



Classroom Management Plan

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Classroom Management EDUC 360

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### *Descriptive Statement*

The following document is a compilation of my practices and beliefs that I will use for a classroom management plan. Over the past four years I have been able to observe in many classrooms and study different theorists and what they say is most important in classroom management plans. This document combines all of those practices and theories that fit into my teaching style and creates an effective classroom management plan. I have included my philosophy of classroom management, procedures and routines, and how I plan to implement these practices into my classroom.

### *Philosophy of Classroom Management*

Through this section I will be discussing my philosophies of my classroom management plan. The main themes of my plan are responsibility, community, and managing misbehavior. I have taken my beliefs and compared them to theorists like Fred Jones, Jane Nelson, Lynn Lott, Jacob Kounin, Harry and Rosemary Wong, VanWie, and Spencer Kagan. I have taken these theorists and my experiences with observations the past four years and came up with a philosophy that I will take into my classroom when I become a teacher. I think that taking a look at what these theorists have to say and applying that to what I believe will provide an environment that students will feel like they are in a community and a classroom that promotes positive learning.

### *Top Ten Beliefs/Practices*

Being able to handle massive time wasting by using morning work is a belief from Fred Jones and one that I believe is a great practice. I think that classroom management is based upon whether or not students can handle the responsibility they are given. That is why this practice is

one that I will use in my classroom because I think it is a great way to get the morning started and allows the students to know what is expected of them right from the start in the morning. I think this has to be modeled from the teacher on the second day of class because the first day is always hectic trying to get the students settled in and get all of their supplies put away. By having the teacher demonstrate this, the students understand procedures for their morning work, giving less opportunity to sit and talk. Mornings can be a sit and wait time period because all of the students are arriving and then they have to unpack, move their lunch clip, turn in their homework folder and then sit down and get started. By providing the students with simple morning work, it gets their brains working and provides them with activities that may not be directly connected to their homework but is still educational and prevents them from sitting there and not doing anything.

Fred Jones talked about using Preferred Activity Time as a type of incentive because sometimes when teachers use genuine incentives the students are not motivated and want to know what exactly will happen if they behave and do things correctly. Although I am not a huge fan of using incentives, I liked this belief of Jones because it puts the students in charge of their actions and whether or not they will receive Preferred Activity Time (PAT). PAT is when you give students the opportunity to earn minutes toward preferred activity time, which is not called free time because there has to be limitations to what they can do. Each student can earn individual minutes toward PAT, for example if students are given an assignment or activity and they finish before the amount of time you gave them is up then they can use those left over minutes toward their PAT. The students also need to know though that even though they can earn minutes by behaving well and doing their homework on time, they can also lose time by misbehaving or not putting forth effort on assignments. Then at the end of every two weeks the

students will be able to use their PAT minutes to play games and activities or just relax and enjoy their time.

Another belief that Jones had deals with how to discourage misbehavior in the classroom. I think as a teacher you have to create an environment that is welcoming to all students and is safe. Jones presented the idea of Positive Classroom Discipline and using body language to set limits. Teachers need to realize how strong of a message body language can convey to students. Jones suggested that teachers breathe slowly and calmly before responding to a child who is misbehaving. If I take the time to calm down and think about what I want to say and do for that child, then I will be less likely to respond in a harsh way. I think that it is important for me when I become a teacher to stay calm with my students and take a couple breaths so that I don't overreact. I think that it is important for a teacher to stay calm while dealing with situations of students who are misbehaving because the teacher should model to the students how to handle those situations. Another way that teachers can use their body language as an effective way to discourage misbehavior is by physical proximity. By moving closer to the student, they will more than likely stop being off task and become engaged in what they were supposed to be doing. Teachers need to make sure their classroom is a positive learning environment where there are minimal distractions, this can be aided by using physical proximity because then the teacher doesn't have to stop teaching to take care of the situation. This helps because then the other students won't be distracted and can continue working.

