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Classroom Behavioral Management/EDUC 360

Classroom Discipline Plan

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Descriptive Statement:

In this document I will explain my views on classroom management and how I will implement those views in my classroom. In this course I have been introduced to many theorists and their theories on classroom management. With these strategies in mind I have developed a plan for my classroom that I feel fits my personality and allows for optimal learning to take place. As in any classroom there needs to be room for flexibility because each class is different. This is a general structure of my management plan that can be adapted to fit various classroom styles.

Philosophy of Classroom Management:

My philosophy on classroom management is a theory based on preventative measures. I believe that if one approaches the problem before it starts and lets the class know that it will not be tolerated, then one will have hopefully stopped the problem before it exists. I also believe that if the problem does occur, punishment is not always the answer. Although there are circumstances that call for some form of punishment, I believe in helping the child to understand why the action they chose was unacceptable. By doing this I hope to curb their desire to perform this act in the future. Below are my “Top 10” theorists and/or beliefs to support my classroom management plan.

1) The first belief that I feel supports my plan is the idea that punishment provides the opposite effect for the teacher. This goes along with Linda Albert’s cooperative discipline plan because she believes that punishment is not necessary. In the 3 C’s of cooperative discipline she explains in the Capability level that the teacher needs to let the students know that mistakes are okay and build confidence in them. Although the
students should work to correct these mistakes, they are going to happen. If the teacher portrays himself/herself as perfect and always punishes the students for every mistake, the students will feel distant from the teacher and no bond will be created. Along with letting the students know that mistakes are okay, show them praise when they do well. Help them to fix the mistakes and praise them for successes so that they will be more willing to make good choices because they feel good about it.

2) The second belief I feel is very relative to my classroom is Linda Albert’s 4 R’s of consequences. The first “R” is related. This means that the consequence of the child’s action should be directly related to their misbehavior. If the child is repeatedly talking in class to his/her neighbor, the teacher should not make him stay in for recess and write “I will not talk during class” fifty times. This punishment does not relate to the problem. The problem was that the child was talking to their neighbor. The teacher should take steps to move the child to another place in the classroom so the student will be less likely to talk during class. This is more of a management problem rather than a problem with the child. The second “R” is reasonable. This means that the consequence needs to be proportional to the misbehavior. Basically, this means that the punishment should fit the crime. If punishment is necessary because the problem is persistent, then the punishment should not be more severe than needed. If the child is hitting another child because they think they are taking their colored pencils, the teacher should call the child up to their desk. This is where the teacher should remind the student of the class rules and why their behavior was unacceptable. The child might lose a card, stick, or whatever may be the classroom policy. The third “R” is respectful. This means that the consequence must be administered in a friendly but firm manner. There is to be no blaming, shaming, or
preaching. It should not be the teacher’s intentions to embarrass the student. This is where it really helps to know the students. Some students can be told in front of the class why what they did was wrong. Others need to be called up later and have a 1 on 1 to understand why their behavior was wrong. The teacher needs to check for understanding with the student to make sure they realize what they did and why it was not acceptable. The last “R” is to make sure the consequences are reliably enforced. This is the most important of the 4 “R’s”. The teacher needs to implement consequences in a consistent manner to promote equality in the classroom. The students need to know that if they perform an unacceptable act that they will receive the same treatment as the student sitting across the room. This, above all else, I believe will create the closest classroom bond. The knowledge that no one person is better than another allows the children to be themselves and help each other rather than put down or harm one another.

3) I believe the idea that teachers should look for solutions rather than consequences. This is an idea that correlates with the management plan of Nelsen, Lott, and Glenn. Although my previous belief talked about 4 consequences, I feel before consequences are needed the teacher should focus on solutions to the problem. Nelsen, Lott, and Glenn believe that consequences make students pay for their mistakes while solutions help students for future occurrences of the same issues. The goal of the teacher is to communicate to the student why their behavior was unacceptable in the hopes that when the situation arises again, they will choose to make the right choice. This in turn will hopefully create the ripple effect and motivate other students to make right choices.

4) I strongly agree with William Glasser that teachers should work with students through “lead teaching” rather than “boss teaching”. I feel that teachers need to be examples in
their classrooms. By leading by example, students see what behavior is expected. When equality is modeled in the classroom by the teacher the students see how good it makes them feel and hopefully will be motivated to treat others equally also. Glasser has 7 connecting habits. They are the “Be’s” of his plan. These can be posted in the classroom to motivate students to “Be” these 7 things. They are: caring, listening, supporting, contributing, encouraging, trusting and befriending. These are 7 behaviors that the teacher should model in the classroom.

