

MANCHESTER COLLEGE

# Management Plan

Dr. Eastman

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360 CLASSROOM BEHAVIORAL MANAGEMENT

Effective teachers have managed to ease some of the worst situations, and somehow still smile at the end of every day. They probably reserved the right to go home and cry, but at school, it seems as if nothing can distract or frazzle them in any way. I now know how this is possible; it is simply magic. This magic isn't something that necessarily comes natural, but to some it can be seen in their every action. It is something that is learned over a period of time, and can be used every day. This magic can also be called knowledge. We learn something each and every day and we can act upon the knowledge anytime throughout the rest of our lives. Everybody is a teacher in some sense, because somebody is always learning from another. However, the good teachers harness their knowledge and use it as a tool in their classrooms.

One of the tools teachers *must* incorporate into their classrooms is some sort of management philosophy. Without good management, students could not succeed to the best of their ability. Teachers have gained the knowledge on how to provide the best learning environment in their classroom; and I hope to include myself in this by explaining what this plan presents. I have included three main theorists in my management plan of which include: Harry and Rosemary Wong, Fred Jones, and Glasser. These are the three that relate closely to my own beliefs and I will reference them throughout this plan.

For the past four years I have been gaining knowledge about how to approach managing a classroom. Even before that, I spent almost thirteen years observing other teachers and how they used their tools in the classroom. I wouldn't consider myself an expert on the subject; however, I'm proud to say I know a thing or two. The good and the bad approaches that I have witnessed or heard about have contributed to my own

management philosophy. Even though you might not completely agree with me, this is what I found to be my top beliefs.

### **Top Beliefs**

Reviewing several theorists' management styles, I agree with Harry and Rosemary Wong and Fred Jones the most. Even though I am not implementing all of one or the other, these are the theorists that I believe come closest to what I aim to achieve.

I have read through the Wongs' book and have already used one of their ideas in a classroom. The basis of their whole philosophy is geared towards the first week of school. Procedures, expectations, and discipline should be implemented and practiced the whole first week of school; content should be taught alongside these guidelines at least in the first week. If the primary management tools are focused on and practiced throughout the week, then the teacher is more likely to have a more effective school year when focusing on content instead of handling unnecessary interruptions. I agree with the Wongs that misbehavior should not occur if the teacher addresses the problem before it even occurs. There are several ways to do this throughout the day, which should be introduced to students during the first week of school.

Forming expectations and discipline can include student involvement; however, the teacher should have a basic idea on the ultimate results. I believe a teacher should not let the students have the final say in what guidelines should be kept. It is the teacher's role to finalize the procedures, expectations and discipline to what they

originally had planned. If students provide a list of options that the teacher does not agree with, then the teacher should provide examples of what would be appropriate.

Part of the procedures that I would include would be that there will be classroom jobs throughout the year. Jobs would include: peer mediator, attendance and lunch taker, paper passer, and bathroom monitors. To allow the teacher to seek out the students best suited for these jobs, job interviews should take place. If a student would like one of the jobs, they would need to fill out an application and participate in a job interview with the teacher during free time. I feel this gives the students a chance to see how interviews work, makes them feel important and responsible, and the job is filled by the best candidate according to each student's strengths.

Cooperative group work should be an essential part of every classroom. Some students work well alone; however, there are several students who would prefer to work in groups cause they learn best that way. A classroom should have a balance of individual and groups. The Wongs believe in support groups, which is where every member of a group supports one another and each has a designated role. I like this idea, because it allows each member of the group to contribute, instead of one student doing all the work. Support groups also give each member a sense of responsibility and purpose so they are more motivated to participate. The teacher could also rotate roles so students get a chance to take on different roles and the different skills associated with those roles. It is important for students to gain these skills so they can succeed in that particular group as well as every group they are a part of for the rest of their lives.

The other theorist I related to most was Fred Jones. He had several tools in which I could see benefiting my own classroom. Jones believes in incentives (this must be specific), and really focusing on the student's needs; not the teacher's. From the moment students walk into the classroom, they should have something to do on their desk; this also allows the teacher to sneak in an extra form of review and assessment. He also thinks procedures should be introduced from the first few days. He has two major tools in which I would like to borrow: incentives and visual instructional guides. Jones believes, as I do, that incentives give students motivation and a purpose. However, prizes and candy etc. are not healthy forms of incentives.

A third theorist I feel I should include in my management plan is Glasser. The idea of one on one conferences with students regularly, and of course incentives provides a positive atmosphere. One on one conferences with each student in class can be done during an individual quiet work time. I believe these conferences would allow the teacher to see how each student is doing on a regular basis. Also, some students crave attention; especially those that rarely get it at home, so this would be a way of connecting with every student.

