Classroom Management Plan

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Descriptive Statement

Every classroom is different and is going to have students from all different kinds of backgrounds, and that is one of the main reasons for the teacher to have a classroom management plan developed and implemented. This document outlines my philosophy and beliefs on classroom management. It also outlines several of the routines and procedures that will be used in my classroom and how I plan on implementing my classroom management plan.

Philosophy of Classroom Management

My classroom management plan is based on several different theorists. There is no one theorist who I agree completely with, so I have taken bits and pieces from several theorists to create my own classroom management theory. The theme that seems to weave throughout all of my beliefs about classroom management is the joint contributions of the teacher and the student. I believe that there are things that the teacher can do to promote a well managed classroom, but I do not think that the teacher should control everything that happens in the classroom. I believe that the students can be given responsibility for some of the aspects of classroom management to help keep the classroom running and prevent misbehavior. I feel like a balance between teacher controlled and student centered is the best way to create a well managed classroom. The following beliefs, from a variety of different theorists, explain the different ways the teacher and students can work together to create this environment in the classroom.

Top Ten Beliefs

One

First, I believe that teachers can control behavior through effective nonverbal communication. This theory comes from Fred Jones who believes “that good discipline depends in large measure on teachers making effective use of body language” (Charles, 118). The three
main parts of his theory that I plan on using are eye contact, facial expressions, and physical proximity. All of these things can be used to help prevent and correct misbehavior. Using nonverbal communication also helps prevent the teacher from getting worked up and possibly yelling at the students. A simple pause attached with eye contact with a student might be enough to get them to stop talking and pay attention to the lesson. Physical proximity is another big part of nonverbal communication. The students will pay attention better if the teacher is close to them. If a student is not following directions, the teacher might simply move toward that student and possibly pointing to the correct page. Doing this keeps the class flowing while correcting misbehavior. Using facial expressions are a great way to convey your feelings to a student. It is important that you use the correct facial expressions with students though. The teacher needs to be careful when using them because certain expressions can promote misbehavior. For example, if the teacher is bored and expresses that to the students through facial expressions, that might actually promote misbehavior (Charles 118-119).

I chose Fred Jones’ use of nonverbal communication practice because it supports my belief that teachers should try to correct misbehavior by nonverbal cues instead of yelling. I do not feel like much is accomplished by yelling at the students because most of the time they tune you out. Therefore, yelling can be avoided through the use of eye contact, facial expressions, and physical proximity which are all elements of nonverbal communication.

Two

Second, I believe that teachers can manage behavior by developing withitness. Withitness is a term coined by Jacob Kounin that describes a skill that teachers can develop where they know what is going on everywhere in the classroom and are able to stop situations that might turn into misbehaviors. A teacher that can monitor students working independently at
their desks and work with a small group of students at the same time is said to be able to overlap, which is a part of withitness (Charles 58-59).

I chose this piece of Kounin’s theory because I feel that it is an important quality of teachers to have. I believe that teachers need to take their part in preventing misbehavior and developing withitness is just one way to help with that. A teacher who has engaging lessons, can overlap, and knows what is going on in every corner of the room will have better control over their classroom. This theory supports my belief that teachers and their actions have a big impact on student’s behavior.

Three

Third, I believe that students should take some responsibility in their behavior. Using Rudolf Dreikurs idea about a democratic classroom allows this to happen. A democratic classroom is a classroom in which both the teacher and the students work together to come up with the rules. The students will be choosing the rules that they feel need to be established and followed in the classroom. By doing this, I feel that the students will be more likely to follow the rules. Allowing them to help choose the rules will also help make them feel a sense of belonging to the class because they are developing and choosing the rules of the classroom in collaboration with everyone else (Charles, 63).

I chose this part of Dreikur’s theory because I believe that the teacher is not the only one responsible for the students’ behavior. I like this concept because it allows the students to take an initiative when it comes to their behavior and following the rules. This aligns with my belief that students and teachers should work together to create a positive learning environment.

Four
Fourth, I plan to implement Haim Ginott’s idea “that learning always takes place in the present tense. By that, he meant that teachers must not prejudge students or hold grudges” (Charles 60). Every student should get a new slate every time they walk into your classroom. It does not matter how many horror stories that I have been told about a student from past teachers because when that student walks into my classroom, he will have a clean slate and will not be judged by past misbehaviors. It should not matter how badly they screwed up the day before; the things that happened yesterday should not impact the student’s consequences today. Each instance should be handled individually and only focus on the misbehavior that occurred at that time. I chose to include this piece of Ginott’s theory in my plan because it supports my belief that students should not be judged because of their past misbehaviors. Doing this is only punishing them again for things they did in the past and have already been punished for.

