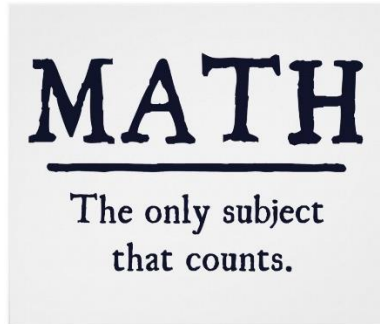
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Appendix A
Seating Chart

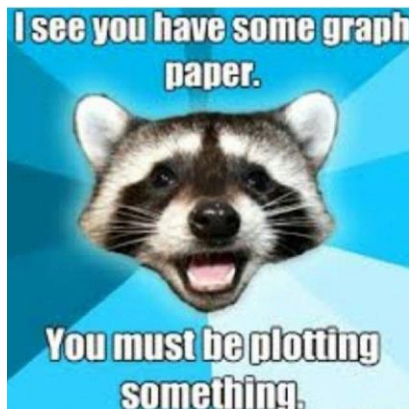
Horseshoe/U-Shape



Appendix C



PARALLEL LINES
HAVE GOT
SO MUCH IN
COMMON.
IT'S A SHAME
THEY'LL
NEVER MEET



THERE IS A
FINE LINE
BETWEEN
NUMERATOR
AND
DENOMINATOR