Classroom Behavior Management Plan

EDUC 360
Emily Gallmeyer
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Behavior Management Plan

Purpose

This document is intended to illustrate and inform others of my beliefs and expectations for my classroom. I believe it is extremely important to have a plan in place to help deal with misbehavior and work to correct problems so that optimal learning may occur. This document outlines my classroom management philosophy, elaborates on six procedures and routines I plan to follow in my classroom, goes through detailed explanations of my implementation of classroom management practices, and includes a sample parent letter outlining the rules and expectations of my classroom. The last section of this document includes a visual of my intended classroom arrangement.

Philosophy of Classroom Management

My philosophy for classroom management comes from portions of six theorists and their philosophies. I consider these theorists to have the same beliefs, values, and strategies for maintaining an effective and enjoyable classroom as I do. Like me, many of the theorist believe in student choice, trust, and procedures. Fred Jones explained the importance of classroom rules, jobs, and earned activity time for students. Harry and Rosemary Wong discussed the importance of organization and immediate implementation of routines and procedures. Marvin Marshal justified using creative lessons that will engage learners. Other theorists that support my philosophy include Barbara Coloroso, Spencer Kagan, and Lee and Marlene Canter. The following are my “Top Ten Beliefs and Practices” for obtaining and maintaining a successful classroom.

Creative Lesson Plans
Marvin Marshal and I believe that lesson plans should be creative and students should be taught in a variety of ways. Educators should “spice up” tedious activities with various materials and techniques that will engage learners and maintain their attention. This closely aligns with Howard Gardner’s Multiple Intelligences. Teachers need to include various intelligences or teaching tactics so those students are engaged with curiosity. I will hold myself accountable for planning in accordance with my students needs. To do so, I will attempt to incorporate at least four of the eight multiple intelligence in each lesson. Creating diverse lessons could include but are not limited to things like drawing, creating skits, hands-on demonstrations, integration, videos, music’s, and much more. By doing these things, I believe that students will be engaged and will want to be at school. It is important to learn and I believe the best way to learn is to have fun doing it.

**General and Specific Rules**

To help prevent students from misbehaving, Fred Jones felt that teachers should have both general and specific rules set out for the students to follow. General rules define the teacher’s guidelines, standards, and expectations for behavior. These usually consist of only two or three rules. From my experiences in classrooms, the more a teacher expects her students to know, the less the students remember. Two or three general rules can be broad but cover a wide range, which is why I feel this is a great concept to implement into my classroom. Specific rules describe procedures and routines students are expected to follow. It describes what they are expected to do and how they should do it. By having them in place, they can cut back on confusion, constant questioning of how to do
something, and misbehavior. Students need to know the expectations of their teacher which also helps the students gain responsibility in the classroom.

**Classroom Jobs**

Fred Jones also stressed the importance of classroom jobs for the students. These are chores the students complete throughout the day which helps the teacher and keep the room organized. I believe students should have jobs not only because they love the responsibility because it also makes them feel important and gives them a sense of pride. I want my students to feel that pride and have a sense of belonging in the classroom. This concept will help the students gain ownership in the class and will build a sense of responsibility. A few of the jobs that I will use in my class include: paper passers, line leader, office helper, bathroom monitors, librarian, and mail carrier.

**Preferred Activity Time**

Rewarding students for their good behavior is an important part of Fred Jones’s philosophy. Preferred Activity Time or PAT refers to the time that students earn due to good behavior. It is important to me to be able to reward my students as a class. I see myself rewarding them for a variety of task. For example, prompt clean up, good listening skills, following procedures without reminders, going above and beyond expectations, and more. The class is able to build up the time and use it at the end of the week. During this time, students are allowed to do a variety of learning or enrichment activities. This is a great way to reward students for good behavior and for following through with rules or guidelines. They are able to earn points for being responsible and reap the benefits by learning activities. This allows teachers to praise and reward their students’ good behavior while also provide enriching activities for their students.
**Discipline, Not Punishment**

Barbara Coloroso believes that it is important to discipline students, not punish them. She says that by using discipline students learn how to handle a problem positively, become fully aware of their actions, take ownership of the problem, provide options to solve the problem, and keep their dignity intact. These guidelines help the student analyze the problem and how to prevent this from happening in the future. It is my responsibility as an educator to guide students to solve their problems and help them through the situation. Using discipline allows me to guide the student through the process of correcting the problems instead of forcing a consequence on them and expecting that to solve the problem. Students and teachers need to work together to resolve issues and to learn how to prevent it from happening in the future.