Five

Fifth, I believe that teachers should use I-messages when speaking to students, and Haim Ginott was one theorist who believed in the use of I-messages. The use of I-messages takes the blame off of the other person who is involved and shifts it to the speaker. They also allow the speaker to convey their emotions without attacking the other person. The speaker says something like, “I am very concerned with the behavior I saw during math class today,” instead of, “You were not behaving appropriately in math class today.” Using an I-message instead of a you-message prevents the student from getting defensive because they do not feel like they are being accused or blamed. I-messages will also be used among students, but they will need explicit instruction on how to use them. They will probably also need frequent reminders to use I-messages when they are speaking to other students (Charles, 61).
I included this part of Ginott’s theory in my classroom management plan because it matches my belief that when dealing with misbehavior or issues in the classroom the teacher needs to recognize that the student and the behavior are separate. By taking the blame off of the student, you are seeing the behavior and the student as two separate things. This also matches my belief that students need to take responsibility, and when the students are using I-messages, they are showing responsibility because they are taking the blame off of the other person involved.

Six

Sixth, I believe that teachers can diffuse confrontations with students and prevent them from escalating even farther. Linda Albert came up with a few suggestions on effective ways to handle confrontations with students. One of those suggestions was “Focusing on the behavior, not the student” (Charles, 98). The teacher should describe the behavior that is observed at that time, nothing that has happened previously, but also keep in mind the “student’s well-being” (Charles, 98). Another way to diffuse confrontations is to “Take charge of your negative emotions” (Charles, 98). If the teacher responds aggressively, the student is going to sense that, and the confrontation will escalate. Therefore, it is important for the teacher to respond in a calm manner despite how he/she really feels. Another suggestion that Albert lists is to “Discuss the misbehavior with the student later” (Charles, 98). This allows both parties involved to calm down before dealing with the issue and prevents the confrontation from exploding. Another thing that she suggests is to “Allow the students to save face” because the students will eventually comply but letting them save face instead of disciplining them even more helps to prevent any further escalation (Charles, 97-98).
I chose this portion of Linda Albert’s theory because it matches my belief that the student and the misbehavior should be separated. The child should not be labeled based on their misbehavior. When you are trying to diffuse the situation before it explodes, you have to focus on just the misbehavior that is occurring and ways to handle that behavior. It also aligns with my belief that the teacher should try to stop and prevent a confrontation from escalating into a bigger situation.

**Seven**

Seventh, I believe that consequences should be related to the misbehavior, reasonable, delivered respectfully by the teacher, and reliably, or consistently, enforced by the teacher. This is exactly what Linda Albert said about consequences, and she calls these the Four R’s of consequences. The student’s consequence should be directly related to the misbehavior. If it is not, they get no reinforcement for that particular misbehavior. The consequence also needs to be reasonable. In other words, a minor misbehavior deserves a small consequence, and a major misbehavior deserves a large consequence. The teacher needs to be respectful, not blaming, when handing out the consequence. The teacher also needs to make sure they are consistently enforcing the consequences because the students will pick up on any inequalities (Charles, 99).

I chose to include Linda Albert’s Four R’s of consequences into my classroom management plan because it matches my belief that consequences should hold some meaning for the students. If it is not related or reasonable, the students are not going to get anything out of it, and most likely the misbehavior will resurface. They will do the time, but it will not prevent it from happening again. My belief that students need to take some responsibility and develop the rules and consequences for the classroom matches with this theory too. The student who is in
need of a consequence could be asked what reasonable and related consequence they think they should be given.

Eight

Eighth, I believe that misbehaviors can be reduced if the students are instructed to follow set routines and procedures in the classroom, and this idea comes from Harry and Rosemary Wong. They feel that students who are taught procedures for the different activities in the classroom will learn responsible behavior and not misbehave. The procedures must be explicitly taught to the students by the teacher. The Wong’s suggest a three step method for doing this and those steps are explain, rehearse, and reinforce. The teacher explains and demonstrates the procedure, the children get to try out the procedure with teacher supervision, and then the teacher reteaches and allows for practice as needed (Charles, 136-137).

I included the Wong’s theory about procedures because it aligns with my belief that misbehavior can be reduced through the use of procedures in the classroom. I feel that if the students know exactly how they are to do something, there will be less misbehaviors occurring. When the students know exactly what is expected of them in a certain situation, it also gives them responsibility, which is another one of my beliefs. They are given the expectations, and they have to make the choice whether to follow them or break them.

