

Descriptive Statement

This document was created for my Education 360 course, Classroom Behavioral Management. It outlines my thoughts and beliefs about classroom management. The paper also includes my ideas for classroom procedures and routines, classroom rules, and how I'm going to implement my management practices.

Philosophy of Classroom Management

This section of my plan outlines my basic strategies and values about classroom management. It includes my top ten beliefs and practices. It summarizes what the theorists believe and what I plan to take from their ideas and implement into my classroom.

Lee and Marlene Canter believe that students should be taught how they are expected to behave in the classroom. They say teachers need to model, explain, and practice acceptable behavior. Students should be taught to follow your directions and procedures, not other teacher's. The Canters also believe that teachers should reinforce directions on a regular basis. I believe this is very important. In my classroom, I'll go over different routines and procedures during the first days of school with the students (i.e. sharpening pencils, bathroom). Then, as other situations arise, I will go over those with the students. Going over directions and giving explicit instruction will hopefully minimize miscommunication and misunderstandings.

The Canter's also talk about redirecting nondisruptive, off-task behavior. For example, if a student is doodling when the teacher is teaching, the teacher could: make eye contact with the student, move toward the student, or mention the student's name. These are ways a teacher can re-direct a student back to doing their work or paying

attention without making a scene. I believe in the idea that the classroom is for learning, not making scenes when a student acts out. These non-disruptive ways of redirecting off-task behavior allows for the teacher to keep teaching while minimizing the misbehavior.

Fred Jones talks about classroom chores. He says that by having these chores, students learn responsibility and students become more involved in the classroom. I like the idea of having classroom chores. Along with learning responsibility, students gain a sense of belonging. They also feel like they are needed for the classroom to run more smoothly.

Fred Jones also talks about preferred activity time (PAT). This is a time for learning games and enrichment activities that students have earned. PAT should be fun for students and they should want to do the activities. Jones says students can earn PAT by showing responsibility. I want to implement some type of PAT into my classroom. I want the students to earn the privilege of doing a fun, educational activity by showing good behavior. Also, a PAT could be used as a time filler or if there is extra time at the end of the day or during transitions.

William Glasser talks about quality teaching. Part of being a quality teacher is having a warm, supportive classroom climate. Student need to know and like their teacher. Over time, teachers should tell their students about themselves and what they expect from their students. Also, let the students know, that as a teacher, you are always there for them. I also want to provide a warm, supportive classroom climate. It's important to be friendly. Also, I believe it is a good idea to have the classroom decorated and ready when the students come in on the first day of school. This creates a welcoming environment.

Marvin Marshall says that teachers need to get themselves excited when they are teaching. Students won't be excited about learning if teachers aren't excited about teaching. Being excited about teaching is important to me as a future educator. Along with being excited, teachers need to engage their students with their lessons. If students are interested in what they are learning, they are less likely to act out.

Jane Nelson, Lynn Lott, and H. Stephen Glenn talk about the significant seven. Three of the seven have to deal with self-perceptions. They are: I can do this, I am needed, and I have control over how I respond to what happens to me. The other four skills are essentials skills. They are: I understand my emotions and can control myself, I can communicate, cooperate, and work with others, I am flexible, adaptable, and responsible, and I can use my wisdom to evaluate situations. I believe if students understand the significant seven, and practice them, they will have more self-esteem. It might be a good idea to post these sayings, or something similar, around a classroom.

Nelson, Lott, and Glenn also talk about having class meetings. At the meetings, students compliment each other, make an agenda, and listen to problems and concerns of their fellow classmates. Students try to come up with different solutions to those problems. I think classroom meetings are a positive for students. It gives them a chance to develop their communication skills. Meetings are also a good way to check up on students and see if they have any major problems they would like to talk about. Also, students can work on their problem solving skills by helping each other with their problems and concerns. It is a good idea to let students know you are available to talk to them when a class meeting is not in session.

Barbara Coloroso talks about disciplining students, not punishing them. She says punishment is psychologically hurtful to students. It causes them to be fearful, fight back, or flee. She says discipline helps students see what they have done wrong and allows them to give ownership of their problem. Teachers should give students options/opportunities to solve their problems. She says that consequences should be reasonable, simple, valuable, and practical. This is important to me because I want my students to know what they have done wrong and why it was wrong. I also like the idea of them owning up to mistakes students have made and coming up with their own solutions to what they have done wrong. The consequences given should fit the student's wrong actions.

