

Miss Carol M. Fike's Classroom Management Plan

NEVER EVER
EVER
GIVE UP!



“A master can tell you what she expects of you. A teacher, though,
awakens your own expectations”

EDUC 360

Mrs. Eastman

October 25, 2009

Descriptive Statement

In order for a teacher to teach and a student to learn, a teacher needs to be prepared for anything that could happen in the classroom. A good teacher has rules prepared and enforces them consistently for all students. He or she also has the class trained to basically function without them being there. This is only created when the teacher's modeling what they expect, reinforcing these rules consistently, and being prepared. These preparations include setting up classroom behaviors for everything from sharpening pencils and morning work to walking correctly in the hallway.

Philosophy of Classroom Management:

As this quote states, "A master can tell you what she expects of you. A teacher, though, awakens your own expectations" in every area of learning, including discipline. Students need to take ownership for their actions, the teacher could tell students how to behave until they are blue in the face, but when the students understand what is expected of them, and then learning can truly take place in the content areas. When the students truly know what is expected of them and how they are supposed to behave as well as knowing the consequences for their actions. This is when a student can run smoothly and everyone can learn.

Top Ten Beliefs:

1.) First impressions are often hard to replace. This is exactly the same for a group of students. The first day of school with a new teacher, sets up the rest of the year. That is why it is so important to remember to have to room set-up to create a welcoming classroom environment that students want to be a part of. It is also important for the teacher to get to know his or her

students as quickly as possible. This should include, fun get to know you activities so that you can quickly find out likes, dislikes, and interests. I personally believe that it is also important to introduce you as the teacher. Allow the students to get to know you as well, through another fun activity like reading a favorite book or bringing in important objects. According to **Wong**, a teacher should spend the first two weeks of school teaching the rules and classroom behavior. By the end of that length of time, the students should have a good grasp of what is expected of them. This may seem like a lot of time, but when you take this time, it will limit future problems (Wong 3-9, 14-21).

2.) What happens if students are allowed to have a free for all and do whatever they want? This is when chaos occurs, and no one can learn in a time like this. For this reason and many others, rules need to be created. According to **Canter**, rules should be limited to only three to five rules. When the rules are limited it will be much easier for the students to know what is the most important as well as being able to memorize these. Rules should be applied to only behaviors that are observable rather than abstract academic rules (like: do your homework) (Charles 65-9). According to **Wong**, consequences should be directly linked to the rule that is being broken (Wong 149-52).

Canter states that teachers need to communicate the classroom rules to parents, teachers, and students. This should be communicated to these people at the beginning of the school year. While communicating the rules to the students, do not forget to explain why rules are needed as well as teaching the specific rules (Charles 65-9).

3.) Every student needs to feel as part of the classroom. One of the best ways that I have seen this happen is to have the students each have a job in the classroom. These jobs and ideas are based on the philosophy of **Fred Jones** and the way that he chooses to set-up his classroom.

These jobs should be grade level appropriate and things that the students enjoy doing and helping out with (Charles 113-26). Some of the classroom jobs should include: 2 homework helpers, 2 paper passers, girls line leader, boys line leader, girls backer, boys backer, lights, 3 musketeers, pencil sharpener, student of the day, calendar helper, attendance, recess helper, guests helper, 2 board erasers, and by week. Upon starting this at the beginning of the year, the teacher will need to explain all of the jobs and model what each person should do, while completing this job. All of the jobs will be selected by the students and the jobs will be changed at the beginning of every week. In addition to this, classroom jobs are a great bulletin board in the classroom, so that the students and the teacher both will remember who is serving each job. On the bulletin board each job has an envelope and each student's name is on a piece of paper. When selecting jobs, the student's names will be mixed up to select the order of selecting their job for the week. The student's names will fill each envelope when they are filling that position.

4.) I believe that if the students do, what they have been asked to do they should be rewarded; this also follows the ideas stated by **Fred Jones**. The class as a whole should hold one another accountable for the classroom rules. One way to make this happen is to keep points as a class for their behavior. When the class as a whole, does well in a special, receives a compliment from another teacher or administrator in the building, welcomes a new person in the classroom, or is well behaved in the classroom they will earn points. At the end of the week, if the class has received a certain amount of points (which will be predetermined by the teacher) then as a class they will be given preferred activity time. This is a time where students can play games, watch a movie, get a special treat, etc (Charles 113-26). These activities can be previously determined by the teacher, this will also give the students something to look forward to this constructive free time. The amount of points, that the class currently has, should be

clearly stated in a specific place in the classroom. One thing to remind the students of is that it is just as easy to lose points for misbehavior.

