Classroom Management Plan

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Philosophy of Classroom Management

As a future teacher, I have spent a multitude of time thinking about how I want to manage my classroom. I believe in everyone doing their absolute best in the classroom and not being hindered by other people’s actions. I have viewed many different forms of classroom management and have formed my management plan from a combination of these forms. I have also received ideas from many different theorists as I have learned their beliefs.

Top Ten Practices/Beliefs

1. I believe teachers should tell the students what they are doing wrong and then tell them what they should be doing.

   Lee and Marlene Canter believe in assertive discipline. To me, assertive discipline is important because the teacher should be in charge of the classroom and be firm about the rules he/she enforces. Students who are misbehaving are often misbehaving because they do not know what they should be doing; therefore, the teacher needs to re-tell the student what he/she needs to be doing.

2. I believe that the students, along with the teacher, should help create 4-5 positive rules for the classroom.

   Nelson, Lott, and Glenn believe in creating rules with the students. These rules should always be positive so that students are not bogged down by the negative aspects. I want to use this in my classroom so that students feel a sense of responsibility in create a positive classroom environment.

3. I believe that the teacher should always practice “withitness.”
This idea was created by Kounin. “Withitness,” according to Kounin, “is the ability to be aware of everything that is going on in the classroom.” I want to be able to be working with a group of students and still know what is going on with the other students in my classroom. I want to be able to speed up or slow down the pace of a lesson according to my students’ verbal and nonverbal cues.

4. I believe that teachers should teach and model proper classroom behavior to students.

It is important that students know how to act in my classroom, according to the Canters. I will model how what proper classroom behaviors I want my students to exhibit in my classroom. I will also teach the behaviors to my students. This is important to me so my students will behave and show me that they can have proper classroom behavior.

5. I believe it is important to have set routines that students will learn the first day of school and practice and follow throughout the school year.

Harry and Rosemary Wong believe that the first day of school will make or break your school year. It is very important to me that students use routines to make the school day run smoothly. I think this is also a preventative method for decreasing misbehavior in the classroom. It is the teacher’s job to set these routines and procedures to make each day run smoothly.

6. I believe it is important to have negative consequences for misbehavior which includes consequences building one on top of the other.
Lee and Marlene Canter believe in creating a hierarchy of consequences for misbehavior. I believe it is important to have each consequence build on top of the previously one. For example, the first consequence might be a verbal warning. Then for the next level, the student would owe me 3 minutes of recess. The process would continue as each consequence would be more severe.

7. I believe in the use of proximity control in helping with correcting misbehavior.

Fred Jones believes in the use of nonverbal cues in letting students know that they are misbehaving. I want to put this into practice by using proximity control. For example, student A is misbehaving, and I will walk toward their desk letting him know that he is misbehaving and needs to stop what they are doing. I believe this will work because students usually misbehave when the teacher is not around.

8. I believe in the use of classroom jobs to help students learn responsibility.

Linda Albert’s view of “cooperative learning” is the basis for classroom jobs. Albert believes that each student should have a place and sense of belonging in each classroom. I believe that assigning each student a classroom job or having a rotation of jobs each week will do this for students. Students will have a responsibility in my classroom and they will feel like they are needed to fulfill the job. If they do not fulfill their job, something might get neglected, so the student needs to do their job. The class jobs will need to be completed every day, so this will instill a sense of responsibility in each student. I will explain to the students the importance of each job.

9. I believe communication with parents about the classroom rules and procedures is important.
The Canters believe that it is important to inform students and parents from the beginning about the rules and consequences of the classroom. The consequences will be shared for both negative and positive behaviors. I will inform the parents of these rules and consequences through the form of a letter. I believe it is important to stay in contact with parents/guardians constantly to let them know what is going on in the classroom at all times. I also believe it is important to send notes of praise home to parents. I will send a quarterly positive behavior report home with each student for the parents.

10. I believe in the “ripple effect,” when one student is asked to stop misbehaving, the students around him/her will also stop.

Jacob Kounin is the creator of the “ripple effect.” I think that the “ripple effect” will really work in my classroom. From my observations, I notice that usually one student starts a misbehavior and that other students usually join in. I think that if that student is asked to stop, the rest of the students will stop also. This idea of the “ripple effect” will also work for positive behavior. If one student is reading quietly and others are not, I can compliment that student and the other students should hopefully join in reading quietly so they receive praise also.

Preventative

I am going to prevent misbehavior from happening by setting procedures to go along with everything such as, the beginning/end of the school day, restroom breaks, lining up for lunch, etc. This will show the students the expected behavior and how they should act every time. I also am going to set positive expectations for each student.
**Supportive**

I plan to maximize learning and minimize misbehavior by rewarding students for a good period of learning. For example, if my students behave during a math meeting, I will reward them with a letter on the board. These letters will spell whatever reward I decide to give the students that week. If the students have a bad meeting, then they will also be able to lose letters. I want to motivate my students to learn by doing this method.

**Corrective**

For mild or moderate misbehaviors, I am going to use the method of pulling cards. There will be 4 cards, each a level of misbehavior. The first card will be white, which will be pulled if a warning is given. The second card is a green card, which will be pulled if a second warning is given and the student will have to give up 3 minutes of his/her recess. The third card is a yellow card, when pulled the student will have a note or phone call home to the parents. The fourth card will red, when pulled the student will be sent to the office and dealt with by the principal. This will be reset everyday so students have a fresh start. A severe behavior will result in all cards being pulled and being sent directly to the office and the principal.

One way I will use to gain my students attention is to use the “give me five” method. This means that the students will turn all five senses toward me. I will raise my hand for my students to know that I want their full attention. I think this is important because students who are visual learners will know that I want their attention.

