Classroom Management Plan

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Descriptive Statement: The purpose of this document is to put down on paper my educated and researched opinions about the way a classroom should run. The following paper is a compilation of research, beliefs, and experiences I feel will make an impact on the way I teach and how my students react in the classroom. In the following paper, my classroom management plan will unfold along with several procedures, artifacts and a classroom arrangement plan, all in which will contribute to running my classroom as smoothly as possible.
Philosophy of Classroom Management

Students and teachers alike have the right to come to school, learn interesting things and participate in a safe caring environment. In order for this to happen, I have created a classroom management plan that takes ideas from various theorists and incorporates preventative, supportive and corrective management strategies. Throughout my four years at Manchester College I have had the opportunity to participate in many field experiences and have gained experiences in diverse situations with students that have a wide range of abilities. By spending so much time working with children, I have found that all people have the ability to learn. My responsibility as an educator will go far beyond teaching my students the content of the standards. My students will benefit from being in my classroom because I truly care what happens to them and feel that I can impact their lives as moral and community leaders. The following includes ten beliefs I find crucial to the management of my classroom.

Top Ten Beliefs/Practices

The theorists Harry and Rosemary Wong are popular philosophers of the 21st century that have contributed much thought to the behavior management of the classroom. Their practices, unlike many other models, focus on the skills of the teacher rather than the misbehavior of children. In their beliefs, it is essential for the teacher to manage his or her classroom by having proper procedures in place before the students even step foot into the classroom. The Wong’s ascertain this belief by commenting that “The main problem in teaching is not poor discipline, but poor classroom management.” (qtd. In Charles 130) The Wong’s believe that the management of the classroom depends on the effectiveness of the teacher to spend most of the first two weeks teaching students to follow classroom procedures. The Wong’s are known for their statement that “Procedures provide the foundation that leads to high student achievement.”
(qtd. In Charles 130) The Wong’s main hypothesis is that discipline problems will largely disappear when students are carefully taught to follow procedures for all classroom activities. This means that every activity a student participates in must correlate a procedure to with. Procedures should not be confused with rules. These two concepts are totally different. Rules are a set of behavior expectations that should be limited to a number of five, such as no fighting, no cursing and stay in your seat unless you have permission to do otherwise. Procedures, however, must be taught to allow a variety of activities to occur with little confusion. This helps to allow the class to run smoothly and without frustration. I agree strongly with the Wong’s procedure implementation, I feel that a classroom that is predictable helps students to become organized and they know what is expected of them. I will implement procedures in my classroom by sharing them, modeling them, and allowing the students’ time to practice them during the first two weeks of school. The very second my students step foot in the room they will be practicing classroom procedures. My classroom will have many discussions about why they need classroom procedures and make connections to the importance of procedures and an effective classroom. This procedure plan also allows the students to gain a sense of control over their actions by following procedures because they will realize that fun, productive activities can be done when procedures are followed.

Fred Jones contributes many theories I find useful in the construction of my behavior management plan. A “skill cluster” Jones entitles *Classroom Structure to Discourage Misbehavior*, is one that I find very useful in producing an effective classroom. Room arrangement, classroom rules, chores, and opening routines are all included in this cluster. Room arrangement is a very important idea for me. I want to have ample room to walk around and in-between desks. I feel that the desks should be arranged in three different pods making a “U”
shape. This allows for me to walk around the desks and see all the students. This relates to Jones’ idea of the *interior loop* in which the desks and tables are set with two wide aisles from front to back and enough distance between side to side rows for teachers to walk. Implementing this method of arrangement into my classroom allows for students to sit in the center of the “U” easily, when a small group meeting is to take place. He believes the classroom rules should be set up including both general and specific rules and spends the first two weeks helping students understand them, which relates to the Wong’s theory. By giving students classroom chores I will be promoting a sense of responsibility and by giving a morning work assignment I will be making good use of time that is usually wasted.

Another belief I hold close to my personal philosophy is supported by the theorists Nelson and Lott. In their studies they have concluded that, “Almost all students can learn to behave with dignity, self control, and concern for others.” (qtd. In Charles 104) They believe that the key to fostering this development is providing structure that allows students to see themselves as capable, significant, and able to control their own lives. I find these statements to be profound. In order for the students to recognize this I must create good relationships with my students. Often children do not think that they have control over what they do, but I know from experience that each person can do miraculous things if they think about their behavior and realize that they are just as important as any other person. I want to build my classroom relationships with students, and focus on enabling my classroom to have a welcoming classroom climate. In order to implement this idea, I will be referring to the *Relationship Barriers and Relationship Builders* discussed by Nelson and Lott, with one idea in particular being “Assuming vs. Checking.” To create good relationships between myself and my students, I will always check with students before assuming something. Without checking with students I will never be
able to know what they think and feel or what they can and cannot do. I believe that the fostering of relationships will prevent disrespect in the classroom and allow every student to behave with self-control and concern for others.

