

# Classroom Management Plan

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**Descriptive Statement:**

This document was created to show my beliefs and values for my classroom management plan for my classroom. The plan focuses on the routines and procedures that I feel will be beneficial in my classroom. I will discuss the learning atmosphere that I want in my classroom. It will be a working document that could change throughout my experience in different classrooms and its execution into a classroom.

**Philosophy of Classroom Management:**

For my classroom management plan to work, it needs to be based on my own beliefs and values. A lot my beliefs and values have been based off of many different theorist. In my classroom I want a sense of community and responsibility for each student; because of this I have selected many different theorists that I believe reflect my beliefs and values. I believe all students should have a safe and inviting place to learn in, this is what I want my classroom to be. Each aspect of my plan is important, but together it conveys my ideas for creating my classroom community. The foundation of my classroom management plan is based off of 10 beliefs and practices.

**My Top Ten Beliefs:**

**1.) I believe that students should have a day to day procedure that is laid out for them out the beginning of the year that will be used all year.**

I think first impressions are everything. On that first day a teacher makes a president with their students on how they should behave. They need to show their students that they are in control and that there is a way that they expect their students to behave. Harry and Rosemary Wong's "Discipline through Pragmatic Classroom Management" explains this theory. They believe that a first day of school could make or

break a teacher. This first day of school can determine how your students will behave in class and treat you for the rest of the year. For the school year to run smoothly, the teacher needs to implement a day to day routine from the start of school. This will show the teacher as the authority figure from the beginning and the students will never have the chance to second guess it.

On the first day of school, the teacher should explain the day to day schedule to the students in depth and from there on expect students to follow it. By doing this, it helps the students see that what is expected of them, may be different than in years past. This will never bring up the excuse of “But Mrs. Smith lets us do it!”. As long as the teacher keeps their day to day schedule students should always understand what is expected of them and follow the directions that were given to them.

**2.) I believe that as a teacher we need to set up our students to succeed in life; this would mean that they need to learn life skills.**

In many classroom teachers make sure their students are excelling at school work and process, which is a wonderful thing. I however believe as teachers we need to take it a step further. Kagan, Kyle, and Scott’s “Win-Win Strategies” uses life skills in the classroom. There life skills consist of self control, anger management, good judgment, and empathy. These three theorists believe that if a student contains these life skills then they will not only succeed at being students but will also succeed as being people out in the world.

I believe that all people should contain the life skills listed above, but I believe there should be one more big one, manners. Students these days lack manners. This is something I find very important in a person and is also something that is very useful in

life. This will be something that I work on with my student's everyday. I will use manners with them and I will also expect manners from them.

**3.) I believe in order for students to feel responsibility in their classroom, they need to have a purpose, this can be created by giving students classroom jobs.**

I believe that by students having classroom jobs it makes them feel like they have a purpose in school and also makes them feel like they are part of the community of the classroom. I believe that if a student feels like they belong, they are more apt not to misbehave. Linda Albert's "Cooperative Discipline" theory works very nicely with my beliefs. She says it is essential it is for students to experience the need to belong and cooperate in their classroom. By giving students jobs, it gives them the sense that they are important and have a need of being their. It also gives them the sense of responsibility because they are taking care of something.

I believe that students need to learn the responsibility of taking care of something because it will set them up for success later on in life. By starting small, with classroom jobs, it gives them their first feeling of responsibility of working. To show the students that their jobs are each important, at the start of school explain what is important about the job. This will show them that they are needed and that it is important to complete the job.

**4.) I believe a classroom should be a community not just a sterol learning environment.**

I believe that a classroom runs more efficiently if it is running as a whole. In order for students to start thinking of their class as a whole they need to care about each other. This can be started by teaching showing compassion to the students. They will see this

and start showing compassion to each other. Coloroso's "Inner Discipline Theory" has a valuable theory for my classroom of the importance of building a community of learner's to make a classroom a better learning environment.

