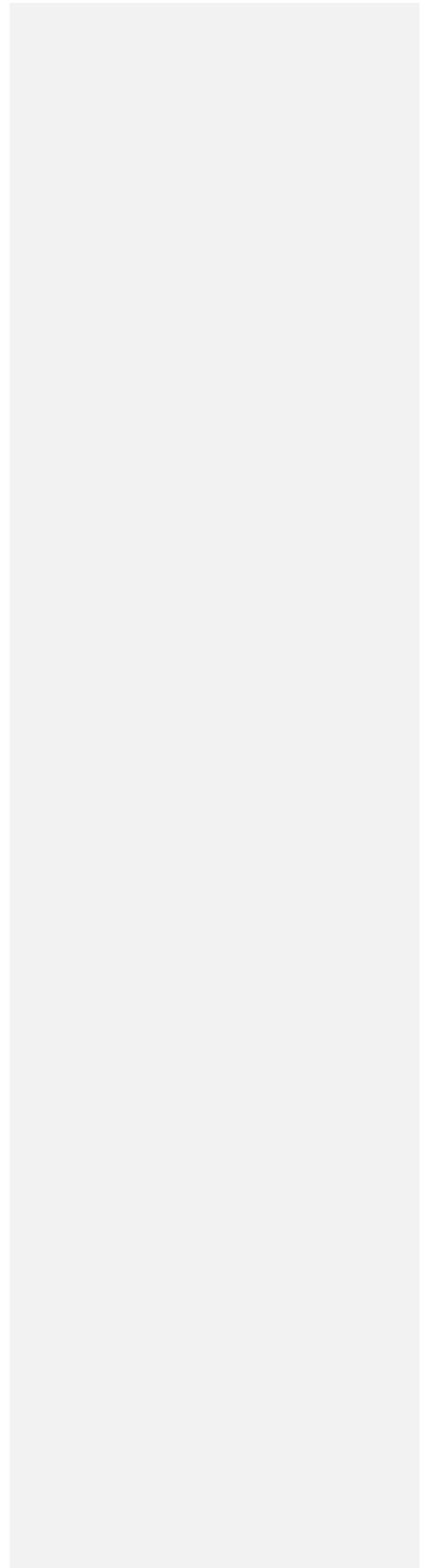


Classroom Management Plan

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Descriptive Statement

Following a behavior management plan is essential to effective teaching. It is my goal to craft a plan that maximizes student participation and deep learning, and that is compatible with my personality and strengths as a teacher. My plan is based on **common sense**, **experience**, and especially the writings of several key theorists in the field of educational psychology. I will combine elements from various theories of behavior into a philosophy of classroom management, including an explanation of the classroom procedures and routines.

Philosophy of Classroom Management

Teachers who successfully manage their classrooms make the task look easy. A visit to a well functioning classroom does not necessarily reveal obvious secrets to proper discipline. But those secrets are in place even if they are invisible to an observer. My overarching “secrets” are to 1) help students learn **self-management** and **intrinsic motivation**, 2) offer real **choices** in order to meet their needs, and 3) strive for **continuous learning**.

With these values in mind, the following ten practices emerge as cornerstones in my conception of the ideal classroom.

- Emphasize logical routines and procedures
- Maintain momentum throughout the day
- Offer quality teaching

- Foster meaningful relationships (among students and between myself and the students)
- Create a democratic learning community that includes technology
- Develop a sense of responsibility in students through collaboration on rules, consequences, and reparation
- Address moral learning
- Disciple with dignity – don't kill motivation
- Catch students being good
- Teach the “one” in the present

I begin laying a foundation for a healthy classroom before my students actually enter the room on the first day of class. Thanks to the contributions of Rosemary and Harry Wong, I know that in order to use instructional time wisely, I must set up routines beginning with the first moments of the school year. Routines are so important that I am willing to dedicate the first two weeks of school to explain, rehearse, and reinforce the ways I expect students to carry out certain jobs and actions. Time invested early more than pays off later. Students feel safe knowing what their teacher expects for many common classroom practices. Teachers spend less time nagging and reminding. Once students can follow routines unconsciously, they have taken the first step on the road to self-management. They can already feel some satisfaction in being able to monitor their adherence to basic routines. With the basics under control, they become more free and motivated to apply their energy to higher order challenges in self-management.

