



☮ Mrs. Hiatt's Classroom Management Plan ☮

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EDUC 351: Classroom Management and Conflict Resolution

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21 November 2011

Descriptive Statement:

In the following document, the purpose is to inform others on my beliefs, practices, routines, and expectations for my classroom. At Manchester College, I have had many opportunities and experiences in my four years in order to help prepare my philosophy of classroom management. These opportunities and experiences have also been enhanced by the studies of many theorists. It is essential that each teacher has a plan for classroom management in order to ensure a safe learning environment for each and every student. This document consists of ten of my top beliefs and practices along with six routines and procedures that I consider to be consistent with my own teaching techniques and how I will implement them in a classroom. This document also contains a sample parent letter that explains the main points of my classroom management plan and a visual of how I plan on arranging my classroom in order to enrich my beliefs, procedures, and routines.

Philosophy of Classroom Management:

Through the study of many theorists, I have chosen ten of my top beliefs and practices. The common core that runs through my classroom management plan is that I want to create a positive, open environment where every single student feels safe and ready to learn. I want to have a strong feeling of respect in my classroom from teacher to students, students to teacher, and students to other students. In my classroom I want to empower students. I want students to understand what their job is as students and as individuals and what my job is as the teacher. My job as the teacher is to provide students with the tools necessary to learn and provide them with rich, engaging, and interactive content in order to prevent boredom and to promote learning. My students' jobs are to learn, communicate with me, and be responsible for their own behaviors. My overall goal of my classroom management plan is for my students to reach self-restitution, an

idea introduced by the theorist Diane Gossen where students are expected to reflect upon and monitor their own behavior.

Top Ten Beliefs/Practices:

My first belief comes from the theorists Harry and Rosemary Wong, and that is to have every minute of my day planned (Charles, 2011). I feel that it is better to over-plan rather than under-plan. I feel that most students will misbehave during unstructured time or when boredom occurs. I chose this belief because one of my main goals is to promote learning by providing my students with interactive and engaging content.

My second belief also comes from Harry and Rosemary Wong, and that is to have positive expectations for my students (Charles, 2011). In my experience, the more that a teacher expects of his/her students, the better they perform. Students need to know that their teacher has faith in them as a person and their abilities. I want to implement this belief in my classroom in order to instill the respect that I have for my students and the respect that they should have for themselves and others. Also, this caring attitude and positive expectations will help my students feel safe and comfortable in their learning environment.

My third belief also comes from the theorists Harry and Rosemary Wong is that teachers, specifically in elementary grade levels, need to spend one to two weeks teaching classroom procedures at the beginning of the school year by using the three step process. The three step process consists of the teacher explaining and demonstrating the procedure, the students practicing the procedure, and the teacher reinforcing the procedure. Although this seems like a large amount of time, I feel that it is necessary in order to help my classroom run smoothly for the rest of the year, which will in turn save time that could have been lost from misbehaviors and will promote a safe, comfortable environment in order to enhance my students' learning.

My fourth top belief comes from the theorist Fred Jones. Along with Fred Jones, I believe that students should always be doing something. When students have nothing to do is most likely when they will misbehave. This is why I believe that a teacher should give students clear instructions of what they should be doing, and that when they finish that assignment, what they should do next while they wait on others. I have already created an Activities Bank to keep in my classroom and will add to it as ideas come along. This activities bank will be available when there is down time in order to keep my students interested. Also, I will keep a poster in my classroom that explains what students can always do when work is finished early. Some ideas that I will include on my poster will be: finish any uncompleted assignments or homework, read a book, look over spelling words, write in their “writer’s notebook,” etc. This will help promote my students’ respect for one another by allowing students who are not finished quiet time to work, which will promote a positive learning environment that accommodates for each of my student’s needs.

My fifth top belief also comes from the theorist Fred Jones. Like Fred Jones, I will establish class roles. By establishing class roles, each student will learn responsibility through their role and will clearly know what is expected of them. I feel that this can help the classroom run smoother while providing students with valuable experiences. I want students to learn how to monitor their own behaviors, and by establishing class roles this can help them. They will be responsible for what they are expected to do and no one else. This will help students gain respect for one another and respect for themselves by being responsible and feeling accomplished when they complete their own job.

