



Classroom Management Plan

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Descriptive Statement

The following document is a collection of my beliefs and practices for a classroom management plan. Throughout my observations and course work I have studied many theories on education and classroom management practices. In this document I have combined all of these theories and practices to create a classroom management plan that fits my teaching style and that I find to be most effective. I have included my philosophy of classroom management, procedures and routines, and how I will implement these elements in my classroom.

Philosophy of Classroom Management

In this section I will be discussing my philosophies on classroom management. There are many theorists who have studied and researched best practices in education, and I have found a few individuals whose ideas and theories I particularly identify with and match my style of teaching. For my top ten beliefs and practices I will be discussing ideas from educational theorists like: Marvin Marshall and the Discipline through Raising Student Responsibility theory; Lee and Marlene Canter and the Discipline Hierarchy of the Discipline through Assertive Tactics method; Fred Jones' Skill Cluster Three section of the Discipline through Active Student Involvement, which involves limit setting through body language as a part of the management procedure; William Glasser's ideas on meeting students' needs through The Choice Theory; and Harry and Rosemary Wong's theories about classroom procedures and discipline. I feel that applying ideas from theorists will allow me to provide a positive and safe classroom environment in which my students can work together responsibly as a community of learners.

Top Ten Beliefs/Practices

Educational advocate and theorist, Marvin Marshall, (Charles, pp 208—222, 2008) developed a classroom management theory that focuses on discipline through raising student responsibility. This particular approach is the main theory that fits my philosophy of education and behavior management, because I feel that teaching and behavior management should focus on, and promote, responsibility, internal motivation, and empowering students through to make positive choices and reflect on his/her actions. Marshall stated that desirable classroom behavior is best achieved by promoting responsibility, rather than obedience, and by articulating expectations and then empowering students to reach those expectations. I agree that teachers must teach students about the levels of social development and relate the levels to behavior and learning. When teachers explain the four levels of social development: anarchy, bullying/bothering, conformity, and democracy, the students should be able to understand that the most valuable and worthwhile level is democracy because it is the most conducive to learning. Students model good behavior not because of outside instruction, but because they have taken an interest in their classroom community and students understand that positive actions benefit the entire class, and, as a result, students take responsibility for their learning and actions. I will promote a classroom in which students I expect the students to take initiative to act responsibly, not because I want them to, but because the students should know that it is the correct behavior for everyone at school.

Marshall also greatly emphasizes internal motivation, which occurs when individuals behave in ways they believe will bring them pleasure or satisfaction. He suggested that although humans are influenced by many factors, all motivation takes place within a person. Marshall suggested a number of tactics for teacher to use to help students increase their reliance on



internal motivation, by providing stimulating experiences and models that show students how to behave responsibly and put forth an effort to learn. One tactic that Marshall suggested was for the teacher to model thinking and speaking with positivity. Students learn and perform better when they feel good, and if a student feels bad because he/she senses a negative tone in the teachers' communication, he/she may choose to shut down and not participate during class. As a teacher, I will approach situations in a positive manner, which will help the students think in positive terms and they will be motivated to behave correctly. Another tactic to stimulate student motivation is by using the power of choice. When students are encouraged to make choices, they are given control of his/her actions which motivates him/her to behave responsibly. Marshall also suggested that stressing responsibility rather than rules will enable students to behave responsibly in the classroom. Expected classroom behaviors can be referred to as "responsibilities" or "expectations" rather than "rules" because positive terminology of classroom procedures and rules states the proper behavior that students should be doing.


Marshall provides a six step process for teachers to implement when an intervention for misbehavior is necessary. I will use the first of the suggested steps that Marshall developed in my classroom management philosophy. The first step to intervening when misbehavior occurs is using an inconspicuous technique, such as facial expression, eye contact, hand signal, changing proximity to student, and a change in voice. I believe this is a great tactic and will implement it in my classroom often. Using unobtrusive visual, verbal, and kinetic techniques allows me as the teacher to continue teaching without interrupting the lesson.


