

# Classroom Management Plan

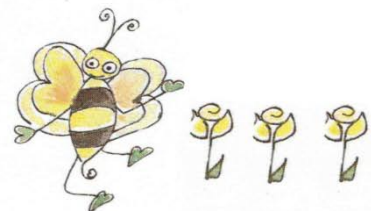
EDU 360

Bridgett M. Shultz

December 3, 2008



*Beelieve and achieve ...*



## **Philosophy of Classroom Management**

My philosophy on classroom management incorporates many beliefs from theorists that encourage creating a strong community in my classroom. Within my classroom, I will strive to promote a sense of safety in order to get the best out of every day. The theorists that I have put into my plan have specific ideas that will enhance my classroom function more smoothly. As the teacher, I feel that it is my role to provide many educational opportunities for my students. I will teach the students not only through the academic standards but also through everyday life in the community and the rest of the world. I also intend to reach out to the behavior of my students. When behavior problems arrive, it will be my responsibility to help the students learn life skills carry with them throughout their lives. In my classroom management plan, I have found ten beliefs and practices that will create this environment for my students to learn and grow in. I have collected these ideas from observations, in classroom experiences, presentations, and various researching over the past four years. With these supporting ideas, I feel that my chosen beliefs and practices will fit my classroom environment well.

### **Top Ten Beliefs and Practices**

- 1. I believe that the teacher should create a community within the classroom so that all students feel safe and comfortable to learn.**

Just like the theorist Linda Albert, I believe that in order to have students excel in the classroom we must first find a way to make students feel they belong. Linda Albert finds this effective through cooperative discipline. She feels that to prevent misbehavior you must use the three C's theory. The three C's are capability, connecting, and contributing. When the students feel a sense of belonging they feel capable to perform in the classroom. They then start connecting with other students and finally making contributions to the class through discussion, group work, and homework. By using the 3 C's method, Linda Albert feels that misbehavior will drastically reduce because the students will feel more comfortable and more open to the class as a whole. To reach this sense of capability within the students, I will begin talking to the students about making mistakes. I feel that if I take the time to talk to the students about mistakes, that everyone in life makes mistakes, and that mistakes are a way for us to all learn something. This will build confidence within the students and show them that they are capable of being successful both inside and outside of the classroom.

**2. I believe that the teacher needs to view learning as a process of improvement.**

Again, I feel that Linda Albert says this well. She feels that every teacher needs to look at each student's learning as an ongoing process of improvement. When students improve in work, they begin putting this effort

towards class behaviors and academics. As the teacher, I believe that learning needs to be obtainable by the students. Progression should be recorded in portfolios that have written papers, books read, and completed assessments on projects too. This then allows the students to see their own personal growth throughout the school year. They can also review their file to see what they can do now that they struggled doing previously.

**3. I believe that the teacher needs to keep the students actively involved in lessons.**

In most classrooms it takes the students five to seven minutes after class time starts before they are ready to begin. But Fred Jones believes it is the teacher's responsibility to save time rather than waste it. By training the students at the start of the school year of these plans, the students will stay on task and more time will be devoted to learning. In order to keep the classroom actively engaged, Jones gives instruction to ensure students are not being passive. This is called "Say, See, Do Teaching". This way of teaching allows students to continuously learn by doing. Students are constantly engaging in learning activities while the teacher observes and checks for understanding.

**4. I believe that the teacher should help build responsibility within the students so that they may make their own decisions.**

I believe that students should get the opportunity to engage in making their own choices. Barbara Coloroso feels that helping students make their own decisions and taking on their own responsibility for their actions is very important. As the teacher, I feel that we need to influence students not just making up their minds for them. By building a foundation to help them grow this responsibility, the students will begin to learn how to think and how to make the right decisions. Overtime this will create good discipline within the classroom. The students will begin becoming responsible for their actions towards others and will use respect. By giving them the opportunity to solve it on their own, the students take responsibility for actions, and learn from not only their mistakes but also from their successes.