Jane Nelsen and Lynn Lott were two people who came up with the belief that classroom meetings are beneficial because they help build social and academic skills. This belief means that if teachers hold classroom meetings and students are actively participating then they will develop a positive behavior. I think this is very important especially with the early elementary grades

because those students are new to the school setting and have a hard time learning to take turns and take responsibility for their actions and behaviors. Having teachers being involved and creating an environment for the meetings is integral to the students taking interest and developing the social skills desired. One way to do this in a classroom is by having a morning meeting when the “student of the day” helps the teacher in leading the rest of the class in deciding what day it is, what the weather is like, what month it is and other little things. This helps the student learn that even though they are not student of the day they still are expected to participate and wait their turn to become the student of the day. I think this also creates a community in the classroom where the students rely on one another and learn how to get along, which could also be helpful when they are at lunch, specials, and recess.

Although students need to be responsible, teachers still need to have with-it-ness skills in the classroom. I think Jacob Kounin hit the nail right on the head with this famous term he used. A lot of times, teachers get credited with “having eyes in the back of their heads” and I think that to be an effective teacher this has to be figuratively achieved. Teachers need to know what is going on in their classroom at all times. This belief is one for my classroom because in order to have a productive class, as a teacher I will have to know where possible problems could occur at any time or be able to catch a problem before it occurs. To be considered a good teacher in my eyes, I think I have to not only know what is going on when I am facing the class but I have to be able to know what is happening in all corners of the classroom whether I am turned and looking at the board or sitting at my desk working on something. Teachers having the ability to see problematic situations before they occur provides for a learning environment that is not disruptive.

The belief from Harry and Rosemary Wong is that “most students will conduct themselves acceptably if they are taught the procedures that lead to learning and responsible behavior.” I firmly think that if you want to keep students from misbehaving and acting out then put procedures and routines into place so they are aware of what to do during specific times. Students who are turning in papers, lining up to go to lunch, or getting ready to take their Math test are less likely to misbehave if they know what is expected of them and know what to do because they learned specific procedures for those activities in class. Even though procedures and routines are always taught and practiced daily at the beginning of school, I think they need to continually be taught throughout the school year because sometimes students forget what to do at certain times. The teacher may think they are acting out when in reality they simply forgot what the procedure was.

The Wong’s theory also emphasized how important it is for effective teachers to do certain things at the beginning of the school year. One of the ideas that I will incorporate into my classroom is having the teacher stand at the doorway of the classroom and greeting the students when they enter into the classroom. I find this very important because if students feel welcome and know that the teacher is there to support them and providing a safe environment for them when they get to school then it will put the students at ease. Teachers need to make sure that on the first couple of days the classroom is set up in a friendly matter and ready for instruction. The Wong’s feel that if the classroom looks like it is an environment that is conducive to learning then the students will feel comfortable and excited to come to school. As a teacher you also have to make sure that you practice and model the procedures for the classroom those first couple weeks. Students may forget over the summer simple school procedures also so the teacher needs to teach the proper behavior and procedures and the discipline that could occur if they are not

followed correctly. I will give them plenty of opportunity to practice these in the first couple of weeks because I feel that is when you set the base for the school year and the students' behavior.

One of VanWie's beliefs that I strongly agree with is the fact that you have to create Democratic Learning Communities (DLC). Students need to know that they are not going through school all by themselves; they have groups of people around them that are there to help and promote meaningful learning. These groups can include students, families, educators and the public. One thing that I have learned going through school is the fact that you need to use the resources around you and lean on the people who are there supporting you as a student. These communities allow students to have freedom of choice, shared responsibility, and self-governance. If these communities are in a technology rich environment then they focus on a learning centered approach. This approach places focus on using technology for meaningful learning, which are activities that are active, constructive, authentic, and collaborative. Giving students the responsibility in such communities allows for them to monitor their actions and learning.

Students need to have an active role in the process of creating classroom rules is a belief of Spencer Kagan. I see this as an important role in creating a classroom environment where the students feel as though they are part of the community and be responsible for them because they helped decide the rules. Kagan actually called them agreements because the students and teacher cooperatively decided on the rules together and have to do their duty to carry them out responsibly. The teacher needs to make sure that the rules are appropriate and applicable to the classroom. The teacher also needs to make sure there are not too many rules on the list, creating five rules that are simple will be easier for the students to follow throughout the year. Once the teacher and students have come up with the five rules, write them down on a poster board and

make sure to put them on the wall labeled “Classroom Rules” so that no matter what the students can refer back to the rules they made throughout the school year. By having the students create the rules then that allows for the teacher to hold the students more accountable for their actions because they had a say in creating the rules. The students also can’t complain about the rules then because they were the ones who created them so they need to be responsible for carrying them out. This helps not only creating a community throughout the classroom but puts the responsibility on the students to rely on one another and share ideas when creating the rules because they know they have to follow them.