My sixth belief is the idea of improving discipline through lesson management which comes from the theorist Jacob Kounin. According to Kounin’s beliefs, each lesson plan needs to

contain these three items: withitness, momentum, and smoothness (Charles, 2011). Therefore, essentially the teacher needs to always know what is going on, the pace needs to keep going, and there needs to be smooth transitions. As a teacher, I should provide my students with engaging and interactive lessons which will keep them from getting bored, which will in turn keep them from misbehaving. I can provide these engaging and interactive lessons by challenging students and promoting them to be actively involved. Also, students thrive of pace and transitions, which are two key items that I will have in my lessons thoroughly planned out. This will provide a more rich and engaging environment that will promote learning in my classroom.

Diane Gossen is a theorist from which my seventh top belief comes from. This is the belief that as a teacher I need to “choose my own battles.” In order to do this, I will ask myself Diane Gossen’s two guiding questions: “Does it really matter?” and “Yes, if…” (Charles, 2011). As a teacher, in every moment of my class I need to decide what I want my students to get out of every situation. Therefore, if an issue comes up, I will ask myself “Does it really matter?” If it does really matter, then I will tell myself “Yes, if…” For example, if my student is paying attention to the math lesson that I am teaching, but he is not sitting at his desk correctly. I will ask myself what I want for him to learn at that moment. I feel that I would let the chair incident go because at that moment I want him learning about the math concept that I am teaching. This will allow the flow of learning to continue in my classroom. I want my students to be in a comfortable environment where they can learn.

My eighth top belief also comes from Diane Gossen and phase three of her theory which “focuses on establishing limits and clarifying personal power” (Charles, 2011). This is also known as her model of “My Job vs. Your Job” (Charles, 2011). It is important that a teacher establishes the limits for students and that the teacher is consistent in enforcing the “bottom line”

(Charles, 2011). Students and teachers alike should reflect on the type of student and the type of teacher they want to be and how they can get to that goal. Students need to understand what their job is and why and what the teacher's job is and why. This will help students achieve self-discipline and have a safer, more comfortable learning environment.

<p>Teacher I Want to Be Asks, "How can I best teach you?" Says and believes, "It's okay to make a mistake—that is how we learn" Talks about needs of teacher and students Models self-restitution and uses the Restitution Triangle Seeks to understand others Has fun teaching</p>	<p>Student I Want to Be Learns new things and thinks for self Learns self-restitution Identifies own needs and recognizes those of others Has fun learning Thinks about the ideal person to be Helps make and maintain a social contract with the class</p>
<p>Teacher I Don't Want to Be Tells you what to think Does your work for you Criticizes or shames you</p>	<p>Student I Don't Want to Be Tells you what I think you want to hear Says "sorry" just to get off the hook Watches the clock</p>

My Job vs. Your Job (Charles, 2011)

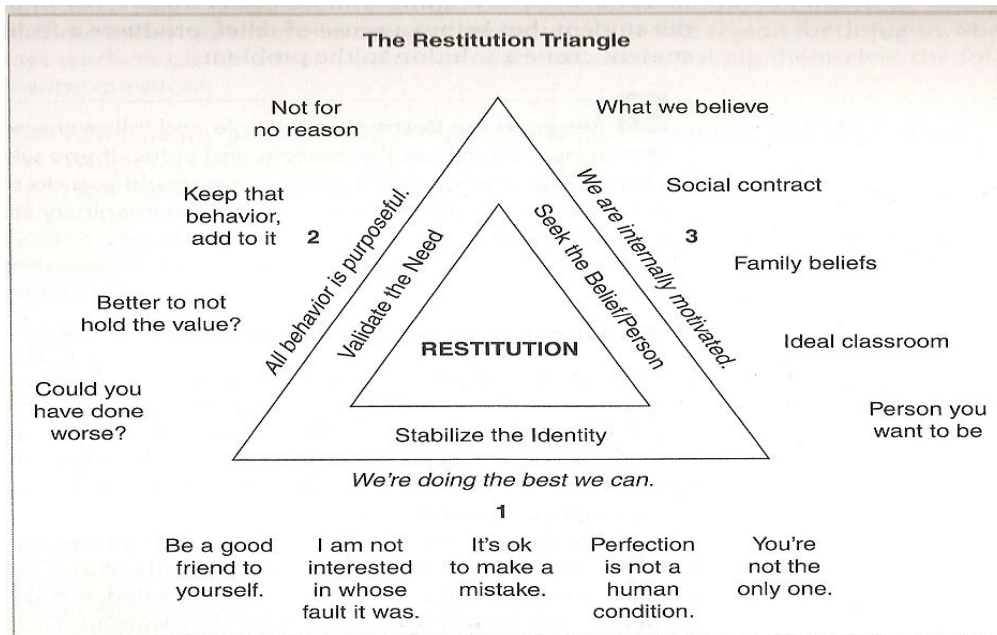
<p>My Job Is to . . . Teach Answer questions Explain different ways Go at a pace you can learn Manage the class Enforce rules Care</p>	<p>Your Job Is to . . . Learn Ask if you don't understand Keep on trying Tell teacher if the pace is too fast Follow the rules Communicate needs Listen to teacher and other school people</p>
<p>My Job Is Not to . . . Take abuse Baby-sit Do students' jobs or work</p>	<p>Your Job Is Not to . . . Do the teacher's job Decide for another student Discipline other students</p>

