



Classroom Management Plan

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Descriptive Statement

This plan identifies how my beliefs about classroom management will be implemented in my classroom. It also reflects my teaching philosophy, as well as my views on classroom discipline. This document is based on many theories and practices, but ultimately reflects the strategies that I plan to utilize in the classroom, along with the creative environment that I want to establish in the classroom.

Philosophy of Classroom Management

My classroom management plan is made up of many concepts and ideas based not only on theory, but also on practices that either I have engaged in or that I have witnessed other teachers utilize in their classroom with much success. Despite the large number of theorists that I pull from, the overall themes of my classroom management plan is respect and responsibility. I believe that if I respect my students, they respect each other, and they respect themselves, that a great environment can be created where students will thrive. I also believe that it is crucial that students learn and practice responsibility in my classroom. The overall themes of respect and responsibility will be woven into my routines and procedures, as well as my

implementation of my classroom management practices. I will utilize information from numerous theorists including: Jones, Wong, Albert, Nelson, Lott & Glen, Morrish, and Glasser.

Philosophy of Classroom “Top Ten Beliefs”

1. I believe that good classroom management can be attained by creating thoughtful and motivating lesson plans. As a teacher, I must keep my students interested and motivated or they will easily lose interest. When a student loses interest, it often leads to misbehavior. By critically planning my lessons, I can eliminate some misbehavior.

2. I believe that class meetings are an effective way for students to communicate in a constructive and positive way. According to Nelsen, Lott, and *Glenn’s Positive Discipline in the Classroom*, class meetings and student-teacher meetings are essential in creating a positive environment for the students to successfully learn. I will use class meetings at least once a week to get to know my students. During class meetings we can discuss certain behavioral issues if they come up.

3. I believe that student misbehavior can be prevented and corrected by utilizing nonverbal cues and physical proximity. Fred Jones stresses the importance of using proximity to control student misbehavior. He theorizes that there are 3 zones of proximity. The closer the teacher is to a

student, the less likely they are to misbehave. I will use eye contact, along with other nonverbal cues to control behavior. I do not believe that yelling at a student is productive. I feel that more can be accomplished without embarrassing the student for everyone to hear.

4. I believe that students choose their own behavior. The sole responsibility of a decision lies with the decision maker. By kindergarten, students know the difference between basic right and wrong. Linda Albert says that students choose their own behavior; teachers can only influence behavior. As a teacher, I am fully aware that I cannot force a child to perform a certain behavior. I can only influence them to want to make better decisions.

5. I believe in incorporating jobs for my students in the classroom in order to develop responsibility. Some jobs that I may include are line leader, chalk board eraser, gardener, pet caretaker, food patroller, paper handler, and floor inspector. When students have jobs, they are taking on responsibility. One of my goals is to promote responsibility in my classroom. All students will get a chance to have each job sometime throughout the year.

6. I believe in using “life skills” in the classroom as a guide to student behaviors. Kagan, Kyle, and Scott believe that by giving students life skills, they will live more successfully. The life skills that I will use in my classroom are: self control, anger management, good judgment, impulse control, perseverance, and empathy.

7. I believe in using cooperative learning in my classroom. According to *Wong's Pragmatic Classroom Management Plan*, by using support groups for cooperative learning, students will better learn how to assist each other. Cooperative grouping will also aid in developing students' empathy and respect for one another. I plan on using cooperative grouping on many, but not all, of classroom activities. The students will be seated in their clusters of about 4-6 students.

8. I believe that students should make choices only when they are ready to handle the consequences. According to Morrish, students do not innately know how to make good choices; they must be taught and encouraged. Some students will come into my classroom at a level where they can make good choices, while other students have not achieved that level yet. The consequences that I will use in my classroom will build off of life skills, respect, and responsibility. For example, if a student is writing on their desks, a consequence that I may give them is for them to clean up the classroom in some way. I would talk with the student, to let them know that they were being disrespectful by damaging school property. Because they were disrespectful, they now have to improve school property.

9. I believe in lead teaching, as opposed to boss teaching. Students will not respect me if I boss them around on a daily basis. Because respect is such a driving force in my classroom, I prefer

to be a good leader for my students. Glasser believes in quality teaching, as do I. A quality teacher does not command respect from his or her students, they earn respect.