Ronald Morrish brought up a belief that I think a lot of teachers need to really concentrate on, developing teacher-students relationships. I think that if a teacher wants to have a classroom where the students all feel welcome and safe coming into the class then the teacher has to develop a relationship with each student that is authentic. Students in elementary are looking for those people who are nice to them, support them, and want them to succeed. As a classroom teacher you have to let your students know that they are in a community where you care about them and want them to succeed. One way to do this is making sure that you are not so hard on them if they misbehave. Too many times teachers only look for what the students is doing wrong instead of looking for what the student is doing right. Don’t always look at the negatives of the situation, focus on the positives and the students will be less likely to shut down if you get on them. The other thing you can do as a teacher is make sure that you don’t listen to what teachers have to say about students if they had them the previous year. Making sure to wipe the slate clean when a student enters your room and throughout the school year is important. So that you don’t start holding things against the students you need to forget. As a teacher you have to be able to forget what happened and move on because if not then it will be a long year and you

won't be fair to the students if you keep holding things against them. The last thing to creating a good teacher-student relationship is making sure that you are leading the students in the right direction by the way you act. Students pay very close attention to their teachers and what they do, they then can imitate that behavior. So making sure that you lead by example is key so that students believe what you teach them and leads to a community that is welcoming and supportive of all the students. Now that you have read the theories and how I have compared them to what I believe in you can read about six procedures and routines that I will incorporate into my classroom that will help keep my classroom management effective.

### *Procedures and Routines*

#### **Selecting Partners to work with**

I like the idea of using a partner clock when deciding who the students are going to work with on certain activities or projects. Each student will receive a sheet of paper that has the face of a clock on it with lines for every hour. The students will go around the classroom and ask their classmates to be their partner for that hour and then students will write down the other partners' name on the line of that hour. This is helpful because then whenever the teacher wants the students to work in groups, the teacher just says "Let's work with your 12 o'clock partner" and then they look at their clock sheet and find that hour and then they start working with that partner.

#### **Sharpening Pencils**

Instead of having the students get up during an activity or lesson the teacher is giving, I plan to use the procedure of having a pencil jar. I think this is very important because a classroom needs to be as distraction free as possible and this procedure will help to keep the

classroom an environment that is free of distractions. The teacher will have two jars on the back table full of pencils, one jar that has sharpened pencils and the other one with broken pencils. Whenever the students break their pencil leads while working in class, they can just get up and go to the back of the room and put their pencil in the “Broken” jar and grab a new pencil out of the “Sharpened” jar. The student of the day has a responsibility of coming in the morning and doing their usual routine but then going to the jar and taking the broken pencils and sharpening them so there are plenty of sharpened pencils for the day.

### **Attendance**

A simple way of taking attendance while also being able to fill out the lunch count is creating a chart. On one side use a picture of a school bus that stands for a school lunch and on the other side put a picture of a house meaning the student packed his/her lunch. At the beginning of the day the students will come in and take the clothes pin that has their name on it and put it on the poster according to what they are doing for lunch. This also makes it easier for taking attendance because then all the teacher has to do is look at the chart and whose clothes pin isn't on there must be absent. This procedure is important to my classroom because not only is it a helpful way for me as a teacher to take attendance and lunch count but it gives responsibility to the students because they are in charge of moving their clip.

### **Turning in student work**

A simple way to help students turn in their homework from the weekend or throughout the week is having a folder for each student. On the inside of the folder label one side “Keep at Home” and on the other side label it “Back to School” that way the parents know what papers to keep and which ones need to be returned with their student to school. Throughout the day have

the students put any papers in their mailbox that they need to take home and work on. Then at the end of the day tell the students to take out their folder and go over to their mailbox and put all the papers into the folder. When the students return the next day all they have to do is bring their folder over to the teacher's work desk and place it on the desk. This helps the teacher from losing the students' papers, keep everything organized, and easily be able to check off which students turned in their work. If you just have students place papers on the desk then it become harder to keep everything organized and could lose them.