In order to guide students when they misbehave, Michele Borba created four steps in order to help students "Develop Moral Intelligence" (Charles, 2011). This is my ninth top belief. This belief can help guide students on their way to self-discipline. The four steps in Michele Borba's theory is: respond, review, reflect, and make right (Charles, 2011). In these steps, the teacher should calmly ask the student what happened and listen to him/her, help them review

class rules, ask them guiding questions in order to promote reflection of what happened, and help the student make reparations. By helping students in this process, the teacher is leading a path to promote students to have self-discipline and to be able to monitor their own behavior. This will overall create a safe classroom environment that allows each student to learn and is a community of learners where students respect each other, themselves, and the teacher.

My last top ten belief is Diane Gossen's idea of self-restitution (Charles, 2011). Each of my beliefs have been leading up to this final goal of self-restitution. This is the idea that students are expected to reflect upon and monitor their own behavior by making things right and healing oneself. In this process, students need to have goals about the person they want to be and how they can become that person. So, if the student makes a mistake, he/she needs to come up with an idea to fix what was done wrong. This process emphasizes and encourages students to find positive solutions in order to fix a poor behavior (Charles, 2011). My goal for my classroom is for my students to be responsible for their own behavior. Life is full of choices and everyone makes them. It is what we do with those choices that define us and our personality. I want my students to have courage to accept responsibility and have a positive attitude toward finding a way to fix problems. This will enhance the community of my classroom and help the teacher and students alike to create a classroom community that is a positive and safe environment that promotes learning.

Diane Gossen's Self-Restitution Triangle (Charles, 2011)



Procedures and Routines:

Along with beliefs and practices, teachers need to have a specific set of classroom procedures and routines in order to have effective classroom management. These routines and procedures need to be clearly outlined and discussed so that students clearly know what is expected of them. These routines and procedures need to be thoroughly taught and emphasized the first week or two using Harry and Rosemary Wong's three step process of: the teacher explaining and demonstrating the procedure, the students practicing the procedure, and the teacher reinforcing the procedure. They also need to be continuous and enforced. There will be six specific routines and procedures I will focus on in my classroom in order to enhance the classroom management in my class.

The first routine I will apply is my morning routine. In the morning, I will greet my students in front of the classroom door. The students will then be expected to put their coats, backpacks, etc. away, move their clothespin from absent to school lunch or packed lunch, and then sit at their seats and look at the board for instructions on their morning work. As the teacher, every day before I leave school I will put instructions on the board for what students should do in the morning. Then, depending on what they are doing, I will put the materials the students need on their desks. By doing this, students will have everything they need the next morning to begin their day.

For morning work, if age appropriate, for example second through fifth grade, my morning work will be a different Reader's Theatre each week. Students will be split into groups based on their levels of instruction and every morning after putting away their coats, backpacks, etc. away, and moving their clothespin from absent to school lunch or packed lunch, they will be expected to get their Reader's Theatre out of their desk and go to their group area. Every day each student should play a different character than the day before. Then, on Fridays during morning work time, each group will perform their Reader's Theatre for the class. This gives students a meaningful activity to do each day that will promote higher literacy skills and will allow students to be actively engaged right away in the mornings. In order to implement this, each week I will have to choose a new Reader's Theatre for each group based on their level and make sure that my students understand proper behavior for Reader's Theatre group activities. I will make sure to spend at least two weeks on this procedure and model what I expect for the students. As seen from above, spending at least two weeks on procedures is one of my top beliefs. I will also have a large poster hung with rules of how to behave during this time. As the year goes on, I will continue to remind students how the procedure is properly implemented.

