Classroom Management Plan

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**Descriptive Statement:**

My belief is that teachers are the sole foundation of any successful society. What a child takes from one classroom can affect how they prosper in the future. As a teacher, I believe I should give the children knowledge that they can run with and discover many other things in life. To have a successful classroom, any teacher needs to have a firm grasp on how they are going to manage the classroom. Communication problems, misbehavior, and overloads of papers can interrupt a teacher from having the ideal classroom they want to achieve. This classroom management plan lays out how I plan to manage my classroom. It has my philosophy, beliefs as a teacher, and how I plan to implement different rules and procedures.

**Philosophy of Classroom Management:**

My philosophy is based on that every child deserves the best from my classroom. I need to set high expectations for myself to develop a classroom where all children can learn. Every child should be provided the opportunity to shine. I believe teaching is a very important role in society. As teachers, we develop the people who will later run the society we live in. Modeling is key in the classroom. As a teacher, I need to show the students how to develop responsibility and become a well-rounded citizen. I am not responsible for just teaching the academic standards. I should incorporate citizenship and different life skills into my classroom. These skills are important for every child to become successful in what they want to do. I also believe that all students learn in different ways. My classroom will be a place where students can become engaged in learning and discovering new things. As a teacher, I will not give up on any student. Every child can be reached. I will use misbehavior as a time for a child to learn how to control their actions and better understand how to handle different situations. Learning is best done through experience.

My philosophy has developed over the time I spent studying at Manchester College. I have studied different theorists and have had many opportunities to experience the classroom. I have seen what can work and what does not work in different situations. I also had many opportunities to develop professionally through many different workshops. These years helped me develop my classroom management plan.

**Classroom Behavior Management “Top 10 Beliefs”**

1. **I believe that teachers are responsible to provide well-crafted lessons that engage all students in learning.**

A classroom should be an engaging environment for a student to have fun learning. Alfie Kohn explains that the reason for misbehavior is because the students are not engaged in their learning. All lessons should keep the attention of every student until it is time to move to the next activity. The teacher should have the day well-planned so the students do not have enough down time to misbehave. This time should not be spent doing busy work. The lessons have to be interesting to the students so the teacher is able to keep the students attention. A teacher can also keep the attention of his/her students by changing the way the lessons are presented. The class should have a variety of different activities. Children can become bored if they have to do the same work every day.

I will work hard in my classroom to provide my students with engaging lessons that will keep their attention. This does not only help with many behavior problems but it helps foster the education of the students. Children like to explore the world around them. Through hands-on activities and engaging activities, I believe students will comprehend and process new information easier.

1. **Students should feel welcome and safe while at school, therefore, a classroom should be a safe and inviting environment for all students.**

Linda Albert says that a classroom should be safe and inviting for all students to create a sense of community. I agree with her thoughts. All students should feel welcome in their classrooms. A safe classroom is required for the students to stay safe and unharmed. A positive environment is an important element in education. When a child feels threatened by their environment they will not feel comfortable to explore the many options they have to learn. A sense of security in a child’s self-concept is also important to the classroom. Behavior problems can occur if a child does not feel secure around the other students in the class.

My classroom will have a positive environment. The students will be encouraged to help each other when someone is struggling. I will introduce the concept of; “If someone is falling, be there to pick them up.” Every child, and even adults, has times where they struggle. In my classroom, the students will be kind and encouraging to all others.

1. **A teacher should implement discipline while saving a student’s self-esteem and dignity.**

According to Curwin and Mendler, discipline should not be used to punish a student. A teacher should implement positive consequences rather than punishments. A child is as school to learn, not only the academic standards, but different life skills. When disciplining a student, a teacher should not yell or embarrass a student in front of the rest of the class. This causes the self-esteem of a student to dwindle. A teacher should be a positive reinforcement on the students. Instead of yelling at a student for a misbehavior, conference in a calm manner with the students and explain why their choice was not a good one. Some children may not understand why they are being yelled at if a teacher does not explain their actions to them.

I do not believe yelling at students for misbehavior is an effective way to discipline a child. Yelling interrupts a positive classroom environment and can affect the other children in the classroom as well. Yelling and embarrassment takes the dignity from the child, and some may not think they are worth it any more. When a teacher calming explains to the child in a conference about their misbehavior, the child will still understand that the teacher cares about them and their feelings. Conferencing with a student will not interrupt the rest of the class.

1. **A teacher should use all events of misbehavior as an opportunity to teach a child that there are consequences for their decisions.**

Children are in school to learn about how to become successful adults later in life. A teacher is not there just to teach the children academics, but to teach them about life. Linda Albert explains that misbehavior should be used to teach a child why their actions are not appropriate. There are reasons behind every rule and procedure that is implemented in a classroom. A child should be aware of these rules and procedures, and the reason why they must follow them. “Because I said so” is a famous answer by parents and teachers for questions that children ask. This should not be the reason for rules and procedures. When a child misbehaves, the teacher should use the moment to clarify the reasons for the rules. All children want to know why. If they do not know the reason why a rule is in place, they will test it. This is how children learn, through experience and exploration. Everyone makes mistakes and learns from them. Misbehavior in the classroom can be learned from too.