Lee and Marlene Canter's (Charles, pp 65—69, 2008) theory on disciplinary tactics involves using assertive responses that clearly and consistently model and express classroom expectations. Classroom rules should be three to five in number and they should be stated in a



positive manner, which can be observed. The Canters' philosophy is that teachers show students how to behave so they learn and relate to others and the Canters implement a discipline plan that encourages student cooperation. Positive recognition refers to providing personal attention to students who behave in keeping with class expectations. Positive recognition tends to increase self-esteem, encourages good behavior and builds a positive classroom climate. I believe that providing students with a positive classroom environment states with the rules, or expectations. Words like "no" or "not" should not be included in classroom rules. The expectations should be worded in a way that promotes the positive behavior. Rather than "no running in the halls," the rule would be stated "walk in the hallway." The positive behavior is stated to allow students to know what is expected of them. When students are behaving in positive, on task ways it is important to recognize those students. When the entire class is working quietly and staying on task I believe it is appropriate to briefly say to the class something like "This is exactly what a classroom should look like," or "I appreciate everyone staying quiet and on task today, this is how it sound/look every day." This positive reinforcement involves the entire class, and makes the community of learners stronger.

I will also use parts of the discipline hierarchy that the Canters have developed. The Canters' discipline hierarchy corresponds with the theories Marvin Marshall set forth when it comes to intervening when misbehavior occurs. Both theories focus on asking and explaining to students what behaviors they are "choosing" to do. For the Canters' discipline hierarchy teachers must keep track of behavior offenses student commit. The first disruption involves a verbal warning that explains why the student is getting a warning, by stating the rule or expectation that the student is violating. If the student chooses to continue to behave incorrectly the second and third steps include a restating of the rule that the student is violating and they receive a time out

or are removed from the situation for up to five minutes. The fourth disruption consequence is a restating of the rule that the student chooses not to follow and a call home to the parents, in which the student is told that he or she has chosen to have **their** parents called. The fifth time a student disrupts the rule he/she has broken is restated and the student is sent to the principal's office to talk about the behavior. In some extreme and severe cases the Canters say that the teacher should forgo the first five warnings and send the student to the principal on the first offense. I would use this in my classroom by having a pad of sticky notes near me at all times, which would assist me in recording the misbehaving student's name, and the number of offenses that were reached and the date. In my classroom, each day is a new day to start , if a student reaches the second warning on one day, the next day they will start fresh with zero warnings. I do believe it is important to keep track of the number of days that students misbehave, as well. If a certain behavior is recurrent in a student, keeping documentation  important because there may be an underlying issue that may be hindering the student's ability to learn.

Another way that I will discourage misbehavior in my classroom is through Fred Jones' Positive Classroom Discipline (Charles, pp 113—126, 2008  and his third skill cluster that involves limit setting through body language. Body language can convey a message of a strong and caring teacher, which is important in creating a classroom community that is safe and welcoming. Jones suggests that teachers should breathe slowly and calmly before responding to a misbehaving child. Taking the time to breathe and become calm is a way that teachers can think about what to do next without flying off of the handle and making a brash decision with words or actions. When a student is misbehaving in my classroom, I will try to breathe deeply and calmly a few times before I act on the situation. This will help me keep a clear head and do what is best for the student behaving poorly as well as for the rest of the students in the class. Jones also

suggested that another way teachers can make their body language effective is through physical proximity. Moving closer to a misbehaving student gets the student's attention and the student goes back to being on task. I believe that physical proximity is a good way to bring an end to unwanted behaviors without stopping the flow of teaching, because the teacher does not have to pause the lesson to correct the problem, and other students are unaware  what the teacher is doing.


The theorist William Glasser (Charles, pp 73—78, 2008) discusses the idea of the Choice Theory in the classroom. He suggested that when students like the topics that are being studied, they will want to learn more about them, which in turn will keep misbehaviors to a minimum because students will be always actively engaged in what they are investigating. Quality curriculum consists of topics that students find useful and interesting. Teachers hold discussions with students, and depending on the age and grade level the students are given the task of identifying what they would like to explore in depth. For the first few years of teaching I will limit my use of allowing students to have full rein over the topics that are explored, however, I will always ask for my student's  input on topics and directions to go in the curriculum. I want my students to be motivated to discover new ideas and by allowing them the opportunity to make decisions in the classroom lets my students know that they are a valuable part of the classroom community, and that everyone is needed .

