

Classroom Management Plan

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Descriptive Statement

The following document consist of my personal beliefs and practices for managing a classroom of diverse students. Throughout observations, classroom lessons, and personal experiences, I have observed many different theories on education and classroom management. As part of previous course work, I have learned about the different theories and theorist that have helped form my teaching style and beliefs. The following document includes my philosophy of classroom management, procedures and routines, and how I will implement these in my classroom.

Philosophy of Classroom Management

Over the years, many theorists have studied best practices in education including classroom management. After researching and studying the ideas and beliefs of many theorists, I have determined several ideas and theories that match my unique style of teaching. Some of the theorist that I found intriguing, and who are included in my top ten beliefs and practices are William Glasser's ideas on The Choice Theory; Harry and Rosemary Wong's theories about classroom procedures and discipline; and Marvin Marshall and the Discipline through Raising Student Responsibility Theory. By applying the ideas of these theorist and those of several other theorists, I will provide a positive and safe classroom environment for my students to responsibly work together to form a community of learners.

Top Ten Beliefs/Practices

1. William Glasser, theorist and creator of the Choice Theory, holds many of the same beliefs that I have on education and classroom management. Glasser's Choice Theory is the main theory on which my philosophy of education and behavior management is built. The Choice Theory is based on the idea that students are responsible for their behaviors, and that each individual can control how he or she behaves. I too believe in each individual's ability to control behavior. Everyone has the option to misbehave or to behave in positive ways. When working with students, I will stress the importance of thinking about their behavior before they misbehave. In order to help the students manage their behaviors, I will model behaviors using think alouds on how I should control my actions. I will also stress the importance of good decision-making and conflict resolution by having students use their writer's notebooks to submit daily reflections on their behavior and possible alternatives if the behavior was unnecessary or unwanted.
2. Glasser believed in "lead teaching" versus "boss teaching." "Lead teaching" is teaching a group of students in positive ways in which there are strong student-teacher relationships. "Boss teaching" occurs when a teacher wants to be a controller and not allow students to give their ideas and desires. I agree with Glasser that it is important to be a "lead teacher." By being positive and open with students, the classroom will be a fun and safe place for students to learn and grow as a community of learners. I will work together with my students and avoid the seven deadly habits that lead to "boss teaching." Teaching is not controlling, but rather working with the students to learn, grow, and succeed together. By having strong student-teacher relationships with students, the

classroom will be a safe place for each member of the community of learners to express their feelings and work together. Academic success depends on these close relationships and guidance that teachers and students have with one another.

3. Theorist Jacob Kounin stressed the importance of “with-it-ness,” which is the idea that the teacher knows what is going on in their classroom at all times. They understand the importance of having a close eye on students. Teachers who have “with-it-ness” are able to spot areas where misbehavior may arise, when students are upset, and are able correct problem behaviors before they cause major distress to the classroom. These teachers are able to manage their classrooms at all times and prevent problems from occurring or expanding. In a community of learners, it is the duty of the teacher to make sure everything runs smoothly for students. By being able to spot problem behaviors before they get out of line, I will be keeping my community of learners on tasks and helping keep a safe learning environment. Many problem behaviors occur during transitions. By having set procedures and routines, I will be able to eliminate behavior problems before they arise. I hope that through experiences, I will develop the strong “with-it-ness” skills to manage my classroom.
4. Jacob Kounin also believed that if students were engaged in their lessons, they would be less likely to misbehave. Other theorists who believed this as well were Glasser, Curwin, and Medler. If lessons are precise and completed at a steady continuous pace, students will have little down time to misbehave or to get into conflicts. When students are engaged, they are concentrating on the lesson and activities. This helps students focus

their behaviors on curiosity and learning, and it prevents problem behaviors from occurring. I will create lessons that are engaging to students and fun. Students will have a say in what is interesting and important to them, and these will be stressed upon in the classroom. It is important for the students to be part of the decision-making processes so that they know they are valuable members of the community of learners. If students are having fun, they will be engaged. When they are engaged in a lesson, they will not think about misbehaving, and will be focused on the task. By making lessons engaging and fun for students, I will have fewer behavior problems come up during lessons and the students will have fun instead of having conflicts with one another.

