Classroom Management Plan

Whitney Whitehair

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**Descriptive Statement**

In order to have an effective classroom, the time put into the classroom management must reflect the teacher’s values and beliefs. The purpose of this classroom management plan is to inform you of my beliefs and values in creating a classroom that meets the needs of all learners. My goal as a teacher is to provide a child-centered learning environment in order for every child to excel. I hope this can be accomplished with teamwork from the students, parents, and me the classroom teacher.

**Philosophy of Classroom Management**

**Top Beliefs/Practices**

1. Discipline is necessary in order for learning to take place. Students can be taught desired behaviors. (B.F. Skinner)

   - Skinners discoveries of shaping desired behavior through reinforcement led to behavior modification. He believed that the reinforcing stimuli must be received soon after the behavior occurs. In my classroom management plan, I also believe that the student much be taught discipline in order for learning to take place. It is expected of the student in the management plan to be taught the five desired behaviors of the classroom; Treat others as you wish to be treated, raise your hand, share, be a good listener, and have FUN! In the beginning of the year students should be taught through modeling these desired behaviors and should be enforced throughout the year. Students will be disciplined in order for the learning to take place through the positive and negative behavior charts. Students are rewarded for their good behavior and face consequences for their negative behavior. Along with Skinner, I believe that my discoveries of shaping desired behavior through reinforcement will lead to behavior modification.
2. Every student is responsible for his/her own actions.

- I believe that no matter the age or grade of the student, each student is responsible for his or her own actions. Each action has an equal and opposite reaction and consequence. Students should be rewarded for their positive behavior and should have consequences for their negative behavior. It is expected that all students who enter my classroom take responsibility for his/her own actions so that there is a positive learning environment for all students.

3. A safe, caring classroom environment encourages students to take academic and social risks.

- All students should feel safe in the environment of their classroom. A classroom with this environment will promote higher academic and social needs of all of the students. I believe that the classroom needs to be a stable and consistent environment that a student can always feel comfortable to come to. The environment plays an important role in how the teachers and students interact. If the students feel more comfortable in the classroom, I believe that they will be more confident in their academics. It is my goal as a teacher to make sure that I am a person that they can confide in and seek when they need help in any area of their life. It is my part as a teacher to provide support to my classroom, students, and community.

4. Well-planned lessons enhance classroom management.

- Class time is very important to me. In the little time that we have in the classroom, I feel that it is very important to plan lessons that are going to enhance the learning of the students. I have high expectations for myself as well as my students to plan effectively and manage my time well. It is very important to have a classroom that uses lessons that
enhance the chemistry of the classroom environment. I believe that this way, students are engaged in the academics and learning set aside from the distractions of the behaviors. If students are actively involved and directed away from the negative behaviors, then I feel that the well-planned lesson plans have paid off and the teacher is doing his/her job. With time, well-planned lesson plans will be expected of all teachers in the profession of teaching students.

5. I believe it is important to reinforce the rules and remind the students of what they are required to do in your classroom. (Wong)

- Wong states that it is important for the students to know the rules at all times. I think that this is a very important thing to know as a teacher that you should keep your rules posted somewhere in the room that you can refer the students to look to. I believe that Wong has the good intentions of using the posted rules to help serve as a reminder of what you are expecting of the students in the classroom. I believe that it is a very effective strategy to tell the students to “check rule number ____” so that the student can refer to what they are required to do in your classroom without taking the time for the teacher to explain what rule they weren’t following.

6. Nonverbal language is very important in the classroom. (Jones)

- Jones believes that it is important to utilize our body language, facial expressions, gestures, eye contact, and physical proximity to maintain control. As a teacher I think that these are very important characteristics to have. You must maintain the attention of your students with the least distraction from the whole classroom. It is important for teachers to use a system of nonverbal communication so that the teacher can direct the
attention of the student. Jones believes that nonverbal communication should vary between teachers because not every nonverbal communication language will work for every teacher and for every student. It is important for the teacher to know the students well before they can come up with a nonverbal communication skill that will become effective.

7. Focus on the behavior NOT the student. (Albert)

- Albert believes that the behavior is set aside from the student. The student should be awarded for their positive behavior and not for being a certain kind of student. For example, teachers should say, “Wow I really like the way Karen is sitting so quietly with her hands in her lap.” This promotes the students to want to obtain such a desired behavior acknowledged by the teacher. Students should be rewarded for their positive behavior. Students who are engaging through negative behavior should be directed by saying, “Paul the hurtful words you are using is breaking rule number one.” This way the student knows that the behavior that they are choosing to use is what is causing the problem, not the actual student.

8. Classroom arrangement plays an important role in classroom management. (Jones)

- Jones believes that the classroom arrangement plays an important role in the management of the classroom. I believe that Jones classroom set up does play an important role in the management of the classroom. The teacher must be able to see the entire class so that all behaviors can be monitored. There should be a place for small instruction as well as large instruction so that all types of learners can be accounted for. Jones states that, “The most important feature of room arrangement is not where the furniture goes, but, rather,
where the furniture does not go. The objective of room arrangement is to create walkways. You want to be able to get from any student to any other student with the fewest steps.” This belief of mine is also important so if there is a situation in the classroom, you are able to access the student.