A classroom has to have active students. If a classroom is a community, and all students are about each other, they will be more apt to participate in class discussions and not shy away from different learning styles. I want a classroom where no students shy away from speaking because they are afraid they will be bullied for their comments. I believe that if we are a community classroom, this will be less likely to happen.

**5.) I believe that I student should feel safe at school and want my classroom to be a safe inviting environment for my students.**

Children in today's time have it so bad in their home lives. This is something I will never be able to change. I can however make their school day the most positive safe environment possible. I believe by doing this it will also make their academics go up to a higher level. By making school a positive experience for children, it could take their minds off of what is happening at home and give them of at least seven hours of freedom from their fears.

**6.) I believe that students should be rewarded for good behavior.**

Fred Jones came up with Preferred Activity Time or PAT time. A preferred activity is something that students would enjoy doing; this could include watching a movie, playing games, reading books, or doing an art activity. I really agree with Fred Jones on this idea. I think if students have something to work towards they are more likely to do their school work and behave better.

In my classroom I plan to have the opportunity for a smiley face party. Depending

on age, students will work each day or week towards getting a smiley face. Once they have reached the desired number of smiley faces they get to have a party. This could include watching a movie, possibly having treats, maybe an afternoon of playing games. I feel that by having this opportunity they will be more likely to want to do better in school.

**7.) I believe that students should have a part in creating classroom rules.**

I believe that if students have a part in creating the set of classroom rules, they will be more apt to follow them than if they are just told to them and demanded of them. This is something that is created on the first day of school. Together you could sit down and discuss what is expected of well behaved students. This could also be added to throughout the year. If a student thinks there is a rule that needs to be added, it could be discussed as a class. If they all feel that it is a good rule, then it could be added to the rule list. Children a lot of times feel like adults are over powering them. If they have a say in what happens around them, they are more apt to follow the rules that they have created for themselves.

**8.) I do not believe in having a student stay inside for recess because of homework not being completed.**

Children are full of energy. If we take away the time for them to burn this energy off, it is just going to cause problems in our classroom. This is why I believe that no matter what, students should be allowed to go to recess. I also believe that school is something they should enjoy. Learning is such a great thing, if we punish children by taking away their fun time for not doing their work, they will not think that learning is fun.

I believe that students should have a set time at the end of the day to work on their incomplete school work. What ever is not finished they take home and do. If they do not complete it once again at home, then they get a note sent home to their parents the following night and have to work on that homework the next day during school work time.

**9.) I believe that no matter what a student does they should always be treated with dignity.**

It does absolutely no good to beat a student down period let alone in front of their peers. A child should always be treated with dignity and respect. If you show a child respect, then they will show you respect back. Instead of dealing with a problem out in the open, it is better to talk to the child in private and explain to them why what they were doing is wrong. I do however believe that if a student is disrupting the lesson, that you may say their name to get their attention and to get them to stop. Deal with the problem later on so that it does not further disrupt the lesson.

**10.) I believe that parents should be involved in my classroom as much as possible.**

I have a theory that if parents are involved in my classroom, they are more apt to help me when there is a problem with their child or just when I need the help in my classroom. I will fully encourage parents to volunteer in my classroom as much as they would like and also come in and visit if they have a chance. I will explain that I would appreciate it if they would not disrupt the learning atmosphere, but would love to have them in my classroom.

**In Conclusion:**

Each of these beliefs are processes that I want in my classroom. I understand that

every year they all will not work, that is why I call this a work in progress. I feel that over my years of teaching I will still be educating myself and learner more and better ways to manage my classroom.

### **Misbehavior**

To prevent misbehavior I plan to have rules listed up on the wall that both the students and I have created. I believe that by the students having part in creating the rules they will be less likely to misbehave. I will also use the ripple effect theory by Robert Kounin in my classroom. I believe that if you praise students for behaving other students will strive to behave in a positive manner so that they will also be praised. I also believe that if a child misbehaves and you correct them in a positive fashion, the other students will make an effort not to misbehave. These are the two main plans that I have to prevent misbehavior in my classroom.