Nine

Ninth, it is my belief that the teacher can help foster a more positive classroom environment by using more statements that begin with yes than statements that begin with no. This comes from Diane Gossen’s “Yes, if…” theory. She feels like most statements that begin with no can be turned around and said using a “yes if…” statement. When a student asks to go to the restroom, the teacher might say, “Yes, if you wait until we are finished with the quiz,”
instead of, “No, not right now.” Using a positive “yes, if…” statement, leads the student away
from an undesirable behavior because the teacher is creating a more positive classroom climate.
Gossen encourages the use of “yes, if…” statements as much as possible, and when saying no is
the appropriate response, she encourages the teacher to provide justification for the student
(Charles, 191).

I included this part of Gossen’s theory because it matches my belief that students learn
best in a positive classroom environment. If the teacher is negative all of the time, the students
will shut down and not listen. Using “yes, if…” statements prevents a negative atmosphere from
happening and creates a positive classroom environment because the teacher is saying yes as
much as possible.

Ten

Finally, I believe that teachers can create a welcoming classroom environment that
invites good relationships among the members of the classroom. Marvin Marshall came up with
this idea, and he developed three practices that could help in creating this classroom
environment. Positivity, choice, and reflection are the three practices that Marshall named.
Positivity means focusing on the upside of things and trying to look for the positive in the
situation. Positivity is not just for teachers either. Students could be taught to use positivity
when speaking with other students or to teachers. Choice means giving the students options
because this gives the students a sense of empowerment. When students are given options and
they get to choose, they feel more like they are in charge of the situation. Reflection means
giving the students time to think about their behavior and how they could change it. This
reflection time should be guided by the teacher, and the teacher should ask questions that
ultimately will guide the student towards seeking a desirable behavior (Charles, 209-210).
This part of Marshall’s theory is included because it aligns with my belief that the teacher should try to create a positive classroom environment for the students to have successful learning experience. Students learn better in a positive atmosphere, and one way to do that is by incorporating Marshall’s positivity into my classroom. Giving the students choices also matches my belief that students need to take some responsibility for their behavior. When you give the student a choice, they have to take responsibility to choose and carry out the option that they choose.

**Conclusion**

My classroom management theory and beliefs are pulled together from several different theorists and made into my own. They all reflect my desire to have a classroom that is balanced between student-centered and teacher-controlled. Harry and Rosemary Wong believe that classroom discipline lies in the explicit teaching of procedures, and I agree that establishing routines and procedures is one aspect that the teacher needs to control. The following section outlines a few of the routines and procedures that will be established in my classroom.

**Routines and Procedures**

**Beginning of the Day**

Having a consistent morning routine established helps get the students calmed down, transitioned into the classroom setting, and ready to learn for the day. My morning routine will start off by the students being greeted at the door by me, and then the students will put all of their things in their lockers and turn any homework they have into the appropriate spot. Any notes from parents or lunch money will go in the basket on the corner of my desk. Once that is taken care of, the students will pick up their morning work from the back table, put their chair down, and begin quietly working on their morning work. While the students are working on that, I will
take attendance, do lunch count, and read any notes that were turned in to me. After those are all done, I will go over their morning work with them and start the day.

The teacher’s responsibilities will be to greet the students at the door and to set out the morning work on the back table. The teacher will also be responsible for going over the morning work with the students after taking lunch count, attendance, and reading any notes. The student’s responsibilities will be to follow each of these steps in the morning routine.

**Lunch**

Another important routine to have in place is a lunch routine. This prevents confusion and helps the students move through in an efficient manner. My lunch routine will start off by having the students who brought their lunches get them out of their lockers and line up quietly at the door. While they are getting their lunches from their lockers, all of the other students will line up at the door quietly. Once everyone is lined up, the class will walk quietly and in a straight line down to the bathroom. All of the students must at least wash their hands even if they do not have to go to the bathroom. After the bathroom stop is complete, we will walk down to the cafeteria. The packers will sit down at one of the assigned tables, and the students who need to buy lunch will get in line. Once they have their lunches, they will sit down at one of the assigned tables with the packers. As each student finishes their lunch, they will throw away their trash, give their tray to the lunch ladies, come back to their spot, and sit down until they are dismissed. Once they are dismissed from their tables, they will line up at the door and walk quietly out to the playground.

My responsibilities as the teacher will be to keep the students quiet while in the hallway, get them in and out of the bathroom as quickly as possible, and have them sit in the appropriate
spot in the cafeteria. The student’s responsibilities will be to follow all directions given by the teacher, walk quietly in the hallway, and sit at the appropriate tables in the cafeteria.