A second routine that I will implement in my classroom is that each and every student will have a class role/job. Examples of these class jobs are: clothespin mover, attendance taker, paper passer, chalkboard eraser, floor clean up, desk inspector, etc. This will help the students learn responsibility and to feel as if he/she has a purpose in the classroom and is included every day. In order to organize this, I will have to create a class job for each student. Next, I will make sure that each student completely understands his/her job and what is expected. I will have a list of each person's job visibly hung in the classroom.

Since the students are expected to move their clips, this will be my third area of how I address roll call. While students are busy working on their morning work, I will take note of their clothespins in order to mark who is absent and what lunch each student will be having. I will have a student whose job is to tell me this. In order for this to work effectively, I will have to create three laminated signs: one for absent, one for school lunch, and one for packed lunch. Also, at the end of the day there will be a student whose job will be to move all of the clothespins to absent so they are ready for the students when they arrive in the morning.

The fourth area I will focus on and promote in my classroom is team work/group work (Eastman, 2011). I will have my students split into teams for group work. Each team will sit together by having their desks clustered. Each student on each team will have a role in order to make sure that each student is being involved (Eastman, 2011). The roles will consist of: one person is the leader, one is the recorder, one is the monitor, and the other will be the spokesperson. Each day the role will change for each person. I am a big believer in project based learning and problem based learning. By having my students put into teams, I will be able to easily implement project based learning by giving the students a challenge and having each team work together in order to find a solution. In order to implement this routine, I will have to

provide a poster that clearly outlines the team process, roles, and what is expected. Each student will have to be clear on what their role is each day, so the rotation of the roles will be consistent. I will have to spend a large amount of time teaching and modeling this routine for students. As a teacher, I will be a guide to my students during this process and will walk around and help facilitate discussions.

The fifth area I will focus on is time limits. I will assign a time limit for each activity the students will have to do and will create a “time bank.” The time bank will be used in such a way that if students finish their task before the time is up, however much time is left will be added to their time bank. This will be visually represented on the board for all the students to see. If students take longer than the time given, then time will be subtracted from the time bank. This procedure will also be used for lining up. Then, at the end of each week, the time left in the bank will be used for an educational activity, such as the students’ favorite games, an outdoors activity, etc. In order to organize this procedure in my classroom, I will have to have a time designated to each activity and will have a large digital clock to show the time for the students. This procedure will help the students with time management, responsibility, telling time, and adding and subtracting. This procedure will also help the students transition from one activity to the next.

My final area that I will largely focus on is increasing parent involvement. Due to the weight of everyday issues, it seems that parent involvement in schools is dwindling. I will try to increase parent involvement as much as possible in my classroom. For example, at the beginning of the year I will hold a classroom open house. This will be an opportunity to meet the parents or guardians of my students and for them to get the opportunity to get to know me. At this open house, I will hand out a letter that outlines my top beliefs and procedures in my classroom. I will

also explain to parents about the weekly newsletter I will send out and the phone calls I will make. I will encourage parents to email me with questions, concerns, or anything they would want to discuss with me. As I said, every week I will send home a newsletter to parents. In this newsletter, I will tell parents what the students are working on and any big events that are coming up. For big events, I will give parents opportunities to volunteer and help out. Also, I will give parents a sign-up sheet to set up a phone calling process. I will want to have dates and times available so that I could call every parent/guardian once before the end of each quarter. This will be a short phone call in order to just promote communication. If the times do not work, then I will talk to the parent and we will come up with a time that works.

Implementation of Classroom Management Processes:

In my classroom, I would like to not use the term “rules.” I feel that the word rules can be viewed as negative and I want my classroom to be filled with a positive atmosphere. Therefore, my rules would be in the form of the school’s theme. For example, a theme I have seen at a school was bees. So, instead of rules, we could have class bee hives that we cannot break. Another school that I have worked with had an ocean theme. So, at the school we could have class shells that we would not want to break. Since my ideal classroom is centered around project and problem based learning and the students are grouped into teams, I would love to set up my classroom as an investigation room. Each of my students would be considered detectives and each team could create their own team name. In this setting, instead of having rules, we would have class clues. I would encourage students to not break/destroy class rules because then evidence would be lost and our environment to investigate would not work properly.

