

Discipline Plan

EDUC 360 Classroom Behavioral Management

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### *Descriptive Statement*

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The purpose of this document is to explain my beliefs about classroom management and how I would use these beliefs in my own future classroom. My beliefs are based on my own personal experience from observations in real classroom as well as the content I have been learning in this course about classroom management. Within this document I talk about my own personal beliefs about classroom management, strategies, procedures, and routines I plan to use in a lower elementary classroom setting. I explain how these routines and procedures will be implemented on a daily basis. I have also included a parent letter that I would send to parents in my future classroom. Enjoy looking at this document!

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### *Philosophy of Classroom Management*

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The theorists I feel express my own classroom management are *Fred Jones, Lee & Canter*, and *Kagan, Kyle, & Scott*. All of these theorists have great theories and ideas, but picking just one theorist to base my classroom on would be hard because I like some ideas from one theorist, but not all of them. I really like *Fred Jones's* theory because I agree with most of his theories. He believes it is important to encourage students in their work and behavior, keep students involved in the classroom, provide a goal towards an incentive based on behavior, and provides help to all students. He firmly believes in responsibility for students' own actions. I really believe he has a solid foundation of ideas I would like to implement into my classroom. *Lee & Canter* are my next theorists and they want a safe and calm environment. They also want to continually build trust and respect in the classroom with the students. I want to provide an environment where

my students are comfortable and do not feel threatened. My last theorists are *Kagan, Kyle, & Scott*. They really reinforce responsibility in the classroom. Students need to learn from misbehavior in the classroom also. All of these theorists' ideas are what I will look to when developing my own procedures for my own classroom management.

Based on these three theorists, I believe students need to learn how to be responsible. Responsibility encompasses students learning about their actions and behavior. I also believe students need to be involved and active in their learning. My students need to know to give their personal best, whether it is on homework or participating in a group. As the teacher, I want to model proper behavior for my students and create an environment that is trustworthy and respectful. The following are my top ten beliefs and practices I want to utilize in my own future classroom.

Top Ten Beliefs/Practices

1. Say, see, do teaching keeps students active and involved in the lesson. *Fred Jones*
 - I believe it is important for the student to be engaged in their learning and active in their learning just like Fred Jones. If students are involved in their learning, they are more likely to make a connection.
2. The goal for discipline is for students to take responsibility for their actions. *Fred Jones*
 - I believe it is important that students to learn about responsibility in the classroom because it is a life skills that needs to be used for the rest of their life. Having students take responsibility for their actions, whether good or bad will help them in life as well as in the classroom.
3. The students will work hard and behave well when given incentives to do so. *Fred Jones*
 - I believe it is important for students to be working towards a goal personally and with their classmates. Working towards an incentive as a whole class will help each student be accountable to their classmates. I think incentives are good, but should not be overdone in the classroom. I will do incentives based on their behavior.
4. Efficient arrangement of the classroom improves the likelihood of successful teaching and learning. *Fred Jones*
 - I believe the classroom arrangement is important because students will need help, but as a teacher I want to have an opportunity to work one-on-one with a student and be able to have access to their desk easily. Determining where students sit is also very important to the environment and classroom management.

5. A good discipline plan is based on trust and respect and is essential to have the support of both the students and the parents. *Lee & Canter*

- I want to provide a trustful and respectful classroom where the students are open to my classroom and also the parents. I want to have good communication with my students and also my parents, but trust and respect have to be established first.

6. Teachers need to show positive support to the students when they behave acceptably. *Lee & Canter*

- Showing positive reinforcement is great boost to students' self-esteem, and I feel that students need more of this kind of reinforcement. As a teacher, I need to remember every student learns differently and I need to not give up, but stay positive in all circumstances.

7. Today's teachers must not only model proper class behavior but often must directly teach it as well. *Lee & Canter*

- The way I behave is also a model of how I expect my students to behave in the classroom. If I expect a certain level of behavior, I had better model that behavior in the classroom also.