**Writing Classroom Rules**

According to Spencer Kagan, students need to be included in the rule making process. Students and teachers should view these rules as an agreement of what is expected. By allowing them to work as a group to create the rules, they gain ownership of the classroom and feel responsible for their actions. Also, students are less likely to oppose the rules if they were allowed to help formulate them. It creates a classroom community and students will fully understand what is expected because they helped to develop the guidelines. Rules should be simple and limited to a maximum number of five. Additionally, the classroom rules should be displayed on a poster in the room, so that the students can refer to them throughout the year.

**Positive Repetition**
Positive repetition is a valuable component of Lee and Marlene Canter’s Assertive Discipline philosophy. They believed in giving sincere personal attention to students who behave and follow the classroom rules and expectations. This is really important to me because it points out the positive rather than the negative. So many times teachers get caught up in pointing out misbehaviors. I really think that highlighting proper behavior is a better tactic than highlighting misbehaviors. My hope is that the students who are misbehaving or off task will see what they should be doing and correct their actions. I feel confident in this concept, because it puts the focus on the good behavior instead of always focusing on the disruptions or misbehavior. The student who is misbehaving is not getting the attention he or she may want, but the student who is behaving gets praised for his or her effort. This can be used as often as the teacher would like to use it and in a variety of ways. I believe this is a great way to build self-esteem for the students who are following the rules. Most importantly, I want to implement this concept because using positive repetition puts the responsibility on the misbehaving student to correct their actions and adjust their behavior.

**Assertive Teachers**

Lee and Marlene Canter described assertive teachers as being clear, confident, and consistent models that expresses expectations. This is an important aspect to incorporate into my classroom because everyone will benefit. The students will benefit by understanding the expectations and knowing that the teacher will follow through with the rules. They know the consequences for their actions and will not have to fear the unexpected. The students understand what is acceptable and know what will happen if they do not behave in the expected manner. Students feel safe and secure in a classroom
that is consistent and organized. Both the student and the teacher will benefit from a warm and trusting environment. Trust is crucial in a classroom. If the students do not trust their teacher with personal information or trust that they are leading them in the right direction, then they will not feel safe in the classroom. A safe and welcoming environment helps everyone to function to their fullest.

**Procedures**

Harry and Rosemary Wong believed that it is crucial to implement routines and procedures on the first day of school. By doing so on the first day, I know it will help the student understand the expectations and increase productivity for the rest of the year. When student understand what they are supposed to do, it is my belief that students will make the right choice. However, when they are uninformed or confused, they are likely to get off task. By taking the time to demonstrate, teach, and practice, the students will learn and perform the actions automatically. By taking time in the beginning, a great amount of time will be saved throughout the rest of the year.

**Plan and organize**

Harry and Rosemary Wong believe that teachers need to be prepared and organized. Organization is very important to me because I know students work better in a structured and reliable setting. When presented with chaos, students often become distracted and preoccupied. Therefore we need to create a setting where students can succeed and learn to the best of their ability. This can be a timely task, however, the benefits out weight the cost. Also, I will not ask my students to do something that I myself cannot do. I want my students to organize themselves; therefore, I myself will present them with an organized classroom and prepared lessons. To do so, I will use a
variety of methods. Each morning the daily schedule will be on the board so that the
students know what to expect. Student materials will be located in a convenient area that
they can easily access. Homework and assignments will have designated trays to prevent
confusions and grading will be done in a timely manner.

Conclusion

My top ten beliefs, formed from various different theorists, will be visible throughout my
classroom. They make up who I am as an educator as well as a human being. I will work hard to
stay true to my beliefs, however, as I grow as a teacher I will continue to change and evaluate my
thoughts and ideas.

Routines and Procedures

The following routines and procedures will strongly correlate with my previous beliefs.
They are designed for classrooms ranging from first to fifth grade. They are extremely important
aspects of a classroom. If set up correctly, these routines and procedures will help erase some of
the confusion and distraction the students would make. They will also help keep the students on
task and helps them understand what to do for particular situations. The following six procedures
and routines are ones that I feel are important pieces to put in place from day one of school.