Along with quality curriculum, Glasser talks about quality teaching. Teachers who provide high-quality instruction present a warm and supportive classroom climate in which the teacher is “lead teaching” rather than “boss teaching.” Boss teaching refers to the way teachers set the task and standards for student learning and talk rather than model and demonstrate, and rarely ask students for input or involve students in anyway. On the other hand, lead teaches

understand the needs and interests students have, and that students have a genuine motivation to learn. Lead teachers discuss the curriculum with the class that allows students to choose topics of interest to study and explore more in depth. Quality teachers use lead teaching to support students and provide meaningful learning experiences for their students. I will use lead teaching to maintain my role as a quality teacher. As a quality teacher I will demonstrate and model how the work can be done, and I will provide my students with the tools and a work place that is conducive to learning.

The theory of Harry and Rosemary Wong (Charles, pp. 131—146, 2008) involves the idea that discipline problems largely disappear when students are carefully taught to follow procedures for all classroom activities. The Wong's suggested that school is where students' learn how to be productive citizens and reach their potential as human beings. The first two **week** of school should involve modeling and teaching the classroom discipline, procedures, and routines repeatedly because students need to understand what is expected of them right from the start to ensure that students take responsibility for themselves. Much of what the Wong's theory states about discipline is a very important belief in my own classroom behavior management philosophy. I believe that the classroom rules should indicate the behavior that is expected from the students. This provides them with the correct actions to take and students do not have to guess about the responsibilities that he/she has.

The Wong's theory also discusses what effective teachers should do starting on the very first day of school. I will implement some of these ideas into my classroom, such as, standing at the doorway of the classroom in the morning and greeting the students as they enter the room. This is a positive way to let students know that as the teacher, I will be there for them, and that the classroom is a safe place for students. On the first day of school, the room should be ready

for instruction and the facilitation of learning. When the room looks and feels like an environment that is conducive to learning, the students will feel safe and excited to come to school. The first few days and weeks of school I will teach the proper classroom and school procedures and routines, as well as the discipline that comes with misbehavior. The Wongs suggest that these procedures need to be modeled and practiced repeatedly, and I will provide my students many opportunities to practice the proper procedures, and if I feel that they have “forgotten”  I will go back and talk about the procedures again, as needed.

There are so many important factors that combine to make up a classroom management plan and create my own theories on teaching. These ten beliefs represent many of the factors that make up my philosophy of classroom management. Procedures and routines should be reviewed and taught during the first two weeks of school. I will structure my lessons, teaching methods, classroom, and student and parent communication, using these theories to create a learning environment conducive to desired educational outcomes. Along with the theories that I feel go along with my philosophies of classroom management, I feel that the way procedures and routines are implemented are vital to a classroom management plan.

Procedures and Routines

Beginning of the day

In the morning the students will come into the classroom and place any need materials from their backpack to their desk. Students will be allowed to talk quietly, at a level one or two, as they come in and take care of their backpacks. Students will put their book bag, coat, gym cloths, lunch etc. in their locker/closet. Once their belongings are put away they will turn in any notes from home directly into the teacher. The students will then turn in any assignments/permission slips in the “turn in tray.” Students should also take this time to use the

restroom and sharpen at least two pencils before announcements and the Pledge of Allegiance. The students will then place their clothes pin to either the “hot lunch” or “packed lunch” side of the lunch basket. If students have lunch money they will place their envelope in the lunch basket. The students will then take out their writer’s notebook and begin answering the writing prompt that the teacher has written on the board prior to students arriving. At this time the students should be at a level zero voice level, or completely silent. When announcements come on the students will stop writing and stand for the Pledge of Allegiance and remain quiet until the end of announcements. The students will be given 10 more minutes to complete the morning writing prompt. The beginning of the day is the most important part of the day, as it is the first thing that happens, and is the set up to make the rest of the day successful. The teacher will need to make sure that writing prompt is written on the board prior to school starting.


