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Educ 360  
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Classroom Management Plan

On the first day of the school with elementary grade level, I will talk to the students about the expectations and responsibilities as a student should be able to meet. “Glasser believes that improvement in education and discipline can only be accomplished by changing the way classrooms function.”(Charles, 75). It is really important for the teacher to know how his/her classroom should be functioning; providing a curriculum that is naturally attractive to students and encouraging them to make responsible choices that lead to personal success.

“Discipline problem become insignificant in classrooms where there is a climate of acceptance, dignity, respect and encouragement,” (Charles 113). When students feel valued, respected and welcomed in their classroom, they are more likely to behave better and demonstrate respect toward you.

I can create the optimal classroom environment by doing the following:

- Communicating and showing concern for the welfare of students so that they know that we care for them
- Converse with your students outside of class. Give them the time of day. Build a friendly relationship.
- Establish routines so kids know how to behave in recurring situations.
- Discuss behavioral expectations before an activity and use student input.
- Get students involved and help them respond correctly in class. Give hints and cues so that they are successful in front of others.
- Catch them for being good, recognize effort, not correctness. And point out the progress made over the time.

“The Canters point out that if you want the students to choose appropriate behavior and cooperate with you, they need to know that you are concerned about them personally—about their personal lives and success in school” (Charles, 41). When I am teaching, I know and I

believe that I will care about each and every student that enters in my classroom. I know that not everyone comes from the same background; some students' family might be strong and supportive while there will be others whose family will not care that much. I will always look for something to show that I'm interested in them. I will do this by having short conferences with students that are having some trouble meeting the expectations, those that are meeting the expectations with ease and all of the students in between.

I will like to do the following activity with students on the first day of the school but it will go on for few days. This activity has been done by the teacher, Mary Gambrel for many years in a school in Texas and she has very few discipline problems.

This activity involves students in creating their classroom rules. The rule-making process begins with questions to students:

- How would you like want me to treat you?
- How would you like to treat one another?
- How do you think I would like to be treated?
- How should we treat one another when there's a conflict?

Students' will share their thoughts about those questions in small groups, and then with the entire class. Responses are posted on a large sheet of chart paper. With each suggestion, I will ask the student to tell me what the rule 'looks like,'" Gambrel says that, "If they say 'be nice,' they have to explain what it means. It's a great way to see what they're thinking. I will ask questions about the consequences if they failed to follow the expectations and responsibilities. The students will also come up with the consequences. I will look at them when they are done to see if those consequences make sense. If some things are not clear I will ask the students to think about it again. I will also add some rules and consequences that were not included. I will type the list of rules that we came up as a class. Students will take home their lists, review them, and think about additional ways in which the rules might be fine-tuned. After we're finished, I will

have all my students sign the 'poster' as a commitment to follow the class rules. Gambrel also suggests making copies of list so that the students can keep their copies in their notebooks. The original poster will be displayed in the classroom.

This activity would be like Marshall's model of discipline to raise individual responsibility so students do what is right and proper. Marshall believes "almost all students are inclined to behave responsibly but need help to do so." (Charles 95). Teachers teach and engage students in specific strategies that offer them opportunities to make decisions and solve problems on their own, without being told what to do all the time. We, as teachers have to provide students with strategies that help them process information well and to feel confident in their abilities to succeed.

When students are not meeting the expectations and their responsibilities, I would remind them of the contract we all signed-the expectations and responsibilities they came up with and agreed to set for themselves. I would review the expectations and responsibilities when needed with the students. "We are responsible for our own behavior" (Charles 75). Students are responsible for their action. Each student will have his/ her name written on the board and each would get a clip. There would be three different color ribbons; green, yellow and red. When students fail to meet the rules they would move from their name to a color. Students can decide the consequences for that color. For example, green would be the warning. If the consequence a student came up with is minor then I would change it with their agreement.

I will try other strategies such as social conferencing with the teacher, or if necessary, the principal, conflict resolution, class meetings and behavior contracts. The conference with the teacher will include these questions: why did the student not meet the expectation? How the student plans to change their actions to meet the expectation next time? And what has the student

learned? In conflict resolutions, students will meet with the mediators to solve the problems.

The mediators can be the teacher or any trained mediators. Students will work with the mediator to solve their problems. Class meetings means that the class work together to offer suggestions to solve the problem. Behavior contracts are the contracts would be written between the student and teacher and would include the input of the parents.

Rewards will be given for not moving clips all week as a class and not moving more than four times as an individual. As a class, they will get a jar and when students behave well, follow instructions, are on task or get compliments from other teachers, they will get a scoop of rice. When they fail to perform well in the classroom a scoop of rice will be taken from the jar. When the jar is full, students will get to watch a video during or get can play indoor games in classroom in a lesson period and they will vote on which lesson that would be. And reward for individual student for not moving their clips more than four times will be a choice of “free homework pass” on daily homework. Like Fred Jones’ Grandma’s rule, students are required to do what they are supposed to do, and then for a while after that they can do what they can do without disturbing the classroom.