One way I show students how much I value my time with them is the degree of momentum in my lesson plans. After studying Fred Jones, I am convinced that every classroom moment is precious, so I must teach with an urgency that leaves no room for down time. Jones'

Comment [v1]: Good point

time bank idea directly teaches students the value of one moment. His emphasis on sponge activities also communicates the teacher's attitude **that learning never stops**.

Along with not *wasting* time, I believe in *maximizing* my time with students. This is one of Jacob **Kounin's** principal teachings. A teacher who is "**with it**" continually moves the lesson in a productive direction and always engages the students with deep, challenging content. The "Enrichment" portion of a lesson plan (supposedly designed for students of high ability) ought to work its way into the main lesson plan—**active, engaging learning is for everyone**, not just "gifted" students. Children often **rise to the expectations** we place on them. Ideally, students treated this way have no time or inclination to misbehave! The learning is **continuous**, and students begin to realize that *learning* is more intrinsically rewarding than **avoiding learning**.

Learning is a social **venture**. Students will learn more and better if they interact in a healthy manner. **Glasser's choice theory** lists five basic needs, all of which are social in nature. An effective classroom addresses at least the following four needs: **belonging, power, fun, and freedom**. If these needs are ignored or patronized, teachers and students will misunderstand and talk past each other. As students misbehave, I need to diagnose their actual deficiencies and empower them to make fruitful changes. A strong relationship between **myself and each student** helps meet these needs. Students who trust their teacher and who feel befriended by their teacher are more likely to discover that doing quality work helps them feel good and meet their needs. A strong teacher-student relationship does not mean a casual, equal arrangement; like Moorish, I believe that the students are best served when they understand that the teacher is the authority. But a **caring relationship** is necessary. Part of my job is also to nurture positive working relationships among students. A **learning community** cannot function well if students are strangers to one another and if they are overly selfish and competitive.

Comment [v2]: observant

Comment [v3]: each student and myself

In a technology-rich environment, it is even more important to nurture healthy relationships among students. Too often, the benefits of technology are assumed rather than actively courted. Eileen Kahlberg VanWie **emphasizes** that teachers must model strategies for success in a democratic learning community so that technology does not isolate the students, create chaos, or interrupt the learning.

Comment [v4]: past tense

If students are to become lifelong learners, they must move beyond stimulus-response to more intrinsic motivation. They must cultivate a **sense of responsibility**. As a teacher, I lead them in this direction. I recognize that this journey takes more time than I am allowed to spend with them, but I help them develop tools that will serve them well as they discover the fire inside of them. Part of **Glasser's choice theory** calls for a written contract which includes students' input on rules of conduct and discipline. While calling for such student input seems risky, it invites students to buy into the plan. When misbehavior occurs, we would all love for students to show true contrition and express a heartfelt "sorry," but as Michele Borba **point** out, teachers must scaffold this process of fixing behavior through involving students in four steps: **responding** to what happened, **review** how their behavior contradicts the rules, **reflecting** on various points of view, and making **reparation**.

Comment [v5]: past tense

Just as a complete view of learning encompasses the social aspect, it also encompasses the moral aspect. I agree with Borba that I cannot thoroughly teach the standards if I neglect to address the virtues of goodness. Truly great classrooms are not inspired mainly by routines and rules, but by **inner convictions** that students have adopted at a deep level. I embed moral intelligence in my classroom routines, and in preventative, supportive, and corrective discipline, as well as in lessons and assessments. This is **self-management** at its finest.

Another aspect of continuous learning is the goal of disciplining without killing a student's **motivation**. According to **Curwin and Mendler**, advocates for **Discipline with Dignity**, teachers may bring about short-term gains through intimidation, sarcasm, or public humiliation, but the losses are far too costly; such students lose trust in the teacher, and their desire to learn weakens ever further.

