

Classroom Management Plan 2021

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### Classroom Management Plan

The beginning of the semester is when new students are exposed to an educator's expectations, classroom rules and classroom culture. This first week of classes should be approached with patience, as students are still learning what is being asked of them specifically.

- The First Day:** On the first day I like to let students choose where they will sit. Ideally I would have desks ordered in rows and columns for the students to sit in, facing the front for lecturing times, so they can see the board. Lab tables would ideally be in the back of the room and used for collaborative work or lab times. I would let students know that the expectation is for them to turn in their phones at the beginning of class to the front of the room and give them some time to do so. After they have done so, I would go through the syllabus with them and discuss the bathroom policy. I believe that if students ask to use the restroom appropriately they should be allowed to go when they need to. It will be emphasized that they are not to linger in the halls however. The agenda for the day will be posted in a place that all students can reference when they enter the room. I always like to do an activity to get to know them, and for them to get to know me. This type of activity will feature the children entering facts about themselves into the Bingo squares, we will play Bingo and then I will keep the Bingo sheets so that I can read the entries (Getting to know you Bingo, Figure 1). I will tell the students about myself, as it is important for me for them to understand that while I am their educator, I am also my own unique person, just as they are. Their first 5 points will come from an open syllabus quiz that will be assigned at the end of the period and due at the beginning of class time the following day. The syllabus quiz will cover test procedures, late work, class materials and expectations. It will be taken on Google Classroom. I will integrate formative assessment either through bell work, entry or exit tickets.

Figure 1. Getting to Know You Bingo! (Example)

Cherry Coke	Likes Cats	Likes to Listen to Music when working	Enjoys Science	Pizza
Has a Sister	Pink	Likes board games	Green	Has a dog
Likes Volleyball	Coffee	Free Space!	Enjoys Gardening	Likes to Read
Yoga	Singing	Has a Brother	Movies	Ride my Bike
Learns from reading	Has drivers license	Has a job	Walking dogs	swimming

- **The Second Day:** After the syllabus quiz we will determine as a class what kind of learning style each individual has through a learning styles/multiple intelligences survey. The students will determine if they are a “beach ball”, “puppy”, “microscope” or “clipboard”. This determination will assist me in differentiation for all multiple intelligence types. (Figures 2-5)