Barbara Coloroso also talks about problem solving. She says it's good to let children know that they can make mistakes. It is important for teachers to help students distinguish between reality, what really happened, and the problem. She says students need to: identify and define the problem, list possible solutions, evaluate options, select the option that seems most promising, make and carry out a plan, and reevaluate the problem and solution. Again, I want my students to know what they did and why it was wrong. I want the proper consequences to be carried out and eventually, have students do the process mentioned above on their own.

Procedures and Routines

Getting students attention and having a signal to get them quiet is important in the classroom. It is important because it is a unified signal that lets students know it is time to pay attention to the teacher. One way of doing this is clapping. I will clap a specific pattern and the students are expected to respond by clapping the same pattern back. I will

need to model the clapping and practice with the students. It's important that they know exactly what is going on.

The beginning of the day routine is very important. Students need to know exactly what to do when they come in so the classroom is not in total chaos in the morning. The children are expected to come into the classroom, put their book bags and coats in the closet, return any homework sharpen two pencils, and be seated to do their morning work. If they finish with their morning work, they can quietly read a book until class begins. Once again, I will need to model and practice this with the students. I will also need to have morning work available for the students.

Classroom helpers are important because they make each student feel important and involved in the classroom. I think each student should have a classroom job or chore. To do this, there can be a list of jobs posted. Myself, or another student, will draw a name from a hat filled with names of students in the class. The first name drawn gets the first job on the list. This continues until all the jobs are filled. This happens each Friday. The students are then responsible for those jobs for a whole week. I will need to create and organize a job board and try to come up with as many jobs as there are students in the class.

Dismissal is another important time of the day that needs to be organized. It can be very hectic if it is not organized, planned out, and practiced with the students. About fifteen minutes before the end of school, students need to put all their supplies and books away in their desks. Then, when their area is clean, I will dismiss them to go get their bags, coats, and anything else that needs to go home for the night. Once everybody is ready, students will line up according to how they go home. A line for bus students,

students who walk or get picked up, and students who go to after school programs. I will need to work with the students from the first day of school to make sure they understand what they are to do.

It's important to have a pencil sharpening procedure. If a procedure is in place, students won't interrupt the class at inappropriate times to sharpen their pencils. Each morning, the students will sharpen two pencils. If their pencils need sharpened during the day, students need to raise their hands and ask to sharpen a pencil. I will need to explain to students they should not sharpen pencils while the teacher or other students are talking. Also, I will have to tell students exactly when it is appropriate to sharpen pencils.

When transitioning to a special, students need to know what to do. This will allow for the students to work quickly and smoothly if they know exactly what to do. As the teacher, I will let the students know five minutes before special time that they need to get ready. Students need to stop what they are doing, put any materials away, and sit at their desks until the teacher dismisses them to line up. I will have to practice this with the students.

Implementation of Classroom Management Practices

Classroom rules will be decided on by the whole class during the first couple days of school. I will hold a class meeting and as a class, they will brainstorm rules they think should be followed in their classroom. Then, the class will vote on their top three or four. Those will become the classroom rules. The rules will be posted on the wall in the room. Also, the students will help to come up with consequences to breaking those rules. These will also be posted and enforced.

I plan on giving my students a cut out of a star at the beginning of each week. On each star there will be room for five stickers. Each student will have a chance to earn one sticker each day. If they have four or five stickers at the end of the week, they will be able to pick a prize from the prize box. Students who do not have at least four stars will not be able to participate. If a student misbehaves, they will first receive a warning and a reminder of the classroom rules. If they continue to misbehave, they will get their star taken away and will not earn a sticker for the day. Consequences set forth by the teacher and students will then be carried out. It is very important to be consistent so one student doesn't feel like he/she is always being "punished" worse than the other students.

To engage my students and make sure learning occurs, I will make my lessons as interesting and fun as possible. I hope to get to know my students. I want to know what they are interested in and what they like to do. This will help me to plan my lessons. I want to do a combination of group work, individual work, whole class work, seat work, projects, and many other different ways of learning. By doing a multitude of different teaching styles, students should be engaged and interested as to what will happen next. I want my students to be excited about coming to school!

When making my classroom management style preventative, it will be important to engage my students. It's my goal to have my students so interested and engaged in my lessons that they won't even think about goofing off and not following directions. If I accommodate to as many different learning styles as possible, I think this can be accomplished.

To have a supportive management plan, I will also need to keep students on their toes and be engaged. As a teacher, I will also need to ask my students questions and give

them hints as to what the right answer is. It's important to keep students on the right track.

To have a corrective management plan, I will need to have a positive attitude when a student misbehaves. Using "I messages" will allow students to know my feelings and what I am thinking. I will have to approach the child and figure out what the problem is and ask myself what is the best way to get them back on track. It will also be important to follow through on any consequences set.