**5. I believe that it is the teacher's duty to turn the students' bad behaviors into learning moments.**

Every student at some point in their life will make mistake that may result in bad behaviors during class time. As a teacher, I believe that since we will all make mistakes, it is the teacher's responsibility to address the behavior by turning it into a time to learn. Theorist Linda Albert states this as a way to manage class as well. She states that bad behavior is opportunities for students to learn and grow. When a student behaves poorly in class, it will be my job as the teacher to address the issue and make it be apparent. I will then proceed by stating that that specific behavior is unacceptable in class

and how it can be changed in the future. By pointing these areas out, the students will be more likely to understand and physically change the bad behavior. As the teacher, I will provide guidance for the students in order to lead them towards appropriate behavior.

**6. I believe that the teacher should use encouragement in the classroom.**

Students should feel a sense of comfort in the classroom. By modeling respect, caring, and dignity, the teacher can help create this atmosphere for the students. William Glasser agrees with this too. He expresses that in a classroom environment filled with care, the students find their basic needs and then respond with more willingness to learn and their behavior is more appropriate too. As the teacher, I will be openly available to provide help to each student. This could be individually or in group discussions. I will also use a kind tone when speaking to the students. If I remain calm and have a continuously good attitude, the students will develop interest in the lessons.

**7. I believe that the teacher should have classroom rules and procedures posted at the beginning of the school year so the students are aware of what is expected.**

Just like Harry Wong, I believe that should be well organized and should make sense to the students. As the teacher, I will keep my classroom controlled by making sure that assignments are always posted and basic

rules remain on the walls throughout the school year. This technique allows for little confusion because the students will know what they should be doing at all times. Though Wong believes that the classroom should be focused on curriculum at all times, I feel that the classroom should always stay relaxed to keep the sense of community present.

**8. I believe that the teacher should have rewards for the students to keep them motivated to learn. Jones (PAT time)**

As the teacher, I believe it is important for the students in my classroom to be actively pursuing a goal. This can be a classroom goal or a personal goal.

Working toward an incentive as a class will allow each student to hold responsibility not only on themselves but also on the other classmates. From observing within classrooms throughout my college career, it has been easy for me to see that students need incentives on occasion. These incentives tend to help navigate the students to succeed with work in class and behavior issues. One theorist that agrees with this way of management is Fredric Jones. Jones describes this as "Preferred Activity Time" or "PAT".

Preferred activities can be any educational activity that students enjoy doing such as reading, interactive games, or hands on projects. Jones feels that these educational incentives should be given when students behave well and complete class work daily. PAT activities may vary from teacher to teacher and not one set way is correct. By misbehaving, students may lose

this extra incentive time as well. I believe these small incentives will help keep students on task and will allow them to model appropriate behavior throughout the day.

**9. I believe that the teacher should create classroom jobs to help maintain an organized and responsible community within the classroom.**

My goal of keeping jobs within the classroom in order to for an organized and responsible community fits in with Linda Albert's theory. Again, Albert expresses that students need to feel a sense of belonging. To reach this standard, classroom jobs seem to fit hand in hand. As the teacher, I will hold students accountable to a job in order to have the students feel like they are helping maintain the community within the classroom. These may be daily jobs that rotate to each student, or more advanced jobs that students sign up for and keep throughout the school year.

**10. I believe that the teacher should maintain a well organized arrangement of the classroom to keep teaching and learning successful. Jones**

In order to keep control while teacher, I believe that the classroom must be well organized and strategically placed. Fred Jones states that a good classroom seating arrangement is one of the cheapest ways to maintain classroom management. Through keeping students in straight, neat rows in nice and allows each student the same access to the front of the room; it



may not be the most efficient. As the teacher, I will arrange my room in such a way so that there is lots of room with large walkways. Having students in groups where the teacher can easily maneuver and provide assistance or close proximity is necessary to keep students on track and easily reached.

**Preventative:**

In order to prevent misbehavior from occurring in my classroom, I plan on taking several forms of action. One way that I will manage this is by continually keeping the students engaged with lessons or educational activities. Just as Jones believes, I will keep the students on task so they devote more time to learning and engaging. I will administer this through Jones' method called "Say, See, and Do Teaching". This method keeps students actively engaged while the teacher observes and provides scaffolding when needed. Another way I will prevent misbehaviors is through posted classroom rules. Harry Wong believes that rules should be posted and well organized for students to easily and frequently revert to. These rules will remain constant through the school year so that each student will know what is expected and what will result in an area is not met to standard.

