

Classroom Management Plan

Descriptive Statement

This paper will discuss and explain my philosophy of classroom management, strategies, and theories that relate to this philosophy. It will also discuss my teaching style and how I will handle classroom discipline. Placing all these in a proper perspective will help me have an effective experience in the classroom, which will then create a positive learning environment for my students.

Philosophy of Classroom Management

My classroom management plan includes many concepts and ideas derived from various theorists. I believe that classroom management should be based around two concepts:

- 1.) A classroom should be managed so that misbehavior prevention is maximized
- 2.) Classroom management should be done in a non-threatening way.

Philosophy of Classroom "Top Ten Beliefs"

1.) I believe that the more mature a student, the longer the lesson

This concept comes from Jacob Kounin's Improving Discipline through Lesson Management theory, which is based on teacher's strategies. Kounin believes that teachers should keep their students involved and have no down time. He also believes that classroom management and lesson management affect student behavior in school. To eliminate behavior issues in the classroom, a teacher should be aware of the teaching environment at all times. For this to happen, Kounin believes a teacher should have withitness, momentum, and smoothness.

I agree with Kounin's theory of keeping the student involved but students should also be engaged. Depending on the student's age and/or maturity level, a student can only focus on a lesson for a certain amount of time. To decrease stress and over-exposure of a topic, teachers need to know when they have reached a student's satiation point. Satiation is Kounin's term for a student getting all they can tolerate from a topic. He says teachers should make lessons as enjoyable and challenging as possible. A teacher can tell a student's satiation point by the appearance of misbehavior and disengagement from the lesson.

2.) I believe that classroom discipline is best accomplished by helping students acquire an inner sense of self-control

This theory is from Thomas Gordon's belief of Discipline through Inner Self-control. Gordon believes that discipline can be accomplished by the student establishing an inner sense of self-control. In other words, use non-controlling methods to correct student misbehavior. These methods include sending I-messages, influence rather than control, confrontive skills, decide who owns the problem, and preventive skills. Teachers need to step away from using rewards to control children's behavior because it just solves the problem for right now instead of teaching ways to permanently achieve self-control.

Gordon makes a lot of good points but his method of preventive skills is the most effective. To prevent most discipline problems, teachers can create class rules with the students, use participative management, and work with students using I-messages. Creating classroom rules with the students gives them the opportunity to express how they believe they should behave. Because the rules were created by the students, then there should be less confusion centered around what is expected of them. Participatory classroom management shares the power

between students and teachers. Overall, the teacher will have the majority of the power but giving the students some say about what goes on throughout the day will create a sense of belonging, ownership, and importance. I-messages are a great technique. This technique allows the student to express how they feel without placing a blame on someone else for the misbehavior. The other students can then see how the students feel, and use this method also.

3.) I believe that discipline problems largely disappear when students have a daily routine and class procedures

This theory comes from the beliefs of Harry and Rosemary Wong. They believe that discipline problems largely disappear when students are carefully taught to follow procedures for all classroom activities. That is very helpful because once students have a routine they will know what is expected everyday.

At the beginning of the year and on the first day of school, all routines and procedures will be discussed and modeled for the student's benefit. For a successful school year, I must take control and show students what I expect from the get go. The students will have a daily schedule on the board so that as soon as they get to the classroom in the morning, they will know what's going on for the day and can prepare for such activities.

4.) I believe that communication is the key to working with students effectively

Hiam Ginott believes in discipline through congruent communication and I agree with him.

When misbehavior occurs, teachers need to remember to address the situation at hand and nothing else. Teachers should not bring up an incident that happened two days ago or last week. Bringing up the past can only make matters worse.

Bringing up the past when dealing with misbehavior can only make matters worse. As a teacher, I will not judge a student with their past but focus on what is happening now. For what happened in the past may not have anything to do with what is happening now. I will handle situations in a calm and respectful manner so that the student will do the same. This will get the situation solved quicker and with less confrontation.

5.) I believe that when misbehavior occurs that the Three R's of reconciliatory justice are important

Barbara Colorosso believes that when misbehavior happens that the three r's should come into play. The three R's are restitution, resolution, and reconciliation. When misbehavior occurs, teachers should do what is necessary to fix the problem that occurred, which is restitution. The next step is resolution in which the student should identify and correct the problem and its causes so that the situation won't happen again. Finally, the student must reconcile, which is apologizing and healing the people who were hurt due to the misbehavior.

