

Classroom Management Plan

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EDUC 360-A
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Descriptive Statement

This document lays out my beliefs about classroom management and my plan for my own classroom. It focuses on the procedures and routines I feel will be adequate to use. My classroom management plan also lays out how I plan to implement many of my practices and beliefs into my classroom. Amongst many other aspects, it ultimately describes in detail the learning environment I want to create for my students.

Philosophy of Classroom Management:

My classroom management plan incorporates beliefs from many different theorists that lead to my strong belief of building a sense of community and responsibility in my classroom. Each theorist contributes to my plan in their own specific way. However, each works to provide a positive learning environment for all of my students. A student should feel comfortable and safe in any classroom, so I really work to focus on that aspect in my classroom management plan. Each aspect of this plan is important, but together as a whole, it conveys my ideas for building a classroom community. My various beliefs of classroom management that focus on community and responsibility are based on several different theorists and their approaches.

Philosophy of Classroom “Top Ten Beliefs”

1. I believe in creating a sense of family/community that will help build students’ confidence and make them feel safe in their learning environment.

Coloroso’s “Inner Discipline” theory lays out the importance of building a community of learners, which will be a beneficial concept to use in my classroom. It is imperative to make sure my classroom has a combination of adult-controlled time and student-controlled time. The students need to feel important; if they do, they will play an active role in their learning.

Students also want to feel safe at school. As a teacher, I am not able to control their home life. However, I can create a safe environment in my classroom, which will help boost academic learning by having the students focus on schoolwork instead of worrying about events happening at home. I believe that every student should feel confident in their abilities, and in order to show those abilities, need to feel safe and comfortable in their environment.

2. I believe in building responsibility in my students by allowing them to make their own choices, which will also help create a sense of self-worth.

Another concept I can appreciate from Coloroso's "Inner Discipline" theory is the responsibility the students gain from being involved in the decision-making process for different aspects of a classroom. When students are asked for their opinions, it creates more of a community/family atmosphere. I believe students then feel more empowered at making correct choices by learning how to evaluate all the options and choose which works best in certain situations. By including them in decisions, children then learn how to evaluate choices and create a sense of self-worth.

3. I believe in having specific procedures laid out at the beginning of the year for the students to recognize and understand on a day-to-day basis.

Teachers need to show control of the classroom from day one of the school year. Harry and Rosemary Wong's "Discipline through Pragmatic Classroom Management" explains how the first day of school can make you or break you and "determines your success for the rest of the year." It is so important for the students in a classroom to see the teacher as an authority figure that is there for their well-being. In order to make the school year run more smoothly, the teacher needs to lay out the routines and procedures necessary everyday from the first day of school.

By explaining and showing each procedure in detail, the students will have a better understanding of the expectations of the teacher. Routines and procedures change for the students each year with each new teacher, so it is important to understand how explicit the teacher needs to be in explaining his/her expectations. Each of those routines and procedures will help the class function together as one.

4. I believe in having rewards and/or preferential activities for my students when they build on their learning.

From my learning experiences throughout grade school, I know there are some times when students need a few incentives to help guide them with their behavior and their schoolwork. Rewards or praises always helped keep me motivated to do my best work and stay on task. Fred Jones discusses “Preferred Activity Time (PAT time)” in his “Discipline through Active Student Involvement” theory. A “preferred activity” is one that students really enjoy doing, such as learning games, art projects, or reading a book.

PAT time gives students incentives to behave properly and complete schoolwork throughout the day. The class earns minutes towards their PAT time in many different ways, such as by following directions, getting quiet when asked, or having the correct supplies needed for a specific subject. However, the students can also lose minutes by not behaving properly. This incentive helps keep students on track and helps keep the school day running smoothly.

5. I believe in teaching students how to gain inner self-discipline as a means to controlling their own behavior and making correct choices.

In order for students to be cooperative and understanding, they need to understand why they are getting in trouble in the first place. Diane Gossen’s “Discipline through Self-Restitution” theory helps explain this belief; if a student is not able to evaluate and control

his/her own actions, then s/he will not understand how to correctly behave. Children need to learn how to analyze their actions before they can make the correct choices, which ultimately leads them to self-discipline.

However, I believe this process starts with the teacher. The classroom teacher needs to help every student see why their misbehaviors are not appropriate and help guide them to making a better choice. This is a good way for the teacher to model appropriate behaviors, which will help the students understand what is acceptable and what is not. The students should eventually learn what behaviors are not appropriate and how to avoid those behaviors, which help the students be better-behaved and gain inner self-discipline.

