



# **Classroom Management Plan**

**EDUC 360**

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## **Philosophy of Classroom Management**

By working with children throughout the past few years, I have noticed how easily they adopt the attitudes, personalities, and beliefs of the people around them. Since children have not yet developed their own ideas and established a belief system, it will be my responsibility to model my greatest qualities every day to the students. By modeling good citizenship, diligence, and a hard working spirit, the students in my class will hopefully adopt those traits as well. I hope that this same attitude towards teaching is what will make my future classroom interesting and exciting to walk into. By creating a positive classroom environment for my students, I will hopefully be providing them with an opportunity to learn by example.

### **Top Ten Beliefs/Practices**

**1. As a teacher, it is my responsibility to always know what the students are or are not doing in my classroom.**

Similarly to Jacob Kounin, I believe that a teacher should know what is going on in their classroom at all times. Kounin calls this trait “withitness” but I think of it more like the old saying that teachers “have eyes in the back of their heads.” With this characteristic in the classroom, I will better be able to serve the needs of my students. By consistently knowing if a student is struggling with an assignment, having difficulty making friends, or feels uncomfortable with a certain subject, I will be able to help solve the problem and find a solution that makes the environment friendlier for learning for my students. This will also help me to be able to utilize non verbal cues such as proximity control and verbal cues like simply asking a certain table to quiet down. By having a grasp on what is going on throughout the classroom, I will be able to find the problems

quickly and fix them as soon as possible. Finally, “withitness” will help me to be flexible in unexpected situations. For example, if a surprise task, angry parent, or forgotten assembly arise, I will be able to move my students quickly from one activity to the next because I will have a firm grasp on what is currently going on in the classroom.

**2. To prevent discipline issues, it is my duty to provide little down time and move from activity to activity with ease and simplicity.**

To help my students to stay on task and follow directions smoothly, I will keep my lessons moving and not allow for down time. Like Jacob Kounin, I believe that students misbehave because they are bored and don't have anything else to occupy their time. By briskly moving my students through lessons and assignments, I will allow them little time to misbehave. Moving briskly through a lesson should not be confused with a fast pace. It simply means that while taking time for all students to understand material, the students who are ready to move on have that opportunity without having to wait on the rest of the students. Another area of classroom management that can prove to be tricky is transitional time. However, if the students know what is coming next and have a task to fill the transition time, they will be more focused and less likely to misbehave.

**3. If misbehavior does arise, I will give the students ample amount of time to think about the decision they are making before disciplining their actions.**

If a student does misbehave, I believe that teacher should give them three chances to change their behavior. I think this because at a young age, students sometimes act out of the moment instead of thinking the situation through. Like Canter, I think that if a student is given a choice, they will most likely make the right decision. By using assertive discipline techniques I will first tell a student what they need to stop doing and

what is expected. I will also give them a second chance and on the third warning, I will give them a choice to either obey or they will have negative consequences. This way, the students will have a chance to think about their actions and fix them if the behavior is inappropriate.

**4. By providing students with positive consequences and rewards, they will have something to work towards which will encourage good behavior.**

Also like Canter, I believe strongly in positive consequences. A positive consequence gives the students and class as whole something to work towards. By having daily prize drawings and verbal praise, the students will know when they are doing the right things. For example, if I give a student a ticket for being a good example after a special by returning to the room quietly and getting right to work, they could write their name on the ticket and put into a prize drawing. At the end of the day, I will draw two to three names out and allow them to have a small prize. This will help the students to stay on task. Also, if a student misbehaves in the morning, I believe that they should still have the opportunity to receive tickets for the rest of the day. This will help the student to not give up on the day and know that they can still make it into a good day.

**5. I will use the practice of having class meetings to solve problems. This type of meeting will not place blame but provide an opportunity for the whole class to work together to solve a problem.**

I like Nelson, Lott, and Glenn's approach to having class meetings. This approach unites a class to discuss a problem without placing blame. This will help the class to talk about problems, share their opinions, and find a solution while working as a team. I also think that class meetings can be looked at as a form of instruction. By

teaching the students to work together and share their opinions without blaming others, the students will begin to feel safe, practice their proactive, problem solving skills, and develop leadership ability. Therefore, the class meetings will help the short term situation in the classroom but it was also help the students to develop life skills for the future.