5. Many problem behaviors occur during transitions. Whether it is a transition from room to room or simple transitions between lessons, students are likely to misbehave during these down times. To help eliminate conflicts and behavior problems from occurring, procedures and routines need to be implemented the first day of school. This idea of procedures and routines come from Harry Wong. When procedures and routines are put into play, students know what is expected and how to act. This keeps behavior problems to a minimum and allows for structure. I will model procedures and routines the first day of school so that students know what is expected. There will be a routine or procedure for each transitional part of the day. By being responsible and working together, the community of learners will follow through with the procedures and routines in safe and positive ways. Through practice, students will master the procedures and routines.

6. According to Spencer Kagan, students should play an active role in setting classroom rules. Kagan also believed that there should be no more than five rules and they should be short worded for clear understanding. I agree with Kagan, and I have set this idea as one of my top ten beliefs. I am a strong advocate for student responsibility and involvement. By allowing the students to help create the rules and expectations, the students are participating in classroom community building. Everyone is working together and is able to clearly understand the rules and expectations. The rules and expectations will be posted on the wall so that students are always aware of what is expected.

7. I believe that communicating with parents about classroom behaviors and management is extremely important. Canter believed that parents need to be informed prior to day one about behavior and consequences. Both positive and negative consequences should be shared with parents and guardians. By writing a letter at the beginning of the year, I will help create a positive teacher-parent relationship. Parents should know how their children are behaving in class, whether it is good or bad. By keeping in touch with letters and notes, emails, or phone calls, parents will feel as if they are important to their child's success in the classroom. If parents do not feel important to their children's education, or welcome in the classroom, the students will suffer. There must be a good teacher-parent relationship so that everyone is on the same page to support the student's needs. If there is no support at home, the student will struggle in the classroom.

8. Jacob Kounin created the idea of the "ripple effect." The idea is that if one student sustains positive or negative consequences, the rest of the class will see what is taking

place and a ripple effect will occur. From experience, when one student misbehaves others will join in as well. On the other hand, a student receiving a reward for sitting quietly at her seat will cause other students to then join her in sitting quietly. I chose this as one of my top beliefs because managing students' behavior in positive ways is the key to success. In a community of learners, everyone works together. By being aware of the ripple effect, I will provide positive and negative consequences for my students' actions. I believe that the "ripple effect" does occur and that each moment can be used as a teaching moment for students, even if it means giving a reward. Students learn from others around them, and by believing in the ripple effect, I will be able to manage behaviors by addressing behaviors one or two times for students to learn what is expected.

9. The Canters believed that teachers should teach and model classroom behaviors. By doing so, students are able to visually see what is expected and what is not allowed in the classroom. This is important so that students fully understand what it looks like to participate in positive behavior management. I will model these behaviors to students and have them practice them so they know what each feels like and looks like in our classroom. The classroom is to be a community of learners where everyone is safe and responsible. Students will learn to be responsible managers of their behavior by seeing others do what is expected. If students see the behaviors being modeled, they will know what is expected, and will then be able to participate in the wanted behaviors throughout the school year. It may take time to get all students on the same page, but it will be well worth the wait when the students finally grasp what is expected.

10. Glasser believed that when students misbehave, it is important to sit down with the student and ask what you, the teacher can do to help. Then, there should be class discussions and meetings on what behaviors took place and how things could have been handled differently in a positive way. I agree that teachers need to be open with students and take into consideration the possible reasons that may lie behind the behaviors of the students. If you punish and do not take the time to figure out the underlying reasons, you may not change the behavior. I will take the time to talk with my students and give them the opportunity to share their frustrations and conflicting behaviors. By having close student-teacher relationships, I will be able to get to the cause of the behavior and help the student come up with alternatives to prevent the unwanted behavior from occurring in the future.

Procedures and Routines

Beginning of the Day

For the beginning of the day routine, students will enter the classroom and remove all schoolwork and needed items from their backpacks onto their desks. Students will then hang up their coats and bags in the designated area and return to their seats. Students will be allowed to talk quietly during this time. The students will then turn in homework assignments, and any notes in the “turn in tray” and any lunch money in the “lunch money tray” both located on the corner of the teacher’s desk. Students should also take this time to organize their desk and place a sticker by their name for attendance on the attendance chart. Once they have put away their belongings, handed in necessary items, and placed a sticker on the attendance chart, the students will return to their seats and quietly write in their writer’s notebooks. There will be a topic listed on the board for the students to address in their writings. Once the Pledge of Allegiance and announcements come on, students will stop writing and listen quietly. Following announcements, students will be given five minutes to finish their writings and return their writer’s notebooks inside their desk. From there, the students will join a five-minute sharing circle where the students will review the lessons from the previous day and the class mission to be good learners! The beginning of the day sets the mood for students. The beginning of the day needs to be organized and set up to make the rest of the day a success. The students will learn the procedures and routines, which will prevent confusion and bad behaviors during the morning activities. The teacher will model the routines and procedures so that the students are able to visually see what is expected. To make it a success, the teacher needs to make sure the “turn in tray” and “lunch money tray” are both in their correct location at the corner of the teacher’s desk. The teacher also needs to have the writing prompt posted in on the board in the correct location.