Figure 2. Intelligence Types

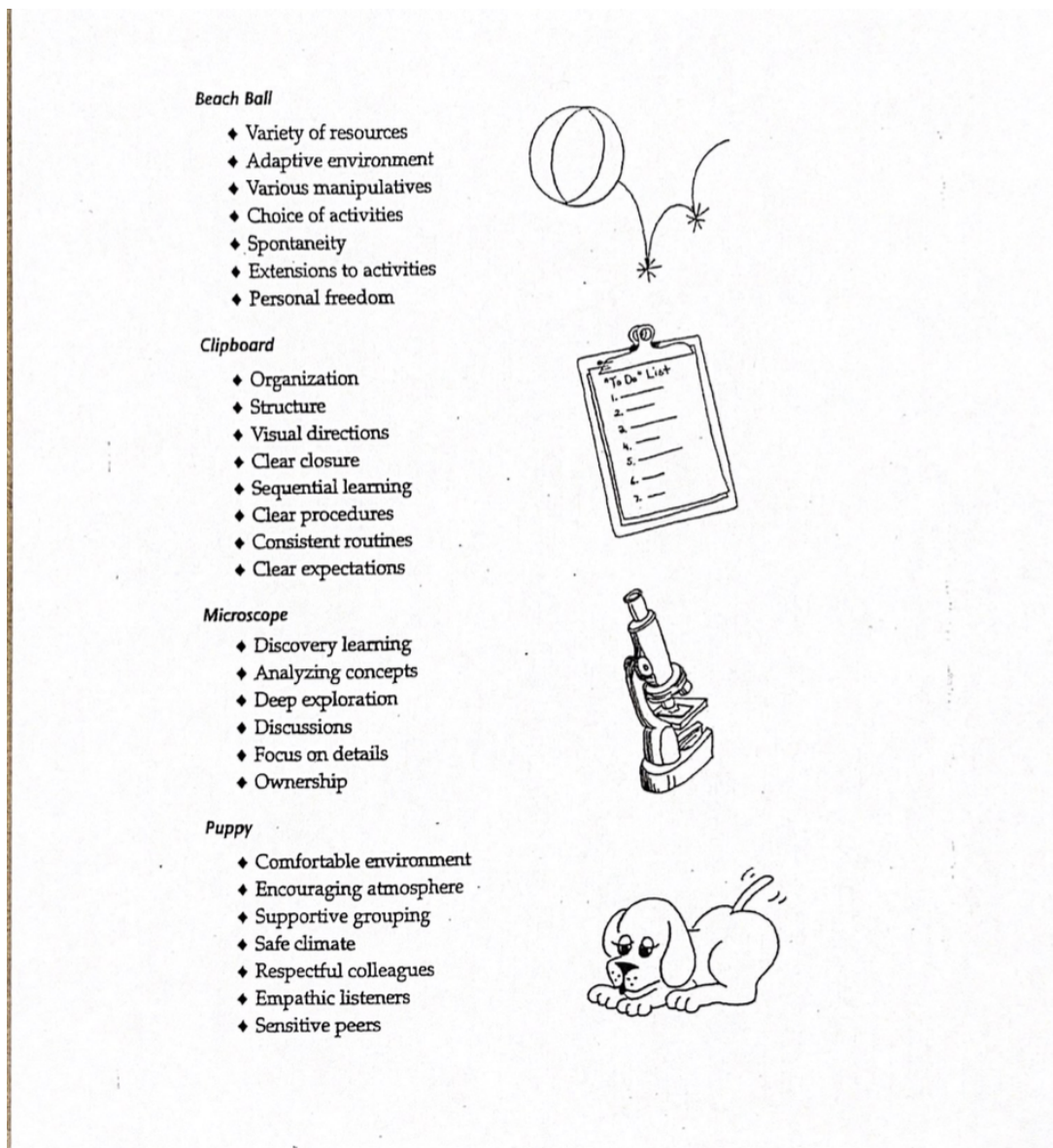


Figure 3. Similarities and Differences of Intelligence Styles Matrix

Figure 2.4. A matrix of learning styles illustrates their connections and similarities.

	Gregorc	Kolb	Silver/Strong/Hanson	4Mat/ McCarthy
Beach Ball	<b>Concrete Random</b> • Divergent • Experiential • Inventive	<b>Accommodator</b> • Likes to try new ideas.  • Values creativity, flexibility and risk takers.	<b>Self Expressive</b> • Feelings to construct new ideas. • Produces original and unique materials.	<b>Type 4 Dynamic</b> • Create and act. • Usefulness and application of learning.
Clipboard	<b>Concrete Sequential</b> • Task oriented • Efficient • Detailed	<b>Converger</b> • Values what is useful and relevant, immediacy, and organizing essential information.	<b>Mastery</b> • Absorbs information concretely, and processes step by step.	<b>Type 3 Common Sense</b> • Think and do. • Active, practical. • Make things work.
Microscope	<b>Abstract Sequential</b> • Intellectual • Analytical • Theoretical	<b>Assimilator</b> • Avid readers who seek to learn. • Patience for research. • Values concepts.	<b>Understanding</b> • Prefers to explore ideas and use reason and logic based on evidence.	<b>Type 2 Analytical</b> • Reflect and think. • Observers who appreciate lecture methods.
Puppy	<b>Abstract Random</b> • Imaginative • Emotional • Holistic	<b>Diverger</b> • Values positive, caring environments that are attractive, comfortable, and people-oriented.	<b>Interpersonal</b> • Appreciates concrete ideas and social interaction to process and use knowledge.	<b>Type 1 Imaginative</b> • Feel and reflect. • Create and reflect on an experience.

Figure 4. Multiple Intelligences Test (Spencer and Miguel Kaplan: *Multiple Intelligences*)