**6. As an influential adult in the lives of my student's, it is my job to be a good role model for my student's everyday and to provide information to parents on what they can do to help.**

It will be my responsibility to be a positive role model for my student's everyday. Nelson, Lott, and Glenn also believe that this is the responsibility of the parents of my students. I believe that the adults that students look up to can drastically have an affect on the way they act in group work, conflict situations, and simply the way they walk down the hall. If the parents and I are showing the students how to treat other people with respect and dignity, the students will be more likely to use these same qualities at school. For example, if a student sees their parents return a piece of money to someone who has dropped it on the ground, the students will be more likely to return an attractive pencil or lunch box to a student at school. However, I believe the benefits can go far deeper than simply returning lost items to friends. The good modeling will also help the students in more abstract situations throughout the school day. For instance, the students will have a calm temperament during group work if they see me have a calm temperament through the day as well.

**7. In order for my students to have an encouraging experience and be successful in my classroom, it will be critical for me to have high, positive expectations of them.**

Similar to one of my favorite researchers, Harry Wong, I believe that my expectations as a teacher will drastically affect the kind of year my student's have. I believe that I have to have positive, high expectations for my students. By believing that my student's will succeed and do well in my class, they will also believe that they can do a good job. The students will be able to sense how I feel and what I think, therefore, I want each and everyone of them to know that I think they are the smartest kid in the world. By doing this, the students will be empowered and encouraged and want to achieve my high expectations for behavior and performance.

**8. In order for my classroom to run smoothly and effectively, I will implement a set of procedures for the students to follow.**

Harry Wong also has important theories about classroom management and procedures. It will be my job to simplify the learning experience for the students in my class but while discipline is taking place, no learning is happening. Therefore, I will strive to teach my class a standard set of procedures. These procedures will help my class to participate fully and effectively in classroom activities, maximize learning time in order to minimize disruptions, allow many different activities to run smoothly at one time, and outline exactly how a classroom is supposed to run to decrease discipline problems. Moreover, students want these types of procedures because it helps them to feel secure when a classroom is operating smoothly. These procedures will have to be taught, modeled, role played, and practiced with the students before they will successfully perform the procedures. However, once the procedures are in place, the classroom will run much more easily.

**9. It is my duty to make every child feel needed and connected in my class.**

Throughout the year in my classroom, it will be pivotal for all of the students to feel a sense of belonging and feel as though I am happy they are in my room.

Similarly to Linda Albert, I feel this way because making the students feel as though they belong as an important part of the group, will make them want to contribute more and act out less. Otherwise, students feel as though they need to be disruptive in order to get attention from the group. Moreover, by having a sense of belonging, all the students will begin to feel more secure and be willing to take chances.

**10. If students do begin to have a problem in my class, it will be my responsibility to de-escalate the situation and calm the students down.**

Because conflict does arise in every classroom, I promise that when the situation comes about, I will deescalate the disruption as quickly as possible. I will strive for this because I understand that at times, students feel a sense of hopelessness after the disruption has intensified. Then students feel that they have already passed the point of no return and continue to be disruptive. If I can stop students as soon as the disruption starts like Ginott suggests, I will be able to control the situation and the outlook of the students as much as possible.

**Preventative**

By always knowing what is going on in my classroom, I will be preventing misbehavior from occurring. By consistently knowing if my students are off task or distracted, I will be able to pull them back onto topic with ease before they start misbehaving. If a misbehavior does arise, I will be able to correct the misbehavior quickly before it has a chance to escalate into a major disruption. Additionally, by

quickly moving from activity to activity and allowing little down time through the day, I will be discouraging my students from misbehaving. By keeping them busy, interested, and feeling as though they belong, the students will have less of a chance to be disruptive or unruly. Finally, by being a positive role model and demonstrating good behaviors for my students, they will understand acceptable behaviors and replicate them as well.