Teachers need to handle situations as they occur but also at a time that doesn't take away from the other students. When misbehavior happens I will handle the situation accordingly. The only way a student will learn from his misbehavior is to show them their error and explain the proper way to act and/or handle the situation. The teacher should see what caused the problem in

hopes of preventing it from happening again. As a result the student will learn from his mistake while apologizing to those hurt due to the situation.

6.) I believe in meeting the student's needs

William Glasser believes that for a child's education to be successful the teacher must give major attention to the student's basic needs. Students need to feel important and apart of the classroom environment. Have responsibilities in the classroom and make decisions in class activities, procedures, and curriculum. Students also need a little bit of freedom so allow the freedom of choice. This task can be met by having a safe school environment.

The reason we became teachers is to help a student be more successful in life while gaining respectful values. This can be done by meeting the student's needs. Give the students a sense of belonging in the classroom and they will be eager to participate. Having choices in curriculum and work completion will keep a student interested as well. If a student is engage, the less likely they will want to act out.

7.) I believe that respect is a very important concept in the classroom

Michelle Borba focuses on moral intelligence and believes that there are seven virtues to achieve this intelligence. Respect is the most important virtue of all and it is the Golden Rule. Don't assume that students know what you expect from them and how they should act. Some students might have heard of the word respect but may not know how to show it due to lack of use in the home or environment. Teachers should model respect so that the students will know what is expected of them in the classroom.

8.) I believe in motivating the student to reach success

Marvin Marshall believes in internal and external motivation so that students behave appropriately and receive satisfaction for a job well done. Candy should not be the main source of motivation for teachers. Marshall gives plenty of ways to get students motivated to be successful in the classroom.

Curiosity is great technique. Teachers should engage the student in a way so that they are eager to complete the task. Choices are also a great motivator. Some students may be better at one task than another. So when a task must be completed, give the student options on how to complete the assignment, such as writing, typing, or making a speech. Get yourself excited to teach. How do you expect a student to want to learn when you, the teacher, are not happy about the task as well.

9.) I believe that students need to be held accountable in working to achieve their goals

Marvin Marshall's Raise Responsibility System is the system I would use. Marshall's theory is that students will exhibit their best behavior in the classroom when they are held responsible. Children should be taught that in the classroom as well as real life, they are largely responsible for their own success. The perfect example is homework i.e. if a student does not complete their homework, then they are responsible for the outcome.

10.) I believe that if students are treated with dignity and are given a sense of hope, they can be successful

Richard Curwin and Allen Mendler's basic idea is that teachers should help students learn to behave in school. They teach that we, as teachers, should always treat our students with dignity, even when they are misbehaving. Teachers should approach each student with the attitude that he or she is valuable and can be successful, thereby giving hope.

Giving students hope will increase their motivation to learn. If students don't understand the purpose of having a good education, then they won't want to participate. All students have their own talents and helping the student build and use the talent will give them the drive to be successful inside and outside of the classroom.

Procedures and Routines

Teachers need to establish daily routines and procedures for their classroom. It will prevent many behavior problems because the students will know what is expected of them. I have identified six areas in which I plan to develop procedures/routines in my classroom. These six areas need to be addressed in order to prevent student misbehavior on a daily basis.

1.) Turning in student work

This procedure involves the students turning in their daily work into the teacher in an orderly manner. Collecting student work can be stressful especially if the student does not know where his/her work is by the end of the day. This procedure will prevent students from shoving various papers into their desk and placing them in various places.

The students will be expected to turn in all daily work unless I say other wise. With the way my classroom will be set up, my students will sit in pods. Each pod will have a tray/folder

that group members will use to turn in their daily work. Each tray/folder will be labeled based on the pod/group name. In case the students forget, I will post a list of members for each pod. The students will be oriented with the baskets once school begins. To prevent confusion, the tray/folder will remain in the same spot throughout the school year.

2.) Classroom Helpers

This is a great procedure that develops student responsibility and creates a sense of belonging within the classroom. Giving the students daily duties will assist the teacher, fellow students, and help with simple classroom organization. Having classroom helpers will create a positive student-teacher relationship.