Getting Attention/Signaling for Quiet

During group work, partner activities, and other daily tasks, the noise level can often times get too high. When the teacher wants to lower the noise volume, or simply get the attention of the class, there needs to be signal so that all the students know they are expected to be quiet and listen for directions. If all students know the signal, there will be a controlled classroom of learners, and easy implementation of lowering noise levels. The signal I have chosen to use is for the teacher to say, "If you can hear me, clap one time" if not all students clap the teacher would say, "If you can hear me, clap two times." This signal provides not only a visual but also a noise for the students to hear when they need to be quiet. Once all the students clap when the teacher says, the class will listen as the teacher gives further directions. This signal is a good way to get the students attention, and get them transitioned into listening. By clapping, the students will be required to set their pencils down and stop working on their activities to listen. If the class is so loud, they do not hear the claps of the teacher, the teacher will then shut off the lights and the students will know they were too loud and they need to cover their mouths with their hands.

Community/ Sharing Circle

During community or sharing circles, the students will sit in their assigned order in the circle. The students will be given a seating order for sharing circle at the beginning of the year so that they each know where to sit during each sharing time. By having an assigned seating circle, students will not argue over seats and behavior issues will be eliminated. The students who are disruptive will be placed next to the teacher to prevent interruptions for other students. If there are behavior problems of any kind, the seating chart can reflect the best placements for each

student. When it is time for the sharing circle, the first student in the circle will push in his or her chair and go to the correct spot in the circle and then the rest will follow when it is their turn. The sharing circle-seating chart will be posted so that all students can use the chart to clarify their position if there are any problems remembering. The students will raise their hands when they have something to share, and will be unable to share if they shout out or interrupt others. When sharing circle is over, the students will return to their seats quietly. These routines are important so that there are no interruptions, and so that the students can quickly get to their spots in the circle without confusion and conflicts over where to sit. The lesson will then be able to begin on time and the students will be ready to go.

Transitions to Specials/Walking in Hallways

During transitions and walking in the hallways, students can become energetic and noisy. Behavior problems can also occur during this time if there is not a routine or practice set in place. When it is time to transition to other parts of the school, the teacher will call on the group that is being quiet and showing they are ready to go to line up. Once all students are in line, the teacher will tell them to put their imaginary bubbles in their mouths. From the first day of school, the students have been informed that their bubbles cannot escape in the hallways so they must keep their mouths closed and hands behind their backs. The students know that once they put their imaginary bubbles in their mouths, they must keep their mouths closed until the teacher says it is safe for them to release their bubbles. The students should be completely silent, their hands should be behind their backs, and they should be in a straight line when leaving the room and in the hallways. By having the students place their bubbles in their mouths, place their hands

behind their backs, and walk in a straight line, the class will not be disruptive to others in the school and problem behaviors will be prevented.

Communication with Parents

Communicating with parents is key to being a successful teacher. At the beginning of the year a Classroom Management Plan will be sent to parents so that they know the classroom expectations and behavior policies. The plan will also give an friendly welcoming to parents and provide parents with the teacher's email address and phone numbers to get in contact with the teacher when needed. Throughout the school year, there will be a weekly letter sent home Fridays. The letter will provide parents and guardians with the weekly homework assignments for each night, and what is going to be taught in the classroom that week. The letter will also consist of a personal note area for comments or concerns the teacher might have for individual students. Each letter will have the teacher's name, email, and phone number for contact information. Teachers will have the letters completed and emailed to parents, or placed in the students' mailboxes for them to collect at the end of the day on Fridays.

End of the Day

At the end of the day students are ready to go home and can often be energetic. It is important that there is a routine in place so that the students do not leave the room a mess, or without homework items. When the teacher gives the okay, the students will get out their portfolio binders. In their binders, there is a "behavior chart" for each student to record their daily behavior on and a "fix-it plan" area for the students to complete if needed. Once they have completed their "behavior charts" and "fix-it plans" the students will return their portfolios to the

correct location and return to their seats to show they are ready to go by placing their homework folders and mail on their desks. Once each group is quiet and has their homework folders checked by a partner, the teacher will select the quietest group to get their bags and coats. The students will then place their chairs on top of their desk and stand quietly in line as they wait for the bell. These routines keep the students in order and prevents confusion as the day comes to an end. The teacher will need to make sure that all portfolios have copies of the “behavior charts” and “fix-it plans.”