### **Supportive**

I will implement many different strategies to maximize positive behavior. First, I will provide an opportunity for positive consequences. When a class or a student is demonstrating good behavior, I will reward them or have a plan in place for them to work towards a common goal. This way the students will be motivated to do the right thing and discouraged from misbehavior. Moreover, I will have high, positive expectations for the students in my class. This will help them to have an understanding of what I expect of them and then they will be able to apply it to their behavior performances and classroom conduct. By having high expectations of positive behavior, the students will strive to meet the expectations I have for them. I will also be modeling the type of acceptable behaviors so the students in my class know and recognize acceptable and appropriate behaviors. They will hopefully be able to apply this as well to the different activities going on around the room.

### **Corrective**

When misbehavior does arise, I will use a process which allows the students to decide what they want their next action to be. If a student misbehaves, I will deescalate the situation as soon as possible by asking them twice to stop doing what they are doing and state what I want them to do. If they still don't do what I ask them after two chances,

I will ask them one more time while stating what their consequence will be. This way, the students will have a chance to think about their actions. If the whole class is involved with the misbehavior, I will implement class meetings so the students can work as a team to solve problems. This will help us to come up with a solution but also allow the students to develop conflict resolution skills that will be beneficial to them for their entire lives.

### **Rules and Consequences**

Because it is easier to implement a rules system and start off with appropriate behavior than it is to change an inappropriate behavior later, I will develop the rules for my classroom before the students arrive on the first day. Then after introducing myself and taking care of morning duties (ie: lunch count), I will go over the rules and consequences. The rules will be developed in two ways. One category will cover general rules that encompass a variety of behaviors and actions. For example, “be respectful” would be a general rule. These types of rules must be explained in detail to the students so they understand what each rule means and includes. I will also use specific rules which will address one specific behavior. These rules are beneficial because they tell students exactly what is inappropriate or appropriate. Additionally, these rules will be few in number simply because a lot of rules will be difficult for students to remember.

I will develop these rules by pulling from my experiences as a student, observing teacher, substitute teacher, and by asking other teachers in my school. Some teachers strongly encourage including students in the rule making process. However, I think this is unproductive because school wide rules must still be in place and rules critical to

instruction must still be followed. Therefore, I will include my class in the rule making process in a different way. By leading a class discussion which talks about the developed rules will be more beneficial. The discussion will include topics like, why rules are necessary, why certain rules will help students to succeed, and examples of what it means to carry out general rules. For instance, I could ask the class, “What does it mean to ‘be helpful?’”

If a rule is broken, I will determine the appropriate consequence by following the same system every time. This system will be posted in my room for the students to see. The system I will use will be the stop light system. Every student will start off their day with their clip (a clothes pin with their name on it) in a general basket. If they are disruptive, their clip will be put onto the green section of the stop light. If they are disruptive again, their clip will be moved to the yellow section and by misbehaving once more, their clip will be moved to the red section. Each section will have a posted consequence. For example, the green section is a warning while the yellow section means that their parents are called. The red section could represent that their parents are called and they are sent to the office. The consequences will be posted and consistent so the students know what to expect. Obviously, the consequences and discipline plan may change from district to district and depends on the school that I will be teaching in. However, I am confident that no matter where I teach, the rules and consequences will be posted and steady.

I made each of these decisions through a plethora of ways. I began developing my rule and consequences procedures from the first day I observed in a classroom. Since then, I have been exposed to many different theorists and authentic experiences that have

shaped my thoughts and beliefs. However, I made most of these decisions based off of the thought that children need consistency and support in order to function successfully. By having a set of rules that the students know and learn provides them with the support they need to have a great year while the regular consequences give them an understanding of what will unwaveringly happen every time they break a rule. By providing a class with these two parts, they will be more likely to be successful because they will know exactly what is expected. Furthermore, students want to be able to peacefully do their work and be apart of a quality classroom. By having these rules and consequences, the students will feel safer and more willing to take chances. Systematic rules help students to understand behavioral boundaries before they take their behavior too far.