### **Dismissal**

When it is time for the students to be dismissed at the end of the day, I will give the students around 10 minutes to make sure they have plenty of time to get ready. For the first 2 or 3 minutes the students will look around their desk and pick up paper, trash, or materials that are on the floor. If their desk area is clean then they will walk around the classroom and do the same thing so that they are helping make the janitor's job easier. After I think the classroom is cleaned up then the students will then be told to get out their folders and walk over to their mailbox and put any papers that are in there into their folders. During this time the students should use their inside voices that way they can hear any last instructions from the teacher or announcements from the school. After they have all got their folders they will return back to their desks and then I will dismiss each pod to get their coats and put their folders in their bags, once they have done that then they will line up at the door and wait for all of the other pods to line up. Once all pods are standing in line the students who are getting picked up or walking home will line up first because they go out a different door then the rest of the students. Then the teacher will walk all of the students to the buses and tell them to have a good night.

### **Getting attention/signaling for quiet**

Whether the students are working in groups or working individually on a worksheet, or if the noise level is getting too high and the teacher needs to get their attention the teacher will quietly say “Clap once if you can hear me” and then let the students clap if they can hear that, then the teacher will continue with this by saying “Clap twice if you can hear me.” The teacher will do this until all the students are tuned toward the teacher and what they have to say. I like this way of getting the attention of the students because a lot of times teachers try to get the attention of their students and some students have their backs to the teacher so then they can't see if the teacher is holding up their hand. It also helps because then the students who do clap are helping out their other classmates by clapping and then they know that means that the teacher is trying to get the attention of the whole class. If the class is all together at the reading area and the teacher feels that the students are being too loud then I will just stop what I am doing and look at the whole group so that they know they are being too loud and disrespectful and need to stop and start paying attention.

### *Implementation of Classroom Management Practices*

In the previous sections I explained some of my top ten beliefs/practices, theorists that I agree with, and a couple of the procedures and routines that I plan on implementing into my classroom. This next section is going to explain how I am going to actually implement them into the class and carry out the beliefs and practices. Many of my beliefs and practices are linked to the responsibility that students have as part of being a student in the classroom. Because I plan on putting a major emphasis on students taking control of their actions and behavior, I expect them to behave correctly and be a responsible student by doing what is asked of them and

helping in the community of the classroom. I think it is very important for me as a teacher to make sure I model and demonstrate how I want the students to behave so they are well aware of what is expected of them. This will provide an opportunity to create a learning environment where the students are responsible for their school work and behavior.

The classroom rules and expectations are going to be made up of a combination between the teacher and students. At the beginning of the school year during the first couple of days, the teacher is going to explain to the students that even though the teacher has three main rules the class will come up with five rules of their own to implement into the daily schedule of the school. The three main rules are Be Kind, Be Respectful, and Be Responsible. I think that these three rules should be used throughout the school no matter what grade you are teaching in because all students should be kind and respectful to their peers and the adults throughout the school. Be Responsible is a very important rule that I will have in my classroom because as I previously stated throughout my beliefs and routines, students need to be responsible for their behavior and actions. Students need to take the responsibility to work on their school work when given the time to, take home papers that are in their mailbox so their parents can see them, and bring back their folders the next day so they can turn in their work. I see this as being important for students in elementary school because they need to realize that they are in charge of their work and taking ownership of what they do, so they can't always rely on their parents or teacher to do things for them. As far as the other rules that I will have the students come up with, I think that depending on which grade level I teach at will be a part in determining what rules they come up with. I think it is important to keep the rules to a maximum of five so that it is easier for the students to follow along with the rules and then the teacher doesn't have to try and enforce 10 different rules. When the teacher and class have come up with the rules together, they will be

posted on the wall along with the three main rules that the teacher has already created. A way to make sure that the students become more accountable for their actions is by making up a contract that the students have to sign saying that they will follow the rules created in class. Once the students have signed the contract, the students will place it in the folder and take it home so that the parents will see the rules set forth for the students and then they will sign it. The students will also be aware that if they do not follow the rules that they created for the class then they will get a ticket taken away.