Having student helpers can be a problem if the students think that there is favoritism going on between the teacher and specific students. To eliminate this problem, classroom helpers will be decided by alphabetical order to ensure that everyone gets turn. I will have my class list hung and posted where my students can see it. There will be a marker next to the student's name who is my helper for the day.

3.) Getting attention/signaling for quiet

This procedure will allow me to get and keep control of my classroom when students start talking uncontrollably or my student's attention to move on to the next subject. Developing a good signal can also help prevent misbehavior. It is designed to get students to quiet down quickly and efficiently. It is vital to include this in a behavior management plan because in certain situations teachers need a way to get students quiet with little effort so class time is not wasted.

I've seen teachers use a wind chime or do a type of "Simon Sez" technique. Both techniques seem like great ideas for me to use. For the "Simon Sez" technique the teacher would say something like "clap once if you can hear me, clap three times if you can hear." If I use this technique, I need to explain to my students that I want them to stop what they are doing, get quiet, and focus on me.

4.) Beginning of the day

This is an important procedure to get the students focused and prepared for the day. School has not started yet, students are still coming into the classroom, and the teacher is not ready to begin the day. It is important to have this portion of the daily routine set up to provide stability and structure for the students. The morning work creates a calming atmosphere and allows time for me to gather homework assignments, lunch money, read notes from parents, handle unresolved situations, and check attendance.

At the beginning of the day, I will greet the students at the door. The children will be expected to come in from the buses, unpack their backpacks, and look at the dry erase board near the entrance to the classroom that explains the agenda for the morning. On the board I will have information such as instructions for students to put book bags and coats away, turn in homework folders, sharpen two pencils, fill water bottles, and do independent morning work. I also might feature a joke or quote of the day to the board.

5.) Transition to "specials"

This is a time where students are getting ready to leave my classroom to go to another for art, music, library, and etc. This can be a crazy time if students are at stations and/or working on

other things. Using my signaling for quiet, I will sound the chimes and let the students know that it's time for specials. Students need to stop what they're doing, clean-up, and get ready for specials. They will show me that they're ready by sitting at their desks quietly and the area is clean. Once I see this, I will dismiss students to line up by pods.

6.) Community Circle

A community circle is where the class comes together in a circle to discuss various topics with one another. This is a great procedure to help the students develop respect for his/herself, other classmates, and the classroom itself. It is important because students and the teacher can use this time to share what's on their mind, talk about what happened today, what will happen tomorrow, and other issues/concerns. It's a great way to end the day by recapping what went on today.

During a community circle, the students and teachers can share what's on their mind, what they learned, or any other issue that is school appropriate. For this, I will have an object (like a stick) for the students to hold which will give them the power to talk. Once you are in the circle, you may only speak if you are holding the stick. If you do not have the stick then you are expected to listen and be respectful of the speaker. Students who do not follow these rules will not be able to participate. Most importantly, before this begins, the teacher needs to describe to the students what they will be discussing and model what will be expected of them.

Implementation of Classroom Management Practices

This section will discuss the techniques that I will use to carry out my behavior management plan. I believe that these techniques will help my classroom run smoothly and prepare/prevent/handle misbehavior within my classroom.

Before the first day of school, I will create my classroom rules and expectations. This method will be for the lower elementary grades. On the first day of school, these rules and expectations will be explained and modeled to the students thoroughly and without delay. The students will get a personal copy and the rules/expectations will be posted on the wall in the classroom on bright colored paper for all to see.

My classroom rules and expectations will be enforced by the card system. There will be cards in a pouch: green= good day; yellow= warning; blue= laps at recess; and red=loss of privilege, a note sent home, and trip to principal. Each pouch will have a number and not the student's name. These pouches will be hanging on a board at the teacher's desk. The students will have numbers that they are to keep to themselves for privacy. Each day the students will start out with blue and at the end of the day the cards will be turned back to blue if moved. If a card has not been flipped all week, the student will receive a prize from the treasure chest at the end of the week. I will personally keep track of these records in a book. Each time the student misbehaves the card will be flipped. Before the card is flipped, the student will have one warning. The teacher will do the flipping of the cards and they will only be flipped if one of the rules/expectations are broken. If severe behavior occurs, then it's an immediate trip to the office and a parent-teacher conference.