6. I believe in creating classroom jobs to help students contribute to our classroom community and build responsibility.

My belief of maintaining classroom jobs in my class fits in very well with Linda Albert's "Cooperative Discipline" theory. She explains how important it is for students to have the need to belong and cooperate. Classroom jobs are one of the best ways for students to gain a sense of belonging in the classroom. By holding a job, the student will feel like s/he is contributing to the community of our class by performing a task that is very important to the everyday operation.

Classroom jobs also help instill a sense of responsibility in the students. The jobs have to be completed everyday in order to make the class run smoothly. This would need to be explained to the class so that they can see the importance of each job. Students will need each of Albert's "Three C's of Cooperative Discipline" in order to complete each job: capability, connect, and contribute. Having a job also helps a student gain a sense of self-worth by completing their assigned task each day.

7. I believe in working with the student to create acceptable consequences for misbehavior to help him/her build self-discipline.

Diane Gossen's "Discipline through Self-Restitution" theory covers this belief very well. Gossen believes in having the teacher encourage the student to reflect on his/her behavior and work together to move past the misbehavior and focus on a new way of behaving. I strongly believe in working with students on a day-to-day basis to help correct misbehaviors. This will help them learn and understand why they are not behaving appropriately and how they can fix it, which is a good example of building self-discipline.

However, I do realize that some misbehaviors are more severe than others, so when an action becomes fairly severe, it will be dealt with accordingly. This could mean having me send a note home to the student's parents, involving the principal, or involving the school counselor. But I do realize that I need to be consistent with my punishments and make sure that I am always being fair. So, if the misbehavior is not as severe, I plan on working with the student or students involved to come up with a solution and consequence that we all see as being appropriate and fair.

8. I believe in teaching my students appropriate classroom behaviors by modeling and explaining my expectations for them.

Modeling by the teacher can be a very effective tool to use in any classroom. It helps the students see what they are expected to do and how to do it. Marvin Marshall's "Discipline through Raising Student Responsibility" theory examines the need to teach and have class discussions about classroom procedures. This is a good way to involve the students and receive their opinions about different procedures set in the classroom. It also allows the teacher to show the students what s/he expects and what the different procedures look like.

Modeling classroom procedures and expectations can be very beneficial for students, especially visual learners. By seeing the procedure or behavior being used by the teacher, the students know the correct way to behave and react in different situations. It is important for me to remember that I am constantly being a role model for my students, so I need to make sure I am consistently being a good role model and always setting a good example for my students.

9. I believe in having classroom meetings as a way to build community and make my students feel involved and important in my classroom.

Daily class meetings are highly encouraged in Nelson, Lott, and Glenn's "Positive Discipline in the Classroom" model. They explain how class meetings and student-teacher meetings are essential in any classroom. Class meetings will be utilized in my classroom on a daily basis in some way. These meetings could simply be a whole-group activity, a class discussion, or even a read-aloud time by me. But, each one will be significant in some way to help our class run smoothly. I plan to call my classroom meetings "town hall meetings" to help build on our idea of a class community. My students will feel free to share during these meetings and bring up any problem or positive feedback about anything happening in our community. Every student needs to feel listened to and involved in the room, and town hall meetings are the perfect way to accomplish this.

10. I believe in using effective body language to help manage classroom behaviors.

Teachers can say something to a student, but the student may choose to not listen. But, by using effective body language, that student will better be able to see how s/he is supposed to change his/her behavior or see how the teacher likes what s/he is doing at that time. In Fred Jones' "Discipline through Active Student Involvement" theory, he discusses one important aspect of body language in one of his skill clusters: proximity control. This technique is very

important in any classroom for the simple fact that it is a non-disruptive way to control behavior and helps students get back on task. By simply moving closer to a student who continually is talking out of turn, I would be helping that student realize that his/her behavior is unacceptable. The student will usually stop talking because the teacher is now closer to him/her, so s/he needs to focus more on behaving appropriately.

My body language can also be helpful when I want to show how I approve of a behavior in the classroom. A simple smile or thumbs up will help my students know I am proud of them or approve of what they are doing. I need to make sure I remember this as I am teaching. Children are able to pick up on the smallest things, including my attitude. By appearing pleased using my body language, my students will better understand what I approve of and what is not necessarily always acceptable.

Each of these beliefs outlines my overall approach to working with children. I realize that these practices may not work every year, but I am confident in my ability to alter my practices to accommodate my students yet still maintain my beliefs. These values can be seen throughout my routines and procedures listed below, in which I describe specific procedures I plan to use in my classroom.