5) I think Barbara Coloroso’s idea that teachers need to treat students with dignity and respect. This seems like a fundamental behavior for a teacher, but I think there are teachers that let this fall through the cracks because the student is labeled or they have behavior issues that cause the teacher to become frustrated frequently and view the child differently. In order for each child to be reached and achieve their potential, the teacher needs to look at each child as unique and special and allow them to be themselves. Although some students may need more guidance than others, they all deserve dignity and respect.

6) I hope to create a synergetic classroom when I teach. In order to do this I must model a synergetic teaching style. This means that I will teach in a way that energizes the classroom. I can do this in various ways. One way can be through my attitude and demeanor. If I model an energetic attitude and am excited about being there, it will be contagious. I strongly believe in the quote “attitudes are contagious, is yours worth catching?” Another way to create an energetic classroom is by the lessons I teach. If I engage the students and get them active, they will be more inclined to learn from hands-
on experience. These are just a few of the methods to create an excitement in the classroom.

7) The idea of proximity control is an idea that is prevalent in many theories. I believe this is a necessity in any classroom. Proximity control is basically where the teacher is aware of what is going on. If a misbehavior such as talking during class occurs, the teacher moves to the area of the misbehavior and puts a hand on the shoulder of the student to put a stop to the behavior. This way the student realizes their behavior is wrong while at the same time the teacher can keep the lesson going for the other students.

8) I have showed how to treat misbehavior in my previous steps, but I have not discussed how to treat desired behavior. I think the teacher should praise good behavior verbally and make it a point to recognize good behavior to show other students that this is what good behavior looks like. Younger children are especially receptive to this because they desire praise from the teacher. I also think that a reward system can be effective if implemented in the right way. I don’t think a “bribery” system should be installed, but a system that rewards students for good behavior while also teaching them why they should behave in that particular way. I have observed some schools that use a “buck” system. This means they designed a monetary system where students gain “bucks” for good behavior and acts of service, and they must spend their money for bad behavior or to do something that is not normally in the class schedule (ex. go to the bathroom outside of the standard classroom bathroom break). I think this system can be very beneficial and teach responsibility to the students. Young students need some form of motivation but also need to be taught responsibility in small forms at this age.
9) Marlene and Lee Canter discuss the idea of only having 4-5 rules in the classroom. I believe this is beneficial because too many rules cause confusion and they become meaningless. I think there should be a short set of rules that cover a broad range of behaviors that can be referred upon when misbehavior occurs. This allows the teacher to quickly refer to the list and they do not have to scroll through a long list of rules. This allows for the lesson to continue and the point was made.

10) I believe that along with the short list of rules in #9, the students need to play an active role in deciding these rules. This holds the students more accountable for their actions when they misbehave. If a student misbehaves the teacher can remind them that these are the rules they helped create and that must abide by them as long as they are in the class. It also allows the students to feel more like a community and that they accomplished something. They feel that they play an important role in the class as they should. It creates a positive self image and promotes self confidence.

**Procedures and Routines:**

1) The first procedure I will look at is the topic of turning in work. This can be a very confusing operation unless it is laid out in a fairly basic manner. My idea is to make it as easy as possible for the students. As the teacher, I will have my own method of sorting it out later when I go to grade it. I feel that one box is all that is necessary for the children to turn their work in. This means the children will only have one spot to turn it in and if it is not there, they have no reason why it shouldn’t be.

2) The second procedure I feel is important to look at is the beginning of the day. This is important because it sets the tone for the rest of the day. I think it is important to have a
daily routine for the students to come in and start doing. I feel this is a good time to come in and write their word wall words for the day and start reading in the reading books. This is usually a time for teachers to collect lunch money, do the Pledge of Allegiance and collect parent letters. By using this time to write word wall words and read, it allows for flexibility for the teacher and students.

3) Another procedure I think is small in recognition but big in effectiveness. This procedure is getting the students attention and/or signaling for quietness. I have two preferred methods that are simple but effective. I think it depends on the grade level I teach. For the lower elementary grades, the clapping method works well. This is where the teacher claps a rhythm and the students are expected to clap the same rhythm. By doing this they focus their attention on the teacher and clapping rather than talking. The method I use for upper elementary is just a basic method of shutting off the lights. By doing this the students know what is expected and everyone knows the lights went out. They will focus their attention on the teacher and quit their discussions.