I would allow students to help me come up with these class clues in order for us to have a positive, detective safe environment in order to promote investigating and learning. I would help

guide and facilitate this process in order to make sure the goals that I had for the class were clearly met. Then, I would hang these class clues on the walls where they were highly visible so that the students and I could reference back to them easily.

Classroom Management Styles:

Preventative:

A variety of strategies and techniques will be used in my classroom in order to prevent misbehaviors of the students from happening. First and foremost, I will provide the student with rich content that is engaging and interactive. I will do this by making lessons relevant to the students and focus on problem and project based learning while connecting it to the state academic standards. By keeping the students engaged, boredom will not occur and students will be less likely to misbehave.

Next, I will arrange the classroom in order to promote a safe and open environment that promotes learning. I will make sure that each of my teams are compatible and that every student has a role in order to be included. If I want students to work independently, then I will tell them to pull out their “office” and that they each need to work on their work/investigations independently at that time. Their “office” will be a folder that outlines the top edge of the student’s desk in order to seclude them in order to promote independent work.

Finally, I will make sure that the students have designated times to do activities that could be distracting, such as pencil sharpening. Students will only be allowed to do this during transition times and will need to make sure to do it quickly enough in order to not lose activities bank time. This will prevent misbehaviors from occurring.

Supportive:

When a student gets off task in my classroom, I will calmly ask that student to make sure that he/she is not breaking a class rule. When I do this, I will make sure to not point out the student in front of the class. I want to treat each of my students with dignity and respect and will not embarrass them in front of other people. This will allow the student time to reflect on his/her behavior and to make a better choice. I will also use the strategy of redirection in my classroom. If a student becomes off task, I will try to redirect them by asking them a guiding question. These two strategies are positive ways in order to help students make better choices and to have the opportunity to change and monitor their own behavior. If the student chooses to continue the unwanted behavior, then this leads to the corrective process.

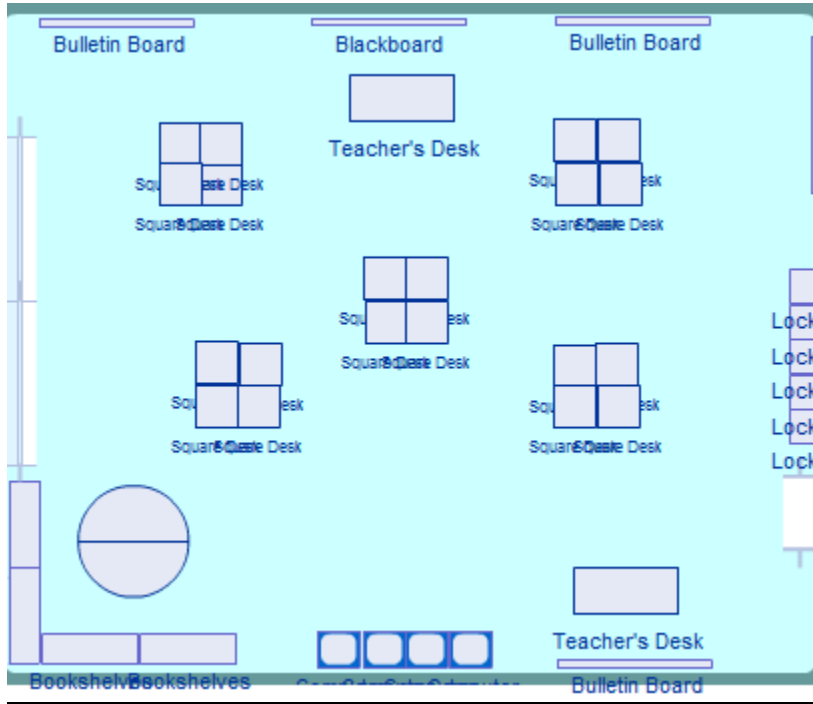
Corrective:

In my classroom, I will have consistent expectations for my students and clear consequences will be outlined. Misbehavior will most likely occur in a classroom no matter how effective a teacher is and his/her classroom procedures. Misbehavior is a learning process and with my belief in self-restitution, students will learn from misbehaviors and how to make them right in order to grow as a person.