8. Responsible behavior is strongly affected by curriculum, instruction, and classroom management. *Kagan, Kyle, & Scott*

- It is important to be effective in my management, procedures, and instruction everyday, otherwise discipline problems could occur. I want my students engaged in learning and with that type of learning students will show their responsible behavior.

9. Teachers should work together with students on the same side. *Kagan, Kyle, & Scott*

- I need to show that I care about each and every one of my students. I cannot hold a learning disability against one student and then support another student. I need to be equal to all my students and support their ideas and views.

10. Any disruptive behavior that interrupts the learning process can become an important learning opportunity. *Kagan, Kyle, & Scott*

- Turn a disruptive outburst into a learning experience for all the students. To prevent other disruptive behaviors from happening teach the students what not to do and model it in the classroom.

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### *Procedures and Routines*

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Procedures and routines are very important aspects of a classroom. I have personally seen in some classrooms where there are no specific routines and procedures for the students to follow. Since I have seen classrooms that lack these important tactics, I know how important they can be to making the classroom either run smoothly or disorderly. These next six items are procedures and routines I believe are important to

have in the classroom at the beginning of the day. These procedures and routines are attendance, turning in student work, getting attention or signaling for it to be quiet, classroom helpers, and emergency drills. These six items are important to me and my future classroom because I want my students to understand everything that is expected out of them for these procedures or routines.

Beginning of the day

The beginning of the day can be very chaotic, but I truly believe it can be less chaotic if the students know what is expected of them. I would have a poster of five simple steps for the students to follow when coming into the room. The first step would be to hang up backpacks and coats on the hook with their name on it. Having a specific spot for each student's belongings will allow the students to find their belongings easier when it is necessary. The second step would be to turn in any homework in the correct trays provided and turn in their parent signed assignment books. I feel students in third grade are old enough to be responsible for an assignment book. Giving students the responsibility of an assignment book is great because it is also giving them an idea of how to organize and keep track of things. The third step is to show the teacher that the student is present. Each student will have to show that they are at school by taking their individual attendance tag and putting it on the hook. Refer to attendance for more explanation. The fourth step would be to hand in any milk money or bus notes. The fifth step is to do the bell work that is provided at their desk or complete what is being displayed on the overhead.

Having these five specific procedures allows the morning to run smoothly without the students asking what they need to do next. Managing these procedure needs to start

at the very beginning of the school year or else the students will not get into this routine of what is expected.

Attendance

Instead of the teacher taking attendance, have the students take on the responsibility of showing that they are at school that day. One way to have the students show that they are there is to have a specific area devoted to the taking attendance. At the beginning of the year, have students design their own individual wooden tags that have a hole at the top that allows them to be hung onto hooks. Have this specific area right by the door, but not where it could get crowded, but in an open area where the students can find their tag from the cup and put it on the hook.

This simple step allows the teacher to take milk money and do other important morning routines without the hassle of taking attendance. Having these attendance tags on display helps the teacher see right away who is present and not present and it builds community in the classroom because the students can see it on display as well. In Kindergarten this technique is very neat because it can be used during “carpet time” when they discuss things about the day, such as attendance, weather, temperature, and the day of the month.

Turning in student work

Sometimes students have homework from the day before to turn in, and there might be homework for different subjects. Each student will have a homework folder and they should use this folder for all homework papers. This folder will help them stay organized by keeping their homework all in one place. I want to be organized and have trays for each subject or some sort of filing system where students can easily see what assignments go in which tray. Turning in homework is important to classroom

management because the teacher can automatically go to the specific subject tray and see who has and has not turned in their homework. It also keeps everything organized and easy for the teacher to locate.

Getting attention or signaling for it to be quiet

Students need to recognize when to quiet down in the classroom, but that signal starts with the teacher. I really like the idea of using a wind chime as a signal to get the students to quiet down. A wind chime is a nice way of reinforcing the students to quiet down because it signals the students in a calm and peaceful way rather a teacher shouting at the students to be quiet. As a teacher, I want to model how I want my students to act in the classroom so I will run my fingers along the wind chime and my students will know to start quieting down to focus on their work or to listen for the new directions on what they need to do. It is important for students to recognize when to quiet down and listen to the teacher because the transitions between activities and lessons will run smoother.