Pencil Sharpening

Students will be given time to sharpen their two pencils before the morning announcements at the beginning of the day. Students should sharpen two pencils in the morning so if they are in need of a new pencil they will have a back up pencil. Students will also be allowed to sharpen their pencils during any 5 minute restroom break. Pencil sharpening will not be allowed while the teacher is talking and teaching a lesson. The noise of the sharpener is too distracting and often causes teachers to have to stop the lesson to wait for the noise to stop. Students will not be allowed to sharpen pencils during work time as they should have back up pencils and they should take advantage of the periodic 5 minute restroom break and pencil sharpening opportunities throughout the day. This procedure limits the amount of distractions that are caused when students are getting up and walking around to sharpen pencils.

Dismissal


At the end of the day the students will be given 10 minutes to prepare to go home before the dismissal bell. The first 3 minutes or so, the students will look around the room and under tables and desks for trash to throw away or other items that are on the floor. The next 7 minutes the students will get the papers from their mail boxes and put them in their take-home folders, students should be at a level zero or one voice level during this time to allow the teacher and other students the opportunity to listen for last minute announcements. As each table begins to sit quietly at their seats the teacher will call individual table groups to go get their coats and backpacks. The students will stack their chairs on their desks to allow the janitor to sweep at nighttime. When students have their supplies packed they should stand quietly at their desk to let the teacher know that they are ready. The walkers/car riders will be dismissed, as per the school, before the bell. When the dismissal bell has been rung or slightly before the bell rings the teacher will call the table groups with the remaining bus riding students to get in line along the wall in front of the door. The students should be at a zero or level one voice level in the hallway as they are going out to the buses. The teacher will lead the students outside to the buses and wait for the all clear signal.

Transition to “Specials”/Other Parts of School


When it is time to transition to a “special” the teacher will look for table groups who are showing that they are ready to quietly get in line. The teacher will call the table groups up  line up along the wall that runs beside the door to prevent the doorway from being blocked by the students. The students should be at a level zero, quiet/no talking, before the line is ready to move into the hallway. The line will walk on the right side of the hallway in a single file. Students must keep their hands to themselves and their mouths should be shut. The teacher will stop the


line periodically to allow students to catch up and to remind **student** students to remain quiet, as needed.

Getting Attention/Signaling for Quiet


When the students are working in small groups and the teacher needs to give further directions, the noise level is getting too high, or it is time to the teacher  use a normal speaking voice and say “Raise your hand if you can hear me.” As **student** begin raising their hands the other students will start to notice and raise their hands as well, while becoming quiet out of curiosity. Once all of the students have become quiet and have raised their hands, the teacher will proceed with what will happen next. When the students are gathered around the teacher in the “large group meeting area” the teacher will stand quietly, looking at the group, until the students have become quiet. During instances where students are spread throughout the room and the noise level has become too high, the teacher will occasionally shut the lights off to signal that it is time to get quiet.


Communication with Parents

The main communication with parents will be through a weekly newsletter that is sent home on Friday. The newsletter will include upcoming spelling/vocabulary words for the following week. Important school news and classroom news will be reported in the newsletter as well as birthday announcements. The newsletter will include information about the subject study units the class is learning about  the teacher will also send notes home throughout the week, as needed, when a student has been an exceptional classroom citizen, or when a student has been misbehaving. If the misbehavior is a prolonged concern, or is serious/dangerous, a call home will be more appropriate, and will be taken care of after school. Parents will be given the teacher’s email address, home (and school phone number), and instant messenger screen name to allow

parents to communicate any concerns or questions with the teacher. The home phone number and instant messenger communication lines will be open during the school week, between the hours of 7:00pm and 9:00pm, as “office hours” for parents who wish to communicate with the teacher at home 

Implementation of Classroom Management Practices


I have outlined some of my top ten beliefs, theories, and practices along with a few examples of routines and procedures that will be implemented into my classroom. This section will describe how I intend to execute all of these philosophies and theories in my classroom management practices. Many of my ideas focus on the responsibilities that my students have as citizens of the classroom  and of the school. I expect my students to take responsibility of their actions not because I want them to, but because it is the duty that they owe to themselves to behave correctly and complete homework assignments. I will use modeling, demonstrating, and think alouds to help my students understand the expectations that I have for them, which will create an optimal learning environment in the classroom.