*Preventive:*

One of the best ways to prevent misbehavior and to make sure that students are engaged is to make sure that the lessons are interesting to them and engage them. Many times students misbehave when they become bored or do not care what the lesson being taught is about. One way to engage the students is making sure that you give them hands-on experiences and present them with authentic teaching. If you just teach students and do not give them the opportunity to connect to what you are teaching them then they will be lost and venture somewhere else. Students learn best when they are able to make a personal connection to what the lesson is about, but I do realize that you can't have every student make a connection to every lesson but that should be a goal because then the students will be able to relate to it better and will minimize the opportunity for misbehavior to occur. Another way to prevent students from being disengaged and misbehaving is making sure that they fully understand the procedures and routines that you laid out for them at the beginning of the year. Procedures and routines are one of the best tools to use so that students don't lose focus on what they should be doing. They are used to guide students when they are done with their work, when they are going somewhere in class, or just

when they come in at the beginning of the day. Having solid, effective procedures and routines are a way to keep learning at the maximum level.

*Supportive:*

For the supportive part of my classroom management plan, I am going to talk about what I can do to help the students to make sure they do not continually misbehave. One way that I think will help in preventing the misbehavior is using my physical proximity like I mentioned in my beliefs/practices. If I see a student who is having a hard time staying on task or disrupting their neighbors around them, then I will just slowly work my way over towards that student and make eye contact. I have observed many classes and I have found that a lot of teachers use this technique so that they don't have to single out the student and embarrass them in front of the whole class. I have also seen teachers just sneak in the student's name in a sentence while they are talking to the class, maybe asking them a question about what they were working on. On the flip side of this, teachers also need to make sure students are aware that they appreciate it when the students behave appropriately and do something good. A way that I am going to show this is by giving them a ticket if I see they are diligently working on their school work and on task. Students need positive reinforcement so they know that they are being appreciated for being responsible and acting appropriately.

*Corrective:*

The corrective part of the classroom management style is when students misbehave or are off task continually, what the teacher does to correct that behavior. For my classroom I am going to pass out 10 tickets to the students every Monday at the beginning of the day. The students are going to know that they can get tickets taken away if they are misbehaving, won't listen to the

teacher, being off task, etc. I will also explain to the students that although they can get tickets taken away they can earn tickets by helping other students, being on task, following directions given by the teacher and etc. After 2 or 3 weeks then I will have a mini market where the students can bring their tickets and come buy some fun, engaging toys. The way that will work is I will set a ticket price so if the students have 17-19 tickets they can get one item, if they have 20-23 tickets they can get two items, and if they have 24 or more tickets then they can get three items. If the students decide not to use their tickets when I have the mini market then they can continue collecting them and use them all one time and get a lot of items. This also works on their responsibility and making sure they know that they have to have a certain amount to receive any item and they have to be responsible for keeping track of their tickets.

Classroom management not only has to deal with the theories that you wish to implement into your classroom but it also it setting up rules and guidelines for the students to follow. Teachers play a major role in how students behave and act based upon the routines and procedures they set up and also how they set up their lesson plans. Teachers need to be aware that not all students learn the same way so you have to hit every type of learning and provide opportunities for those students to make connections. As a teacher you also have to have a style that prevents, supports, and corrects students' behavior so that there are minimal distractions and there can be a productive learning environment. Another way to help with the classroom management is to create a classroom arrangement that is welcoming to students and offers an environment they will feel welcome. In the next section I will show you a classroom arrangement that I find will be most effective for students to learn and continue supporting my beliefs and procedures I will have in my classroom.

*Parent Letter*

Dear Parent/Guardian,

Hello! My name is Mr. Estepp and I will be your student's first grade teacher this year. I want to personally tell you how excited I am to get this year underway and get to know your child while also working with you to make this a successful school year. To make this year a successful one I believe that the communication between you and I has to be open. My goal is to create a classroom that is welcoming to the students and a place where they feel comfortable and are set up for success. I believe that teachers need to create this type of environment for students so that they can continue learning and growing as a student.