10. I believe that all students should feel a sense of belonging in my classroom. It is very important to me that my students feel included, important, and recognized in my classroom because the reality is that some of my students will not feel this way at home. As a teacher, I cannot change their home life, but I can make the 8 hours that they are at school, a time that they feel accepted for who they are.

I will achieve all of my top ten beliefs by establishing crucial routines and procedures in my classroom. A structured classroom will make it easier to implement my philosophy and beliefs with my students. Also, routines and procedures will prevent some misbehavior that might have occurred because the students were uninformed and confused about what they were supposed to be doing.

Procedures and Routines

By having routines and procedures established and maintained in my classroom, I believe that student misbehavior will be limited. I have chosen six areas in my classroom that I will establish routines and procedures for. I believe that these six areas need to be addressed so

that students can learn to respect each other on an every day basis. These six routines and procedures will also aid in the development of responsibility of my students.

1. Selecting Groups

My classroom will be arranged with the students in cooperative groups. There will be 4-6 students per group depending on the size of my class. I will select the groups that my students will sit with because I believe that some students that misbehave on a regular basis will benefit from having a student who is a good leader sit in their group. I will also place higher ability students with lower ability students. The students' roles in the cooperative groups are to work together on designated activities and assignments. My role as the teacher is to choose groups that I believe would be beneficial to the classroom. I also have the responsibility to change a particular group if it is not benefiting the students that make up the group.

2. Turning in student work

Located next to each group of students will be tray where students will turn in their work. Each student will turn in their work in a folder that has their name on it in case they forget to put their name on their paper. The students will turn in the folder to the tray and I will collect all of the folders at the end of the day. The reasoning for this method is because I believe that this will prevent students from losing work. By having the students turn in their work in a folder, student privacy will be maintained. The students' responsibilities are to place

their completed work in the folder and place it in the tray located by their group. My responsibility is to collect the folders at the end of the day and grade the work.

3. Classroom Helpers

Each child will have a responsibility in the classroom. Some of the responsibilities will include: line leader, chalk board eraser, gardener, pet caretaker, food patroller, and floor inspector. I believe that when students have jobs, they are taking on responsibility. One of my goals is to promote responsibility in my classroom. All students will get a chance to have each job sometime throughout the year. The students will be expected to be responsible and complete each job that they are assigned. My responsibility is to assign and rotate student jobs.

4. Dismissal

At the end of the day, the student with the job of floor patrol will check the floor to see if it needs to be cleaned. The groups that have a messy floor around their area will pick up the floor. After the floor has been cleaned up, the students who ride a bus will get into one line, the students who walk will get into another line, and the walkers will get into separate line. I believe that it is important for the floor to be cleaned because it makes the students more responsible for their actions. I believe that it is important that the students line up in separate lines so that the students can get home safely. The role of the students is to keep the floor clean and get into the correct dismissal line. The role of the teacher is to make sure that the students

are in the correct lines to go home safely. This will require that the teacher knows exactly how each student is supposed to get home everyday.

5. Getting attention/signaling for quiet

When I would like the attention of my class, I will rhythmically clap my hands. The students will then repeat the rhythm. This not only acts as an attention getter, but it also develops rhythm. I have seen this method be very successful in many different classrooms, which is why I will continue to use it. The students will be expected to stop the activity that they are doing when they hearing me clapping. They will then repeat the rhythm that I clapped. My role as the teacher is to choose a rhythm and clap it!

6. Communication with parents

Communication between parents and teachers is crucial! I plan on using “punch cards” as a communication tool with parents in my classroom. A punch card is a strip of paper with the student’s name on it. Towards the bottom of the card is a place for the teacher to write a note to the student’s parents. Every time a student misbehaves, the I will use a hole punch and punch their punch card. Next to the punch, I will write a description of the child’s misbehavior. The student takes the punch card home with them every night for the parent to sign and return

to school the next day. If the student is having a good day, then I will also write that on the punch card, too! I will also call parents, if I deem it as necessary. Great things can be accomplished when parents and teachers work together!

