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# Classroom Behavior Management Plan

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Lauren Bailey  
Professor Eastman  
Classroom Behavior Management  
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## Philosophy of Classroom Management

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Classroom management is vitally important to the life of a classroom. Theorists, like Lee Canter, Marlene Canter, Fred Jones, Richard Curwin, Allen Mendler, Spencer Kagan, Patricia Kyle, and Sally Scott, have spent countless hours studying the effects of different styles of management in classrooms throughout the world. I applaud their efforts, and I have taken many of their ideas into account as I have developed a discipline plan for my classroom. The basic goal in my classroom is learning. Classroom trust, classroom respect, proactive discipline, clear classroom structures, effective classroom arrangement, frequent student response, clear consequences, active listening, and a strong curriculum supplement this goal.

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## Top Ten Beliefs

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#1. Lee and Marlene Canter believe that school is a place for learning. Both students and teachers have the right to come to school to be involved in learning. I believe students and teachers have this right too. Students will come into my classroom with different backgrounds, home lives, and experiences. But, each person will be in my classroom to learn. This will be our underlying classroom goal. I believe this is vitally important because without an underlying reason for coming together, our classroom will be a tangled mess of desires. However, if each student comes to school ready to learn, willing to participate, and filled with a desire to explore new ideas, each student will experience learning at in the fullest sense. As the teacher I need to scaffold those desires by making our classroom an enjoyable learning environment filled with learning centers, different types of learning styles, and different types of learning methods.

#2. A good management plan, according to Lee and Marlene Canter, is based on trust and respect. I believe students and teachers need to work together to make a classroom run smoothly. With an environment of mutual trust and respect, my classroom will work together to achieve its ultimate goal of learning. Together, the students and I will develop a set of expectations, procedures, and consequences. We will use these as the basis for how our classroom will run.

#3. Lee and Marlene Canter believe that teachers are most effective when they use a proactive, rather than a reactive, approach to management. The approach to management goes hand-in-hand with an environment of mutual trust and respect. As a teacher, when I proactively approach classroom management situation, I show the students that I respect them enough to help them continually learn in my classroom. The rules and procedures that we create together will anticipate the potential problems within the classroom. Then there will be a set of logical consequences that will be followed when someone does not successfully follow the expectations and procedures. This allows me to be proactive, rather than reactive when I manage the classroom.

#4. Fred Jones believes that most teaching time that is otherwise lost can be recouped when teacher establish clear classroom structures. I believe students cannot learn in a room where there is no structure. Since learning is the ultimate goal in my classroom, I will provide a clear structure throughout the entire day in my lessons, my schedule, my set-up, and my goals. Additionally, the expectations and procedures in place this establishes structure for the students to follow throughout the school day.

#5. Fred Jones believes that students must learn to do their work without the teacher hovering over them because the goal of discipline is for students to assume responsibility for their actions. Students are only in my classroom for one hundred eighty days. It is my job to teach them as much as I can, in that short amount of time. If I teach my students to rely on me for every answer in life I am not teaching them everything. Instead, I need to give my students the tools they need to succeed in life, with or without help. These tools include independent reading skills, fluent math skills, articulate writing skills, and problem solving social skills.

#6. Fred Jones believes efficient arrangement of the classroom improves the likelihood of successful teaching and learning. If students are in an organized, inviting environment, they are more likely to learn. My classroom will be put together so that learning will be happening in every corner of the room. I will have places to do whole-group instruction, small group instruction, and individual instruction. There will be places for students to enrich their learning and other places for them to supplement their learning. I will provide extra materials for my students to utilize these learning centers. The students in my classroom will feel safe and secure in a classroom they can call home.

#7. "Say, See, Do Teaching" is an instructional method that Fred Jones promotes which calls for frequent student response to teacher input. Students need the opportunity to apply what teachers have taught them in the classroom. Students, in my classroom, will work hands-on with me to learn new concepts. I will never be at the center of the classroom lecturing. The students will interact with me to learn new concepts. To respond, the students will use white boards to write down their answers frequently. Also, during work time, the students will come up to check their answers with me periodically so I can make sure they are on the right track. If they are not on the right track, I can then give them further direction and help them try the problems again while the learning process is fresh in their memory.