Procedures and routines:

It is imperative that an educator have procedures and routines laid out on the first day of school, just as I stated above in my “Top Ten Beliefs.” Teachers need to be prepared to manage their class in an organized manner. They can do this by having procedures and routines that are well understood by anyone who comes into their classroom.

1. Beginning of the day

This is the time when the students are first getting to school before the teacher begins teaching the content lessons. It is important to establish this time of the day because the students need to start the day off “on the right foot” in order to have a successful school day. The beginning of the day procedure helps the students get focused and get everything organized to begin each school day.

Before entering the classroom, I will greet the students at the classroom door and each of the students will give me a high five. Then, the students will hang up their book bags and coats. They will be expected to turn in their MOOSE binder, which I will cover later in my management plan, to the teacher bin every morning. I will write the morning message on the dry erase board explaining what the students need to complete when they get settled at their seats. The morning message will contain a greeting, any important information for the day, and the morning work.

The morning work may consist of a worksheet, penmanship, or reading a book silently; it will change daily. While the class is completing their morning work, the teacher will take attendance and lunch count, and wait for morning announcements. Once the students have completed their morning work, they will go to the meeting area and wait quietly for the morning meeting. For the first two weeks, I will remind the students of what they are to do in the mornings, but after those two weeks, the students should have a good handle on how the morning procedure works.

2. Restroom Procedures

Restroom procedures can be very important to establish since it will be a procedure used everyday and usually varies from classroom to classroom. Students asking for a restroom break can be interruptive many times during a school day. By having 1 restroom pass for girls and 1

restroom pass for boys, this will help minimize the interruptions by establishing that only 1 girl and 1 boy can use the restroom at one time.

The restroom passes will be used throughout the day, even during instruction, unless otherwise noted by me. The students will be expected to ask to use the restroom and will have 5 minutes to return to the classroom after leaving. They must have a pass with them in order to go to the restroom. They will learn that if someone is out of the room with a restroom pass, they may not ask to go to the restroom until that pass is returned to the room.

As the teacher, I will need to monitor when a student leaves for the restroom to make sure s/he returns within 5 minutes. Any longer than 5 minutes is reducing the amount of time the student is learning in the classroom. Also, when the class goes to the restroom together at one time, the teacher will need to monitor the restrooms for appropriate behavior.

3. Classroom jobs

To go along with the community theme in my classroom, I will create classroom jobs for my students. The purpose of these classroom jobs is to create responsibility and independence among my students. It is also a great way to teach children about the responsibility and necessity of having a job, which can transfer to lessons about economy and different jobs in the community. Classroom jobs are a good way to keep the school day running quickly but efficiently by speeding up transition times and other small duties around the room.

At the beginning of the year, I will select jobs that could be used around the classroom. These jobs will vary depending on grade level and daily schedule. I may also add jobs throughout the year as I see necessary. Throughout the year, each child will hold each job position at least once, which changes on a weekly basis.

The students will look to the jobs chart each Monday morning to see who is assigned to each job. Those students will hold those jobs for one week. Jobs may include line leader, paper handler, restroom monitor, janitor, and teacher assistant. The line leader is the person responsible for leading our class throughout the halls and keeping our line straight and quiet. The paper handler passes out any papers from the teacher and/or puts papers in the students' mailboxes. The restroom monitor is responsible for our class restroom breaks and making sure everyone is quick and quiet when using the restroom. The janitor helps keep our community looking clean by checking for cleanliness throughout the day and especially at the end of the school day. Lastly, the teacher assistant is responsible for running any errands needed by the teacher and any other important items needing dealt with throughout the day.

4. Getting attention/signaling for quiet

This procedure is one of the most important aspects to classroom management. Students will be allowed to talk in my classroom at specific times, such as group work or "turn and talk" time. However, there needs to be a signal for when to get quiet, close their mouths, and listen with their ears because there is a lot to get done in a school day, and I do not want to have to spend half the day trying to get my class quiet.

I plan to have a few different ways to signal for quiet in my classroom. The signal I will give most often is to hold up 1 finger, then 2 fingers, and then 3 fingers. If everyone is not quiet by the time I hold up 3 fingers, then that will count into their PAT time. The students will be expected to hold up the fingers with the teacher and stop talking and working and look at the teacher for instructions.

Another way I plan to signal for quiet in my classroom is to quietly ring chimes whenever I want the students to stop, look, and listen. The chimes will mean the same thing as when I hold

up fingers to signal for quiet; it is simply another method to use. Both of these methods are great ways to signal for quiet because they are quiet in themselves, so it will help calm the students instead of getting them more rowdy.

