Classroom management can make a difference in a school year. Having a classroom management system set up before the year starts is one method to help a teacher throughout the year. Setting up rules and procedures is a technique to having a successful school year. I believe that the teacher should set up procedures, but the students should have a say in the rules and responsibilities expected of them. The discipline plan for my classroom includes responsibilities, procedures, rewards, and explanation of the management processes for my classroom and the students.

Classroom responsibilities are something that can have a great affect on a classroom. Bos and Vaughn state in Strategies for Teaching Students with Learning and Behavior Problems that, “Carefully selected rules, when properly developed and stated, can contribute to a positive classroom atmosphere” (35). Classroom responsibilities should be developed by both the students and the teacher. Before the school year begins, I think that I will have some ideas of what I want my students’ responsibilities in the classroom to be, which will be the classroom’s general rules. Such examples are treat people right, do the right thing, use active listening, follow directions, no put downs, do your personal best, help others, and be truthful.

Then on the first day of school, I will have the students help develop a list of classroom responsibilities, which will be more specific such as, listen to instructions the first time given, keep your hands, feet and other objects to yourself, raise your hand when you want to speak, use inside voices when doing group work, etc. Marvin Marshall states
in *Building Classroom Discipline*, “…the best way to help students conduct themselves properly is to encourage them to accept personal responsibility for their behavior” (96). Making my students aware that they are responsible for their actions will help with discipline issues. (By having my students develop their responsibilities in an agreement helps develop responsibility.) Because I am creating an agreement with the class, I am taking the step to limiting and removing behavior that I do not accept in my classroom.

Throughout the day, there will be routines the students will follow each day. In the morning, I will have a board that the students check as they walk into the classroom. There will be directions for them to follow: put away things, sharpen pencils, move clip for lunch, and start morning work. If, for some reason, the morning would be different, such as a field trip, the students would know what to do. I will stand at the door in the morning and greet students and remind them to look at the board and to figure out what their job is in the morning. Fred Jones reminds teachers that, “A typical class period is not on task until five to eight minutes after the bell rings. Teachers take roll, and students talk, sharpen pencils, and listen to announcements over the P.A. as they amble toward their seats” (sec. 3). Fred Jones believes that bell work can allow teachers the chance to get their morning things done while the students are working and not wasting time. I will have the students do morning work because it will be necessary for me to take attendance, collect lunch money, and make other announcements. The students will still be learning and doing something productive while I do this. Students will learn this the first week of school and will practice it. It will be one of their daily routines.

Procedures are something that my students are going to need to learn and I will show them these the first week of school. This will allow them to know what to do when
prompted in the future. One procedure will be lining up to leave the room. Students will line up by their groups. Students will be seated in groups and I will call numbers for the students to line up. At lunch, students will line up in alphabetical order. Another procedure will be coming to the meeting area. Students will also be dismissed by groups and are expected to quietly walk back and sit with legs crossed. On the first day of school, I will go over these procedures. I will introduce them when the time comes for the students to line up or to go back to the meeting area. I will discuss with them the proper way to do these procedures. We will then practice each one and continue to work on it throughout the week. Throughout the year, if students do not follow the correct procedures, I will ask them to return to their seats and we will try again.

Another procedure I will use in my classroom is “Give Me Five”. The Give Me Five plan, will allow me to quiet my students quickly so we can transition to something else. I will hold up my hand and I expect my students to then hold up their hands too and they will know what to do: eyes on me, mouth quiet, being still, hands free, and listening. This is another procedure I will show my students during that first week of school to help manage my classroom better.

After going over classroom rules and procedures, I will talk to my students about what the consequences are for our classroom if rules and procedures are not followed. I believe that for everything that is done wrong, students can learn and state what they should have done instead. If a rule is broken then students will have to write their name on a note book that has each of the days of the week on it. Then students will have to fill out a “What I Did” paper. On the paper, the first thing they will fill out is “What I did”. Then the next section is “What I should have done”. Students will fill this out, stating
only what they did. Students might do something wrong with another student, but I only want what that student did wrong. While filling out what they should have done, students should refer back to their responsibilities in the classroom, because if they followed the rules, then the problem most likely would not have occurred. The students will take the paper home and have their parents sign it and then they should return it to me.