**Classroom Helpers**

Having classroom helpers is a good way to promote self worth in students because they feel like they are helping the teacher out, and they are also a good way to prevent misbehavior. If the teacher was passing out papers or running the lunch money to the office, there is a good chance for misbehavior to occur; when the teacher gives these simple jobs to students it has more than one benefit. My classroom helper system will be to just have one classroom helper each day. The teacher will change the classroom helper each morning, and that person will be the classroom helper for the entire day. They may be asked to pass out papers or supplies, run lunch money or notes to the office, turn off the lights, or lead the line.

My responsibilities as the teacher will be to change the classroom helper each morning so that there is a new classroom helper each day. The student’s responsibilities will be to carry out any of the possible jobs that the teacher might ask them to do.

**Getting Attention/Signaling for Quiet**

Being able to get the students attention and get them quiet quickly is extremely important when it comes to classroom management and having a routine for this is an important part of a classroom management plan. My routine for getting the student’s attention or quieting them down will be to ring a bell. If the students are too loud or I need to say something and they are working, I will simply ring the bell, and they will know to stop talking or working, and look at me. If we are not in the classroom where the bell is, I will teach them a clap pattern. They will know that when I clap that pattern, they are supposed to clap that same pattern, stop what they are doing, whether it be talking or working, and look at me.
My responsibilities as the teacher will be to ring the bell or clap the pattern whenever the students are too loud or when I need their attention. I will also need to teach them the clap pattern. The student’s responsibilities will be to stop what they are doing when they hear the bell or clap pattern and look at the teacher. They will also be responsible for repeating the clap pattern if that is what I use to get their attention or quiet them down.

**Turning in Student Work**

My classroom will have a set procedure for turning in homework. This procedure is important because it will prevent time from being wasted because the students do not know where their homework is supposed to be turned in. There will be a tray for each subject on the back table, and whenever the students have something that needs to be turned in, they will go to the back table and put it in the correct tray.

My responsibilities as the teacher will be to make sure that each of the trays for homework are sitting on the back table and have the different subject names on them. The student’s responsibilities will be to put their homework into the correct tray on the back table whenever there is something due.

**Dismissal**

Things can often be chaotic at the end of the day, and that is why it is important to have a dismissal procedure that is followed every day. Having this procedure in place will prevent a lot of time used to gather all of their belongings and line up to go home. My classroom dismissal procedure will begin with ten minutes left in the day. As I read a book, I will call on students to go to their lockers and get their things. After all of the students are back into the classroom, the walkers and car riders will line up in a line outside the door. The bus riders will line up in a line at the door, but they will stand next to the other students that ride the same bus that they do.
When the bell rings, the walkers or car riders will walk to where they get picked up, and I will walk the bus riders out to the bus.

My responsibilities as the teacher will be to pick a chapter book to read to the students each day, dismiss students to get their things from their lockers, line the students up at the door, and walk the bus riders out to the buses. The student’s responsibilities will be to quietly get their things from their lockers, sit quietly until they are dismissed to line up, find the correct line, and walk to the appropriate place after the bell rings.

**Implementation of Classroom Management Practices**

**Classroom Rules and Expectations**

Classroom rules and expectations are an important part of developing the classroom environment. Some of the rules will be developed by me, the teacher, but the students will also have a say in what rules they think should be present in the classroom. On the first day of school, I will sit down with my students and discuss the rules they want to establish in the classroom. Consequences will be determined at the time that the rule is broken because the student will have input into their consequence and will be given choices. The rules and expectations will be communicated to the students by modeling, explicit teaching, and explanations of each of the rules. The students will be expected to follow all of the rules and model those rules in the correct way for others to see. The rules that they all agree on will be written on a large poster and hung in the classroom so that all of the students can see them, and the teacher can refer to the list of rules if a student has broken one of them. These rules and expectations will be enforced through the use of the discipline system outlined below.

**Discipline**
The system that I will use for discipline will contain two different parts. It will have an incentive side to it as well as consequences. There will be a discipline log containing all of the student’s names at the back of the classroom, and if a student breaks a rule, I will ask the student to go place a check next to their name in the discipline log. For each check that the student gets, there will be a consequence associated with it. If the student only receives one check, they just get a warning. If a child receives two, three, or four checks, they will have a say in their consequence because I feel that the student should take some responsibility in their behavior. I also feel that the consequence needs to be related to the misbehavior and proportional to the severity of the misbehavior, so it should be decided on by the teacher and the student when it is needed. However, if the behavior keeps up and the student gets four checks, they will get a note sent home to their parents as well as the serving the consequence that was decided on by the teacher and student. If a child reaches five checks in one day, the child will be sent immediately to the principal’s office. Every morning the students will enter the classroom with zero checks next to their names because it is a new day (Tammy).