I will inform the students in my classroom of my behavior management plan by simply having the rules and consequences posted in the classroom and discussing them together. I will also be sending a letter home to parents with the management plan enclosed. The parents will be asked to review the plan with the their student and it will also have a place for both parties to sign. Finally, I will inform the administrators of my school about my behavior management plan before school starts. By giving them a typed copy, they will be able to review it and understand what the discipline plan in my classroom looks like. I also want them to read this so they can be aware of when I will be sending students to the office. This way, they will know what sort of discipline to take if they know the degree of disruption that the student has done. Finally, I want to discuss this with my principal because I want to know how he/she will be disciplining the students when I send them to the office.

## **Procedures**

**Late Work/Grading:** Since I imagine there being a lot of paperwork to turn in throughout the day, I have decided on a system that I have seen be successful. After I hand out an assignment to do at school or at home, I will then place an extra copy of the worksheet into an empty folder on the counter. When the students have completed the work, they can simply walk over to the counter, find the folder with the same worksheet, and add their worksheet to the rest. This way, the homework is always sorted and together. Also, I would like the students to write their names on both sides of the paper (if there is a back to the paper) so that I know whose paper it is without having to flip it over while passing back papers or sorting them into mailboxes. Finally, I like the idea of students highlighting their names before turning in the work. Even though the students might think that I ask them to highlight it is easier for me to see, I really just want the students to be sure that their names are on their papers.

I see grading as one of the most complicated parts of the job to keep organized. I plan on keeping all the papers together after I retrieve them out of the designated folder. Then I will grade them as quickly as possible so that I am sure that I don't get behind on grading. When I know how many points everyone missed, I will record the information in a grade book to be averaged when it is time for report cards. As far as late work, I will have to add another folder to the counter for "I am late" work to be graded and added to the grade book. However, I will need to subtract ten percentage points for each day that the work is late. Therefore, it will be fair to students who didn't turn their work in late. Because class work is usually a time when students can get help with their work, I will definitely be using this work to put into the grade book. This is because the student will

probably do well on the work since they will have opportunities for help. Class work, however, will have a lesser value than homework because it requires more effort to take time away from the home environment to do homework. I will use a typical grading scale of 97% or higher is an “A+,” 93%-96% is an “A,” and 90%-92% is an “A-“(etc.). I like this grading scale because I feel as though it is general and will apply to the students throughout their schooling experience. Also, I like this grading scale because it allows the students to still get an “A” even if their score is below 93%. I think that it allows students to have a range of flexibility if they don’t fully grasp a concept while still being indicative to the teacher if a student is struggling with a topic.

**Absentees:** Make up work can be challenging but I think I have a good solution to the problem. When a student is absent, and there are papers handed out to the class, I will have their pre-assigned “Absent Coordinator” make sure that they get the papers off the absent person’s desk, write the absent person’s name on the papers, and put them in a plain “Absentee” folder on their desk. The Absent Coordinator can retrieve an Absentee folder from a designated location in the room. This way, it will not be a worry for me to have to gather absent work and since the Absent Coordinating position will be pre-assigned for every student, it won’t cause anymore hassle on the day of the absence. When the absent person comes back, they will have two days for every day of school they missed to return the work to the teacher. Also, there will be a permanent “I was absent” folder on the counter for these students to put their work in.

**Distributing Materials:** As for distributing materials to the students, I will use two different systems. First, if I need to hand out a worksheet or study guide to each person in the class, I will ask one person at each table to come and retrieve the paper for

the rest of their table. I will select this person by stating a shape. Each individual desk will have a different shape taped onto it. For example, if I need to hand out paper, I can simply ask the triangles to come up to retrieve the paper for the rest of the group. This way, there will be no questions as to who is supposed to get the paper. I will also have a mailbox system to give all of the papers that I have graded back to the students. This way, the class time will not be taken away to return papers. There will be a class helper assigned each day that will be the “post man/woman” that will be in charge of returning papers at the end of the day or when they have a few minutes of down time.