9. I believe children learn from their interactions with peers, the experiences they have in life, and from the connections they have with people at home and school.

- I believe that all students should have a positive experience at school. The people in students’ lives are the ones who make the most impact in their lives. I believe that it is the responsibility of the teacher to encourage peer interaction and group work in the classroom to promote connections with their academics. As a teacher, it is my job to make the connection between the students and parents communication strong. In order to have a positive classroom environment, the students must be engaged with their experiences inside and outside of the classroom.

10. I believe that the “moral code” of a student is based on one’s empathy, conscience, self-control, respect, and kindness. (Borba)

- It is very important according to Borba to urge teachers to develop a caring relationship with students. This can be done through providing meaningful activities that will develop students’ positive viewpoints of others. Teachers must set clear classroom expectations based on the teacher’s core moral beliefs. If the teacher uses meaningful moral dilemmas presented in context, then it will encourage students to become their own “internal motivators.” Borba believes that we should discuss, model, and teach the differences
between respect and disrespect. I believe that it will help the students along with Borba’s beliefs to emphasize and expect good manners and courtesy.

Procedures & Routines

Teaching Rules

Explain to the students why rules are needed and teach the specific rules. After you have explained the procedures and routines, check for understanding. The teacher’s role is to explain to the students how he/she will reward students who follow rules and that there are corrective actions to be made. It is also the teacher’s role to show and model to the students how to correct their actions and finally check for overall understanding. The student’s role is to make sure that they understand the rules by asking questions and abiding by the rules throughout the year.

Morning Routine (Beginning of the day)

Students will enter the room in the morning by giving the teacher one of the following: handshake, hug, or high five. I believe that it is very important for the teacher to welcome the students to the classroom in the morning. Teachers can tell a lot about a student’s night or morning from the way that they come into the classroom if it is different than usual. Next I would expect the students to put all of their book bags, coats, etc. into their designated locations. Once they have put everything away, I would expect the students to place their name tag on which item they want for lunch and to take a pencil from the “sharpened basket.” Once they have ordered their lunch and obtained a pencil, the students would be expected to get out their daily journals and start writing about the topic or question on the board. Students will continue to write in their journals until the morning announcements came on. After the morning announcements, the students would then put their journals away, and be expected to be ready for
the teacher to tell them the daily schedule for the day. The role of the teacher is to post the
schedule of the day will be on the chalkboard through words or pictures depending on the grade
level of the students.

**Attendance**

Attendance will be taken by the classroom teacher by looking at names being moved on
the lunch menu. The students whose name is not moved will be assumed to be counted absent.
The number of students that are present in the classroom will be posted on the attendance board.
This will allow the teacher to know how many students are present in the classroom. The
classroom teacher will be able to glance at the number of students present for head counts during
fire/tornado/emergency drills. It is very important to know how many students you have at all
times. It is the role of the student to move their name in the morning upon entering the room.

Students absent for the day will have a “RED” construction paper folder on their desk.
The folder will be used to signal to the teacher that a student is absent. Papers passed out that
day will be placed in the folder for the student to make up when they return. If parents call in to
pick up the child’s homework, it will already be ready to go. It is the parent’s role to keep
updated on notes sent home from the teacher and the school. It is the expectation of the student
to make up any homework missed from days of absence.

**Pencil Sharpening**

Students will be provided with two boxes at a set location near but not on the teacher’s
desk. One box will be labeled “sharpened” the other will be labeled “to be sharpened.” Once a
student needs a sharpened pencil, they will go quietly and will remove one from the “sharpened”
box. If a student has a pencil that needs to be sharpened, they will place it in the “to be
sharpened” box at that time as well. The teacher or student who is assigned the “pencil
sharpening” job will be in charge of sharpening pencils at the beginning of the day. This will eliminate all students from getting up and sharpening their pencils constantly when the teacher is trying to talk. Students will be allowed to “trade” pencils if they have one to trade with and can “trade” anytime without asking the teacher. It will be the teacher’s role to make sure that all pencils are sharpened and returned at the beginning and end of the day. The teacher’s role will also be to make sure there are enough pencils to be supplied to the students.

**Classroom Helpers**

Each week, it is the teacher’s role to choose and post the boy and girl line leader. This will be done alphabetically according to their first names and will stay consistent for that whole week. Once all of the boys and girls names have taken their turn, the names will repeat starting at the beginning of the alphabet. It is the student’s role to know who the line leaders are for that week and it is the responsibility of that line leader to “lead” the lines anytime the class leaves the classroom. It is important for students to have this responsibility and sense of being a leader. It will also help the students learn the importance of taking turns. It is expected that all students follow these classroom line leader rules, or else the student will lose their “job” for the rest of that day. The student will be able to redeem their role the next day at the teacher’s discretion.