5. Turning in student work

I would like to incorporate “Management of Organizational Skills Everyday (MOOSE)” books into my classroom. In their MOOSE books, the students will have separate folders for different uses, such as a homework folder, or a parent/teacher communication folder. Depending on how well it works, I would like to have my students turn in their MOOSE notebook every morning and then I will go through each one, collecting homework and/or parent notes. However, if this becomes too time consuming, or if I want to create more responsibility among my students, I may have them take care of the homework and parent notes.

So, to begin with, my students will make sure their homework is in their MOOSE notebook at the beginning of the day. They will also need to know where to place their in-class assignments, which will be a tray found on the teacher’s desk marked “Student Work.” This will help prevent assignments from getting lost or mixed in with other papers. It is very important for the teacher and the students to all be organized in order to get everything accomplished in a school day.

6. Community circle

Every day, I plan to have a “community meeting” or a “town hall meeting” in my classroom. This circle will not only help build on our sense of community, but it will also help issues be resolved or important information be shared by the teacher and the students. It is simply designated as a specific time when the class will come together to have a class discussion,

report important news, or even work together as a group on something. There are multiple purposes for the community circle.

I will decide each day what the purpose of the “town hall meeting” is going to be that day. Then, I will need to prepare the materials or information needed for the meeting. As the teacher, I will be in charge of leading the town hall meeting. However, the students will be involved as much as possible during these meetings.

The students will be expected to give input when asked and follow directions for each meeting. Depending on the type of meeting it will be, the class will either sit in a circle or simply somewhere on the carpet. However, all town hall meetings will occur on the carpet away from the desks. The purpose of the town hall meeting is for the students to get away from their desks for a certain amount of time during the day and have open class discussions or projects.

Implementation of Classroom Management Practices:

All of these ideas sound great on paper, but if I do not have a plan on how to implement these ideas in my classroom, then they will not mean anything. In this section of my classroom management plan, I will describe in detail my expectations and strategies I plan to use in my classroom.

My classroom rules will be established by me before the school year begins. In staying with the community and student-involved aspect of my classroom, my rules will be stated in the forms of questions. These questions are self-guiding questions that will help my students analyze their behaviors and decide for themselves whether their behaviors are appropriate for my classroom or not. I plan to have four questions posted in my classroom: 1. Am I being safe? 2. Am I being truthful? 3. Am I being considerate? 4. Am I setting a good example for others?

These four rules/self-guiding questions will be clearly posted in my classroom and will be thoroughly discussed on the first day of school.

I plan to brainstorm with the class what they think each rule would look like, and I will provide specific examples of how to use the four rules. Once misbehavior occurs, I can then ask the student the appropriate question regarding their misbehavior. For example, if a student is talking while I am instructing the class, I can ask the student if s/he was being considerate to me and his/her peers. This allows the student to evaluate his/her misbehavior and work to always use appropriate behaviors in our classroom community.

Curriculum and instruction are the primary tools for preventing student misbehavior. So, as a classroom teacher, I plan to focus on how to make each of my lessons interesting to help make sure my students are always learning. I know that students are not able to sit for long periods of time, so I plan to always find ways to get my students up and moving during most of my lessons. However, these type of lessons need to be highly controlled as to prevent the students from feeling like they can act up since they are moving around. I need to help them understand that moving around, whether it be to work in small groups or create a dance to a new concept, is a privilege to help them learn better. It is not a time to play around because we are all at school for one main goal: to learn to the best of our abilities.

Another way to keep my students actively engaged and learning is by finding out what my students are interested in. By teaching material using things my students are interested in, I will be able to appeal to what they like, which will help them listen and stay actively involved during instruction. I realize this cannot always be used for every lesson and every child, but it can be beneficial to use interesting activities that the students like at least once or twice a day.