5.) Students need to want to come to school. This happens through having students feel safe and wanted within a specific classroom. When looking at discipline students **Kohn** reminds teachers of some important elements to include. When assigning a punishment for a specific behavior, make sure to handle it as much as you can on your own. Send students to the office only when there is no other option or it is truly limiting the learning that is taking place for other students within the classroom. Also when you send a student out of the classroom, they will be missing class work that will need to be made up at a future time, which could be hard for the student to complete. Often times it can be difficult, but teachers need to try to separate the student from the behavior. As a teacher, you need to set high expectations for your students, and hold them to this level. But most important, remember to design a classroom that is a safe place that everyone can belong to (Charles 84-9).

6.) When students care what they are learning about, they are then more likely to be engaged in the curriculum. As **Glasser** believed, students should always be given choices, to see what the students want to learn about as well as what they want instruction to look like (Charles 73-8). Yes, the standards will be met, but the method and the schedule of the day can change based on the opinion of the students. However, one thing to remember is to keep some consistency in the school day, especially for our students with special needs. This will take more preparation time for the teacher but I believe that the students will be more likely to learn in the ways that they do best with these choices and helping to make the decisions for the classroom.

7.) A time in which these curriculum decisions could be made, is at classroom meetings. I think much like **Nelson and Lott** believes that if a class is going to be a community of learners

the best way to create this atmosphere is through classroom meetings. At these meetings the rules, will need to be set-up at the first meeting and will be maintained in all future meetings. These rules should include, but not be limited to: confidentiality, one person talks others listen, no judgments, everyone has an opportunity to talk but they are not required to talk (Charles 104-9). This should be a regular occurrence in the classroom, so that students know when they will take place. This is a great time to talk about problems that are taking place at recess or in the classroom. This is an opportunity for the students to voice their opinion and help make decisions that affect the classroom as a whole.

8.) All students at home are the center of their parent's world. However, when they get to school they are no longer the center of attention. This is just unpractical with twenty to thirty other students in any given classroom. Out of any classroom there are the students that get the most attention, usually the students with the high and low ability levels, due to all of the lesson modifications. So then what happens is some students begin to feel left out in the classroom. When this occurs some students begin to misbehave simply to get the attention of the teacher. Sometimes this misbehavior is a call for help. This misbehavior according to **Albert** looks different depending on what the students want are directly related to the way that they are behaving. The first type of misbehavior is attention getting behavior; this includes: coming up with things to do rather than school work, including dawdling and making noise. The second type is power seeking behavior is a refusal to comply with what the class is doing, usually ending in a temper tantrums. The third type is revenge seeking behavior, when a student does not get his or her way they will make the person in authority feel bad. These students will say things like, "you stink as a teacher." The last kind; is avoidance of failure behavior, this is what happens when a student fails an assignment and then begin to simply shut down (Charles 93-9).

9.) When it comes to students acting out, it is important to provide choices to the student. During the warning, before any discipline actions take place, the teacher should tell the student that they have two decisions. These options include changing their behavior or moving their name. During this process, the teacher should also ask the students if they are being the student that they want to be. According to **Gossen** this could be a way to limit misbehavior for some students (Charles 187-95). This is also a great way to have the students make goals for themselves as well as hold themselves accountable for their actions. Then to take this one step further, is this the classroom that you want to be apart of? Both of these are questions that the students should consider individually and include in the class meetings.

10.) How do all of these thoughts work together to create an effective classroom environment. Win-Win Strategies include four effective strategies for managing a classroom environment. This includes: providing a positive learning environment, interesting curriculum, engaging instruction, and the “we approach” (Charles 151-65). The positive learning environment can be achieved by all students wanting to be actively involved and excited about learning. Interesting curriculum can be achieved in a variety of ways. This would include: relating to current trends, presenting the information in new exciting ways, and allowing the students to have a say in their education. Going along the same line, having an engaging curriculum, this should include presenting the information in new exciting ways and using differentiated instruction to meet the needs of all the students in the classroom. Lastly, the “we approach” this includes conveying to the students, parents, and teachers that we all need to work together to work towards achieving the same goals.

Every teacher has his or her own way of doing things, particularly when it comes to managing student's behavior. This will also include the ways that the classroom is set-up, the expectations of the students, the rules, and the classroom procedures that are set-up, practiced, reviewed, and kept throughout the year. A teacher's management plan is ever changing and being modified based on the students that he or she has on any given day. But more changes will take place from year to year with a new group of students going through your classroom.