Morning Routine

In order to avoid chaos in the morning, I will have a routine for my students to
follow each day. The students will come in and put their book bags and coats away. They
will place any notes or lunch money in the basket on the table beside my desk. The
students will also need to put their clip on the lunch chart. This will tell the teacher which
students are absent and whether they are having school lunch or home lunch. At this time,
any homework from the previous night should be put in the homework tray. When the
previous tasks have been completed, the students should proceed to their desks to get ready for the day. They will need to begin by reading the morning message and completing the morning work that has previously been placed on their desk. Once everything is finished, the students should read quietly until I call them back for Morning Meeting. The structure of this routine allows me to deal with any problems or situations that may arise. It provides students with responsibility and acts as a smooth transition into the school day. This is an important procedure for my students to learn because it eliminates down time and lessens the possibility for misbehavior. Most importantly, it gives them a routine to follow even if I am not in the classroom.

**Emergency Drills**

To keep everyone safe during an emergency, it is important for our class to have a procedure in place. When the alarm sounds, I will instruct the students to quickly and quietly line up at the door. To ensure that all students are safe and accounted for, I will take the attendance book. The class will quickly walk to the designated location. For a fire, the class must line up outside in the parking lot. For tornados or severe weather, the students should go to the designated room and assume the proper position. Once in the proper location, the students should remain quiet and listen for further instructions. The emergency plans will be posted by all exits in the room. These drills will be practices during the first week of school and periodically throughout the year to guarantee effective execution.

**Participation**

Students should all have the opportunity to provide answers, share stories, and perform additional tasks. To ensure that all students have the opportunity to participate in
the classroom, I will use participation sticks to randomly ask students to contribute. Each student’s name will be written on a popsicle stick and put into a can. I will draw the sticks at random and whose ever name is drawn will be asked to partake in the activity or perform a task. Not only will each student get to contribute to the class, but I will also not have to worry about over picking or under picking certain students.

**Classroom Jobs**

Assigning jobs to the students helps them to develop ownership and pride in the classroom. It also helps them to find their spot and meaning among the group. Not only is this beneficial to the students, but it will save me a lot of time each day. It is important that each student has a job each week and that the jobs are rotated among the students. During the first week, I will need to explain the roles of each job and how to perform it. The first day of every week, the students will receive new jobs. Depending on the number of students in the class, each job will have only one or two students. Job titles will be posted on either the cabinet doors or on a bulletin board. Student’s names will be posted beside the titles. Jobs will include but are not limited to: board eraser, paper passers, line leader, office helper, bathroom monitor, librarian (straighten book shelves), door holder, mail carriers (distributes papers to the mailboxes), gardener (waters the classroom plants), attendance/lunch count helper (will clear the chart at the end of each day), meteorologist (reports on the weather during the Morning Meeting), calendar helper (leads morning calendar), and power control (turn on and off the lights). Students need to perform their jobs and contribute to the classroom community to gain responsibility and practice the skills.

**Getting Attention/Signaling for Quiet**
Teachers need to be able to quickly get their students attention and for the students to understand what the teacher wants. By using the same signal each time, the students will immediately know what is happening. In my classroom, I will hold up my hand and say, "I need your attention in 5, 4, 3, 2, 1." By the time I get to one, the students should all be quiet and looking at me. If not, PAT time will be taken away. This can be used throughout the school, not just in the classroom to create consistency.

**Hallway Procedure**

Hallway procedures are important for students to know and follow so that they do not waste time or disrupt learning in other classes. It is important for me to teach the students what I expect of them in the hallway on the first day of school. Our hallway procedure will be for the students to have their hands to their sides, with their mouths closed, and eyes facing forward. The students will need to follow the person directly in front of them to ensure that the class is in a straight line. This way, other classes will be able to pass us safely in the hallway and they will not be tempted to touch objects on the walls or people around them. This should be modeled by the teacher and practiced by the students. Not only will this procedure help get my class to their destination quickly and without disruptions, but it will also keep the students safe and out of trouble.

**Implementation of Classroom Management Practices**

**Classroom Rules and Expectations**

Classroom rules and expectations are a vital part of keeping a classroom organized and efficient. I believe that students should have a say in the rules that are expected of them because they are the ones that they affect. However, I also feel that it is important for me to guide the rules in a direction that will create an environment where all students can succeed. To do so, I
plan to have three core rules for the classroom. These will include: respect yourself, respect others, and respect the school. It is my belief that these three rules will provide a safe and healthy learning environment. To incorporate the students into this process, I will have the students decide and vote on three sub-rules for each core rule. This will allow the students to determine acceptable behavior for the classroom. Once the rules have been created, I will write all the rules on a poster and the students will sign the document. The poster will be posted on the wall as a constant reminder of the expectations. A copy of the rules will also be sent home.