**Transition to Specials**

Students will be taught how to line up near the door in lines of boys and girls. It is the role of the teacher to model how the students should keep their hands behind their back, how their feet should be walking, and their mouths should be closed when walking down the hallway. Any student who does not follow the transition rules will be asked to go back to the classroom and return to the hallway as they are required to. Students are expected to model these expectations at all times when leaving the classroom.
**Dismissal**

After the last activity, the students will be directed by the teacher to pack up their belongings. It will be the teacher’s role to remind students of things that need to be taken home and reminded of which items need to be brought back. This is also the time for the teacher to pass back any important papers from the classroom or school office. It is the student’s role and expectations to pack up all needed materials and to meet the teacher at the door for closing announcements before school is dismissed. Once all of the students have packed up their belongings and are lined up at the door, the teacher will make final special school announcements for bus riders and parent pick up. It is the responsibility of the student to listen and be quiet during this time so that all announcements can be heard. The teacher’s ending role will be to dismiss students to their final destinations; practices, bus, parent pick-up.

**Implementation of Classroom Management Practices**

**Classroom rules/Expectations**

1. Treat others as you wish to be treated
2. Raise your hand
3. Share
4. Be a good listener
5. Have FUN!

*These rules have been adapted by me, the teacher through many observations in classroom. I have found these to be the most successful*

**Positive Behavior (Preventative)**

*This positive behavior plan was created to prevent unwanted behaviors in the classroom by rewarding those who are modeling good behavior so that the other students follow as an*
example. The teacher rewards the students modeling positive behavior with a sticker in which the student places on his/her cubby chart.

I am a firm believer that rewarding positive behavior goes a long way with young children. Each child has a “Caught Doing Good” chart in his/her cubby. Each time a child gets “caught” doing something positive, he/she will receive a sticker for the chart. When the chart is full, the student gets to choose a prize from the prize tub and start a brand new chart. (We can always use toys that have been previously loved if you have some to spare for our prize tub!)

**Negative Behavior (Supportive)**

This negative behavior plan was created to support unwanted behaviors in the classroom by having a student move a [lock] pin clip each time they break a classroom rule. The teacher will be the one to ask the student to move the clip. The consequence will be assigned in support of moving the clip. Having a student move a clip is set as a goal to support the attention of the behavior so that the student is reminded of their behavior.

Each time a child chooses not to follow the rules, he/she will have to move a clip on our behavior chart. The consequence will only be paid on the day of the negative behavior. Every Friday, all children that have not moved a clip will receive a sticker for the “Caught Doing Good” chart. Students will be given a fresh start each week.

**Corrective**

This is used for corrective behavior so that the consequences correct the behavior through the loss of incentives and privileges in the classroom. The consequences are set by the teacher so that the students want to correct their behavior for the next time. The teacher will be the one monitoring the consequences for amount of play time and will be responsible for a note/call.
home. For consequences 4 and 5, they are set high so that the students correct their behavior before having to seek the highest consequence.

Consequences for negative behavior are as follows:

1. Warning
2. Lose 5 minutes of play time
3. Lose 10 minutes of play time
4. Lose all of play time
5. Note/Call home

Conclusion Descriptive Statement

Overall, this classroom management plan is just the skeleton of the vast and exciting classroom environment I wish to have. There are many responsibilities for the teacher, student, and parents to overcome, but I believe that with these goals set, anything is possible! I look forward to giving my classroom one hundred percent effort at all times and will go to all ends to meet the needs of all of my learners. Even though I have high expectations, I believe that my students have the ability to achieve very high. This plan will help guide me throughout my adventures in teaching and will improve the community of my classroom throughout more experiences.
Dear Parent/Guardian,

Hello! My name is Whitney Whitehair. This is my first year of teaching. I am looking forward to all of the new and exciting things that this year will have to offer.

In the classroom, goal setting and teamwork are very important to me. My goal this year is to provide a child-centered learning environment in order for every child to excel. I hope this can be accomplished with teamwork from you as a parent, your child, and me.

I am looking forward to getting to know you and your child. If you have any questions or comments, feel free to contact me at any time.

Thank you,

Whitney Whitehair

Whitney Whitehair

wfwhitehair@spartans.manchester.edu
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Dear Parent/Guardian: My goal is to work with you and your student to ensure their success in the classroom. After reading the attached parent letter, please sign and return this Parent Acknowledgement by _________________.

Looking forward to a great year!

Miss Whitehair

Student’s Name (print) ________________________________

Student Signature/Date ________________________________

Parent/Guardian Signature/Date ________________________________
Miss Whitehair's Classroom Set-up

- Small group instruction tables
- Tray for all work
- Teacher Desk
- Projector
- Chalkboard
- Large group instruction pods
- Computers
- Book Shelves
- Cubbies
- Girls Line
- Boys Line
- Overhead
- Pencil cans
- Line leaders
- GIRLS LINE
- CHALKBOARD
Resources