Procedures and Routines:

*** Discipline Spectrum:** My discipline plan tracking is as follows; I have the five colors that your student will travel through during misbehavior. The students will begin on green every day. Then when the student begins to misbehave they will move from green to blue, this simply means that they were given a warning. After blue the students will move into yellow. Yellow is when the student needs to take a time-out. This basically means that they will sit somewhere quietly for two to four minutes. At the end of this time they will talk to me about what they did and what they could have done so that they did not get in trouble. Then if they get in trouble again the student will move to orange. Orange means that the student needs to go out to the hallway and either talk to me or another teacher or administrator in the building. And finally red, when the student ends up on red, a parent will be called. This is when you and I will look at the situation and see what action needs to be taken.

Within this discipline spectrum, parents, teachers, and students all have a job. It is the parent's job to discuss the behavior of a student after every day. It is also extremely helpful for parents to give an incentive for good behavior at home. Then the teacher needs to hold all students accountable for their own behavior. When you let misbehavior occurs, this

automatically a reason to also misbehave, because there is no consequence. It is also the teacher's job to explain this form of discipline to students and parents alike. Then when it comes to the students, they need to move their own name, for misbehavior. This helps to make the student realize that they did something wrong and that there are consequences.

*** Communication with Parents** - It is of crucial importance to have the teachers and the parent's working together to meet the needs of each and every student. This can not be done, unless they communicate with one another. The best way that I have seen this interaction taking place, and the way that I hope to implement, is to have a homework folder. It is the student's responsibility to take this folder home every night and bring it back the next morning. This folder will contain their nightly homework as well as a parent to teacher correspondence form. One thing that is always written on this paper states what level they were on in the classroom discipline plan as well as an explanation of why they were on that color. Then each day the student brings this folder back with their completed homework as well as a parent signature on the behavior paper.

To have this work, parents and students will have to know what is expected. Each student will need to have a folder, simply for this purpose. The teacher will also need to send a letter to the parents explaining what is expected of them, the fact that they need to sign to homework paper. This is also a great place for parents to write notes to the teacher, maybe explaining that the student had a bad night, or that they need to leave early for a doctors appointment, it can all be placed in the same place.

*** Beginning of the Day** – Upon entering the room, the teacher should be at the door welcoming his or her students into the classroom. This will help to make the students feel welcome and excited about coming and being at school. The students will need to put away their

coats and hang up their book bags, after emptying them out. The most important thing to remove from the book bag is their homework folder. These folders will be placed in a basket within the classroom, which can be gone through during the school day. When the students come into the room, they will need to find their seat. Once in their seats, the students will have a worksheet waiting for them. On this worksheet it will be a review of a content area subject that has just been covered. Then after this worksheet is completed then the students can begin to work on their board work. Board work will include a letter to the class, stating the date and expectations for the day and a schedule for the day. All of these things should be set-up the night before; this is to make sure that everything is ready to go in case something happens the next morning and time slips away.

*** What do I do when I finish an assignment?** One of the biggest times that problems occur is after an assignment is completed. When students are bored, they are more likely to cause problems. This is one area that I believe, that you can prevent this misbehavior. When students are done with their homework they then have a choice to make of other activities that they can do. Students always have something to do.

What do I do when I am done?

Silently Read a Story
Review Math Facts Flashcards
Work on an Activity Folder
Write in your Writers Notebook
Get a Crossword Puzzle, Word Search, Activity Sheet, etc.
Work on Homework

What Should I NOT be doing

Drawling
Talking
Be Out of my seat

All of these items on the poster will need to be taught to the students. It will also take some time for the teacher to get all of this prepared, but once it is set-up it will be set for the year. Another thing that the teacher will need to do is make sure that all of these things are located in a place where the students can access without talking to the teacher.

These activities will need to include: having books at appropriate grade levels for your students located in the classroom library. Also make sure that you take the class to the library on a regular basis. These books can be kept in the desks to read as time allows as well as having the students take these books home with them as well. As for the Math flashcards, based on the grade being taught this will determine what cards are available for the students to complete. Another great resource that the teacher can create for a variety of subjects is activities that are placed in a folder. Along with these items, it should have detailed directions and all of the resources needed to complete the assignments. An example would be, for language arts folders, you could have folders on synonyms and antonyms. Some students love to write, for these students allow them time to write in their Writers Notebook. This could include brainstorming new stories that they will write about in the future or working on their recent masterpiece. The last is as simple as having a file. Within this file include crossword puzzles, word search puzzles and other activity pages that relate to the current seasons, holidays, and materials that are being covered in the main content area subjects. They also could work on completing homework for another class. All of these activities should be modeled at the beginning of the year.