Classroom helpers

I believe classrooms need to have classroom helpers because it is one way for students to be responsible, take ownership of their classroom, and create a community of learners. Each week there will be weekly helpers and a job chart will be posted somewhere right inside the door where the students can see it when they arrive in the morning. The students' names will be on clothespins and will be rotated in an alphabetical order when the next week rolls around.

The five helper positions are milk carriers, calendar helper, floor monitor, teacher's helper, and line leader. There will be two milk carriers and their responsibility is to go collect the right kind and correct amount of milks and bring them back to the

classroom in the milk basket. The calendar helper is in charge of presenting the day of the week, weather, being the money counter, etc. The calendar helper's job depends on what lower elementary grade the teacher will be teaching. The floor monitors job is to look for things under the desk area, such as pencils, erasers, and trash. The floor monitor will inspect at the end of the day and then ask the students in that area to pick up whatever is on the floor before they leave for the day. The teacher's helper is probably the favorite out of all of the helper jobs because they are like the teacher's assistant for the day. If the teacher needs something turned into the office they will take it down to the office. The teacher's helper might also do tasks around the room, such as hand out papers at the end of the day. The teacher's helper also helps the teacher out by making sure the other helpers are doing their jobs. The last helper is the line leader and they are in charge of walking up and down the line to make sure everyone is quiet and ready to go into the hallways. All of these helpers are important to the running of the classroom and every student will do each job more than once during the school year!

Emergency Drills

Emergency Drills are very important to the classroom and students need to be aware of these drills. In each school system emergency drills are approached differently and it really depends on where that school is located. As a teacher, I will make sure to post the procedures right by the door for reference, but also at the beginning of the school year and throughout the school year I will show what to do during a drill and also jog the students' memory on what needs to be done if a fire or tornado happens. Most schools have designated drill days to practice the procedure for a fire or tornado drill. These instructions will be thoroughly enforced during the drill days. I want to approach this

topic where the students are told a fire or tornado could happen so we need to be prepared, but we are safe. Again, the safety issue needs to be reinforced to the students because they need to be reassured that their school is a safe environment to learn.

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***Implementation of Classroom Management Practices***  
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Classroom rules and expectations

My classroom rules will be based on my own classroom rules, but also school wide rules that are acknowledged in every classroom in the elementary. Some schools just have their own classroom rules, but some schools have both classroom rules and school wide rules. I think school wide rules are important because the students will be familiar with some rules going into a new school year because these school wide rules are used at every grade level in that elementary. A few examples of school wide rules are give personal best, show respect, and never put others down. The rules can be carried over each school year because they are school wide rules.

My own classroom rules will be based on both my feelings and my students' feelings. On the first or second day of school I will divide the classroom into three or four groups and have them brainstorm what rules are important to have in the classroom. Then as a class we will discuss and list on colored construction paper two rules from each group. Along with the students' rules I will list a few of my rules on a separate piece construction. These rules will be laminated and posted somewhere in the room. The students' rules will be signed by every student and will serve as a reminder to the students on how they thought they should behave in their classroom.

When students are acting up I will remind them to look at the rules they came up with and reinforce that these rules are to be obeyed and not ignored. To enforce these

rules I plan on having a “traffic light” chart to keep the students in line and responsible for their behavior and actions. Each student will be accountable to themselves as well as their classmates because there will be some sort of class incentive based on each individual behavior and as a classroom. (Refer to the parent letter)

Engaging students

My teaching style will include hands-on learning because students are more engaged when actually doing something. For example students will do experiments in science, putting magnetic letters together to make words, or working in partners or literature circles. Now, these types of activities do not have to happen in the classroom everyday, but they need to be used to get students engaged in what they are learning about. There needs to be a variety of learning styles and techniques so students are always on their feet. I want to make learning fun not boring.