At the end of the day, I will look at the discipline log, and any student who did not get any checks will receive two behavior bucks. Any student who received one or two checks will receive one behavior buck. Students who received three or more checks do not receive any behavior bucks for the day. At the end of the month, I will have different items for “sale” at a variety of prices, and the students who have behavior bucks to spend can use them to purchase the items available (Tammy).

Considerations and Decisions

One major way to prevent misbehavior is by having an engaging curriculum and engaging lessons. If the students are really engaged in what you are teaching them, then there is
no room for misbehavior to occur. I plan to engage my students in my lessons by choosing
topics that they know about or are interested in because activating that knowledge will draw
them into what I am teaching. I also think that using manipulatives to teach, whenever possible,
gets the students engaged in the lesson because they are given the opportunity to “play” while
they are learning. Another way that I plan to get my students engaged in my lessons is by
incorporating the multiple intelligences. The more intelligences that I can hit in one lesson, the
more students I will have engaged and learning the content being taught.

Preventive

My classroom management plan has several aspects that are designed to prevent
misbehavior from occurring. All of the routines and procedures that I have outlined are
preventive measures. They are designed so that the students know exactly what to do in certain
activities or circumstances, and this prevents misbehavior if the steps of the procedure are
followed. I also believe that engaging lessons that target the student’s interests, use
manipulatives, and activate the different intelligences is another part of my plan that prevents
misbehaviors from occurring. The ability of the teacher to develop withitness, knowing what is
going on in every corner of the room, is a preventative skill that allows the teacher to stop
potential situations that may turn into misbehaviors. Another preventative measure that is
mentioned in my top ten beliefs is that teachers can use nonverbal communication to
communicate with students and prevent misbehaviors.

Supportive

It is also important for the classroom and the teacher to create a supportive environment
through the use of classroom management techniques. Two of my top ten beliefs are supportive
measures. The first one is the use of I-messages. I-messages help create a positive environment,
which I feel like contributes to a supportive learning atmosphere. The other one of my top ten beliefs is Diane Gossen’s theory about “Yes, if…” statements. Saying yes more often also promotes a positive classroom atmosphere which leads to a supportive environment for the students.

Corrective

My discipline plan is the part of my classroom management plan that is corrective in nature. It gives consequences for the students who are misbehaving, and those consequences are chosen jointly by the teacher and student. By giving the student some say in their consequences, this will serve as a corrective measure for the student. My belief that consequences should be reasonable and related to the misbehavior also serves as a corrective measure. When the consequences are related to the misbehavior, the consequence is directly targeted at extinguishing the undesirable behavior.

Conclusion

This document in its entirety describes my beliefs about classroom management, the theorists that I associate those beliefs with, and a few of the routines and procedures that will be established in my classroom. It also outlines the discipline plan I will use when misbehaviors do occur. The underlying aspects woven throughout the entire plan is the idea that the students and the teacher need to work collaboratively to achieve a classroom ideal for learning. All of this ties together to create a nurturing and positive environment for the students to be successful in and learn as much as they can which is the ultimate goal.
Dear Parent/Guardian,

Greetings! Welcome to a new school year! I am glad that I have your child in my classroom this year, and I am sure we will have a spectacular time together this year. This letter provides you with a brief overview of the rules and discipline plan of my classroom. If you could review it with your child, that would give them a reminder of what is expected.

The rules will be decided jointly by the students and I, and when those are finalized, I will send that list home with your child. The discipline plan that I use in my classroom involves using behavior bucks and a discipline log. Each student will begin each morning with zero checks, but if a student is breaking a rule, they will be asked to place a check next to their name in the discipline log. If the student only receives one check, they just get a warning. If a child receives two, three, or four checks, they be given a consequence, but they will have a say in what it is because I feel that the student should take some responsibility for their behavior. If the behavior keeps up and the student gets four checks, they will get a note sent home to their parents as well as the consequence decided on by the teacher and student. If a child reaches five checks in one day, the child will immediately be sent to the principal’s office.

At the end of the day, I will look at the discipline log, and any student who did not get any checks will receive two behavior bucks. Any student who received one or two checks will receive one behavior buck. Any student who received three or more checks will not get any behavior bucks for the day. At the end of the month, I will have different items for “sale” at a variety of prices, and the students who have behavior bucks to spend can use them to purchase the items available.

It is also important for you and I to communicate about your child’s behavior. Each Friday, when I send home the weekly newsletter, I will include an individualized note reporting on the number of checks your child received that week and what rules were broken. If you ever have any questions, please feel free to email me, call the school, or send a note in with your child. Let’s work together to make this a great year!

Sincerely,
Miss Binkley
Works Cited