#8. Richard Curwin and Allen Mendler believe consequences, which are preplanned results that are invoked when class rules are broken, are necessary in classroom management. Students should know what is expected of them in the classroom. Together, the students and I have decided that the goal of our classroom is learning. Therefore, when that goal is not maintained there have to be consistent consequences put in place, because, by not participating in learning, a student is naturally disrupting someone else in the classroom from learning. My students and I will talk about the consequences of their actions regularly so they will know what happens when they do not follow the rules we have established.

#9. Richard Curwin and Allen Mendler believe wise teachers deescalate potential confrontations by actively listening to the student, using I-messages, and keeping the discussion private. By actively listening to students, teachers find out what students are going through. Also, by teachers expressing their feelings using I-messages students understand what teachers are going through. By using I-messages and active listening in my classroom I hope to deescalate potential confrontations with my students because I-messages teach students how to self advocate about their particular needs. This allows each student to express what they need as a learner, and it also allows me to express what I need from them as a teacher.

#10. Spencer Kagan, Patricia Kyle, and Sally Scott believe responsible student behavior is strongly affected by curriculum, instruction, and classroom management. I also believe student behavior is affected by how teachers instruct their students. By using providing the "See-Say-Do" teaching method I am constantly getting the students involved in their learning. The additional learning opportunities that I provide for my students in my classroom will be engaging and

interactive because I will touch each of the multiple intelligence styles throughout the school day so that each student's learning style is met. I will provide them opportunities to expand their learning through the use of centers. I will also provide them opportunities to supplement their learning through the use of mini-lessons.

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**Procedures and Routines**  
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<b>Student's Role</b>	<b>Teacher's Role</b>	<b>Materials Needed</b>
<b>Morning Procedure</b>		
Quietly walk into the classroom.	Provide the Daily Agenda on the board.	Blackboard with Daily Agenda
Take down your chair and tote.	Provide a place for students to put their materials, etc.	Place for students to put their materials, etc.
Empty your book bag.	Provide Morning Work for the students.	Morning work
Put your snack on your desk.	Greet students as they come in, addressing pertinent concerns about the day.	Textbooks for students
Check Daily Agenda on the board.		Each student needs pencils
Get all books for the day.		Extra supplies for students who do not have the proper supplies
Sharpen at least two pencils.		Each student needs a snack
Do your morning work found on the agenda board.		
<b>Absent Procedure</b>		
Have your parents notify the school office of your absence by 11:00 am.	Create an absent form to fill in assignments for absent student.	Create an absent form.
If you need homework sent home with a younger student or if your parents are picking up your homework, please tell your parents to let the school office know.	Notify the office of the student's absence by the appropriate school procedure.	Create an absent folder.
If your parents are picking up your homework, they need to pick up the homework by 3:30 pm.	Appoint a student at the absent student's table to write down the assignments and collect the worksheets we do while they are gone.	Appoint a student to record the absent student's to do.
You will have the number of days you are absent to complete your homework from the time it is given to you (so if you are absent two days, you will have two days to turn in your homework).	Have that student put all of the missing work and the absent form in a folder.	

If you miss a test or a project, it is your responsibility to talk to Miss Bailey about making up this work.	Send the folder to the appropriate place so it gets home to the student.	
Bring a note explaining your absence to Miss Bailey the day you arrive back to school.	Talk with the absent student the day they get back during morning work about the assignments they need to make up and the appropriate due dates.	

**Procedure for Turning in Work**

Put heading on your paper with Name, Date, and Subject in the right hand corner.	Explain to students what they need to do with their work after it is completed.	Box for students to put work into
Complete the assignment in pencil.	Provide a box for the students to turn their work into.	Supplies to complete other assignments (including book boxes)
Show your work.	Provide a list of things to do on the blackboard after they are done with their work.	List other assignments on the blackboard
Be Neat!	Provide supplies for students to accomplish extra work.	
Check your work and the directions one more time to see if you missed anything or did something incorrectly.	Walk around the classroom, answering students' questions about the assignment.	
If the assignment is to be turned in, turn in assignment to the box.		
Check the board to see what else you need to do.		
Finish any completed work.		
Find one book from the book box and read.		