**Supportive:**

To maximize learning in my classroom I again will follow theorist Fred Jones' idea of continuously keeping students actively involved in learning throughout the day. This method, "See, Say, Do Teaching", encourage full

interaction from each student. Another way to capture the full attention of students is through motivational rewards. Jones' Preferred Activity Time gives students a goal to reach each day. If behavior is acceptable and work is completed, the students know that an educational activity may follow.

### **Corrective:**

In order to correct unacceptable behavior, I will turn misbehavior into learning moments for the students. Theorist Linda Albert believes that this way of instruction allows learning and growing to occur for the students. By pointing out the steps that lead to the bad behavior and showing how to correct it, the teacher provides guidance to the students. This way of teaching in turn encourages the students to want to perform at a higher level later on.

### **Rules and Consequences**

The rules in my classroom will be constructed at the beginning of the school year by combining my own thoughts to those of the students. As a class, I will allow input from the students in order to actively engage student into our classroom community. Not only do I want the students to be held responsible for their behaviors but I want them to feel a sense of belonging on a daily basis. I do feel that this way of establishment we lead to less behavior issues because students will be more willing to follow the set rules. Consequences are not a time for punishment in my classroom, but more so a

time to reflect and offer guidance. Since I follow Linda Albert's theory on behavior, I feel that bad behavior is simply an opportunity for students to learn and grow. I will first allow my students freedom to have their own choice to change the behavior. If I feel it is necessary, I will address the issue and make it clearer. I will proceed in giving a direct conversation about the behavior and why it is unacceptable. Finally I will suggest how it can be changed in the future. I decided on this set of classroom rules because my job as a teacher is to mold each student so they are more fully prepared for their years ahead. By allowing guidance, independence, and suggestions, I feel that my students will both learn and grow throughout the school year.

The rules of my classroom will be displayed on posters within the classroom, in The Classroom Book, and attached within the parent letter at the start of the school year. In the classroom, I will have the school wide policy posted where every student can actively read it. The set standards that the students and I will decide upon will be posted in bullet form, laminated, and placed on each student's desk. This will be a daily reminder of what is expected. A copy of the Behavior and Homework policy will be given out at the start of school to each parent or guardian. By requiring each parent or guardian to sign a sheet saying they clearly read and understood the rules given, I will know that they are aware and ready to take on responsibilities as well.

## **Procedures**

### *1. Late Work:*

In most situations, late work will result in the individual student signing The Classroom Book. The Classroom Book is a 3-ring binder that is kept on the teachers desk at all times. Inside of the binder are two labeled tabs that read "Behavior" and "Homework". Behind the "Behavior" tab is a sheet for every student in the class. It is a chart that allows the student to independently fill in the date and what the reasoning is behind committing the unacceptable behavior. Also on the chart, the consequences are clearly stated. The Homework sheets are created in the same manner. I feel this way of management is effective for middle childhood years. The students will be more aware of their actions and more likely to change them.

### *2. Absentees:*

Because each assignment is crucial to learning, when students are not present in school they are missed in many ways. For this reason, I will hold each student accountable to complete each missed assignment. My first plan of action is to have the student receive the missed homework in the morning of their first day returning back to school. Because events at home may be hectic, I want to offer each student ample time during the school day to do the work. This may mean that the student decides to stay in for 10 minutes of recess or to work on the missed work when all other work during the present day is completed. If someone is sent to pick up this work to take

home for the student, I will place all work inside a large, gallon sized, zip-lock bag. This will be the easiest way to ensure good organization and transportation.

