

## **Miss Fuerstenberg's classroom management plan**

### **Establish positive relationships among all learners.**

- Students will get the chance to share experiences with others everyday during the morning meeting
- Students will work in different groups and have different partners
  - I will occasionally choose groups based on proficiency
  - Each student will have an assigned number and I will have them choose groups and partners that way for example: "if your number is odd you should find another odd number, if your number is even find someone with an even number"
- I will change the seating chart often to allow students to sit by and get to know new people
- A respect chart will be displayed in my classroom and will be reviewed at the beginning of the year and at other times if needed
  - The students will be expected to follow the respect guidelines
  - The respect poster will contain the following:
    - I will be open to others' ideas and opinions
    - I will remain positive toward my peers
    - I will always speak in a polite manner when addressing any of my peers
    - I will recognize that everyone is different and that is okay
    - I will respect myself, my peers, my teachers, and my school
    - I will put myself in others' shoes and treat them how I want to be treated

### **Prevent attention-seeking and work-avoidance behavior**

- The desks will be arranged in pods to conduct group work and discussion
  - During silent reading, the students will have spots around the room that they can choose but that will be their assigned reading spot so they are not close to others
- When students are off task I will say "get up and touch four corners then sit at your seat and be ready to learn" at this time the students will walk around the room and touch all four corners of the room to get them up and moving
- I will have laminated numbers on the board and they will mean the following:
  - 0- no talking
  - 1- whisper, no vocal cords
  - 2- inside voice, only those around you can hear you
  - 3- projective inside voice, a person across the room can hear you
  - 4- outside voice, a person can hear you from across the playground
    - I will place an arrow at the appropriate voice level that the students should be at for the activity at hand so they know what is expected of them

- When the students are asked to leave their seats (go to lunch, music, end of the day, get supplies) they must sit quietly at their assigned seat and I will dismiss each pod one at a time to do the assigned task

### **Quickly and unobtrusively redirect misbehavior once it occurs**

- If a student is off task and distracting others during silent work I will silently approach them and give them a nonverbal signal to get back to work, if they are still being disruptive, I will silently approach them and talk to them at a level 1 voice and explain that this is their second warning and they must stop disrupting others. If they are still being disruptive, I will move them to sit by me and do their work
- If a student is off task and being disruptive in a group or with partners, they will get a nonverbal warning, a level 1 voice warning, then they will have to work individually
- Students will be expected to raise their hands when they have a question or want to contribute during class discussions
  - They will not be addressed until they quietly raise their hand
- In group work, each group will be given a ball and it will be the talking ball, whoever has the ball is the only person in the group who can speak

### **Stop persistent and chronic misbehavior with strategies that are simple enough to be used consistently**

- If there is misbehavior or chaos occurring, I will use the following attention getting strategies to get the students' attention and get them back on task
  - Clap a pattern and they must clap it back
  - I say "class class" and they respond with "yes yes"
  - Count down from 5 to end conversations and give me their attention
- For an outstanding act of kindness or expected behavior, I will hand that student a small piece of paper and they will write their name on it and put it in a basket I have at my desk. At the end of each month, I will draw one name out of the basket and that person will receive a \$5 gift
  - The names will be emptied out each month after the drawing
- I will give the student one nonverbal warning, one verbal warning, then they will be moved to a place that they will stay on task

### **Teach self-control**

- I will use nonverbal communication to signal to students that they must control their self.
- I will have the zones of regulation (as shown below) in my classroom and we will review them as a class at the beginning of the year and whenever necessary



- I will regularly implement calming strategies in my classroom when I feel it is needed such as before tests and I will encourage my students to do these things when they are feeling they need to calm down



**Respect cultural differences**

- My students will make and present a poster about their cultural background so students are able to recognize and appreciate the diversity in the classroom
- I will take time to learn what strategies work for each student, rather than assuming based on home life or cultural background
- I will use proximity as a tool to help keep my students on task and focused