4) Choosing classroom helpers is something that can cause conflict in the classroom if not done in a consistent manner. Students get frustrated if they feel they are not being chosen for one reason or another. I feel the best way to choose a classroom helper is to do it alphabetically. This leaves no room for questioning and makes it easier on the teacher by already having the helper decided. One thing that might affect this plan is if someone is absent on their day. If this happens I would move to the next person and allow them to have their turn after everyone has gone.

5) Pencil sharpening is something that can really hinder the effectiveness of a lesson. My rule on pencil sharpening will be that students will not be up during a lesson.
sharpening pencils. I will have little cups on each desk for students to use the mechanical pencil sharpeners at their desks. They can put their shavings in the cup and empty it later. This allows students to stay at their desks and limits noise during the lesson also. In between lessons or during free work time the students will be allowed to sharpen pencils using the classroom pencil sharpener. This will be the student’s time to get some things done such as dumping their shavings, sharpening pencils, receiving help with schoolwork, etc.

6) The last procedure I will look at is dismissal. I feel this procedure depends a lot on the schools dismissal program. I plan to take the last 10 minutes of the day to allow the students to gather their belongings, empty their mailboxes and stand at their seats until it is time to lineup. Depending on who the school dismisses first (bus pickup or parent pickup) will determine who lines up first. The first day of school will always require supervision to the buses if I am in the lower elementary classes to ensure that every student arrives safely to their bus. This will be a time for students to unwind at the end of the day and relax. I do not want to allow enough time for things to get out of control though. If there is an abundance of time I will have activities on hand for the students to do until it is time to gather belongings and lineup.

Implementation of Classroom Management Practices

Classroom Rules/Expectations: In my classroom I will expect respect and dignity to be given to everyone who enters my classroom. Bullying, putdowns, and making fun of someone will not be tolerated under any circumstances in my classroom. My classroom rules will be decided through a cooperative effort of the students and myself. By
allowing their input in the decision process, I hope to instill a sense of self-importance in them and let them know that they have a voice in the classroom. These rules will be implemented through a monetary system. As a class we will come up with a name for our money and it will be given out for good behavior, good work, and other sorts of positive actions that promote the good of the classroom. At the same time, I will take away money for bad behavior, incomplete assignments, and anything that is detrimental to the classroom learning environment or the child’s learning environment. The rules that the class and I agreed upon will be a factor in making or losing money also. If students make good choices and follow the rules they can earn money. On the flip side, if students choose to break the rules they can lose money. I plan to have a day at the end of each month where students have the choice to spend the money they have earned on a box of prizes. Their behavior throughout the month determines what they can buy out of the box. By planning engaging lessons and keeping the students involved in hands-on activities, I hope to prevent a lot of misbehavior due to boredom. As a teacher I will promote positive, responsible behavior during activities and if a student chooses to act irresponsibly, then they will lose money during an activity. By creating engaging lessons that require student involvement combined with my monetary system, I hope to increase the student’s sense of responsible behavior. By teaching this, I am taking preventative measures before the problem occurs. When the misbehavior does occur, the consequence is a loss of money and I will check for understanding with the student so they know what they did and hopefully will make a better choice the next time the situation arises. If the problem persists, I will contact parents to discuss steps that need to be taken so that the child can receive the best opportunity to learn.
Dear Parent or Guardian,

I wanted to take this chance to let you in on what our class has been doing on the topic of classroom expectations and discipline. As a class we have come up with a list of rules we feel will really promote a positive learning environment. The students played a big part in coming up with these rules and are expected to abide by them. I am very proud of the students for the rules they formulated. I will also be using a system of “Wolfe Bucks” to promote positive good behavior. Students have the opportunity to earn “Wolfe Bucks” for good behavior and school work. I believe each student has the opportunity to do well in my class and will do everything I can to help your child succeed. I encourage you to stay involved in your child’s progress. Please feel free to write back with any input on the classroom rules I have attached and let me know if you have any suggestions. I would greatly appreciate any feedback. I look forward to working with your child during the upcoming year and as always, if you have any questions feel free to contact me. Hope to hear from you!!

Sincerely,

Tyler Wolfe