I also believe that there should be positive consequences for good behavior and for following rules. Individual behavior will be rewarded in my classroom. I will have a paper for each student at the beginning of each week that has points on it called a “Tracking Sheet”. Students will begin each day with five points. If they have to fill out a “What I Did” paper, then their points go down each time they do so. Then on the same piece of paper students get the chance to gain extra points for following directions. At the end of each day they will total up their points and then do the same at the end of each week. Then students will have a chance to buy things with the points that they have accumulated. The rewards they can buy are: a new pencil and eraser for 50 points, computer time for 20 minutes for 100 points, computer time for 40 minutes for 200 points, and lunch with Mrs. Vice for 300 points. After they buy their rewards, student will subtract what they have bought from their total points. Then the left over points will be the starting number for next week. I will send these papers home in their Friday folders. These papers will be used as a chance for me to write notes to parents and to tell parents whether or not the students have all their homework completed. Students will then return them to me on Monday with a parent’s signature. If they do not return them, their points return to zero and they must start over. I see this as a way for students to become more responsible in returning things.
I believe that rewarding students as a class is something that should be done. I will do this by using PAT time or preferred activity time. I will have a clock by the door to my room. When students do something well as a class, I will give them PAT minutes. Fred Jones states that PAT time can be used the day it’s earned or it can be used on a future day (sec 3). I think I am going to use it for Fridays. At the end of the day on Friday, students will get to use their PAT time that they have earned. Also, this will be a chance for student to use their points that they have earned individually. Although students can earn PAT time, they can also lose it. Gaining PAT time will be a way students will want to do what is right so they can earn time for the class.

Sharing my classroom management with others is something I will have to do as a classroom teacher. I feel that collaborating with teachers of the same grade level is very important. Because of this, I think that I will have already shared my ideas and will have obtained certain school rules that I must follow. I will then be able to create my classroom management and then return to my team and share my plan.

Sharing the information with parents will be a little different. I will have to send home a letter after the rules have been created. I will tell parents what I expect of my students and I will ask the parents to look over the discipline plan with their child. The parents and students must both sign the contract. After doing this, I will be able to share the letter with my administrators and talk with them about what I have planned for the year.

Having a discipline plan prepared for a school year is a way to manage a classroom. There are many aspects of my discipline plan, but I feel that they must all be included in order to effectively carry out my goal as a teacher. I think that having it in
place and using it throughout the year will allow me to focus on the main goal of education, which is to educate students.
Dear Parents,

What a great first week we’ve had in Third Grade. It has been very exciting and the students and I are eager to jump into the fun learning and activities we have planned for the school year. During the past week, the students and I have had a chance to discuss routines, procedures and rules for the classroom. I am sending home a contract of the discipline plan for Mrs. Vice’s Third Grade Team. I would like you to look over the plan, talk to your child about the plan, and have your child return it to class on Monday, September 2.

If you have questions about the plan that the students and I have made together, please feel free to contact me anytime.

Thank you,

Mrs. Vice
Discipline Contract for Mrs. Vice’s Third Grade Team

Classroom Responsibilities

General Rules:  Specific Rules:
Treat People Right  Listen to Instructions the 1st Time
Do the Right Thing  Keep Hands and Feet to Yourself
Use Active Listening  Raise Hand to Speak
Follow Directions  Use Inside Voices while Inside
No Put Downs  Keep Desk Area Clean
Do Your Personal Best
Help Others
Be Truthful

If students choose to break a rule

First Time: Warning
Second Time: Fill out a “What I Did” card, cross off number on Tracking Sheet
Third Time: Fill out a “What I Did” card, cross off number on Tracking Sheet, call parents

Tracking Sheet

The Tracking Sheet is stapled onto the contract as an example.

Rewards

As a Class:  Individually:
PAT Time: Preferred Activity Time
Tracking Sheet Points:
50 points: Treat
100 points: Computer Time for 20 min.
200 points: Computer Time for 40 min.
300 Points: Lunch with Mrs. Vice

STUDENTS: I have read the classroom discipline contract and understand it. I will honor it while in Third Grade.

___________________________    ______________________
Signature        Date

PARENTS: My child has discussed the classroom discipline contract with me and I understand it.

___________________________    ______________________
Signature        Date
# Tracking Sheet

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| Bonus Point | Bonus Point | Bonus Point | Bonus Point | Bonus Point |

Last Week’s Points + This Week’s - Points Spent = Total

Homework Completed: Yes No
If no, what needs to be completed?

Teacher’s Comments:

Parent’s Comments:

Parent’s Signature __________________________ Date ____________
Works Cited