**Getting attention/signaling for quiet:** To get the attention of my students and signal them to be quiet, I will use a couple of different methods. However, none of my methods require me to raise my voice or shout over the students. One of my favorite methods includes clapping to a beat that the students will repeat and then be silent. I could also have small xylophone that I could strum while counting down from five. Each number that I count is a new strum and the class will be silent and in the proper place by the last strum. I also like the method of having a soothing noise maker of some kind that the students know that when they hear that noise, they need to quiet down. For example, a wand that makes noise or a quiet bell. Additionally, I could use the method of asking the students to “clap once if you can hear my voice.” As the students around me clap once, I can ask the students to “clap twice if you hear my voice.” Eventually, all the students will be able to hear me. Finally, I have seen teachers use the method of simply turning off the lights to get the attention of the class. I have seen this used over and over again and every time it has the same positive affect of quieting down the class.

**Using the bathroom:** If a student needs to use the bathroom in my class, I want the process to be easy and undisruptive. I will have a “boy pass” and a “girl pass” hanging on the wall near the door of my room. If a student needs to use the bathroom while they are silently working at their desks, they don’t even need to ask me if they want to use it. They can simply get the pass and walk down to the bathroom. If another student has the pass, the next student will need to wait until that student returns. Additionally, if I am teaching or there is another speaker in our room, the student will need to ask me if they can go to the restroom and still use the pass system. If the bathroom is attached to the classroom, the pass system will still exist. However, instead of taking the pass into the bathroom, the student will simply put the pass on their desk so I know which student is in the restroom.

**Getting drinks:** Getting drinks in my classroom will be similar to using the bathroom. If there is a drinking fountain in the room, I will inform that students that only one person is allowed to be at the drinking fountain at a time. If the students are thirsty and want to get a drink, they must first glance over at the drinking fountain to make sure no one is there. If there is, the student must keep working until the other student leaves. If there is no drinking fountain in my room, the students can take the drinking fountain pass to go to the drinking fountain. However, they must ask me first because I will be giving the students frequent drinking fountain breaks.

I am excited about my future classroom and all of the exciting things I will be doing there. I hope that my plans prove to be a sufficient way to run a classroom. Although I know that classroom management styles can vary from school to school and district to district, I am confident that I will be flexible enough to meet these requirements

while still running a successful classroom. Eventually, I know that these procedures will become second nature to me and I won't have to rigidly read about them to apply them. But until then, I will have this handy guide to refer back to.

Miss Kristen Davidson  
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Dear Parents and Guardians,

First, I want to thank you for the opportunity to teach your child this year. I am excited to get to know all of the students and I am committed to giving each one of my students a fun and successful year.

Secondly, in order to ensure that your child has an enjoyable year in my classroom, I have attached a copy of our classroom rules. Please review the handout with your child and keep the rules as a reference if needed. If you have any questions at all, please feel free to contact me by phone at 977-564-0196 or through email at [kldavidson@spartans.manchester.edu](mailto:kldavidson@spartans.manchester.edu). Additionally, please sign the sheet and return the requested piece.

Enjoy the fleeting days of summer, our first day back will be here shortly!

Sincerely,

Kristen Davidson

## Miss Davidson's Classroom Rules

Dear Parents and Students,

I can't wait to get started on our wonderful year! We have a fantastic group of children in our class and we will be sure to make every minute count. But to ensure everyone's success, I have printed a copy of our classroom rules for you. Please review these rules together, talk about what each rule means, sign the bottom, detach, and bring it to school on the first day. I'm excited to get to know all of you!

See you soon-

Miss Davidson

### Specific Rules:

- 1. Keep hands and feet to yourself.**
- 2. Follow directions the first time they are given.**
- 3. Keep your voice to an inside, working level.**
- 4. No put downs of classmates.**

### General Rules:

- 1. Respect others.**
- 2. Take care of our school.**
- 3. Keep the classroom clean.**
- 4. Be helpful and caring.**

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We reviewed each rule and discussed what each rule means.

Parent signature: \_\_\_\_\_

Student signature: \_\_\_\_\_