The main reason for this letter is to introduce myself and to explain my classroom's rules and expectations. I have three main rules that my whole classroom is based up: Be Kind, Be Respectful, and Be Responsible. I think that students need to respect all of their peers and adults in the building. I also believe that students need to be responsible for their actions and behavior during the school day. Not only will I hold them to high expectations but I think with my beliefs and practices, we will be able to meet those expectations. Another aspect of my rules that I take great pride in is allowing the students to collaborate with me in coming up with the classroom rules for that year. So although I wish I could disclose more classroom rules, I believe that part of the students being responsible is giving them the responsibility of creating rules. Once we created the rules I will create a contract and have the students sign it, then the students will bring it home and have you sign it so that all parties involved are aware of the expectations in the classroom.

I want to again say how excited I am to have your child in my classroom and to have the school year start. I want to again say how important it is that we stay in contact and make a team effort to help your student have a successful year. Feel free to contact me by e-mail, phone, or sending a note with your student if you have any questions. [Phone: \(574\) 305-1554](tel:(574)305-1554) (preferably no calls after 9 p.m.) [E-mail: crestepp@spartans.manchester.edu](mailto:crestepp@spartans.manchester.edu)

Sincerely,

Chase Estepp



<p><b>Assessment Criteria</b></p>	<p>Distinguished 20</p>	<p>Proficient 17</p>	<p>Basic 15</p>	<p>Unsatisfactory 14-0</p>
<p><b>Mechanics</b> [Conventions] R5- Models appropriate written communication skills</p>	<p>Spelling, grammar, sentence structure, punctuation, and capitalization are correct.  [Grammar usage correct; Smooth punctuation; Correct spelling; Sound paragraphing.]  *Referred to Writing Rubric criteria.</p>	<p>Spelling, grammar, sentence structure, punctuation, and capitalization are presented with errors that somewhat detract from the overall presentation.  [Spelling usually correct; Grammar problems not serious; Acceptable paragraphing; Internal punctuation errors.]  *Referred to Writing Rubric criteria.</p>	<p>Spelling, grammar, sentence structure, punctuation, and capitalization errors detract from presentation and goals.  [Spelling errors; Inconsistent paragraphing; Grammar errors detract; Inconsistent punctuation.]  * Writing Rubric criteria limited.</p>	<p>Unacceptable use of spelling, grammar, sentence structure, punctuation, and capitalization.  [Frequent spelling errors; Incorrect paragraphing; Grammar usage errors cloud the meaning; Many punctuation errors.]  *Did not refer to Writing Rubric criteria.  →Papers with multiple and repetitive errors in spelling, grammar, and other conventions will forfeit all points for this category.</p>
<p><b>Mechanics</b> [Organization] R5- Models appropriate written communication skills</p>	<p>Strong introduction and conclusion;  Smooth transitions;  Text well organized and thorough;  Structure moves reader through text.  *Referred to Writing Rubric criteria.</p>	<p>Introduction and closure present; Some good transitions; Logical, yet ineffective structure.  *Referred to Writing Rubric criteria.</p>	<p>Introduction or closure present; Few transitions; Ineffective structure.  * Writing Rubric criteria limited.</p>	<p>No internal structure; No clear transitions; Awkward pacing; Details in random order.  *Did not refer to Writing Rubric criteria.  →Papers with multiple and repetitive errors in spelling, grammar, and other conventions will forfeit all points for this category.</p>
<p><b>Mechanics</b> [Sentence Fluency]</p>	<p>Content flows well for reader; Easily read aloud; Varied sentence structure without</p>	<p>Good simple sentence structure with few run-ons; Favors one pattern;</p>	<p>Simple sentence structure; Attempts at complex sentences are</p>	<p>Difficult to follow or read; Choppy; Incomplete sentences; Monotonous.</p>