The MIT Multiple Intelligences Test	Verbal/Linguistic	Logical/Mathematical	Visual/Spatial	Musical/Rhythmic	Bodily/Kinesthetic	Naturalist	Interpersonal	Intrapersonal
	1 For recreation, you like to...	Read, write, play word games	Play logic games	Paint, draw, go to a gallery	Play an instrument, sing, listen to music	Be active, play sports, dance	Collect, attend to pets	Be with friends, family, teammates
2 To memorize facts, you...	Cover a phrase or saying	Make a logical sequence	Visualize the answer or draw it	Create a rhyme or song	Associate them with a gesture or movement	Use natural analogies	Work with a partner	Relate the facts to personal experience
3 If something breaks or won't work, you...	Read the instruction book	Examine the pieces to figure how it works	Study the diagrams	Sing, tap your fingers, hum, or whistle while trying to fix it	Tinker with the parts	Examine the parts carefully	Work with someone to fix it	Weigh if it's worth fixing, fix it yourself!
4 For a team presentation, you...	Write the lines	Analyze the data, present the statistics	Create the visual aids	Put words to a tune	Create movement, action	Choose a nature topic	Lead the presentation, coordinate efforts	Work alone on your part
5 In conflict, you...	Use a clever saying to make your point	Devise a winning strategy	Picture a solution	Look for a "harmonious" solution	Mime, gesture	Study related winning parties	Mediate, look for a winnable solution	Get away from others
6 To make the next board game move, you...	Talk yourself through the move	Weigh the consequences of each move	Visualize what the next move will look like	Engage with the rhythm of the game	"Try out" a number of moves	Think in terms of predator and prey	Analyze motives of others	Make the move that feels right
7 You like games if you can...	Talk, use your linguistic skills	Use math, analyze the possibilities	Picture the moves, draw	Have music playing	Be active, use fine motor skills	Play outside	Play with others	Play solitary, decide your moves alone
8 To add to your portfolio, you...	Write an essay	Include math, logic	Create a picture or graphic organizer	Write or record a song or tune	Act out a video, or perform	Work with photos or animals	Perform with others	Write a private journal or evaluation
9 For a present, you like a...	A book or magazine	Logic games, logic puzzles	Art, art supplies, logic puzzle	Music, concert tickets	Sports equipment	A pet, flowers, outdoor gear	Big party	Journal or diary
10 During free time, you like to...	Read or write	Solve problems	Draw, paint, make models	Listen to music, play music, sing	Work with your hands	Enjoy nature	Spend time with friends, socialize	Be alone
Top Right (✓) SCORE 1: Forced-Choice The Most True Alternative								
Bottom Left (✓) SCORE 2: Free-Choice All True Alternatives								

18.3  
Spencer & Miguel Kaplan, *Multiple Intelligences*  
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Figure 5. Multiple Intelligences Profile

## My MI Profile

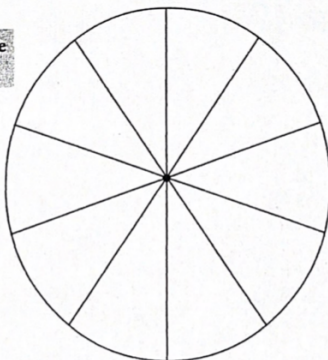
Follow the directions to create a bar, pie, and line graph of your Multiple Intelligences Test (MIT).

**Score 1, Forced-Choice Bar Graph & Score 2, Free-Choice Line Graph**

10								
9								
8								
7								
6								
5								
4								
3								
2								
1								
0								
	Verbal/ Linguistic	Logical/ Mathematical	Visual/ Spatial	Musical/ Rhythmic	Bodily/ Kinesthetic	Naturalist	Interpersonal	Intrapersonal

**Score 1, Forced-Choice Pie Graph**



Spencer & Miguel Kagan: *Multiple Intelligences*  
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18.5

- **The Remainder of the first week:** Students will start on the material listed in the syllabus, choose lab partners, and will be prompted to begin thinking of a topic for their personal project that will be presented at the end of the semester. We will discuss lab safety and lab procedures the day before our first lab.

**Beginning of Class Procedures:**

1. **Turn in Phone.**
2. **Find Seat.**
3. **Turn in any assignments that are due to the correct hour folder.**
4. **Take out planner and update due dates or plans for the week.**
5. **Take out class materials**
6. **Quietly wait for class to begin or engage in appropriate conversation with classmates.**

**Classroom Requirements and Expectations:**

**-Cell phones will be turned in at the beginning of the hour at the front of the room with no exceptions.** Students will be invited by the educator to retrieve their phones at the end of the hour.

-Students are expected to be prepared for class when they walk in the door. This means that homework is complete, reading is done, and students are prepared to share thoughts and reflections during class discussions. Materials must come with you to class **every day.**

-Discussion is a huge part of this class, so the expectation is that you are polite, courteous and kind to your classmates, even if your opinions are different. Taking turns talking is paramount, and interruptions will not be tolerated. These requirements apply to all class interactions.

-Students must always respect the psychological, physical, emotional, and verbal boundaries of their classmates at all times. We treat others as we want to be treated.

-Appropriate language will be used in the classroom at all times.

-Make up work and will be due within 2 days of the absence and make-up tests will need to be scheduled outside of formal class time. **(Late work will be accepted for partial credit. 10% off for every day late.)**

**Behavior Management:** Inappropriate behaviors will be resolved on a case by case basis. I always believe that students should have the opportunity to explain the behavior privately but if a student is being particularly disruptive, they will be sent to administration, so as to not jeopardize the precious learning time of the rest of the class.

**Class Materials:**

- Writing utensils (can be whatever color or type you prefer)
- Sticky notes (for annotating class reading)
- Notebook (For writing on!)
- Folder (to store physical class documents)
- Chromebook ( for online assignments or access to references)