In contrast to calling out an off-task student (beyond simple reminders, of course), I believe in **rewarding positive behavior** and attempts to learn. Disciplining with dignity includes the concept of catching the student doing something good. It is recommended that teachers make four positive overtures for every one negative overture toward students, if possible. This ratio necessarily orients teachers to **use a more optimistic lens** when considering their students. Again, when teachers treat students as though they are basically good, students are **empowered** to make **choices** that preserve their freedom and meet their needs.

Students have the capacity to change each day. Yesterday's mistakes should not unduly hamper today's **possibilities**. Hiam **Ginott** emphasized that **learning takes place in the present**, so I do not harp on a student's history and make it harder for him or her to change. If I label students, even just in my own mind, I am limiting their choices and blocking avenues to meet their needs. Similarly, although I teach the entire class, I treat students as individuals and I discipline them as individuals. I **avoid punishing a group for the actions of one or a few** students.

Comment [v6]: this is so important

Conclusion

After studying many theorists and experiencing some personal successes and failures in the classroom, my management plan promises to capitalize on my personality and strengths and drawing out the best in my students. The students will sense their potential to grow as

individuals, and to influence and benefit from the success of the entire class **learning community**.

Besides setting a tone for the learning environment, my philosophy informs even the most mundane management practices. It is essential that ideals are turned into practical approaches, actions, routines, and procedures that happen in the classroom every day.

Procedures and Routines

Below are some routines that students immediately learn to follow. Learning to do these things automatically will free students to focus on more important learning tasks.

1. Beginning of the day — This routine gives students an easy way to start the day in a positive way and begin with momentum, rather than waiting passively to be taught. Students learn to be responsible for their own materials and respect the space and belongings of others.

- Unload school bag and hang it up.
- Turn in homework. (**Teacher establishes** area where homework is stacked.)
- Attendance. (See below.)
- Start seatwork. (**Teacher provides** seatwork at the end of the previous day.)
- Off-task students are reminded by other students in their pod to finish the seatwork promptly.

2. Lining up — This routine invites students to apply moral intelligence and strengthen student relationships. Simple courtesy shows **respect, tolerance, and fairness**.

- Line up quietly in predetermined order.
- No running to the line or butting in line.

- No talking in the hallway.
- Walk down the right-hand side of the hallway. (Teacher walks at the front and expects compliance from front to end of line.)
- Keep hands to yourself.
- Off-task students are asked to rewind and redo behavior according to class procedures.

3. Attendance — Students are responsible for putting themselves in the lunch count, which also records their attendance. Students use simple technology. This is an easy place to catch students being good.

- After unloading bag and before starting seatwork, students drag and drop their name on the smart board from the left to the right side of the document. (Teacher must “reset” the names on the computer each night.)
- One student (this is a rotating job) takes a final count, restates and confirms the count during the morning announcement period, and reports the numbers to the office.
- Off-task students may not receive their desired lunch option, or s/he writes a very short note of apology to the office staff for missing the count.

Comment [v7]: effective 😊

4. Classroom helpers posted on a classroom pocket chart— Students practice joint responsibility. They carry out the roles they helped to design. I offload some of the management to the students so I can teach in a more effective, focused manner. Simple courtesy is rooted in moral intelligence.

- Attendance: One student counts, restates, and reports attendance and lunch numbers to the office.

- Visitors: Two students quietly and briefly greet expected visitors, offer to hang up their coats, and offer them a place to sit. (Teacher notifies students of an expected visitor, such as a college student observing the class.)
- Messenger: Take things to the office or retrieve things from the office
- Telephone (for older students): Answer the phone. Use proper telephone etiquette (e.g., identify oneself, take a message). (Teacher teaches and models etiquette for all students so they are prepared when it is their turn. Correct blunders with patience.)
- Homework: At the end of the day, move names on the classroom roles pocket chart for the next day. Write assignments on the board. Erase previous day's notes.
- Distributing materials: Quietly ensure each student receives needed materials. (Teacher prepares piles of materials the day before.)
- Off-task students may lose their job for the day after one reminder from a fellow student who also has a job for the day.