3. *Grading:*

When grading homework and exams, I will follow the school wide grading scale. This scale will be sent home in the start of school letter to the parents or guardians as well as posted in the classroom for each student to see. The grading scale for the 2008-2009 school year is:

<b>Percentage</b>	<b>Grade</b>
98-100	A+
93-97	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-
<b>67-69</b>	<b>D+</b>
<b>63-66</b>	<b>D</b>
<b>60-62</b>	<b>D-</b>
<b>59-0</b>	<b>F</b>

Along with the grading scale, I have established my own expectations. If a student or group member receives a D+ or lower on the grading scale, they will be given an opportunity to make corrections. The student will earn half of the credit back and it will be strongly encouraged but not enforced within the classroom.

4. *Classroom Helpers:*

Classroom helpers within my room will be considered jobs. At the beginning of the school year, the students will apply for jobs that they wish to do for the entire year. There are few exceptions to this such as behavior issues or a student moving away from the school. By having jobs, the students will earn mini economy money. This money will be kept in their desks and the students will be held responsible of it. With the job, the students will also lose money if bad behaviors are present. This is another way that I will display independence and responsibility within my classroom.

5. *Turning in Student Work:*

At the front of the classroom will be individual baskets labeled for each subject. Any work whether on time or late will be placed in the correct basket to ensure that I receive it. For one of the classroom jobs, I will assign a student to each subject. Their job by the end of each day is to sort and alphabetize each paper turned in. Checklists and Class lists will be available to the students and will be needed to turn it with the assignments.

6. *Beginning of the Day Routine:*

At the beginning of each day the students will understand and be aware of procedures.

1. Students will come into the school and go immediately to their locker, cubbie, or classroom depending on the grade level.
2. Students will empty their book bags, put books in their desks, and turn in homework to the correct baskets.

3. Students will get a drink or use the restroom (if needed).
4. Students will report to their desks, put down their chairs, and prepare themselves for the morning announcements.

7. *Dismissal from the School Day Routine:*

With fifteen minutes left in the day I will begin dismissing rows or groups to start packing up to go home. In order to successfully do this each student must individually follow the given instructions daily.

1. Students need to check their boxes for mail and their desks for work or books that need to be taken home.
2. Students need to pack their book bags.
3. Students need to put their chair on their desk and quietly line up.

August 20, 2008

Dear Parent/ Guardian,

My name is Bridgett Shultz, and blessed to teach your child this school year! My goal for the 2008-2009 school year is to provide a safe and engaging community for your child be a part of. I will need the assistance of you and your child to work alongside me in order to obtain this goal.

The reason I am sending this letter is to allow you to become familiar with my management plan that is used in the classroom. In my classroom, I follow the same code that is present school wide. As your child knows, this is the Three B's: *Be Respectful, Be Responsible, Be Safe*. During the first week of school, the students will get many opportunities to review these. Attached is a copy of the homework and behavior sheets that will be located in *The Classroom Book*. If behavior issues occur, your child may be asked to fill out *The Classroom Book*. Each time this occurs I will send a copy of the sheet home for you to look over and sign. The students will be assigned classroom jobs to gain money. This money may be lost when *The Classroom Book* is signed. I have also attached general information about myself along with my grading scale. These may become very useful to you throughout the school year.

You can help support your child by reading weekly. Two homework reading tickets will send home each week. One will be sent on Wednesday and the other will be on Friday. Students are expected to read a minimum of 30 minutes in order to fill out a ticket. These tickets will factor into your child's reading grade.

If you have any questions or concern, please do not hesitate to email, call the office, or send a note to school with your child. For emergencies my home phone number is available as well. I am excited to work with you and your child this school year!

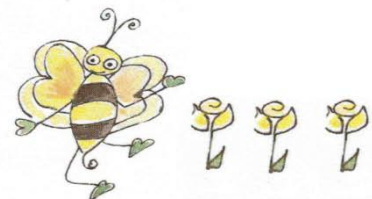
Sincerely,

*Miss Bridgett Shultz*

Miss Bridgett Shultz



*Believe and achieve ...*





## General Information

How to contact Miss Shultz:

*School Phone:* 1(260)345-6789 ext. 555

*Home Phone:* 1(987)-6543 (Please no calls after 9:30 pm)

*Email:* [bms Schultz@spartans.manchester.edu](mailto:bms Schultz@spartans.manchester.edu)

