I will choose the expectations for the students and myself in my upper elementary and/or middle school classroom. I will do this because I believe that there is a need to have the management plan in place on the first day of school. I agree with Lee and Marlene Canter when they said that, “Assertive teachers clearly, confidently and consistently model and express class expectations” (Charles, 40). I agree with most of what the Canters’ management system. My discipline plan will be based largely on them; I will also draw on William Glasser, Barbara Coloroso, and Linda Albert. I would also like to teach a program called Character Counts.

“The Canters point out that if you want the students to choose appropriate behavior and cooperate with you, they need to know that you are concerned about them personally—about their personal lives and success in school” (Charles, 41). I truly believe that and I know that I will care about each and every student that enters in my classroom. I know that there are students that are difficult to care about, but I will always look for something to show that I am interested in them. I will do this by having short conferences with students that are having some trouble meeting the expectations, those that are meeting the expectations with ease and all of the students in between.

I want to use the Character Counts program to hopefully prevent having to take discipline actions. The program, Character Counts, stresses six traits that every person should possess; the program calls them The Six Pillars of Character. The pillars are trustworthiness, respect, responsibility, fairness, caring, and citizenship. Each pillar provides guidelines to abide by the pillars. The guidelines of the trustworthiness pillar are to be honest and don’t deceive, cheat, steal. The respect pillar’s are treat others with respect—live by the golden rule and be tolerant of differences. The guidelines for the responsibility pillar are to do what you are supposed to be doing and always do your best. The fairness pillar’s are play by the rules and take turns and
share. The guidelines of the caring pillar are to be kind and be compassionate and show you care. The guidelines for the citizenship pillar are to do your share to make your school and community better and cooperate.

The expectations for my students’ behavior and my behavior are based on the Character Count’s program and Ron Clark’s “Essential 55”. The expectations for my students’ and my behavior will be as follows:

1. Be worthy of the trust of others
   a. Be honest—NO MATTER WHAT!
   b. Be reliable—do what you say you’ll do
   c. Build a GOOD reputation
2. Be respectful
   a. In words
   b. In actions/gestures
   c. When assignments are given DO NOT complain
   d. Do not threaten anyone
3. Be responsible
   a. Do your homework
   b. Be self-disciplined—do things without being told
   c. Think about the consequences of your actions
   d. Be accountable for your actions
   e. Learn from your mistakes—try not to repeat them
4. Use good manners
   a. Say please, thank you, and your welcome when appropriate
   b. Talk ONLY at appropriate times
   c. Raise your hand—do not call out
5. Be fair
   a. Play by the rules—do not cheat
   b. Do not take advantage of others
6. Be a good citizen
   a. Obey rules and laws
   b. Always do your best, the best you can
   c. Be a leader
7. While someone is talking…
   a. Clear your desk of everything except what is needed.
   b. Eyes on the speaker
   c. No talking
   d. Raise hand and wait to be called on before speaking.
When students fail to meet these expectations they will pull a stick out of the pocket that corresponds with their student number and be required to fill out a form explaining what classroom expectation they did not meet. Each day the students will start with five sticks, each stick that is pulled carries a consequence. The first stick will be a warning, the second a time out, the third will be a conference with the teacher, the fourth will be a call to a parent, and the final stick will result in the writing of a formal discipline report. The conference with the teacher will include these questions: why did the student not meet the expectation? How the student plans to change their actions to meet the expectation next time? And what has the student learned?

Rewards will be given for not pulling a stick all week and not pulling more than five sticks in a month. The reward for not pulling a stick all week will be a choice a “free stick pass” or five points of extra credit. The reward for not pulling more than five sticks in a month’s time will be a choice of a “free homework pass” (not good on projects or major assignments) or twenty extra credit points.

I plan to introduce these expectations to the students by pointing out that the expectations are for the class and myself. The students will be informed that I expect myself to live up to these expectations as well. I will explain that when everyone meets these expectations, the classroom will be a welcoming, safe environment. Also, when these expectations are met it creates an environment in which learning will come naturally to all students as well as teachers. I will also stress that all are teachers and all are students. I expect to learn from them and I expect them to learn from me.