*** I'm an Author!** Education today, focuses a lot on writing; many school districts in fact make sure that writing is included in all other content areas. I believe that this is something that is important, having students write down what they are thinking. But how do we expect anyone else to learn, when all they are doing is writing individually.

This is why I came up with a new plan to include in my classroom. I think that it is just as important to have students share their writing with one another. That is why in my classroom I would like to have some sort of a “Special Chair.” This chair is called the Authors Chair (Chang 21). And when it is a student’s turn to share their work, then they are allowed to sit in the special chair. I believe that this gives a special incentive for students to share their work and be proud of what they have accomplished. This is also a great time for students to learn from one another.

It will be the teacher’s responsibility to explain the purpose of this chair in the classroom. It is also important to remember that the chair is in the classroom so that students can share anytime that they write something. It will also be important to teach all of the students how to be a good listener and listen to whoever decides to share. As for the students, they will need to feel comfortable in the classroom, enough that they feel comfortable enough to share.

*** Picking Students for Special Things.** It is important that all students are called on to provide answers, to share, receive rewards, etc. That is why I believe that students should be called on completely at random. At the beginning of the school year the teacher should spend time to write all of the students names on a popsicle stick or on a piece of construction paper that will be laminated. Then when it comes being able to sit in the special chair during an activity or reading first in the author chair, the teacher can draw out a name to receive this privilege. I think that it is also important to during work time, draw out a student’s name. Watch the student during the work time and if they do what they are supposed to, then this student can be rewarded a prize.

*** Emergency Procedures.** It is important that everyone knows what to do in the case of an emergency. In the case of a fire, tornado, or any other uncontrollable disaster everyone needs to

know what to do. For starters a poster will be posted next to the door stating where everyone will go. This should include which stairwell to use, which door to evacuate through, where the students will line up. For younger students especially, I think that it might also be helpful to put the students into pairs. This way they will be able to stay calm and between the two of them hopefully know what is expected of them. It is also important to always have the procedures also copied and placed on a clipboard along with a list of the students that are in your class. This clipboard should be placed near the door and easy access for teachers to pick up on the way out the door. Another thing to include on the clipboard would be to have a list of any students with special needs and special instructions to help them evacuate the building. An example, what do you do with a student in a wheel chair and you can not use the elevator do to a fire. In a case like this it might be helpful to have other students in the classroom help this student out of the room. This would be an important case in which you would need to practice in the classroom even before a drill.

Implementation of Classroom Management Practices:

At the beginning of the year, a teacher needs to decide what they think is most important when it comes to classroom discipline. I am not saying that you can let misbehavior occur, but there are some things that you simply can not prevent. A teacher also needs to know exactly what they want out of his or her students. Another thing to remember that you are the one that came up with your discipline plan, so you are the expert and you know what is and is not acceptable. The most important element of a classroom discipline is: curriculum development, classroom rules, and classroom layout.

Classroom Rules:

Classroom rules will be based on the school handbook. The teacher will have a general list of the rules, that they expect all students to obey. Rules should be stated using a positive statement, rather than a negative one. An example would include, rather than saying “don’t touch something that is not yours,” instead you should say, “keep your hands to yourself.” Even though the teacher has specific ideas the students and the teacher together shall create the rules. When created effectively, then the students will show ownership to the rules. Because of this, upon entering the classroom the students know what is expected of them and because of this they will hold one another accountable for the rules. Then after having a discussion on the first day of school the teacher will create a poster that has all of the rules on it. Then on the second day all of the students will sign the rules poster, as just another way to have the students agree on the rules and pay signing they are agreeing to follow the rules. Then this poster should be posted in the classroom, and if any rule is broken the teacher can show the student that they signed and agreed to follow the rules. These are included below:

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| <p>Classroom Rules</p> <ol style="list-style-type: none">1.) Keep your hands to yourself2.) Say nice things to one another3.) Treat others the way you would like to be treated4.) I am here to learn!5.) I will do my homework, ask questions as needed, and make sure to take important documents home to my parents. |
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Classroom Curriculum Characteristics:

I think that the best way for children to learn is to change the instruction from day to day, keep the students on their toes. I think that there needs to be a balance of using groups, whole

class and individual work. In these groups a variety of teaching strategies should be used including but not limited to: reader and writers workshops, centers, projects, experiments, and activities. I believe that all of these methods should be used, based on the students and their needs. Students do, however, need to have a choice or at least their learning strategies need to be considered when planning curriculum. One way that I especially like is using a handout that has a variety of possible assignments, and then it is the student's job to do a certain number of activities on the paper.