The classroom rules and expectations will be determined partially by me, as the teacher, and partially by the students. I will have an idea of the main classroom expectations that are based off of my school expectations, rules, and guidelines. The grade level that I am teaching will also be a factor into who and how the classroom expectations and procedures are determined. The early elementary grades, Kindergarten through third grade, I will tell and show my students what I expect of them and they will not have much of a say in the initial determination of the classroom responsibilities. If, however, a concern arises during the year, that the students feel need to be addressed, the entire class will participate in a meeting to determine what needs to be done to resolve the concern, whether that ans creating a new

responsibility that will be posted with the other classroom expectations. I will limit my classroom “rules” to a maximum of five and during the first days of school I will go over those repeatedly with the students and allow them to practice doing the right thing. The classroom expectations will be written and posted where students can clearly see them. If my students are in the upper elementary grades, fourth grade through sixth grade, I will ask my students to help me determine a list of five or less classroom expectations and responsibilities. Upper elementary school students have been in school long enough by that point to know and understand the responsibilities and expectations that they are held accountable for, so they will be included in the “rule” determining process. No matter what grade I teach, after I have gone over the “rules” and posted them in the classroom, I will ask the students to sign a contract stating that they understand the responsibilities they have as a community of learners, and that they will take their responsibilities seriously and diligently. The contracts will be signed and several copies will be made, one for the teacher to keep on file for the students to keep at their desks, and one to be sent home, to enable the parents/guardians to understand the responsibilities and expectations of the students. Responsibilities and expectations will be enforced through Lee and Marlene Canter’s Discipline hierarchy. I will post these discipline actions in the classroom, and parents/guardians will be given a copy to post on the refrigerator at home so that it is understood how students’ misbehavior will be dealt with.

Preventive:

Curriculum and instruction are the primary tools for preventing student misbehavior. When I am developing my curriculum and lessons I will make sure that the students are fully engaged and interested in the subjects and topics they are learning about. The students will help me and give me feedback through comments and answering questions that I ask them about how

they feel about the choice of curriculum I will present. This goes along with Glasser's beliefs that if students are interested in the topics they are learning they will be less apt to misbehave and more apt to being motivated and taking responsibility for their own learning. I will make sure that during the first few days and weeks of school the students understand the responsibilities they have of routines and procedures that are expected of them. The daily schedule will be posted on the board to allow students to know what is coming up next, and I will also present a poster that explains what students may do after they have finished their assignment, like "read your silent reading book," or "work on another assignment." As I become more acquainted with my group of students I will be able to determine the pace at which I can take the day. If my class needs more time to complete a task, the day will be planned accordingly; if my class completes tasks more quickly  will plan to conduct the lessons more rapidly and have options for students when they have finished working. Finding the correct pacing of the day, for my students, will help prevent down time, which is when most misbehaviors occur.



Supportive:

The supportive element of the classroom behavior management plan involves how I am going to support my students through the behavior corrections I make. I will use the techniques that Marshal Marvin has suggested, such as changing my proximity to a student to change a prevent misbehavior. So if a student is chatting while I am trying to teach a lesson, I will first use the inconspicuous techniques like standing beside or closer to the student, using the student's name in a sentence to grab his/her attention, or I will simply stop talking and look at the student in order to stop the misbehavior. If the misbehavior is frequent I will begin using Lee and Marlene Canter's Discipline hierarchy, in which I go through warnings with the student asking

or telling the student that they have chosen to not follow the expectations of the classroom.