Comment [v8]: this is an excellent classroom job 😊

Comment [v9]: important to stress approximation of any routine or procedure 😊

5. Cooperative learning — With or without technology, procedures for cooperative learning can strengthen relationships among students. Working with a variety of personalities grows moral intelligence. A democratic learning community thrives on cooperative learning.

- With or without the computer: Have assigned roles (facilitator moves the group along, typist/writer/illustrator, presenter, monitor) that rotate each session. (Teacher ensures technology will work, but also has a backup plan that the students can assist with.)
- Noise level: Students must communicate at a specified noise level. (Teacher preteaches voice levels: whisper, partner, small group, whole class, playground.)

Comment [v10]: important so every student has an opportunity to develop skills needed for each assigned role;

- Off-task students are reined in by cooperative learning **teammates**. Teacher may say, “If you can hear me, raise your hand,” in the acceptable voice level, until group members correct their behavior.

Comment [v11]: effective strategy

6. Communication with Parents — Parents must know that routine communication with the teacher is healthy and not reactive in a negative way (e.g., catch students **being good**). Teachers speak with parents one-on-one in the present, always speaking of the parent’s son or daughter as an individual who has **potential**.

Comment [v12]: good point

- Call or email the student’s home during the first reporting period. (Teacher finds out the best format for communicating with each parent.)
- Keep a two-way dialogue sheet in the student’s take-home folder. The teacher always writes *something* each week, whether giving positive feedback, asking a practical question (e.g., asking a parent to send snacks on a certain date), or indicating a need to work on a problem together.
- Hold a parent **night** early in the year to orient parents to the class discipline system and to expose them to class content.

Comment [v13]: I did mine the night before the first day of school and it was an excellent experience 😊

Implementation of Classroom Management Practices

How are my values, beliefs, and practices manifest in setting up a classroom? I believe in nurturing **self-management** through the scaffolding procedures and **strong relationships** described below. I hope students will gradually lose the need for my constant supervision and policing. Anywhere possible, I will give students **choices** and input in order to meet their needs and ensure an uninterrupted pursuit of their learning goals.

At the beginning of the year, I want students to sense my **respect** for them. They must know at the outset that our classroom is a **safe place for learning** and **making mistakes**. To support this ideal, on the first day of class, my students and I will discuss **expectations**: my needs and their needs. This discussion is one of the best **preventive** actions I can instigate. I plan to tell the students that my needs include having an orderly classroom with interesting displays and classroom arrangements that may change depending on what we are learning and how the students are getting along. I need students to be willing to **care for and help each other**. I need their attention on me when asked, and on their work when it's time to work. I dislike wasting time and materials, bad manners, and voices that are too loud for the situation. I also need students' input and best efforts in participation. After they see that I have definite needs, I will ask for their needs, prompting them with questions such as: What do you want to learn? What do you need from me? How do you know when your group is working well together? What are your responsibilities in the classroom? What do you dislike in the classroom? What should happen when you follow rules? What happens when one person or the whole class breaks a rule? What classroom jobs need to be done?

After gathering the students' input, I immediately (after school) **consolidate their ideas** and mine into three or four statements that will represent our class rules. The next day, I will present these rules on **poster boards**. I will take the first two weeks to **model the rules** and have the students **practice the routines** that naturally grow out of the rules we have chosen together. We will explore and discuss the rules and do some kind of activity (e.g., short video to be replayed periodically and/or presented to the principal) to present them. Although not all schools employ a school-wide behavior plan, I fully support such a system. (As part of my belief in

collaborating with other teachers, I will work informally with fellow teachers even if no such system is officially in place.) My rules will probably coalesce around the following guidelines:

- Be **respectful** (of teachers, visitors, classmates, property, time, space)
- **Be prepared** (know the requirements, do excellent work, complete assigned classroom jobs, participate fully in class, be ready to go beyond class instruction)
- **Be helpful** (to learning teams, to adults, to someone being excluded from full fellowship).