I will follow the Canters’ advice in teaching a management plan to students (Charles, 44). The plan follows these steps:
1. Explain why the expectations are needed.
2. Teach specific expectations
3. Check for understanding
4. Explain the rewards for those that follow the rules
5. Explain the corrective actions
6. Teach the corrective actions and how they are applied
7. Check for understanding.

I agree with William Glasser’s request that teachers only give students meaningful work—useful for developing life skills (Charles, 79). The reason that I believe I should be expected to follow the expectations is because of what Barbara Coloroso said, “Teachers should never treat students in ways they, the teachers, would not want to be treated” (Charles, 149). She also lists four things that proper discipline can do that punishment is not able to achieve. They are: 1. shows students what they’ve done wrong, 2. gives them ownership of the problems involved, 3. provides strategies for solving the problems, and 4. leaves dignity of the student intact (Charles, 149).

I will share my classroom management plan with the parents and administration in a letter format. The letter will be the same for each, the reason for this is because most administrators would like a copy of any letters that you are sending home with your students. An example of this letter will be located on pages five and six.

I hope that, since I am using Character Counts, I do not have to discipline often, but I know that I will have to use discipline at some point. I believe that the consequences that I have set up are fair and reasonable. I believe that the rewards are enticing enough for most students to strive to achieve. If not I am more than willing to change them to any ideas that they have, the only thing that they will not be able to change is the requirements to reach those rewards.
Dear Parent(s)/Guardian(s),

This letter is to inform you of the expectations of behavior that I have for your child. I will also explain the rewards for meeting the expectations as well as the consequences should they not meet the expectations. These expectations I also expect from myself. I believe that if we are all meeting these expectations we will create a welcoming and safe environment. It is in this type of environment that learning will happen naturally and no one will feel forced to learn. In my classroom everyone is a teacher and everyone is a student. I expect to learn from your child and I expect them to learn from me.

The expectations that are to be followed in my classroom are:

1. Be worthy of the trust of others
   a. Be honest—NO MATTER WHAT!
   b. Be reliable—do what you say you’ll do
   c. Build a GOOD reputation

2. Be respectful
   a. In words
   b. In actions/gestures
   c. When assignments are given DO NOT complain
   d. Do not threaten anyone

3. Be responsible
   a. Do your homework
   b. Be self-disciplined—do things without being told
   c. Think about the consequences of your actions
   d. Be accountable for your actions
   e. Learn from your mistakes—try not to repeat them

4. Use good manners
   a. Say please, thank you, and your welcome when appropriate
   b. Talk ONLY at appropriate times
   c. Raise your hand—do not call out

5. Be fair
   a. Play by the rules—do not cheat
   b. Do not take advantage of others

6. Be a good citizen
   a. Obey rules and laws
   b. Always do your best, the best you can
   c. Be a leader

7. While someone is talking…
   a. Clear your desk of everything except what is needed.
   b. Eyes on the speaker
c. No talking
d. Raise hand and wait to be called on before speaking.

We will be using a program called Character Counts. This program has six pillars of character. These pillars will be taught in order to prevent discipline problems. These pillars are trustworthiness, respect, responsibility, fairness, caring, and citizenship. These character pillars are what the expectations are based on. We will be exploring different aspects of these pillars and ways that we can use this pillar in our daily lives.

When students fail to meet these expectations they will pull a stick out of the pocket that corresponds with their student number and be required to fill out a form explaining what classroom expectation they did not meet. Each day the students will start with five sticks, each stick that is pulled carries a consequence. The first stick will be a warning, the second a time out, the third will be a conference with the teacher, the fourth will be a call to a parent, and the final stick will result in the writing of a formal discipline report. The conference with the teacher will include these questions: why did the student not meet the expectation? How the student plans to change their actions to meet the expectation next time? And what has the student learned?

Rewards will be given for not pulling a stick all week and not pulling more than five sticks in a month. The reward for not pulling a stick all week will be a choice a “free stick pass” or five points of extra credit. The reward for not pulling more than five sticks in a month’s time will be a choice of a “free homework pass” (not good on projects or major assignments) or twenty extra credit points.

Please discuss this with your child and sign and return the next school day. If you have any questions or concerns, please do not hesitate to contact me.

Sincerely,

Miss Stoneburner

Printed name of Student____________________________________________

Student Signature:_________________________________________________

Parent/Guardian Signature:___________________________________________

Date signed______________________________
Works Cited