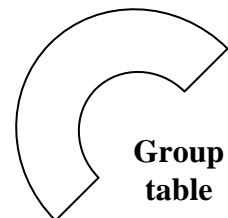
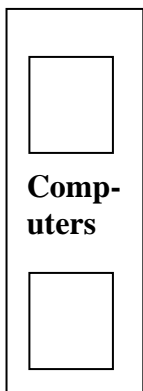
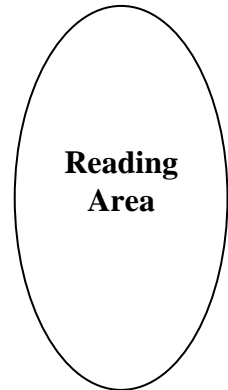
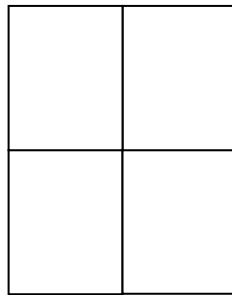
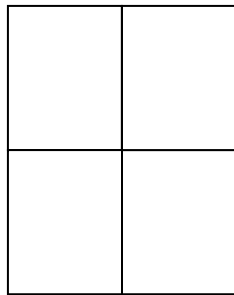
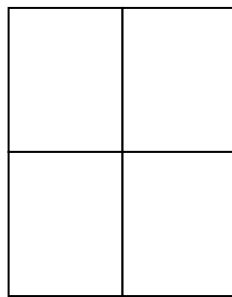
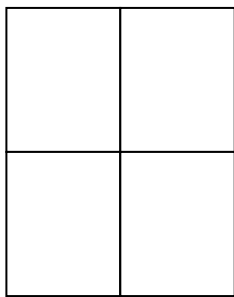
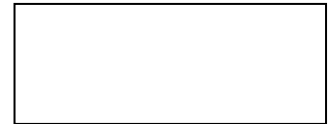
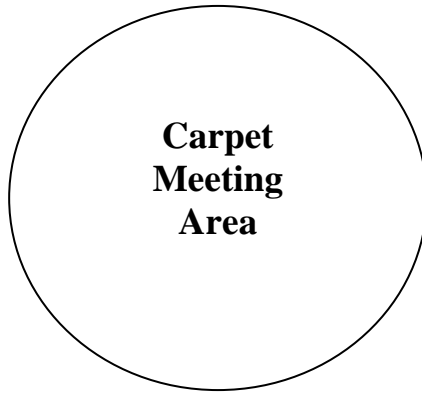
My classroom management plan includes aspects of three different styles of behavior management: preventive, supportive, and corrective. My plan incorporates a prevention aspect by making my students feel valued at all times in my classroom. By having my students know they are important will help reduce the number of misbehaviors in my classroom, which will ultimately lead to more instructional time. I also plan to involve my students as much as possible in class discussions that concern class expectations, instruction, and behavior. My town hall meetings are a great way to involve students, which is a way to prevent misbehavior from occurring because my students will know there will be a time everyday to discuss something they are not pleased with in my classroom.

My classroom management plan also shows a supportive aspect to managing behaviors. My student-teacher conferences are a great way to be supportive of my students by showing an interest in what they are doing and assisting them with any problems they may be having about a particular assignment. I am helping my students reach their goals by setting up a supportive climate in my classroom. Asking them to evaluate their behaviors and working with them to come up with adequate solutions and consequences is a great way to be supportive of their wants and needs.

However, some students cannot self-correct their behaviors right away. By having corrective aspects to my management plan, I am helping my students redirect their misbehavior to help them stay engaged throughout the school day. Proximity control is a corrective way to help deal with misbehavior because I am showing my students that their behavior needs to change. It is also important to remember to focus on the good behavior in students and give them external incentives for good work, such as stickers or money for a classroom economy.

These external incentives are great confidence boosters for any student and will help other students strive for those same rewards.

Below is a lay-out of my planned classroom arrangement and a parent letter I would send home with my students explaining my classroom rules and expectations for the school year.



November 26, 2007

Dear Parent/Guardian,

As your child's classroom teacher, I have your child's best interest at heart. Our number one goal in our classroom community is to allow everyone to learn to the best of their ability. In order to accomplish this goal, I need your help along with your child's to help in making this the best year possible!

I would like to give you an outline of our classroom rules, consequences, and expectations for the upcoming year. I truly believe that each child is responsible for their own actions, so we really work on building self-discipline within each child. The rules I have created help the children build on their responsibility and control skills. The four "rules" I have created are:

- Am I being safe?
- Am I being truthful?
- Am I being considerate?
- Am I setting a good example for others?

These four questions help the students examine their behavior and help them choose to make a better choice. However, if they do not follow any of these questions/rules, there will be consequences to follow. I really believe in working with each child on an individual basis to come up with an appropriate consequence for each misbehavior. It is important for me to talk with the student to assess why the misbehavior occurred and what can be done to fix it.

At the beginning of each month, I will send home a monthly newsletter with important information in it, so look for those in your child's MOOSE binder. Also, make sure to keep in contact with me with any questions or concerns by using the Parent/Teacher Communication folder found in the MOOSE binder. Thank you so much for all you do in your child's education. I know that by working together, we can make this a great school year for your child!

Contact information

Phone:

E-mail address:

Sincerely,

Miss Hanson