Rules that are based on these guidelines not only facilitate the best possible classroom experience; they instill solid habits that will benefit students in future classes, extra-curricular activities, community service, and the **workplace**.

To ensure the class rules are followed, I will **post** them in a prominent place, along with a classroom jobs chart. As previous mentioned, we will practice the routines that grow out of the rules. I send home a copy of the rules and ask both the students and the parents to sign off on them. The take home paper also includes when someone follows the rules and violates the rules. (This information is also gleaned from our discussion on forming the rules.) When students follow the rules well, I hope they begin to discover that **self-discipline is its own reward**, at least in part. I publically praise a student who is making **good choices** and sometimes hand out a small notecard to “catch them being good.” When the whole class excels, occasionally I ask them to help me choose an appropriate reward (e.g., an especially fun sponge activity, working on a class band project). When students break rules, I follow a three-step *corrective* system that only minimally interrupts learning. First, I give **nonverbal cues**: **stand close** to them or give them a **look that asks them to silently reflect** on whether they are being **respectful, prepared, and helpful**, and to **self-correct**. Next, if the misbehavior continues, I move to verbal prompts and state that a

Comment [v14]: Nothing that would need to be unlearned....effective for life-long learners

Comment [v15]: Yes, I empowered my students with the idea of being in charge of self instead of others being in charge of you...it sounded so grown up to them

Comment [v16]: empowering

rule is being broken. Last, I invite the student to meet with me individually. We then discuss the problem and I ask the student to reflect on how to **fix the problem**, whether that means thinking of a consequence or a personal behavior plan that we can monitor together. If the problem exists *between* students (in a group, for example), I direct them to the posted class rules (from their desks or in the peace corner) and have them recall their support of the rules and call on their commitment to resolve problems in a respectful, helpful way, as modeled. For me to move beyond these steps, students would have to do something egregious or dangerous, in which case I would involve the parents.

Comment [v17]: responsibility

One of the best *supportive* management tools is simply an **engaging lesson** with lots of **momentum and continuous learning**. To remind myself to always use Bloom's higher order thinking and Gardner's multiple intelligences, I put up a poster showing a tree with branches with the various levels. That way, I am less likely to slip into the rut of doing things in the same way and getting the same results. I also provide a **peace corner** where students can go to renew themselves when they feel overwhelmed with stress or anger.

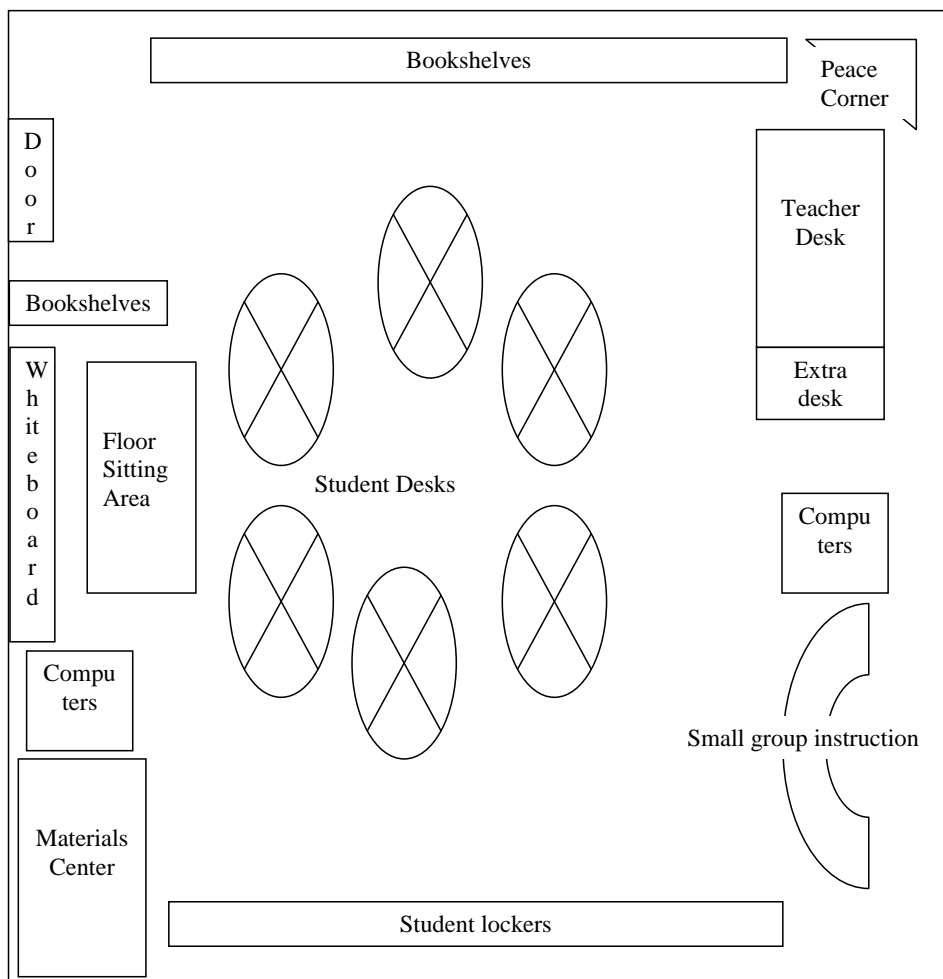
Even when my students *shouldn't* be restless or tempted to break a rule, I need to be attentive enough to notice and acknowledge signs that I am losing them. That might be as simple as asking them to stay with me for a certain number of minutes or activating their self-discipline by reminding them that the respect rule applies even when they are **bored!** Periodically, I ask students for feedback on the class. (The format may be a small group discussion, or a journal entry — whatever complements my teaching in the content areas at the time.) Then I make a point of applying at least part of the feedback and making sure the students realize that I am responding to their choices and their need for freedom and belonging.