When students are behaving correctly I will use cues like a “thumbs-up,” a smile, and encouraging words to let the students know that I appreciate their taking responsibility for their actions and behaving positively.

Corrective:

The corrective section of the behavior management plan is the implementation and distribution of the consequence that occur when a student misbehaves. I will keep post-it notes close by me at all times to record the number of warnings and the stage at which the misbehaving student has reached. The Canter’s discipline procedure will take place like this: The first disruption involves a verbal warning that explains why the student is getting a warning, by stating the rule or expectation that the student is violating. If the student chooses to continue to behave incorrectly the second and third steps include a restating of the rule that the student is violating and they  receive a time out or are removed from the situation for up to five minutes. The fourth disruption consequence is a restating of the rule that the student chooses not to follow and a call home to the parents, in which the student is told that he or she has chosen to have  their parents called. The fifth time a student disrupts the rule he/she has broken is restated and the student is sent to the principal’s office to talk about the behavior.

Classroom management not only has to do with the rules and expectations of the students, it also is determined by the classroom arrangement. The classroom arrangement helps create a welcoming environment that is conducive to learning. In my classroom, the student’s desks will be set up in groups of four or five desks to encourage group collaboration. I will have bulletin boards and posters that explain the classroom expectations and responsibilities of the students, the “classroom helper” jobs, and the daily schedule. I will have several book shelves for

the students to select for silent reading or research purposes. I will also include “book baskets” that have featured authors, subjects, and themes depending on the curriculum unit study. There will also be various shelves on which to put more student centered books as well as teacher resource book shelves. There will be a large group meeting/reading area rug in one corner of the room, in which any read aloud, class discussion, and some lessons will take place. I would like to have a have circle table for small group and guided reading groups to meet with me. I would also like to have several different tables for working space, if students are working on projects and need to spread out. The seating arrangements will move once at the beginning of every month to allow students to change groups frequently which will allow them to practice working with different group dynamics and separate students who are disruptive when working together. I believe that it is important to set up the classroom so that students are able to work together cooperatively but still have the opportunity to have his/her own space to work independently.

Conclusion


Through studying the ideas, theories, and practices of professionals, as well as some of my personal preferences, I have compiled the best practices that will allow me to provide a positive and educational classroom environment for my students. These theories and ideas are going to help me make my classroom an inviting place for students to learn and grow as individuals. Along with my top ten theories and beliefs, I have discussed a few specific routines and procedures and how they will be implemented in my classroom. I feel that students learn best when they are provided with a positive learning environment that enables them to take responsibility of their learning and of their actions.

Works Cited

Charles, C.M. (2008). *Building classroom discipline*. 9th Edition. Boston: Pearson Education.

Parent Letter

Dear Parent/Guardian,

Hello! My name is Miss Mary Jane Dickey and I am very excited to have your child in my class this year! I would like to start the year off by opening the lines of communication with you as the parent/guardian by explaining my classroom rules, expectations, and the procedures that I will follow when handling misbehaviors. I believe that communication between home and school is the most important element in creating a successful year for your student 

My classroom rules are more like expectations and guidelines that the students should take responsibility in following. The classroom expectations will be posted within the room on a poster and student will be expected sign a contract stating that they understand the responsibilities they have as citizens in the classroom. I will be sending a copy of the contract and the classroom expectations home with your child at a later date, so that you are aware of the types of responsibilities that the students have.

When it comes to classroom discipline I will take the following steps when a student is misbehaving:


Step 1. The first disruption involves a verbal warning that explains why the student is getting a warning, by stating the rule or expectation that the student is violating.

Step 2. If the student chooses to continue to behave incorrectly a second time I will restate of the rule that the student is violating and they receive a time out or will be removed from the situation for up to five minutes.





Step 3. If the student chooses to continue to behave incorrectly a third time, the consequence is the same as the second step. I will restate of the rule that the student is violating and he/she receives a time out or will be removed from the situation for up to five minutes.

Step 4. The fourth disruption consequence is a restating of the rule that the student chooses not to follow and a call home to the parents.