Another way to foster good relationships with students is to use The 3 C’s of Discipline created by theorist Linda Albert. Her theory is that of Cooperative Discipline and believes that teachers everywhere are troubled by misbehavior. She, as do I, feel that misbehaving students create a classroom where there is less learning, effects teacher quality, and ruins the satisfaction of being a teacher. Albert contends that “Students want to feel like they belong in the class. If the desire is not met, misbehavior in the form of mistaken goals will provide a false sense of belonging.” (qtd. In Charles 93) In other words, student will take on four different behavior problems, including Attention seeking, Power Seeking, Revenge Seeking and Withdrawal. In order to combat these behavior problems I will be taking Albert’s ideas of The 3 C’s of Discipline. This method focuses on the idea of helping students to see themselves as “capable, connected and contributing members of the class.” (qtd. In Charles 95) Albert explains that when children feel that the teacher believes they are capable of accomplishing a task, they will likely accomplish more work. I can promote this feeling in the classroom by building confidence in the classroom. I want all students to realize that making mistakes is okay and that learning is a process of improvement. Using trade books and life experiences will assist me in this. Students will also be more connected to learning when the teacher accepts, gives attention, appreciation, affirmation, and affection to all students. I will promote this in my classroom by treating everyone as equals in the classroom. The final “c” of the theory stresses the importance of contributing to the classroom. I will execute this by encouraging students to be involved in my
classroom, afterschool activities and to help others that are struggling. I will strive to model these 3 C’s so students can follow in my footsteps.

Inviting parents into the classroom is another part of Albert’s *Cooperative Discipline*. Albert emphasizes the importance of collaborating with the parents by not only informing them of classroom procedures and disciplines but also involving them. I believe that parents sometimes feel, “out of the loop” when it comes to their children being at school. When a parent asks their child what they did at school today, and the parent has no idea what a SSR group is, the parents often become disengaged. Parents are the number one influence on a child, children spend most of their time with parents and guardians and this is why it is so important to me to communicate with parents. To help their child succeed, parents should be involved in the discipline of a child when and if the problem continues. It is important not to only involve parents when there is a problem but frequently when their child is doing well. By maintaining positive relationships through newsletters, emails, and parent-teacher conferences, I feel confident about the completion of this scheme.

R-E-S-P-E-C-T. Find out what it means to me. Alfie Kohn, a well-respected theorist believes that teachers and students need to respect each other in order for the classroom to run smoothly. Respect shows another person that you care enough about what they are saying to pay attention to them and listen. When students are engaged in a lesson, I want to see them putting forth their best efforts as I will be doing the same in my teaching. This respect will foster greater learning and make a less stressful environment. A respectful classroom means less discipline problems in return. Not only should there be respect between the teacher and students but between peers as well. If students gain respect for each other and their differences, there will be less of a chance for bullying and problems.
In an effort to gain students respect, classroom meetings will be frequent in my management plan. According to Nelson and Lott, classroom meetings promote social skills, such as listening, taking turns, hearing different points of view, negotiating, communicating, and helping one another take responsibility for one’s own behavior. All of these skills will be needed throughout the children’s schooling and life. By showing the students that I care enough to involve them in classroom decisions and discussion they will see themselves not as lower than me, but partners in their learning. By having these frequent meetings it enables me to discuss problems, activities and creates a climate of mutual respect. During these meetings students will express concerns and frustrations. They should express compliments to one another and appreciation. The teacher will be there as a guide and make sure to go over agenda items and follow up on earlier solutions applied to problems.

Not only will classroom meetings be used to solve problems but they will foster interests in what the students want to learn. My goal as a teacher is to make learning as fun and informative as possible. My students will enjoy hands on activities, kinesthetic learning and integrated lessons. Motivating students during well thought out lessons will discourage misbehavior and engage them. William Glasser explains the importance of having a quality curriculum and having topics that students find enjoyable and interesting. Students enjoy learning and remember more when they judge the topic to be important. One way I want to engage students is to not clutter learning by trying to teach them everything, but rather go in depth on important subjects of interest and importance.