Some of the key points that I will keep in mind while managing the classroom are:

- Positive Communication with the students
- Make clear to students the consequences of misbehavior.
- Enforce classroom rules promptly, consistently, and equitably from the very first day of school.
- Work to instill a sense of self-discipline in students; devote time to teaching self-monitoring skills.
- Maintain a brisk instructional pace and make smooth transitions between activities.
- Monitor classroom activities and give students feedback and reinforcement regarding their behavior.
- Create opportunities for students (particularly those with behavioral problems) to experience success in their learning and social behavior.
- Identify those students who seem to lack a sense of personal efficacy and work to help them achieve an internal locus of control.

- Make use of cooperative learning groups, as appropriate.
- Remove distracting materials (athletic equipment, art materials, etc.) from view when instruction is in progress.

I will follow the Canters; advice on dealing with difficult students in my classroom. He advises teachers on how to avoid much of the uneasiness and building a sense of trust between the teacher and the student working with students (Charles47) with the following:

- Anticipate what the difficult student will do and say. Think through how you will respond
- Remember that you have a choice in your responses. You can choose not to respond angrily or defensively. You can choose not to let your feelings get hurt.
- Do not give up on difficult students. They need to see that you care about them.

“Teachers can show that they care about students as individuals by treating every student as they would want their own child to be treated” (Canters 47). Teachers can nurture student self-direction and personal efficacy by providing students with opportunities before, during and after instruction to exercise some control over their own learning.

I would also use general practices of positive classroom management that includes:

- Students engaged in the learning process before the bell rings (they are greeted by name, given the tasks to begin, work cooperatively, etc.)
- Class begins and ends on a positive note
- Students know the rules, procedures and expectations
- Students receive conceptual teaching through See, Say, Do Teaching( Jones’s principal teaching, 57)
- Learning is fun and relevant

(Adline Independent school District)

I will share my classroom management plan with the parents and administration in a letter format.

Dear Parent(s)/Guardian(s),

During the first week of school, we discussed the expectations and responsibilities as a class. I asked them four questions such as:

- How would you like for me to treat you?
- How would you like to treat one another?
- How do you think I would be treated?
- How should we treat one another when there's a conflict?

Students were divided into groups and they were asked to discuss the answers so that we could set expectations and responsibilities and consequences for the class. Students shared their thoughts about these questions in small groups, then the thoughts were discussed by with the entire class. Responses were posted on a large sheet of chart paper. As a class we discussed and came up with a list. The students had a copy of possible expectations and responsibilities to review so that they could add or delete some rules. After discussing, we decided what rules to include in order to help the students become a better individual. I wrote the final expectations and responsibilities on a poster and all students signed it. It is now our 'contract'. I believe that having ownership of the expectations and responsibilities makes them more meaningful to the students. I also made copies of the list so that students can keep the list in their notebook. I have enclosed the list in this letter so that you can have a look at the rules and consequences that they came up with it.

Each student will have his/ her name written on the board and each will get a clip. There will be three different colors ribbons; green, yellow and red. When students fail to meet the rules they will move the clip from their name to a color. Students will decide what each ribbon means. For example, green will be the warning. If the consequences a student decides on are minor then I would make suggestions for stronger consequences with their agreement.

If the above is not effective, other strategies we will try include social conferencing with the teacher, or if necessary, the principal, conflict resolution in which students work out their problems together, class meetings in which the class works together to offer suggestions to solve the problem, or behavior contracts that will be written between the student and teacher and would include the input of the parents.

Rewards will be given for not moving clips all week as a class and not moving more than four times as an individual. As a class, they will get a jar and when students behave well, follow instructions, are on task or get compliments from other teachers, they will get a scoop of rice. When they fail to perform well in the classroom a scoop of rice will be taken from the jar. When the jar is full, students will get to watch a video during or get can play indoor games in classroom in a lesson period and they will vote on which lesson that would be. And reward for individual student for not moving their clips more than four times will be a choice of “free homework pass” on daily homework. Like Fred Jones’ Grandma’s rule, students are required to do what they are supposed to do, and then for a while after that they can do what they can do without disturbing the classroom.

If you have any questions or concerns, please feel free to contact me by note, phone, or e-mail. Thank you for your support!

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*Please sign and return this portion by Monday, September 12, 2007*

**I have read the classroom behavior plan and discussed it with my child.**

Child's Name: \_\_\_\_\_

Parent Signature: \_\_\_\_\_

Comments:

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Work cited

Charles, C.M. Building Classroom Discipline Eighth Edition. Boston: Pearson, 2005

Hopkins Gary. School "Rules"! Ten Activities for Establishing Classroom Rules  
[http://www.educationworld.com/a\\_lesson/lesson/lesson274.shtml](http://www.educationworld.com/a_lesson/lesson/lesson274.shtml)

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