Also, I really feel that it is important to get to know your students and their families and as a teacher I want to use that connection to my advantage. Most students love talking about their families and I believe it is great to have the students share and make connections to school and their families. For example during a writing lesson I can share stories about my own family that I wrote in my writer’s journal. Then I will model how I started thinking about my stories and then it is time for my students to make the connection between writing and their families. I believe students are more engaged based on their personal experiences they have been through. It is important to make use and reflect on those experiences in the classroom because it will really spark the students’ attention.

I will know students are learning based on their progress from the beginning of the year and throughout. This progress will be determined through different assessments

I will use in my classroom. Depending on what is being assessed, will determine how to record or know that they are learning the material. These assessments could be writings, data sheets, observations, and many others.

Developing a classroom management style

Look at my classroom arrangement

- *Preventive:*

When deciding on my classroom arrangement, I based it on a Kindergarten classroom. I want my classroom to be easily accessible and open enough to move around. I also wanted my room to be smooth to move onto new activities with no difficulty and for it to have easy transitions. I feel that Kindergarteners are constantly moving around, and I would like for my Kindergarteners to be keep that activeness. I designed my tables in squares and in a staggered way because each student will be able to see the chalkboard and I can move around freely to each table while keeping an eye on the students. My desk is in the middle back of the room to also be able to be observant and monitor the classroom. The area with the circle rug is my reader's area and hands-on learning area. Students will be able to learn in this area about math, books, reading, letters, and many other things. These are just a few ideas I wanted to use for my management in the classroom.

- *Supportive*

Also, I believe I need to keep students engaged and encourage all my students. Each student should feel their opinion and beliefs matter to me and to their classmates. I want an environment that allows my students to feel encouraged and not discouraged. I will make an effort to work with every student's needs and help them improve in those areas. I will also have to figure out where to have the students sit down because I feel the teacher needs to manage where students sit for them to get the best learning experience.

- *Corrective*

When a student needs to be corrected and redirected, I believe it needs to be done with positive reinforcement and not a stern attitude. I need to have an open mind about the situation. I will reinforce my “traffic light” behavioral chart, but also be considerate of my students’ feelings. If I have two sides to a situation, I need to listen equally to both and not favor one side. It is important to stay positive no matter what the situation may be because I need to model the correct behavior.

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*Parent Letter*

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Dear parents and caregivers,

Another year is about to roll in, and I would like to inform you of my classroom rules, consequences, and expectations for this new school year. I am looking forward to meeting both your son or daughter and each one of you personally as the year progresses. For this school year, I plan on using a “traffic light” system for my discipline procedures. First both the students and I will collaborate and come up with rules we would like to use in our classroom. I will divide the students into groups and have them think of two rules they feel need to be in the classroom. All of these rules from the group will be listed onto construction paper and posted up in our room. Before we post them up in the classroom, the students will sign their name on the rules to remind them that they agreed to follow these rules.

Now, the “traffic light” system will be used to reinforce the rules that have been established for our classroom. There will be a chart posted up on a bulletin board that has a green, yellow, and red light. Green represents go and keep doing what they are doing. Yellow represents that they need to slow down and think about what they are doing. Red represents stop and change what they are doing. The red dot will only happen after I have repeatedly asked three times to correct what they are doing wrong. Each student will have a place on this chart with their name and with a green, yellow, and red dot. If a student misbehaves, they will personally have to change their “traffic light” color.

My goal for this behavior chart is to provide the students a reminder to stay on task and take responsibility for their actions. As third graders they should understand what is expected of them and how they should be acting in the classroom. As parents and caregivers you can reinforce responsibility and positive attitudes at home. These behaviors will then carry over into my classroom. If you have any problems or concerns please do not hesitate and call me at my room number after school hours or my home number I have provided in the weekly newsletter. Overall, I know this year will be another great learning experience, and I look forward to meeting and getting to work together for the benefit of your son or daughter!

Sincerely,

Stephanie Alva