Fred Jones believes that by walking around and being close to students will decrease much misbehavior because students tend to behave properly when they are near a teacher or authority figure. Jones calls this “working the crowd.” In my experience, this system of
management has worked wonders for many teachers. Just by moving your position you can stop a child from disrupting the class without even having to say one word. Non-verbal cues can be used as well. Again, this is non-disruptive and easy implement while teaching the rest of the class. Non-verbal cues can involve looking directly at the child and establishing eye contact, or making a slight motion for a student to stop their behavior. By using non-verbal cues and proximity control, the teacher can handle misbehaviors while continuing to teach.

When teaching academic skills to students, teachers explain, model, and allow time for students to practice these skills. Students need to know exactly what is expected of them and teachers should spend the first few days of school going over rules and how they expect students to behave in certain situations. These behaviors need to be described in detail so that students know exactly what is expected of them. For instance, if a teacher has forgotten an authority figures name an inappropriate way would be to say “Hey, what is your name again?” The teacher should model to the students the proper way by facing the person, extending their hand, and saying “Hello. I’m Miss Bauman; it has been awhile since I have seen you. Could you remind me what your name is?” Modeling appropriate behavior is one of the most important decisions a teacher can make because it creates model students that are respectful and polite.

The previous beliefs are essential to the running of my classroom and I feel confident that my students will appreciate and respect my values and positive environment in the classroom. Not only will these beliefs be the basis for my management plan but several classroom procedures will be necessary in the smooth operation of my classroom. Procedures described below give a good idea of how I will be managing my classroom. These procedures are well developed to create the most time for learning and least time for disruption so all can participate in a safe, caring and productive classroom.
Procedures and Routines

Morning Procedures- Students will arrive at school and use the restroom if needed and then walk directly to their lockers. They will then empty their backpack, place it neatly inside their locker and bring into the classroom only their homework, needed supplies and notes for the teacher. They will be expected to enter the classroom quietly using inside voices and keep hands, feet and supplies to themselves. Upon entering the classroom they will be greeted by their teacher who is waiting at the door and say “Good Morning” to surrounding classmates. They will be expected to become organized at their desk, turn in homework and promptly begin working on seat work quietly, allowing others to finish their procedures. As soon as the morning announcements begin, pencils will be placed on their desk and full attention will be given to the speaker. No talking is allowed at this time. When announcements are over, students are expected to finish seat work, turn work into black tray on my desk and silently read a book of choice until teacher begins Town Hall.

Line-Up Procedure, Leaving Classroom- When the signal chimes are heard by students they will know it is time for the line-up procedure. The teacher will ask for the right side of the room to line up first in boy-girl order, then the back of the room followed by the left side of the room in boy-girl order. Students are expected to keep hands to themselves and walk at a normal pace to the line. The teacher will ask the leader to lead the line to the directed place. While in line up procedure, students should have hands to their sides and no talking is allowed in the hallway as other students are still in class.

Lunch Procedures- When students are excused for lunch, the people who packed a lunch from home will be first to quietly get lunch from their lockers and then get in line first-following boy
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girl order if possible. The following students receiving special lunches such as peanut butter sandwiches or salad will be the next to line up-following boy-girl pattern. All students eating regular lunch will line up next-following boy-girl pattern and previous line procedures. Note: Town hall will be the time when students are accounted for packing lunch, special or regular lunch. When dismissed, students will walk quietly to cafeteria, following line procedures. If students have packed a lunch they will be first to take their seats. If you are buying lunch, stand quietly in line, say hello to lunch staff and pay for lunch before taking a seat. Eat nicely and neatly using manners. Talk in a low voice. When finished eating, clean up mess. Raise your hand to be dismissed to recess and put leftover food in the proper trash can. If you brought a lunch box, leave it on the table designated for lunch pails. Walk to recess.

**Restroom Procedures:** Students needing to use the restroom, may only be allowed to leave the classroom one at a time. This will not allow students to spend an extended time in the restroom. In order to let the teacher know they would like to go to the restroom, students should hold up three fingers and in the case of an emergency they should shake their fingers to alert the teacher they must leave quickly. Students using the restroom must wash hands for at least ten seconds before leaving the restroom. Students should use warm water and soap while washing. Students using the restroom are required to come right back and enter the classroom quietly so as not to disturb other students.

**Drinking Fountain Procedures:** Students will be allowed to bring a cup into class and use the teacher’s personal water fountain. Using the water fountain should be done at recess, lunch, or when their work is finished. Students are not allowed to use the fountain when an adult is teaching or when a classmate is giving a presentation. Students will not line up at the drinking fountain outside or inside the classroom after the bell has rung. There will only be a maximum
of three students in line for the fountain at a time. If a splash occurs, wipe it up using paper towel and throw away. No one is allowed to place their mouth on the drinking fountain dispenser.