In my classroom there will be reward time, or PAT time. This will be called smiley face party time. The students will be working each day towards a smiley face and once they reach the required amount I will throw a party for them. This party could consist of playing games, watching a movie; have fun snack foods, or any other activity that they may recommend. I will also use the card system for the individuals in the classroom. Each student will have a set of three cards. If they misbehave they have to pull a card. Their first card will mean they lose ten minutes of recess time, second means a whole recess, and the third card means missed recess and either note home to the parents or a call to them. If a student pulls more than six cards in a four week period then they do not get to attend the smiley party.

I would deal with each misbehavior differently. If it is a child that has been

misbehaving all day in small ways, I would have them go pull a card. If it is their first misbehavior of the day, I would give them a warning and we would keep going with the lesson. For a major behavior disruption, I would have the student pull a card if I felt that they would do it with out disrupting the class further. If they were really out of control I would move them to the back table to get them away from their peers and have time to cool off. After I was done with my lesson I would go back and talk to them about their misbehavior and if I did not have them pull a card, they now would.

### **Rules and Consequences**

Development of Rules: My classroom rules will be a combination of my beliefs along with the student's thoughts. Together on the first day we will create a list of rules, wrote in positive fashion. If the students at a later date think of a rule that they think should be added to the list of rules, it will be added. I believe if they help write the rules, they will take ownership in the rules. I will write some of the rules on my own, but I will explain why I have put these rules up and try to make it so they can agree with them as well.

Determination of Consequences: The consequences of the students will be based on their misbehavior. If a student is just talking while I am talking I will say something to them such as "Billy, is this how everyone in the class is behaving? How would class be if everyone talked when Miss White talked?". If it keeps happening I will have them pull a card. For bigger misbehaviors they will pull a card right away. If I am unable to talk to them at that time, we will talk about the problem later so they understand why I expect them to behave differently. If they pull all three cards and are still misbehaving I will have them go to another teacher's classroom that I have set up in advance. If this is not

working the last alternative would be to send them to the principal's office.

Reason for Discipline Action: As a student myself I was in a classroom that used the card system. I believe that it fully works. I still keep in touch with this teacher that uses it, and he still says it works in his classroom. My mother was called once while I was in his classroom, and I have never been more afraid in my life of what my parents would do when I got home. I never messed up again that year. I think sometime drastic steps may need to be taken, but after they happen a students is more likely to behave in a positive manner. The teacher that I am referring to also always gets the problem children that are going through school at that time. He says that it works with almost all of them and by the end they are not quite the problem students they once were.

Posting of Rules: My rules will be wrote on a piece of chart paper and hung in the classroom for all students to see. I will send home a newsletter to the parents the first week of school explaining to them what I expect of their children. There will also be a weekly newsletter that is sent home to parents that I will write in any new rules that the children have came up with. I will also give each of these newsletters to the administration for them to read as well.

**Procedures:**

Late work: My students each day will have 15 minutes to work on homework at the end of the day. If they did not get something done from the day before they will be required to do it at this time. If they do not get it done at this time it will be taken home again this night as homework. If the next day they still do not have it completed, I will send a note home with them to be signed by their parents explaining that their child did not complete their homework. If I still do not get it back the next day they will receive a

zero on their assignment. The students who do bring it back will turn it into the homework cubby of the subject the homework is from.

Absentees: If a student is absent from my class, their school work will be put into their mailbox and they may pick it up either that day or once back at school. For every day students miss of school they will have one day to bring the homework back into school. If they miss one day, the homework is due the day after they get back, two days is two days after they get back and so on. If a parent calls me to let me know their child will be absent I will make sure to get a packet of work ready for them, so they can complete it at home as fast as possible.