Implementation of Classroom Management Practices

In this document, I have outlined my teaching philosophy, top ten beliefs, and procedures and routines that I will be implementing into my classroom. This portion will explain how I will implement these ideas and beliefs into a classroom of students to manage behavior on a daily bases. Again agreeing with William Glasser, I believe that all students must take responsibility for their actions and behaviors. To help my students manage their behavior and actions, I will demonstrate, model, and perform think alouds to help them throughout the year.

During the first day of school, the students and I will come up with expectations and a list of five rules that we will follow throughout the year. Once we determine the rules and expectations together, each student will sign a contract, and it will be posted on the wall to show that they agree with our mission to be good classroom citizens. A copy will also be sent home for parents so that they are aware of what our classroom rules and expectations are. If for some reason students do not reach the expectations, or break one of the five classroom rules, I will sit down with the student individually to discuss the issue and ways we can work together to resolve the problem. If our discussions do not work, I have put into place a plan for handling problem behaviors.

Preventive

To help prevent problem behaviors from occurring, I will come up with engaging activities and lesson for my students to do throughout the day. If the students are engaged, they are less likely to have poor behavior. When transitioning from lesson to lesson, or from room to room, I will have set procedures and rules in which I will model for my students the first day of school. Each routine and procedure will be part of our daily routine and the students will know what is expected at each time of the day. I will post a classroom guide on the board so that students can use it as a resource when needed. It will contain visual images and explanations of the routines and procedures so that students do not have to ask. I will keep their lessons flowing at a continuous pace so that there is little down time for misbehavior to occur. My goal is to engage my students in each lesson so that they are responsibly working to complete their assignments and have no time for misbehaving.