To ensure that the rules are enforced, I will watch for problems that arise and encourage the students to be responsible for themselves and their actions. As a reminder to students who are off task, I will point out students that are modeling good behavior. It is my hope that the student who is breaking the rule will self correct his or her behavior. There are multiple ways that I plan to keep students on task and following rules. First off, I will plan and implement creative lesson that will engage the students and encourage them to focus. I will also organize my classroom so that downtime does not tempt student into misbehaving. Lastly, I will use Preferred Activity Time as an incentive to follow the rules.

Classroom Management Styles

Prevention

I view prevention as a way to avoid a certain occurrences. In my classroom, I plan to have prevention strategies set in place to avoid misbehavior and confrontation. One very important aspect of my prevention plan is to have an organized classroom. Often time, misbehavior occurs during downtime or when students are not sure what they are supposed to be doing. Also, for this reason, I will have procedures and classroom jobs set in place. When students know the procedure, they can transition from one thing to
another without distraction or disruption. Classroom jobs give students purpose during certain activities and give the students something to think about. My last prevention strategy is implementing the classroom rules on the first day of school. Students should not have to question what is wrong and right, the classroom rules lay out what is expected and should eliminate problems.

Supportive

I view support as someone offering to help someone succeed. It will be used in my classroom to help each one of my student grown into a responsibility and well behaved student. First, I will use my role as a confident and consistent role model to demonstrate proper behavior. Students need someone to look up to and to imitate and I plan to take that role. I will also support my students by using discipline instead of punishment. Discipline helps a student to realize what he or she did wrong while also learning how to correct that behavior for future reference. The teacher and the student work together in the process and learn from each situation.

Corrective

I view corrections as a way to fix a preceding problem. Corrective discipline will be used in my classroom when the previous two discipline approaches have not worked. The process will be very simple and to the point. The student and teacher will discuss the problem, the consequence for performing that action, and the lesson learned. Nothing should be a surprise to the student because the consequences will been set in place all year long. I will be confident and clear in my explanations. The biggest part of corrective discipline will be to fix the problem and then learn from it. However, I will not dwell on
the situation or the problem. The student will have a fresh start after the situation has been resolved.

Creating a classroom management plan has allowed me to reflect on my beliefs and aspirations as a teacher. It has given me the opportunity to think about the flow of my classroom and what is really important to me. I see this as an every changing document and I look forward to implementing and adapting my philosophy. The next step of my journey is being a true educator and I cannot wait to apply my ideas to a real classroom.
Dear Parent/Guardian,

I am please to introduce myself as your child’s teacher for the upcoming school year. I am looking forward to working closely with you and your family. My goal for the year is to create an organized, respectful, and safe environment for your child. I will create an optimal learning environment and help to push your child to be the best he or she can. Together we will help your child grow and achieve great things.

I would like to give you a brief overview of our classroom management plan so there are no surprises upon the start of school. We will have three main rules: respect yourself, respect others, and respect the school. It is my belief that students should have a say in the structure of the classroom. Therefore, during the first few days of school, the students will establish three sub-rules for each category. This will allow the students to apply ground rules that they feel are important. Once we have pledge to the rules, a copy will be sent home.

I will have both a positive and negative consequence system in my classroom. Negative consequences will consist of a warning, a 5 minutes penalty during recess, a whole recess penalty, a note home, or a visit to the principal. It my hope that we will not have to use this system but it will be in place in the event that we have problems. Positive consequences include verbal praise as well as Preferred Activity Time at the end of the week.

I cannot wait to begin the school year and start working with your child. I know it will be a great year and we will all continue to grow and develop. If you have any questions throughout the school please feel free to contact me.