(If I do not respond within 24 hours or it is a weekend, please try again or call)

Grading Scale:

<b>Percentage</b>	<b>Grade</b>
98-100	A+
93-97	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-
<b>67-69</b>	<b>D+</b>
<b>63-66</b>	<b>D</b>
<b>60-62</b>	<b>D-</b>
<b>59-0</b>	<b>F</b>

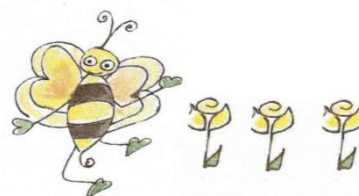
D or F Policy: If your child earns a grade of a D or F on an assignment or test, your child may correct it to earn back half of the given points missed. I strongly encourage every student to do this but I will not enforce this policy.

Grading Period: Your child will receive report cards on a 9 weeks grading period.

Reading Tickets: Every week, your child will have 2 reading ticket to fill out and return back to school (with a parent/guardian signature). One on Wednesday and one on Friday. Your child is encouraged to read a minimum of 30 minutes before completing the ticket. These will be used as part of your child's final reading grade.



*Beelieve and achieve ...*



## Behavior

Name: \_\_\_\_\_

(Fill this out completely for every behavior problem.)

#	Date	Behavior Problem	Consequence
1			Sign Notebook
2			Sign Notebook: \$5.00
3			Sign Notebook: \$10.00
4			Sign Notebook: \$15.00 (note home)
5			Sign Notebook: \$20.00 (note home)
6			Sign Notebook: \$25.00 (note home)
7			Sign Notebook: Note Home: Detention
8			Sign Notebook: Note Home: Referral to Principal
9			To Be Decided...
10			To Be Decided...
11			To Be Decided...
12			To Be Decided...
13			To Be Decided...
14			To Be Decided...
15			To Be Decided...

Parent Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## Homework

Name: \_\_\_\_\_

(Fill this out completely for each missing assignment.)

Date	Assignment	Why?	Consequence
			Finish work during recess
			Finish work during recess: \$5.00
			Finish work during recess: \$10.00
			Finish work during recess: \$15.00 (note home)
			Finish work during recess: \$20.00 (note home)
			Finish work during recess: \$25.00 (note home)
			Finish work during recess: Note Home: Detention
			Finish work during recess: Note Home: Referral to Principal
			To Be Decided...
			To Be Decided...
			To Be Decided...
			To Be Decided...
			To Be Decided...
			To Be Decided...
			To Be Decided...

Parent Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Please sign and send this page back to school before: **August \_\_\_\_\_, 2009.**

I have read the rules and behavior policy and I understand the expectations of my child within Miss Shultz's classroom.

**Childs Name:** \_\_\_\_\_

**Parent/Guardian Signature:** \_\_\_\_\_

Date: \_\_\_\_\_

Works Cited:

Hamm, Julie, Nick Tierney, and Bridgett Shultz. "Fred Jones Presentation." EDUC 360 Classroom Management for Elementary Teachers. Manchester College, North Manchester, IN. 19 Nov. 2008.

Mendenhall, Jeff, Jennie Husband, and Jillian Cartwright. "Barbara Coloroso." EDUC 360 Classroom Management for Elementary Teachers. Manchester College, North Manchester, IN. 1 Dec. 2008.

Sautter, Caitlin, Joe Klee, and Heather Lahr. "Linda Albert: Cooperative Discipline." EDUC 360 Classroom Management for Elementary Teachers. Manchester College, North Manchester, IN. 25 Nov. 2008.

The William Glasser Institute. 2008. The William Glasser Institute. 17 November 2008

<[http://www.wglasser.com/index.php?option=com\\_content&task=view&id=12&Itemid=64](http://www.wglasser.com/index.php?option=com_content&task=view&id=12&Itemid=64)>.

Walker, Susan. "Start of School Information". 14 August 2008.

Wong, Harry K., and Rosemary T. Wong. How to be an Effective Teacher the First Days of School. California: Harry K. Wong Publications, 2004.