Comment [v18]: good point ☺

My belief in establishing strong personal relationships means that I show my interest in their lives through a two-way journal and commenting on their out-of-class accomplishments. By the same token, I decorate the classroom in a way that lets my personality show. I share pictures of myself or artifacts from the days when I was their age. My willingness to keep up with the technology that they are using and incorporate it into the classroom should help them take me a bit more seriously. I hope these practices will build empathy and invite students to trust me and give me their best.

Comment [v19]: so unique and original

Classroom Arrangement



Parent Letter

Dear parent or guardian,

My name is Joanne Case, and I am your child's teacher this year. I have been preparing for an exciting year, and I am glad that your child will be a part of the fun!

To help the year run smoothly, I would like to explain some of the basics in how my classroom functions. Because I recognize each student as a special individual, I believe in empowering each one to make responsible choices and progress as far as possible in one year. For this reason, I invite students to participate in crafting the class rules and consequences. On the first day of class, we will discuss my and the students' expectations. I expect that the rules will center on being respectful, prepared, and helpful. We will talk about how respect and preparation influence even small matters, such as distributing materials or lining up for recess. Once the rules are set, I will print out a written agreement for you and them to sign. This helps students, parents, and teachers work together to create the best learning environment.

Comment [v20]: students' and my

When students follow the rules, they will find that they will have more input on and time for enrichment activities. In addition, when I "catch" students being good, I sometimes give them a small notecard praising them for being a responsible class member. I may also let you know directly the successes I am seeing.

Comment [v21]: delete

When students do not follow the rules, I give them a nonverbal, then a verbal reminder and ask them to reflect on the rules we jointly developed. If a student continues to violate a rule, I speak with him or her privately, and together we decide on a consequence and a follow-up plan. This may include things like writing a letter of apology, losing some (not all) recess time or other privilege, or making a phone call or sending a note home to you.

Usually, however, we will be so busy learning and experimenting that there will be no time to get off task. Students will learn to work independently as well as cooperatively in learning groups based on where they sit for the month. They take turns doing various class jobs. Most of all, we are building friendships and enthusiasm for learning.

I invite you to visit the classroom anytime. I feel privileged to partner with you in your child's growth. Please let me know whenever you have questions or concerns. I look forward to getting to know your child this year!

Sincerely,

Joanne Case
Room 000
School phone number
School email