I know that each and every class will be different. I believe that it is important to adapt to what is effective in each class. I will have to get rid of the practices that do not work and use
the ones that do work. Adapting to what works is very important so that I have the best possible classroom each and every year.

Rules and Consequences

I will develop my rules on the first day of school with my students. I will have the students tell me what they think our classroom rules should be. I know that they will give me many, many rules. We will work together to put the rules together to make 3-5 simple positive rules that put all the students rules together. A few goals I want to end up with are: respect everyone and everything in the classroom, do your personal best every day, and treat others the way you would want to be treated.

As previously stated, my students will be involved in creating my rules. I think it is important that students help set the mode of the school year. When doing this, students feel like they have a responsibility in the classroom to uphold these rules.

I will determine the appropriate consequences by having a set program of consequences. I have listed the way I plan to use consequences in the corrective section of this plan. I will use the method of pulling cards to implement my plan of consequences. Each color of card represents a consequence as listed above.

I made the decision about my consequences, because I have seen this work in the past and it seems to work really well. I think it is important to have a visual reminder of where the students are at each day. I made the decision about the students making rules with the teacher, because I think that it is important to include students in the decision making process.

I will have these rules posted on the second day of school after my students and I have created them. I will communicate them with the parents by sending a letter home either the
first or second day of school. I will share these rules with my co-teachers and administrators by telling them what my students have created at the end of the first day of school. If the administrators need to know my rules ahead of time, I would tell them my students are going to help me create the classroom goals, but I would tell the administrators my goals I want to reach, as listed above.

**Procedures**

Procedures are very important in making the school day run smoothly. These procedures should be practiced for the first week of school so the students learn what to do.

1. **Beginning of School Day**

   At the beginning of the school day, I believe it is important to have a routine for students to follow. The first step is for students to check in by moving their attendance tag to the correct place: school lunch, sack lunch, sack lunch with milk. The second step is to hang up coat and book bag. The third step is to put the take home folder away and put homework in the homework tray. The fourth step is to use the restroom or get a drink. The fifth step is to sharpen pencils. The last step is to get started on morning work which will be on each student’s desk.

2. **Late Work**

   In dealing with late work, I believe that the students should have all homework done on time. I will accept late work but the student must complete it the day it is due. For example, if the student has math homework and it is not finished, he/she will miss a fun activity or have to finish it during recess. I want my students to learn that
if they do not do their homework, they cannot do other fun things until their homework is turned in.

3. **Absentees**

Giving absent students the work they missed is important because I do not want my students to be behind. I will handle work that absent students have missed by placing it on their desk. I will leave a note for the students for any work that does not have specific instructions. I expect this work to be done by the following day.

4. **Grading**

When computing student grades, I will only grade certain assignments. I will not grade homework, but I will check it for completion and keep record of it. Homework will be worth 10 points at the end of the semester and students will lose points based on the amount of homework not turned in. In grading tests and quizzes, I will take the points possible divided points missed to give the students a percentage.

For in-class work, I will check these for completion. The students will have a participation grade and if the previous work is not completed the students will lose participation points. My grading scale will be as followed 90-100% A, 80-89% B, 70-79% C, 60-69% D, and 0-59% F.

5. **Selecting groups**

Selecting groups is important for classroom management for two reasons. Number one, it takes too much time to let students choose their own groups. Number two, one or two students will always feel left out as students choose to work with their friends. To select groups, I will use the note card method. I will have each student’s
name on a card and randomly draw cards to put students in groups. This allows me the freedom to control which students to put in which group.

6. Turning In Student Work

Managing student work is important so papers do not get lost and they are easily identified what subject they are. I will have a tray for each subject and homework. They will be on a small table or counter close to my desk where the papers are easily assessable to me.

7. Dismissal of School Day

At the end of the school day, it is important to have a routine that students follow so there will not be mass chaos. The students will have their desks cleared. I will then release the students by groups to go get the papers out of their mailboxes. They will then get their backpacks and coats. They will then return to their seats and put the papers in their take home folder. The students will put the take home folder in their backpacks and wait quietly by their desk for the bell to ring. The students will leave the classroom in a quiet and quick manner and report to the correct location to go home.
Dear Parent/Guardian,

Welcome to a new year of school! I am looking forward to getting to know you and your student this year. In this letter, I would like to inform you of my discipline plan and how things will work in the classroom this year.

I believe in a positive classroom environment where each student is special and has an important role in my classroom. I would like to inform you of my classroom rules and procedures. Your student has participated in the planning of our classroom rules. These rules were established following these guidelines: respect everyone and everything in the classroom, do your personal best every day, and treat others the way you would want to be treated.

I have set up procedures for every part of the day, such as, the beginning and end of the day routines. These routines will help our classroom run smoothly and efficiently. We will practice these routines for the first few weeks of school and then I expect the students to follow these routines for the rest of the year.

My grading polices are as follows. I check for completion on homework. I will give a homework grade for each subject worth ten points for each grading period. Points will be subtracted for incomplete homework assignments. I will grade tests and quizzes according to the points possible minus the points missed to figure the percentage. My grading scale will be as follows: 90-100% A, 80-89% B, 70-79% C, 60-69% D, and 0-59% F.

I am looking forward to working with you and your student this year. I will be sending home a weekly newsletter in your student’s take home folder, so please look for this. If you have any questions, please feel free to send a note to school with your child and ask him/her to give it to me. I hope to have a wonderful school year!

Sincerely,

Mrs. Burton
Email Address
Phone Number

I have read this letter and understand the classroom rules, procedures, and grading policy. I have reviewed this with my student.

_______________________________  __________________________________
Parent/Guardian Signature   Your Child’s Signature
Works Cited