Based on the theorists I related to most, my management plan framework focuses more towards the humanistic side of the spectrum. My plan reflects more influential and managed approach rather than controlling. As an interactionalist, I give my students the freedom to make connections and succeed on their own, but I would lend a helping hand if necessary. I care about my students and think of the classroom more than just a job. Being an effective teacher and in reaching my goal of providing a

successful learning environment; I need to use that same magic I saw in my own favorite teachers by implementing this plan.

### **Routines and Procedures**

If a teacher has a pencil station in the classroom, it will become unnecessary for a student to sharpen his/her pencil throughout the entire day. The pencil station should be located in the back of the classroom, so it will not be a distraction. There are two pencil holders; one is marked *Sharpened* and the other *Need Sharpened*. The teacher will provide enough pencils for the whole class at the beginning of the year and sharpen them all to be placed in the sharpened holder. Throughout the day if a student's pencil breaks or needs sharpened, all they must do is place their pencil into the need sharpened holder and retrieve a sharpened pencil. Then at the end of the day or the next morning before school, the teacher simply sharpens the pencils in the need sharpened holder. This will solve the many interruptions of the awful pencil sharper that eats the pencils throughout the day.

The marker signal is another tool that should be used from the first week of school and continued throughout the year. At the beginning of each school day a student will place a green marker on their desk. Then during any quiet individual work while the teacher is walking around the room, if a student has a question they will not need to raise his/her arm and have to wait for an answer. The student can simply replace the green marker with a red one to signal the teacher to stop at their desk for a question. This tool prevents the student from sitting there with his/her arm raised which

prevents them from doing anymore work. Also, it will be less distracting for the other students still working.

One of the Wong's tools that I have already used in a classroom is the classroom mailbox. This mailbox is placed somewhere convenient in the room which could provide easy access. The mailbox is used as a communication resource between the teacher and the students. It will be there for the students to put any notes, stories, drawings etc. in for the teacher to look at and read. Some of the things the students could write about is how well they liked a particular lesson, how much they disliked it, they noticed somebody did something well, they are struggling with something or did well on something, maybe something going on at home, or just to say hello. The trick to the mailbox is whatever the students put into the mailbox could be anonymous if they wish. So if a student is getting bullied (for example) but doesn't want to be the tattler, then he/she can put a note about it in the mailbox so the teacher is aware. I believe this is an excellent resource to be in a classroom, and it allows the students to trust the teacher. So far it is working excellently in my current classroom.

Jones coins the term 'Preferred Activity Time' which is where students can earn minutes throughout the day by completing a task under the required time. If the teacher gives fifteen minutes to complete an assignment and the students finish in ten, then the students have earned five minutes of preferred activity time at the end of the day. This is *not* free time. This time allows the students to either complete assignments/homework, read, or do other tasks presented by the teacher. Students can also lose preferred activity time for poor behavior.

Another tool I will use is the visual instructional guide. Many times students don't ask questions during the lesson; however, when they are supposed to do it on their own they are lost; Jones calls this student passivity. He created visual instructional guides to allow students to look at each step of a problem. Many teachers provide completed examples of a problem, but the students don't know how the answer was achieved; they don't understand the steps. Jones provides an example of every single step of the problem as a visual aid to the student to refer to while working on their own. This process also encourages students to show their work.

Jones also provides teachers with examples on how to prevent student's ineffective nagging. He believes these five examples will make for a more effective teacher, and I realized that I already do some of them. They include: calmly showing you mean business, use eye contact to redirect students without saying anything, physical proximity, maintain a good confident posture, and always have a backup system or plan. If a teacher can include these five things naturally, then it makes for more effective teaching.

## **Conclusion**

Having explained my top beliefs and routines and procedures, I feel I have created a positive and effective management plan. I will continue to add and update this plan as my future in the classroom progresses. I consider this a never-ending practice in every classroom and hope you have caught a glimpse of what I am going to achieve.



## Parent Letter

To Whom It May Concern,

My name is Miss Cayla Davenport and I am excited to have your child in my class this year! I wanted to contact you to let you know how my classroom works and the expectations I have for this year. I enjoy letting my students explore and discover things on their own and in groups and in order to accomplish this successfully, I implement guidelines and procedures each student should follow such as: responsible behavior, classroom jobs, and effective time use. I introduce my guidelines starting the first day of school and I give students a week of reminders after which I expect them to follow throughout the year. I also have expectations for myself and you which include constant communication and collaboration for the benefit of the student. I will have a classroom newsletter sent home at the end of each week, and I will also be updating a classroom blog at the end of each day. I look forward to working with you and your child to make this a successful year for all those involved. Thank you for your time and I will be in contact with you again soon!

Sincerely,

Miss Davenport

# Classroom Arrangement