For upper elementary, the students and I will create classroom rules and expectations. This is to give the student's responsibility for their behavior and will make sure they have clear

expectations because they came up with the rules. I will guide my students so that they are choosing rules and expectations that will promote proper classroom behavior and a safe environment. As a final copy, I will sum up the rules and give copies to each student. Finally, I will write these rules and expectations on paper and hang them on the wall for all to see. Each rule will be explained and modeled thoroughly to make sure there is no confusion for what's expected.

It's important to keep my students engaged in the classroom to prevent misbehavior and acting out. I will teach to meet all learning styles such as visual, auditory, and hands-on. Students will also have responsibility and choices throughout lessons to keep them engaged. I will offer more than one way to complete an assignment and let the student's choose. I will also have classroom helpers to let my students know they are an important part of my classroom.

Talking calmly, respectfully, and at a student's level will also help eliminate classroom misbehavior. No one likes to be talked down to or in a rude manner. When I'm addressing a student, I will speak to them with dignity, respect, and as a human being. This way the student will not be embarrassed and want to act out more. It will also show the student that you care.

My classroom management style will create a positive learning environment and will be a corrective one as well. Some students like to misbehave for attention so it is my duty to address the student in way that draws little attention to the matter. The reward system will be used to motivate students to display good behavior and act appropriately.

I feel that it is important for parents to be involved in their children's education. As a teacher, I only have so much time to teach my students. Parents can continue this learning

process outside of school at home. Parent-teacher conferences will be held when convenient for the parent to help students reach more success. Within the conference, I will let parents know their child's strengths, show them what their child has been doing, and what their child could do to be more successful. Together, we can help the student reach his/her's fullest potential.

My classroom will be arranged in pods. This will allow for student interaction and more space within the classroom. Having students in pods will teach students to work together when issues arise and will give them responsibility. Students will be placed in pods with people who are not their "good friends" so that there will be less distractions. Also, the students will make new friends and discover new likes and differences among others.

I want my students to know that I appreciate them and the work they do for me. For good behavior and satisfactory work, I will provide motivational tools for a supportive climate. I will have a treasure chest that students will choose from for good behavior. Stickers and the posting of work will be done to show appreciation as well. It is important for students to feel good about their school work and behavior and this is a great way show that. Everyone needs a little incentive every now and then.

This classroom management plan reflects my beliefs and practices about classroom management that all center around preventing misbehavior in a nonthreatening way. It describes the various beliefs, procedures, and routines that will help me to guide my students' down the correct path of proper behavior. I want my students to be in an environment that is engaging and safe. Students should feel welcomed and apart of my classroom due to a respectful, trusting, and positive classroom environment. This can all be achieved based on the beliefs and practices that I

have discussed throughout my plan. This a living document meaning that it will grow and change with me as I continue on in the education profession.

Parent Letter

November 26, 2007

Dear Parent/Guardian,

My goal is to create the best and most safe learning environment for all students in my classroom. In order for me to accomplish this, I need you and your child's help throughout this school year to make the classroom a safe and fun place to learn.

The purpose of this letter is to help you become familiar with my classroom management style. I will have classroom rules/expectations that list the appropriate way for students to behave in the classroom. A sample of my expectations are attached on the back of this letter. These expectations will vary every year because the students help design it depending on the grade level. Once the expectations are created and set in stone, I plan to send home a copy and post it on the class website as well.

I use a responsibility card system to reinforce student behavior. Each student has a pouch with four colored cards in it. Each new school day the students start over a green card in their pocket. If a student's behavior does not follow the classroom expectations, then I will have to change their card color. The levels of color are listed below.

1. Green card: Great day!!
2. Yellow card: Warning
3. Blue card: Laps at recess
4. Red card: Loss of a privilege, sent to office, and note is sent home

These expectations are put in place to help your child be successful at school and in the classroom. Keeping the lines of communication open is important, so feel free to email or send me a note with any questions, comments, or concerns you might have at anytime. I look forward to working with you and your child this school year!

Sincerely,

Ms Bennett

School Phone number:

Website address:

Code of Conduct

- 1.) I will be respectful
- 2.) Listen when others are talking
- 3.) Be Trustworthy
- 4.) Be Kind to others
- 5.) Follow directions the first time