Consideration and Decisions:

Preventative:

Much like a well oiled machine can continue to function with the occasional check-up a classroom can continue to function and run smoothly as long as the teacher continues to remind the students. When the teacher knows the ability levels of all his or her students then they can properly plan effective lessons that challenge all of the students in the classroom. It is also important that a teacher has the students practice the rules, procedures, and routines so that the students always know what is expected of them. When a student does something wrong, the teacher corrects the student, because once one student gets away with misbehaving and breaking rules then they are all going to try and get by. If you keep the students busy and engaged, the students are less likely to cause problems in the classroom.

Supportive:

When students begin to do something wrong, the teacher must take care of the problem immediately. This will enforce the fact that the teacher finds it to be important, but also the fact that misbehavior is not allowed in the classroom. Now, I know that it is not always this easy;

some students will misbehave just to make you mad or just for the attention that you give to them. For these, challenging students I believe that they're some things that can be done for these students. Have a traffic light picture taped onto their desk. This picture will remind the student that they want to stay on the lowest level. When the student begins to misbehave, you can walk up to this student's desk and touch the picture of the traffic light, reminding them to keep it on the lowest level. Another thing that I find important is to stick to the prescribed consequences. If the student moves their name, at each level something happens to the student, these consequences need to be kept consistently. Another important aspect is to keep the parents included every day, telling the parents what color the student was on as well as why. Students can also work for students is to have them working for smiley faces. At the end of each section of the day the teacher will give the student a face, based on their behavior. At the end of the day the student could be rewarded if enough faces were earned.

Corrective:

When a student does something wrong, they need to be told that they have done something that they were not supposed to do. Even if it is just a warning it needs to be documented so that if something else occurs, the teacher will know what level they are performing. These consequences need to be enforced in the classroom. Do not pass the blame by having the principal discipline your student's, keep them in the classroom as much as possible so that they know you will take care of their misbehavior. And once again inform the parents that happens at the school and then the parents will also inform you what is going on at home.

Classroom Arrangement: The way the classroom is set-up is extremely important. This is the learning environment that you plan to have your students learn in. It is important to quickly

figure out who can and who cannot sit next to one another. Another thing that is important to remember is the way the room is decorated. Does it look like a hospital room or a place in which it is exciting to learn in. However, there is such a thing as having it too decorated, in which the classroom becomes distracting and can take away from the learning process. It is a delicate balance when considering what all needs to go in the classroom; everything needs to have a purpose.

For Classroom Layout – Please see other document.

Parent Letter:

Dear Parents and Guardians,

I am really excited to be working with your child's teacher. I am looking forward to working together to meet the needs of your student. This can only be achieved if we work together to inform one another about what is going on with your student.

Here is what I believe and the way I run my classroom. Each student is responsible for their own action. For this reason my discipline plan is as follows, I have the five colors that your child will travel through during misbehavior. The students will begin on green every day. Then when the student begins to misbehave they will move from green to blue, this simply means that they were given a warning. After blue the students will move into yellow. Yellow is when the student needs to take a time-out. This basically means that they will sit somewhere quietly for two to four minutes. At the end of this time they will talk to me about what they did and what they could have done so that they did not get in trouble. Then if they get in trouble again the student will move to orange. Orange means that the student needs to go out to the hallway and either talk to me or another teacher or administrator in the building. And finally red, when the student ends up on red, a parent will be called. This is when you and I will look at the situation and see what action needs to be taken.

I hope that your child looks forward to coming to school. It is my job to teach children and make sure that they feel safe and wanted at school everyday. For this reason, I find it is important to assign students weekly jobs; this is something that they will need to take care of every day to help me out and feel as part of the classroom.

I find that it is very important for parents and the teacher to partner together to help every student learn. One way that I have found this to work best is the homework folder. This folder

will have a sheet with the homework for the week. In addition to that I will make sure to write down what I observed that particular day. This will include stating what color your child performed on that particular day as well as an explanation as to why.

Please do not hesitate to contact me if you have any questions, I am more than happy to answer any questions that you have. I arrive at school before it starts and often stay after the students leave to work on preparing for the next day. The best way to contact me is through email or calls to me at the school.

Thanks for your cooperation.

Miss Carol M. Fike

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