Step 5. The fifth time a student disrupts the rule he/she has broken is restated and the student is sent to the principal's office to talk about the behavior.

In some extreme cases, such as vandalism of school property, the first four steps will be skipped and step 5 will take place. These warnings and consequences are applied to the day that the misbehavior takes place, unless otherwise deemed by me. I will keep records of the corrections that must take  each student, and if I see a problem, I will contact you and we can discuss further action.

I also feel that students should take responsibility for their actions and make appropriate choices. This is why I will provide opportunities for students to correct their behavior before I take action unless the behavior is putting them or someone else at risk. I ask that you talk with your child and discuss how to behave appropriately at school.

Please feel free to contact me by e-mail, sending a note with your son or daughter, or calling the school with questions or concerns. I am looking forward to working with your student  this year and watching them  grow responsible  school citizens 

Sincerely,

Miss Mary Jane Dickey

<u>Assessment</u> <u>Criteria</u>	Distinguished 20	Proficient 17	Basic 15	Unsatisfactory 14-0
<p><u>Mechanics</u> [Conventions]</p> <p>R5- Models appropriate written communication skills</p>	<p>Spelling, grammar, sentence structure, punctuation, and capitalization are correct.</p> <p>[Grammar usage correct; Smooth punctuation; Correct spelling; Sound paragraphing.]</p> <p>*Referred to Writing Rubric criteria.</p>	<p>Spelling, grammar, sentence structure, punctuation, and capitalization are presented with errors that somewhat detract from the overall presentation.</p> <p>[Spelling usually correct; Grammar problems not serious; Acceptable paragraphing; Internal punctuation errors.] +16</p> <p>*Referred to Writing Rubric criteria.</p>	<p>Spelling, grammar, sentence structure, punctuation, and capitalization errors detract from presentation and goals.</p> <p>[Spelling errors; Inconsistent paragraphing; Grammar errors detract; Inconsistent punctuation.]</p> <p>* Writing Rubric criteria limited.</p>	<p>Unacceptable use of spelling, grammar, sentence structure, punctuation, and capitalization.</p> <p>[Frequent spelling errors; Incorrect paragraphing; Grammar usage errors cloud the meaning; Many punctuation errors.]</p> <p>*Did not refer to Writing Rubric criteria.</p> <p>→Papers with multiple and repetitive errors in spelling, grammar, and other conventions will forfeit all points for this category.</p>
<p><u>Mechanics</u> [Organization]</p> <p>R5- Models appropriate written communication skills</p>	<p>Strong introduction and conclusion; Smooth transitions; Text well organized and thorough; Structure moves reader through text.</p> <p>*Referred to Writing Rubric criteria.</p>	<p>Introduction and closure present; Some good transitions; Logical, yet ineffective structure.</p> <p>*Referred to Writing Rubric criteria.</p>	<p>Introduction or closure present; Few transitions; Ineffective structure.</p> <p>* Writing Rubric criteria limited.</p>	<p>No internal structure; No clear transitions; Awkward pacing; Details in random order.</p> <p>*Did not refer to Writing Rubric criteria.</p> <p>→Papers with multiple and repetitive errors in spelling, grammar, and other conventions will forfeit all points for this category.</p>