Sincerely, Miss Gallmeyer

Contact Information:
Email: ekgallmeyer@spartans.manchester.edu
Cell phone number: 260-318-5514
<table>
<thead>
<tr>
<th>Assessment Criteria</th>
<th>Distinguished 20</th>
<th>Proficient 17</th>
<th>Basic 15</th>
<th>Unsatisfactory 14-0</th>
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</thead>
<tbody>
<tr>
<td><strong>Mechanics</strong></td>
<td>Spelling, grammar, sentence structure, punctuation, and capitalization are correct. [Grammar usage correct; Smooth punctuation; Correct spelling; Sound paragraphing.] *Referred to Writing Rubric criteria.</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
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<tr>
<td><strong>[Conventions]</strong> R5- Models appropriate written communication skills</td>
<td>Strong introduction and conclusion; Smooth transitions; Text well organized and thorough; Structure moves reader through text. *Referred to Writing Rubric criteria.</td>
<td>Introduction and closure present; Some good transitions; Logical, yet ineffective structure. *Referred to Writing Rubric criteria.</td>
<td>Introduction or closure present; Few transitions; Ineffective structure. * Writing Rubric criteria limited.</td>
<td>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.</td>
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<tr>
<td><strong>[Organization]</strong> R5- Models appropriate written communication skills</td>
<td>Content flows well for reader; Easily read aloud; Varied sentence structure without run-ons; Sounds natural. +18 *Referred to Writing Rubric criteria.</td>
<td>Good simple sentence structure with few run-ons; Favors one pattern; Sentences go together. *Referred to Writing Rubric criteria.</td>
<td>Simple sentence structure; Attempts at complex sentences are run-ons; Rambling. * Writing Rubric criteria limited.</td>
<td>Difficult to follow or read; Choppy; Incomplete sentences; Monotonous. *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.</td>
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<tr>
<td>Philosophy of Classroom Management</td>
<td>Introduction paragraph: Explains the discipline plan in detail and leads the reader into content.</td>
<td>Introduction paragraph explains discipline plan; Closure statement—Explains connections between theories and beliefs</td>
<td>Introduction paragraph generally or vaguely explains discipline plan; Closure statement does not connect theories and beliefs</td>
<td>No Introduction and/or Closure statement</td>
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<tr>
<td>Philosophy of Classroom “Top 10 Beliefs”</td>
<td>Three or more theorists identified; Description of theory; Explanation of theory—showing relationship between philosophy and theory; Concepts reflect compatible ideal.</td>
<td>Two theorists identified; Description of theory; Explanation of theory—shows limited relationship between philosophy and theory. Concepts are compatible.</td>
<td>One theorist identified; Description of theory is vague or general; Explanation of theory shows no relationships between philosophy and theory. Concepts are compatible.</td>
<td>Beliefs given but no theorists identified</td>
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<tr>
<td>Procedures and Routines</td>
<td>E5- Manages student behavior in positive, safe ways</td>
<td>R2- Demonstrates with full awareness of ethical and legal responsibilities of teachers</td>
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<td>6 areas identified with consistent points of view</td>
<td>4-5 areas identified And/or Attentive to some but not all of the components in the area descriptions.</td>
<td>3 or fewer areas identified And/or Description/s are inconsistent, general, or vague; May be missing components.</td>
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<td>Descriptions include examples and details</td>
<td>-- Provide student’s role</td>
<td>No areas identified No description.</td>
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<td>Explanation of importance</td>
<td>-- Realistic expectations</td>
<td>-- Additional considerations</td>
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<td>Provides student’s role</td>
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<td>Provides teacher’s role</td>
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<thead>
<tr>
<th>Implementation of Classroom Management Plan</th>
<th>E5- Manages student behavior in positive, safe ways</th>
<th>R2- Demonstrates with full awareness of ethical and legal responsibilities of teachers</th>
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<tbody>
<tr>
<td>Detailed description of learning environment and strategies</td>
<td>Descriptions generalized or lacking examples; May be attentive to most components.</td>
<td>Description components may be missing or unrelated to topics.</td>
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<td>Sound theoretical connections between management and beliefs</td>
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<td>Behavioral management</td>
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<tr>
<td>Description of expectations and strategies for classroom management plan including Preventative, Supportive, Corrective Implementation and Possible scenario</td>
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<thead>
<tr>
<th>Classroom arrangement</th>
<th>E5- Manages student behavior in positive, safe ways</th>
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<tr>
<td>Supports visually the philosophy of management plan, displays classroom components arranged to prevent opportunities of misbehavior, incorporates elements of routines and procedures</td>
<td>Components generalized or lacking labels; attentive to most components.</td>
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<td>Components may be missing.</td>
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<td>Classroom arrangement missing or confusing.</td>
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<tr>
<th>Parent letter</th>
<th>R1 Demonstrates sensitivity for diversity with students, colleagues, parents, college faculty, and/or community agencies</th>
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<tr>
<td>Explains the main points of the management plan utilizes letter format</td>
<td>Outlines the main points of the management plan Utilizes letter format</td>
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<td></td>
<td>Introduces the plan in general without giving specifics</td>
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<td>Components of letter formatting missing</td>
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<table>
<thead>
<tr>
<th>Student name</th>
<th>Gallmeyer</th>
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| EDUC 360 | Date 11.22.10 |

| POINTS EARNED/POSSIBLE: | 169 /180 |