**When You Have a Substitute Teacher**- Students will be expected to respect and follow all classroom rules and any that the substitute has directed even if they are not exactly the same as the classroom rules and procedures. Students will remember that the substitute is taking my place and is an equal of mine. The students should be as helpful as possible. The substitute will be prepared to teach the class as she/he will have a copy of all our class procedures. Make sure to assist the substitute in finding supplies.

**Implementation of Classroom Management Practices**-

In order to guide student behavior so that an optimal learning environment is present in my classroom I will be implementing the following factors into my classroom. The rules will be made by me and include 3 simple concepts:

**Miss Bauman’s Rule’s**

1. Do no harm to others
2. Work hard
3. Follow directions the first time they are given

These three rules will be introduced on the first day of class and will be posted in an easily readable location. It will be explained to students that the rules are to help everyone learn in a classroom that is safe and effective. These rules also communicate that the classroom is a place where the children should not fear that they will be ridiculed or teased. These rules will be enforced by the discipline plan the students and I create together. The students will be expected
to sign the plan and follow through with it. If the plan is not followed, consequences that the students and I agree upon will follow.

To ensure that student are learning and actively participating it is my goal as a teacher to create as many hands on and exciting lessons as possible. If a lesson fails to capture the attention of students it will then be my job to adapt and revise the lesson. By engaging the students I am sure that the most possible learning will occur which will provide less opportunity for misbehavior.

When creating a classroom management style three ideas will be kept in mind including preventative, supportive and corrective strategies. My management plan will focus the most on prevention and clarity of rules, expectations, and procedures. When students know expectations and are prepared they will be less likely to misunderstand and strive to perform. If however, rules are broken, consequences will be given but will be supported by me. Children need to know that even when there is a problem I will be a source for guidance. In the event that discipline is necessary, corrective means will be taken. Parent letters or phone calls will be used. I feel that it absolutely essential to involve parents in their child’s education as they are the number one influence in a child’s life.
Dear Students and Families,

Welcome to 4th grade! I’m excited about the opportunity to get to know you, and I’m looking forward to a happy and productive school year.

It is important to me to communicate my expectations and rules for the students. My rules will foster values in my teaching philosophy that all students will come to a classroom that is safe and free of ridicule. I only have three rules and they are as follows:

1. Do no harm to others
2. Work hard
3. Follow directions the first time they are given

Throughout the school year, I expect each student to show respect, enthusiasm, and an open mind. On the first day of school, your child, other classmates and I will create procedures and a discipline plan to assist us in running the classroom smoothly. After a few days of practicing these procedures, I would like your child to tell you about them, maybe have them model them for you! I will attach some of the most important policies below (page 2) so you and your child will be prepared for the adventure ahead.

Studies show that parental involvement in a child’s education is one of the strongest indicators of student achievement. You as a guardian can assist your child by encouraging them to do their best work and be enthusiastic about the work they are completing in school. Ask students lots of questions and don’t accept vague answers. These children are willing to share ideas with you when they know you care! I hope you will make it a priority this year to participate in your child’s education as much as possible.

If you have any questions or concerns or if you would like to visit our classroom, schedule a conference, or volunteer to help out, you can contact me at ekbaumn@spartans.manchester.edu.

Once again, welcome to 4th grade. Let’s work together to make this the best year ever!

🍎 Sincerely,
Miss Bauman
Miss Bauman's Classroom Procedures

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1. Late Work
   Late work will not be graded unless for an emergency reason it could not be completed. It will be necessary for you to write a note for your child as to why they could not complete the assignment. However, the child will still need to complete the work and may miss out on some free time in the classroom in order to complete it.

2. Absentees
   When a student is absent, I will put their papers in his/her homework folder for that student to pick up the morning he/she gets back. I will expect the homework back in the amount of time that student missed. If the student was gone for two days, then that student will have two days to put the completed homework in the 'Late box' on my desk. If the student knows that he or she will be gone on a certain day, I will give them the homework ahead of time so that the student will have a chance to complete it.

3. Grading
   Each student will be graded equally. Rubrics, written assessments, essays and oral presentations will all be included in your child’s grade.

4. Turning in Work
   When students arrive to the classroom they will be expected to turn in all work from the previous night into the black basket on my desk. Work needs to be turned in before the bell rings or it will considered late. This policy fosters responsibility.

5. Beginning of the day
   There will be a message on the board each day with directions for students to follow.

6. Transition to specials, recess, lunch, and between subjects
   The students will be expected to walk single file down the hallway with no talking. When our classroom walks in the hallway other classes are busy working. Students need to remember rule #1 and do no harm to others!
Classroom Arrangement

Chalkboard

Classroom meeting area

Student desks

Teacher’s Desk

Guided Reading Area/Classroom Library