Grading: I plan to grade my students on a five point scale. Five being above and beyond, mostly for the gifted students, a four would be above average, a three would be average, a two would be below average, and a one would be unsatisfactory. I would have test, quizzes, projects, and homework all be equal in weight. I would have a sheet in my grade book for each main standard. I would then take the work that they just did and see which standard they met and then give them a grade. This way I know whether they are meeting the standards they should be meeting.

Turning in School Work: In my classroom there will be mailboxes that are each labeled with the subjects of the class. At the beginning of the day the students will turn in all of the homework from the day before into the correct box. By the box will be a highlighter, the students will need to highlight their names before they turn their paper in, to better insure that they never turn in a paper with no name on it. I will collect these papers from the boxes while they do their start of school books. I will go through them and see who has completed their work and who has not. The students can then turn their

work from the day in as they get it done.

**Beginning of Class:** Each time the children enter the room (beginning of the day, recess, specials) they will have a start of class book to work on. In these books will be short lessons that work on a subject that the grade I am teaching commonly has trouble with. If they complete this before class begins the students may silent read their books until it is time to start class. These books will be created at the beginning of each year and the students will get them on the first day of school, so we can start working on them then.

**Using of the Bathroom:** In my classroom there will be bathroom passes for the students to use. They may use the bathroom at any time I am not in front of the room speaking. This will be allowed until I find that a student is abusing the privilege. If I catch this I will deal with that student independently. The students will understand from day one that if I am teaching, it is not ok to go to the bathroom. If it is schoolwork time the students may get up and get the pass and put it on the desk. This allows me to know where they are, and allows them to use the rest room.

**Using the Drinking Fountain:** This will be used the same way the bathroom is used. Students will be allowed to go to the drinking fountain anytime instruction is not being done. There will be a pass and they will get it and put it on their desk and go get a drink. Once again if a student abuses the privilege, they will be dealt with individually.



Dear Parents:

I am so excited to get to know and teach your child this year! It should be a great year full of exciting experiences and a lot of learning. We will be working on many different things this year so if you need to contact me at any time you may by email, [aawhite@spartans.manchester.edu](mailto:aawhite@spartans.manchester.edu), school phone 555-555-5555, or if it is an emergency

at my house 551-551-5511.

I would also love to have you visit our classroom and see what your children do with their time here at our school. If you would like to come in and visit, I just ask that you give me a little heads up and let me know by one of the ways above or by sending a letter with your student to me. I would hate for you to come in on a day when we are doing something special and are not in the classroom. I also love any help that I can get while teaching, if you have some free time and would like to help me, please contact me and let me know when you would like to come in.

Attached is list of classroom rules that your students and I have created for your students to follow in my classroom. If you have any questions please do not hesitate to let me know. Please read over them and send back the attached sheet with your signature by the end of the week. Once again I am so excited for this year, if you have any questions about anything, please do not hesitate to ask.

Sincerely,

Miss Abby White



## Miss White's Classroom Rules

1. Listen when teacher is talking.
2. Walk when inside of the school, including the classroom.
3. Food should only be eaten at snack time. No gum or candy for snack.
4. Use bathroom and drinking fountain only when the teacher is not teaching.
5. No messing around in the bathroom or at the

## drinking fountain.

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Your students will be running on a card system. There are three levels of cards, Green, Yellow, and Red. If your child pulls a green card they have to miss 10 minutes of recess. This could be for breaking any rules above, or for a disruption in class. If your child gets in trouble again they pull a yellow card. This means they miss all of recess. If your child pulls a red card I will be calling you either during the day or during the evening depending on when I can get a hold of you. If you have any questions on this, please let me know.

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Please let me know what time is best to contact you.

\_\_\_\_\_ Morning

\_\_\_\_\_ Afternoon

\_\_\_\_\_ Evening

Please sign below and send back to school with your student, thanks.

Parents signature: \_\_\_\_\_