<p><b>R5-</b> Models appropriate written communication skills</p>	<p><b>run-ons; Sounds natural.</b></p> <p>*Referred to Writing Rubric criteria.</p>	<p>Sentences go together.</p> <p>*Referred to Writing Rubric criteria.</p>	<p>run-ons; Rambling.</p> <p>* Writing Rubric criteria limited.</p>	<p>*Did not refer to Writing Rubric criteria.</p> <p><b>→Papers with multiple and repetitive errors in spelling, grammar, and other conventions will forfeit all points for this category.</b></p>
<p><i>Philosophy of Classroom Management</i> E7 Engages in research and reflection on best practices in teaching strategies</p>	<p>Introduction paragraph: Explains the discipline plan in detail and leads the reader into content.</p> <p>Closure statement—Explains connections between theories and beliefs</p>	<p><b>Introduction paragraph explains discipline plan;</b></p> <p><b>Closure statement does not connect theories and beliefs</b></p>	<p>Introduction paragraph generally or vaguely explains discipline plan;</p> <p>Closure statement is missing.</p>	<p>No Introduction and/or Closure statement</p>
<p><i>Philosophy of Classroom “Top 10 Beliefs”</i> E7- Engages in research and reflection on best practices in teaching strategies</p>	<p><b>Three or more theorists identified</b></p> <p><b>Description of theory</b></p> <p><b>Explanation of theory -- showing relationship between philosophy and theory.</b></p> <p><b>Concepts reflect compatible ideas</b></p>	<p>Two theorists identified;</p> <p>Description of theory;</p> <p>Explanation of theory— shows limited relationship between philosophy and theory.</p> <p>Concepts are compatible.</p>	<p>One theorist identified;</p> <p>Description of theory is vague or general;</p> <p>Explanation of theory shows no relationships between philosophy and theory.</p> <p>Concepts are compatible.</p>	<p>Beliefs given but no theorists identified</p>

<p><b>Procedures and Routines</b>  <b>E5-</b> Manages student behavior in positive, safe ways  <b>R2-</b> Demonstrates with full awareness of ethical and legal responsibilities of teachers</p>	<p>6 areas identified with consistent points of view</p> <p>--Descriptions include examples and details</p> <p>--Explanation of importance</p> <p>--Provide student's role</p> <p>--Provide teacher's role</p> <p>--Realistic expectations</p> <p>--Additional considerations</p>	<p>4-5 areas identified</p> <p>And/or</p> <p>Attentive to some but not all of the components in the area descriptions.</p>	<p>3 or fewer areas identified</p> <p>And/or</p> <p>Description/s are inconsistent, general, or vague; May be missing components.</p>	<p>No areas identified</p> <p>No description.</p>
<p><b>Implementation of Classroom Management Plan</b>  <b>E5-</b> Manages student behavior in positive, safe ways  <b>R2-</b> Demonstrates with full awareness of ethical and legal responsibilities of teachers</p>	<p>Detailed description of learning environment and strategies;</p> <p>Sound theoretical connections between management and beliefs</p> <p>Behavioral management</p> <p>Description of expectations and strategies for classroom management plan</p> <p>Including:</p> <p>Preventative</p> <p>Supportive</p> <p>Corrective</p> <p>Implementation and</p> <p>Possible scenario</p>	<p>Descriptions generalized or lacking examples;</p> <p>May be attentive to most components.</p>	<p>Description components may be missing or unrelated to topics.</p>	<p>Descriptions missing or confusing.</p>

<p><b>Classroom arrangement</b></p> <p><b>E5-</b> Manages student behavior in positive, safe ways</p>	<p>Supports visually the philosophy of management plan; displays classroom components arranged to prevent opportunities of misbehavior; incorporates elements of routines and procedures;</p>	<p>Components generalized or lacking labels;</p> <p>attentive to most components.</p>	<p>Components may be missing.</p>	<p>Classroom arrangement missing or confusing.</p>
<p><b>Parent letter</b></p> <p><b>R1</b> Demonstrates sensitivity for diversity with students, colleagues, parents, college faculty, and/or community agencies</p>	<p>Explains the main points of the management plan</p> <p>utilizes letter format</p>	<p>Outlines the main points of the management plan</p> <p>Utilizes letter format</p>	<p>Introduces the plan in general without giving specifics</p> <p>Components of letter formatting missing</p>	<p>Letter is missing</p>
	<p><b>Student name</b></p> <p><b>Estep</b></p>	<p><b>EDUC 360</b></p>	<p><b>Date 11.22.10</b></p>	<p><b>POINTS EARNED/POSSIBLE:</b></p> <p><u>171 /180</u></p>