**Quiet Procedure**

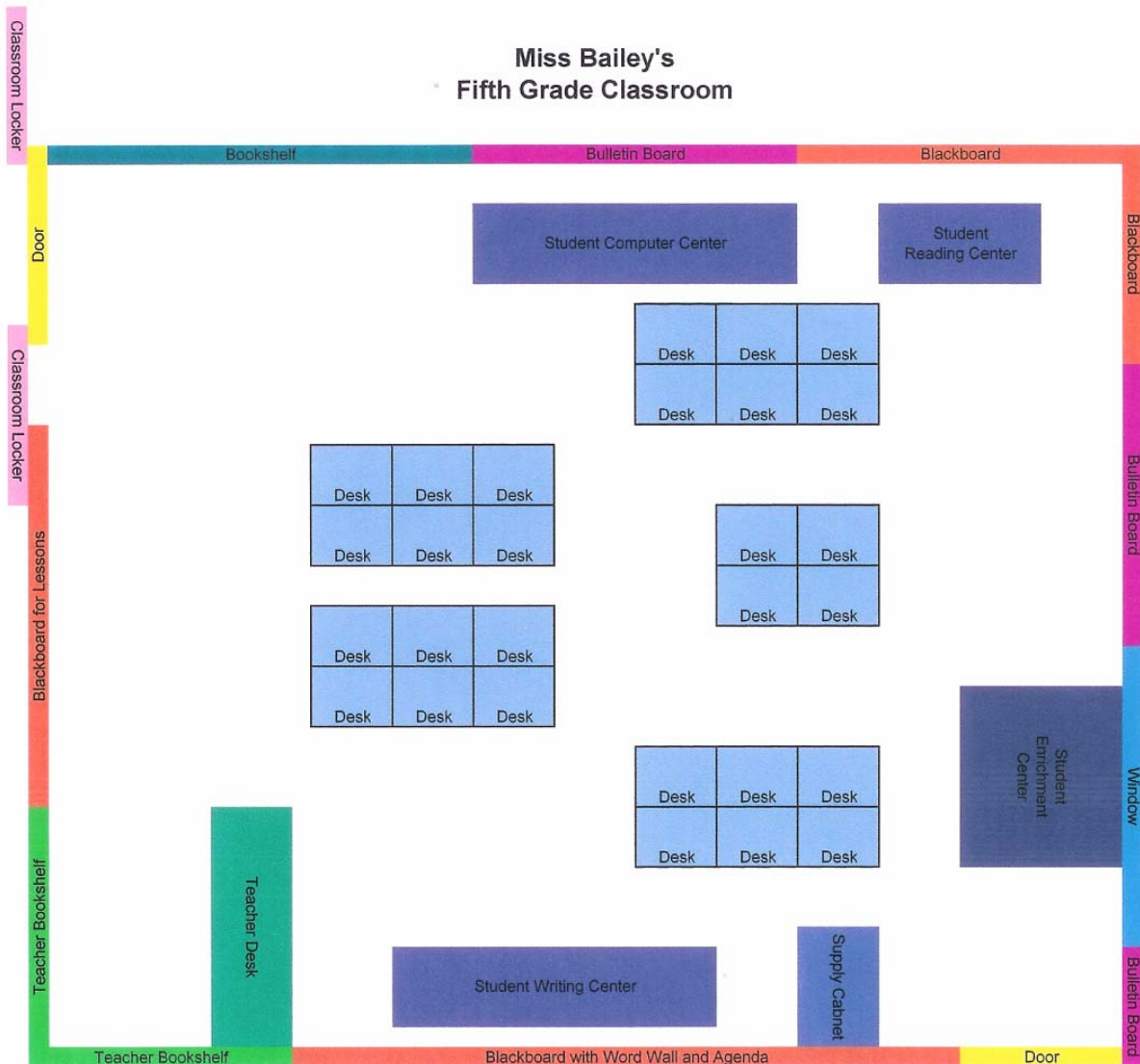
Miss Bailey raises her hand.	Raise hand when you need the students' attention.	No supplies are needed.
Stop whatever you are doing at that moment.	Make sure you have each student's attention.	
Face Miss Bailey.	Calmly ask for student's attention when you do not have it.	
Raise your hand.	Inform students of the information you need to give them.	
Wait silently.	Give instructions for what needs to happen next.	
Notify any classmates (through hand signals) who have not noticed that Miss Bailey is raising her		