Implementation of Classroom Management Practices

This section of my classroom management plan describes how I will put my plan into practice. This section includes an assortment of expectations and strategies that I will use with my students to guide their behavior toward my goals of respect and responsibility. By including these strategies in my plan, my students will thrive in my classroom because it will be a safe and nurturing environment for them to learn and become successful. In this section, you will also find how I take preventive, supportive, and corrective measures to create a positive learning environment for all my students.

Rules and Expectations:

In my classroom, I plan on determining the classroom rules. The three rules that I plan on incorporating into my classroom are:

1. Respect others and their property
2. Respect yourself

3. Take responsibility for your own actions

I chose these three rules because they reinforce the theme of respect and responsibility that I want my students to learn. There are only three rules because I feel that almost any misbehavior could fit under one of these rules. Also, it could get too confusing for my students if I had too many rules. After having established these three rules, I plan on teaching them to my students using a class meeting. We will discuss each rule in depth during the meeting. By having a class meeting, I feel that my students will better understand why I chose the rules that I did. The students will also understand the clear expectations that I have for them. When a student misbehaves, I will enforce these rules by asking the student to identify which rule their misbehavior falls under. If the misbehavior continues, I will punch their punch card.

Preventive Measures-Engaging my students:

Because most misbehavior will be prevented in my classroom through curriculum and instruction, I will create well planned lesson plans. My lessons are created so that they address Howard Gardner's Multiple Intelligences. I incorporate a couple of the Multiple Intelligences in every lesson that I create. I also vary the Intelligences that I use amongst the lessons that I teach. I feel incorporating all of the Multiple Intelligences into every lesson that I ever taught would not only be nearly impossible, but it would make the lesson so complex that I fear it

might become confusing to my students. By using Howard Gardner's Multiple Intelligences, my students will be engaged in learning, not in misbehavior.

Not only will I use the Multiple Intelligences, but I will also get my students involved in active hands-on learning. Nobody wants to sit at a desk for 8 hours a day filling out worksheets and taking paper-pencil tests. Because I want my students to internalize what they are learning, as opposed to simply memorizing what they are learning, I feel that they must get heavily involved in the material. Not only will we read the textbook in Science, but we will also perform the experiments that help expand the learning process. By using Howard Gardner's Multiple Intelligences and creating lessons where my students can get their hands dirty, misbehavior will be prevented and learning will have occurred.

Supportive Measures-Being there for my students:

Not only is it important to prevent misbehaviors of your students, but I feel that it is equally important to lend an ear to students. If my students are having a problem with something, whether it is at home or at school, I will simply be there for them. I will also show my support of their work in my classroom. I will use encouraging words such as, "I love the way you are staying on task" or "Keep up the great attitude".

Corrective Measures- Consequence will reflect the misbehavior:

My corrective classroom management style is centered on creating a positive environment for my students to learn. When a child misbehaves, I will approach him/her in a private manner. I choose not to create a scene in front of the class because I oppose embarrassing any child. When I approach the child, we will have a discussion about what rule he/she was breaking. We will come up together with a consequence that fits the misbehavior. We will tie the consequence with a life skill that the child can work on as well.

Below is a letter to parents explaining my classroom management plan.

November 26, 2007

Dear Parent/Guardian,

As your child's classroom teacher, I feel that it is important that I create an environment in which all of my students are treated equally, act responsibly, and learn. In order for me to create this environment, I will need your help. This letter explains the basic outline of my classroom management style.

In your child's classroom this year, you will find that there are 3 rules:

1. Respect others and their property
2. Respect yourself
3. Take responsibility for your own actions

I have chosen these rules because it is my goal that by the end of the year, your child will grow to be a more respectful, responsible, and intelligent young person than he or she already is! Not only will we be working on becoming more responsible and respectful, but we will also be working on some essential life skills. They will include, but are not limited to: self control, anger management, good judgment, impulse control, perseverance, and empathy. We will be discussing these life skills during our weekly class meetings. Also, every night your child will be sent home with a punch card. A punch card is a way that I use to communicate with parents on a daily basis. When a student misbehaves, I will punch a hole in their punch card. There is also room at the bottom of the card where I will write a message to you. I encourage you to talk with your child about the punch card, as I require a parent's signature on them when they are returned to school the next day. I strongly believe that great things can happen when parents and teachers work together! I encourage you if you have any questions to contact me via email or send me note! I am looking forward to working with both you and your child!

Sincerely,

Miss Peters