At Southwood Elementary, the school is PBIS (Positive Behavioral Intervention and Supports) and has a moving clip method in order to promote positive behaviors. I will implement this process in my classroom. Every day, each student's clip is on the square of "Ready to Learn." The student can go up or down based on behaviors. If the student demonstrates a positive behavior, he/she can move his/her clip up to "Good Job" to "Great Job" and so on. If they continue to move the clip beyond the squares, then the teacher wears the clip. If moved up again, the principal will wear it. If the student misbehaves, then he/she must move the clip down. However, the first time it is moved down, it is placed on the square labeled "Think About It."

Therefore, if I have done preventative and supportive measures and the student still chooses to misbehave, then I will have him/her move his/her clip to the “Think About It.” Hopefully, after that, the student will make better choices. If not, the clipped would then be moved down to “Teacher’s Choice” and then the last one is “Parent Contact.”

Classroom Arrangement:



Parent Letter:

Dear Parent/Guardian,

Hello! My name is Shaina Hiatt and I am pleased to say that I will be your child's teacher for the upcoming school year. I am looking forward to the opportunity to get to know you and your child throughout this school year! My goal as a classroom teacher is to provide my students with a safe and caring environment that promotes learning and respect for every person in the classroom. In order to promote this community based environment, I would like to start the school year off by letting you know some of the expectations and procedures that are in my classroom.

First, I would like to say that I care very much for each and every one of my students. It is my job as an educator to make sure that every child in my classroom is having his/her needs met and feel that they are in a safe environment that promotes learning. In order to accomplish this, I would like to encourage parent/guardian involvement in my class. In order to do this, I encourage parents to email me any time with questions, concerns, or any other information that they feel is necessary for me to know. Also, I will send home a weekly newsletter to let you know what the class is working on and any big events that are coming up. Also, in these newsletters will be opportunities for parents/guardians to volunteer if they wish. Finally, I would like to call each parent at least once before each quarter ends. I am sending around ideas of times that could work. If none of these times work for you, please let me know and we will work it out. These phone calls will be short and are a way to make sure that we are communicating in order to make sure every child's needs are being met.

Now, in my classroom we do not have the traditional class rules. Instead, the classroom is set up as an investigation room where we are all detectives who are investigating and learning. Therefore, we have "class clues" that promote a safe environment that can promote investigating and learning. In my class, I encourage students that we do not want to break "clues" and destroy evidence and a positive environment where we can continue to investigate and learn. These "class clues" have not been completely developed yet because I encourage my students to help me come up with our "class clues." However, they will center around the idea of respect. I want students to respect themselves and respect others.

In my classroom, I support team learning. Each student will be a part of a team and will be expected to fulfill a role within that team each day. Students will also do independent work which I will call "office work" in order to give the students different opportunities of learning. As a part of my teaching style, I will always strive to keep the students engaged with interactive work. I feel that by providing rich, hands-on activities, students are less likely to become bored and have misbehaviors. However, misbehaviors are bound to happen and are a part of the learning process for students. If a misbehavior occurs, these are the consequences:

- 1) If a student cannot be redirected, then he/she will move his/her clothespin down to "Think About It."
- 2) If the misbehavior continues, then the student will move his/her clothespin to "Teacher's Choice" which will probably be to miss a few minutes of recess (not the whole recess).
- 3) The third time a student misbehaves, then he/she will have to move his/her clip to "Parent/Guardian Contact." In this instance, the student will write a letter reflecting on the misbehavior and the teacher will also send a letter home.

Please keep in mind that students can also move their clips up for positive behavior. I believe that students should have the chance to correct behavior if they choose. Clips can be moved up from:

1. Ready to Learn (This is where every student starts each day)
2. Good Day
3. Great Day
4. Outstanding
5. If a student moves beyond Outstanding, then the teacher will wear the student's clothespin.
6. If the student moves up again for positive behavior, then the principal will wear the student's clothespin.

This is a way for students to be able to gain self-discipline and monitor his/her own behaviors.

I look forward to working with you and your child this year. I believe that it will be a great year full of growth and development. By working together, I feel that each and every child will accomplish great things this year! Please do not hesitate if you need to contact me.

Sincerely, Mrs. Hiatt

Contact Information:

Email: smclark@spartans.manchester.edu

Cell-Phone Number: (260) 894-1652

References

Charles, C.M. (2011). *Building classroom discipline*. 10th Edition. Boston: Pearson Education.

Eastman, V.L. (2011). I would like to give credit to my professor for giving me ideas about have students grouped into teams and each team member having a role/job.