hand.		
No talking or whispering, all of your attention should be given to Miss Bailey.		
<b>Hall Procedure</b>		
Walk quietly in a line.	Walk among the students to make sure they remain quiet and do not disturb the other classes.	Have places picked out throughout the hallway that the students can stop at momentarily so the class does not get too spread out.
Stay on the right-hand side of the hall.	Inform students which places to stop throughout the hallway so the class does not get too spread out.	
Keep your hands and feet to yourself.		
Stop at the appropriate places that the teacher tells you to stop in the hallway so the class does not get too spread out.		
<b>End of the Day Procedure</b>		
Return books to the shelf.	Check each student's In/Out Folder to make sure the appropriate materials are present.	Each student needs to have an In/Out folder.
Put papers in your In/Out Folder.	Help students get appropriate materials in their folder.	Provide In/Out folders for students who do not have them.
Checkout your In/Out Folder with the teacher.	Check off each student as you check out their folder.	Get a checklist so you can check off each student as they check out.
Get coat and book bag from the closet.	Help students remember what needs to be done.	
Put your In/Out Folder in your book bag.		
Straighten desks – put all supplies in your tote.		
Put chair and tote on desk.		
Pick up papers and trash on the floor.		
Sit quietly by the chalkboard with your book bag.		
Listen to announcements.		

## Implementation of Classroom Management Practices

The learning opportunities that I provide for my students in my classroom will be engaging and interactive. I will touch each of the multiple intelligence styles throughout the school day so that each student's learning style is met. I will provide them opportunities to expand their learning through the use of centers. I will also provide them opportunities to supplement their learning through the use of mini-lessons. The classroom environment I provide for my students will be filled with learning opportunities for them.

I will use preventive, supportive, and corrective strategies when I deal with misbehavior in my classroom. To prevent my student's misbehavior I will try to meet each student's learning style. I will also plan my lessons to meet their needs. To support my students I will keep them actively engaged in my lessons by walking around the room, redirecting misbehavior, and restructuring the work I have provided for my students. To correct my students' misbehavior I will consistently follow the consequences the students and I have laid out together.



Classroom Expectations

- Be trustworthy and truthful to others at all times.
- Be active listeners; use your ears, eyes, and heart.
- Show respect to others by giving up putdowns.
- Show respect to yourself by always doing your personal best.

Classroom Consequences

- Teacher will give the student a verbal reminder.
- Student will write a note to the teacher.
- Teacher will write a note to the parent.
- Student will call home.
- Teacher will call home.
- Student will go to the office.

Consequences System:

- Six ribbons of different colors will be placed a wall in the classroom.
- Each student will have a clothespin with their name on it.
- The students will always start off the day on the first ribbon.
- Every time a student does not follow a procedure or an expectation, the student will be asked by the teacher to move their clothespin.
- The appropriate consequence will be carried out by the teacher and the student as soon as possible.

Communication of Expectations, Procedures, and Consequences:

The students will each get a copy of the expectations, procedures, and consequences the first day of school. The students and I will talk about any corrections they would like to see made to the classroom expectations, procedures, or consequences. Then, the students and I will each sign a copy of the expectations, procedures, and consequences. The students will keep their signed copy in their binder. I will send a copy home for their parents to look through. I will also keep a copy posted in the classroom. The students and I will talk about them daily as we get the normal routine down in our classroom. Then, we will talk about the expectations, procedures, and consequences as necessary throughout the rest of the year.

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**Conclusion**  
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Fred Jones reports that 95% of student misbehavior consists of talking to neighbors, being out of one's seat, daydreaming, and making noise. This is a hard statistic to think about. But, this is one statistic that I will not see occur in my classroom. With the rules, procedures, and consequences my students and I put together, I am looking forward to my classroom being a productive classroom filled with learning, trust, friendship, and respect.

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September 1, 2007

Dear Parents,

Welcome to Fifth Grade! You child and I have had a very exciting first week at Shipley Elementary School. I am looking forward to getting to know your child even better throughout the rest of fifth grade. Learning is our primary goal in fifth grade. I will work my hardest to make sure your child is given the best environment to learn in each day. I hope you will work with us at home to support our goal.

Today, our class created our classroom expectations, procedures, and consequences. The students have really taken ownership in these documents since they helped create them. The classroom expectations created are the guidelines we will follow throughout the day. The procedures are specific directions that will guide us as we move from activity to activity. The consequences are a list of things that will happen when our rules and procedures are not followed.

Please discuss each document with your child tonight, and sign the sheet below stating that you have discussed these documents with your child. If you have any questions please feel free to contact me at your convenience.

Thank you,

Miss Bailey  
lebailey@manchester.edu  
123-456-7890

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I have read through the classroom expectations, procedures, and consequences. I understand my responsibilities. I am looking forward to a successful year in fifth grade.

\_\_\_\_\_  
Child's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent's Signature

\_\_\_\_\_  
Date