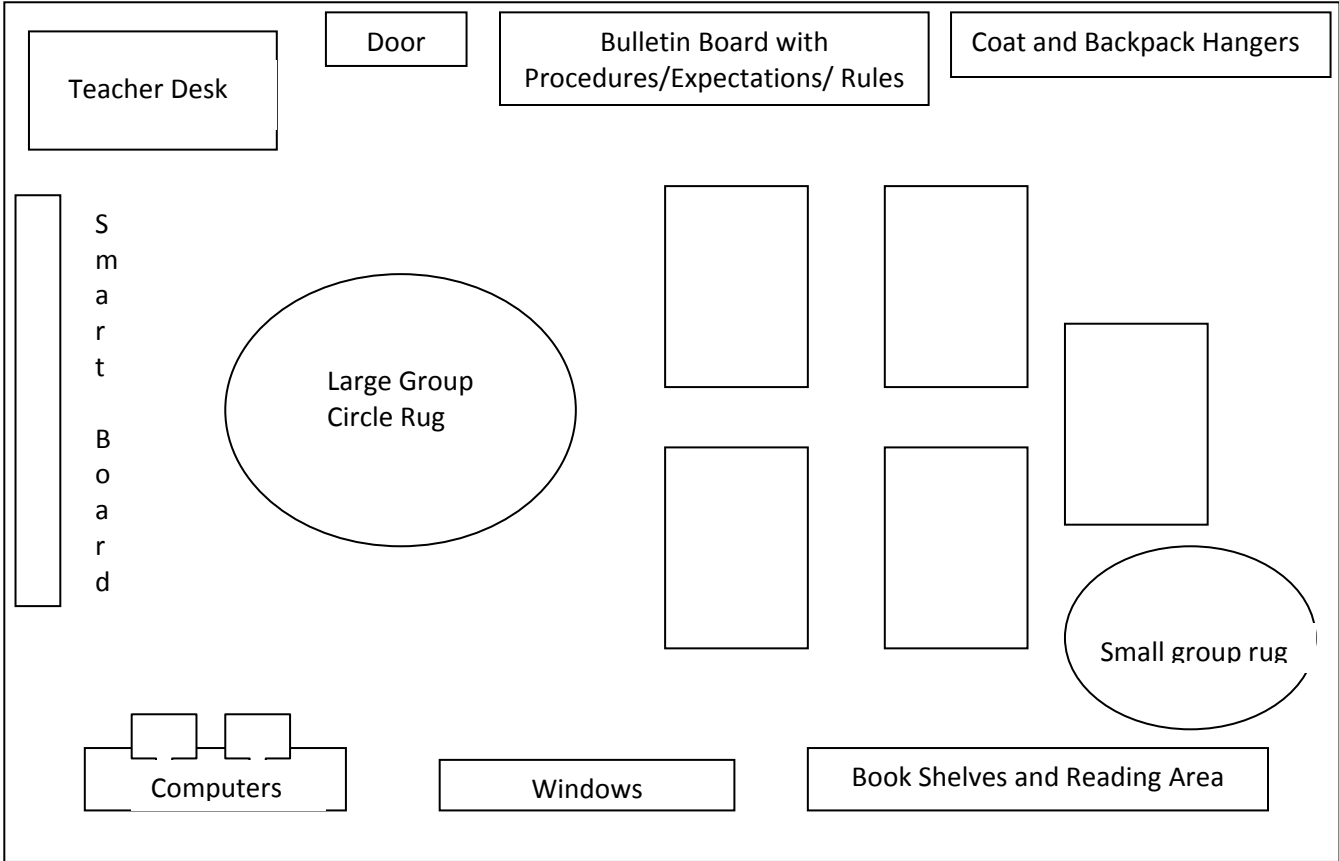
Supportive

To support my students in their behaviors, I will have positive and negative consequences for them as I see behaviors occurring in my classroom. Using Jacob Kounin's "ripple-effect," I will use a small incentive such as a Skittle to award students who are doing what I ask. In the idea of the "ripple-effect" students will see that others acting responsibly and respectfully and will too start to do the correct behavior. If a student is misbehaving and distracting the class, I will not use names, but I will stop my lesson and explain to the students which rules and expectations I can see students not following. By not using names, I am not embarrassing my students and the whole class will be alert and reminded of what is expected of them.

Corrective

If a student does not follow the “ripple-effect” or if behaviors are too severe, I will call a class meeting to discuss the behavior problem and how we can fix the problem. By doing so, the student who is exhibiting the problem behavior will be aware that he or she has upset the community of learners and that a change needs to take place. I believe strongly that each teachable moment should be used to benefit each student. Following the class discussion, I will chose an appropriate time to sit down with the student one on one and discuss the behavior if it does not improve. We will work out a plan together to help the behavior change, and if that does not work, I will call the parent or guardian to explain the student’s behavior. By working with the students in positive ways and in ways that are not controlling, students will be open to the idea of change and positive relationships. Many times there are hidden reasons behind the behaviors that go unknown if communication is absent. Communication can help determine what is bothering the student and what I can do as a teacher to help the behavior change.

Classroom Setup



Parent Letter

Dear Parent/Guardian,

Hello! My name is Miss. Jessica Stiffler and I am so very excited to start a brand new year with your child in my classroom! This is going to be a great year for your child and for the entire class. I would like to stress to you how much I value parent-teacher relationships. I am always available for you to contact with comments and concerns and I know that we can work together to make this year fun and successful for your child. I believe that communication between us is the key to helping your child succeed this year. Please do not hesitate to contact me when needed, I am on this wonderful adventure with you!

I believe that the classroom should be a safe and engaging place for all students to learn. In order for the class to form a community of learners, there must be rules and expectations. Because the students need to be aware of their importance in the classroom, we will create a set of expectations and guidelines on the first day of school. The classroom expectations will then be posted on the wall along with a contract that each student will sign following our class meeting on expectations. Once the students have determined their top five rules and expectations, I will send a copy of this home for you to review.

In addition, I strongly believe that every student is responsible for his or her behaviors. They can choose to be responsible students and behave in appropriate ways, or they can choose to misbehave. Each behavior, negative or positive, will have consequences in the classroom. Students will be rewarded for good behavior, and poor behavior will result in a meeting with the student and me to work out ways of improving the behavior. I hope that by having open communication with you and your child, behavior problems will be minimal throughout the year.

If you would like to contact me with any questions or concerns, feel free to contact me via email or by calling the school. I am happy to help in any way that I can. I am very excited to get to know you and your child, and I know this is going to be a wonderful experience for all of us!

Sincerely,
Miss. Jessica Stiffler
Email:
School Phone:



Resources

Charles, C.M. (2011). *Building classroom discipline*. 9th Edition. Boston: Pearson Education

Wong, Harry K., and Rosemary T. Wong. 2010. *The first days of school: How to be an effective teacher*. Mountianview, California: Harry K. Wong Publications.