<p><u>Mechanics</u></p> <p>[Sentence Fluency]</p> <p>R5- Models appropriate written communication skills</p>	<p>Content flows well for reader;</p> <p>Easily read aloud; Varied sentence structure without run-ons; Sounds natural.</p> <p>*Referred to Writing Rubric criteria.</p>	<p>Good simple sentence structure with few run-ons;</p> <p>Favors one pattern;</p> <p>Sentences go together.</p> <p>*Referred to Writing Rubric criteria.</p>	<p>Simple sentence structure; Attempts at complex sentences are run-ons; Rambling.</p> <p>* Writing Rubric criteria limited.</p>	<p>Difficult to follow or read; Choppy; Incomplete sentences; Monotonous.</p> <p>*Did not refer to Writing Rubric criteria.</p> <p>→Papers with multiple and repetitive errors in spelling, grammar, and other conventions will forfeit all points for this category.</p>
<p><i>Philosophy of Classroom Management</i></p> <p>E7 Engages in research and reflection on best practices in teaching strategies</p>	<p>Introduction paragraph</p> <p>Explains the discipline plan in detail and leads the reader into content</p> <p>Closure statement—Explains connections between theories and beliefs</p>	<p>Introduction paragraph explains discipline plan;</p> <p>Closure statement does not connect theories and beliefs</p>	<p>Introduction paragraph generally or vaguely explains discipline plan;</p> <p>Closure statement is missing.</p>	<p>No Introduction and/or Closure statement</p>
<p><i>Philosophy of Classroom “Top 10 Beliefs”</i></p> <p>E7- Engages in research and reflection on best practices in teaching strategies</p>	<p>Three or more theorists identified</p> <p>Description of theory</p> <p>Explanation of theory -- showing relationship between philosophy and theory.</p> <p>Concepts reflect compatible ideas</p>	<p>Two theorists identified;</p> <p>Description of theory;</p> <p>Explanation of theory— shows limited relationship between philosophy and theory.</p> <p>Concepts are compatible.</p>	<p>One theorist identified;</p> <p>Description of theory is vague or general;</p> <p>Explanation of theory shows no relationships between philosophy and theory.</p> <p>Concepts are compatible.</p>	<p>Beliefs given but no theorists identified</p>

<p>Procedures and Routines E5- Manages student behavior in positive, safe ways</p> <p>R2- Demonstrates with full awareness of ethical and legal responsibilities of teachers</p>	<p>6 areas identified with consistent points of view</p> <p>--Descriptions include examples and details</p> <p>--Explanation of importance</p> <p>--Provide student's role</p> <p>--Provide teacher's role</p> <p>--Realistic expectations</p> <p>--Additional considerations</p>	<p>4-5 areas identified</p> <p>And/or</p> <p>Attentive to some but not all of the components in the area descriptions.</p>	<p>3 or fewer areas identified</p> <p>And/or</p> <p>Description/s are inconsistent, general, or vague; May be missing components.</p>	<p>No areas identified</p> <p>No description.</p>
<p>Implementation of Classroom Management Plan E5- Manages student behavior in positive, safe ways</p> <p>R2- Demonstrates with full awareness of ethical and legal responsibilities of teachers</p>	<p>Detailed description of learning environment and strategies</p> <p>Sound theoretical connections between management and beliefs</p> <p>Behavioral management</p> <p>Description of expectations and strategies for classroom management plan</p> <p>Including:</p> <p>Preventative</p> <p>Supportive</p> <p>Corrective</p> <p>Implementation and</p> <p>Possible scenario</p>	<p>Descriptions generalized or lacking examples;</p> <p>May be attentive to most components.</p>	<p>Description components may be missing or unrelated to topics.</p>	<p>Descriptions missing or confusing.</p>

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<p>Classroom arrangement</p> <p>E5- Manages student behavior in positive, safe ways</p>	<p>Supports visually the philosophy of management plan; displays classroom components arranged to prevent opportunities of misbehavior; incorporates elements of routines and procedures;</p>	<p>Components generalized or lacking labels; attentive to most components.</p>	<p>Components may be missing.</p>	<p>Classroom arrangement missing or confusing.</p>
<p>Parent letter</p> <p>R1 Demonstrates sensitivity for diversity with students, colleagues, parents, college faculty, and/or community agencies</p>	<p>Explains the main points of the management plan utilizes letter format</p>	<p>Outlines the main points of the management plan Utilizes letter format</p>	<p>Introduces the plan in general without giving specifics Components of letter formatting missing</p>	<p>Letter is missing</p>
	<p>Student name</p> <p>Mary Jane D</p>	<p>EDUC 360</p>	<p>Date 11.23.09</p>	<p>POINTS</p> <p>EARNED/POSSIBLE:</p> <p><u>176 /180</u></p>