1. **I believe a teacher should encourage, praise, and give all children the time to shine.**

While learning in school, every child will become frustrated or discouraged at some point. A teacher should be there to help encourage that student so they do not give up. Everybody needs encouragement to get through something, even kids. I also believe that children need to be praised for their accomplishments. When a child works hard and achieves a goal, give them some form of praise for their efforts. Praise is a good thing to have in a classroom. Every child should also have the time to shine. When a teacher does not give up on any student, there will be a time when all children complete a difficult task. Give the students their moment of shine and praise them for a job well done. I believe it helps a student’s self-esteem when they receive praise from a teacher. Skinner’s “token economy” is ideal for my classroom. My students will have cups of coins that they earn throughout the day. These coins will be used every month during a store day to allow the students to buy prizes.

Although I believe praise is essential for a student’s success, it can also have bad consequences. If a child is praised constantly, they will begin to expect it throughout life. They will not always receive praise for something they done. A teacher needs to be careful when praising students. Do not do it so often that the students begin to expect it every time they have done something well. In my classroom, I will hand out praise. I will not do it every time a child does well. I plan to spread it out throughout the classroom with each child. When another child sees a classmate getting praised for something they have done well, that child may try harder to achieve a goal wanting the praise from the teacher. This can cause every student to try their best.

1. **A teacher should provide the students with choices about the classroom rules and procedures to promote responsibility within each child.**

Responsibility is a skill that is developed over time. A teacher needs to teach his/her students how to become responsible citizens. During the first few days of school, the teacher needs to establish the rules, procedures, and expectations of the students. I believe in allowing the students help the teacher develop the rules and procedures of the classroom. Allowing the students to do this gives them the responsibility and choice of how they should act during school. The rules also become more personal to the students if they have a choice in what they are.

I believe if the rules are more personal to the students, there will be less misbehavior in the classroom. All the students know what is expected of them and how to behave because they helped with the decision. I also believe that the students should have say in what the consequences are for breaking a rule. My classroom will have all the rules, procedures, and consequences placed in an accessible place in the classroom. When a student does not remember a rule or procedure, they are able to look it up before making a decision.

1. **In the event of misbehavior, the teacher should give a reminder to the student of the rules or procedures, then give a warning if the misbehavior continues to occur, and if it is still occurring, then give the appropriate consequence.**

I believe that all students are going to make mistakes. A teacher should offer them chances to fix their misbehavior before implementing a consequence. Canter and Canter have developed a “broken record” technique in dealing with misbehavior. Give the student the command of what they need to do. When they do not comply with what you ask of them, repeat the command again. On the third request, offer the student choices about their behavior. Tell them they can either do what you ask, or a consequence will be implemented. Repeat the rules to the student in a positive manner so they know what is expected of them.

A child’s curiosity can sometimes get them into trouble. While a teacher is trying to teach a lesson, a student’s attention can be elsewhere that is more interesting to them. They need a warning before getting into trouble. Curiosity is a part of life and it is how children learn. Giving a student three chances to correct his/her behavior allows the classroom to be more of a positive environment for the students to learn in.

1. **I believe the teacher should hold classroom meetings for important classroom decisions to promote teamwork and community among the students.**

To create a safe and welcoming environment in your classroom, the students need to comfortable with each other and be willing to help each other. All the students should work together as a class to solve classroom problems. I believe in holding classroom meetings for the students to discuss major decisions and/or problems in the classroom. These meetings will promote teamwork as a class and a sense of community among each of the students.

When having a class meeting, the teacher will address what the meeting is about and then step aside. My class will have a talking stick and nobody is allowed to talk unless they have the stick. After the teacher steps aside, the students lead the discussion. They will talk among each other to help solve the problem. They will work together in a community to solve the important issues that face their class. The teacher will listen attentively as the students work together and give ideas when needed.

1. **I believe the students should have rewards or preferred activities for excellent behavior.**

I believe students should be awarded for excellent behavior and hard work in the classroom. Many theorists would disagree with this. Fred Jones has the idea of Preferred Activity Time in is “Discipline Through Active Student Involvement Theory.” The students can earn time throughout the week to do a preferred activity of their choice. Many students do not have the motivation to do their best for the satisfaction of completion. They need to be pushed and given a goal to reach that is materialistic.

I also believe that rewards and PAT can be abused if used too much. In my classroom the PAT will be earned over a span of one or two weeks. The students will not receive an award for every good thing they have done. The students will have to work hard and not have any discipline problems over a period of time. Many theorists disagree with this because it teaches the children to expect a reward for everything good thing they do throughout life and that does not happen. I believe that young students need the materialistic reward for encouragement and praise for their hard work. As the students get older, they will begin to understand the inner satisfaction of hard work and achieving their goals. Teachers should be able to teach students over time to accept this inner satisfaction rather than the materialistic reward of candy or PAT.

1. **I believe a teacher’s body language is important to manage classroom behavior. A teacher should model appropriate behavior for his/her students.**

All teachers should model to their students what behavior is expected from them. Fred Jones believes that all behavior problems can be controlled through a teacher’s body language. Body carriage, facial expressions, and eye contact are all important for a teacher to develop and use. When used properly, it can minimize the behavior issues in the classroom. A teacher should also use physical proximity. Walk up to the student who is misbehaving and stand next to look. Give them direct eye contact so they know that what they are doing is unacceptable.

I believe physical proximity is very important for classroom teachers. Not only can it help prevent behavior issues, but it allows the teacher to monitor the work being done by the students. The teacher is able to observe the different skills that the students have. When a teacher walks around the classroom, the children are aware of it. They are more unlikely to try and misbehave because the teacher will see them.

**Misbehavior**

1. **Preventive**

To prevent misbehavior, the rules and procedures will be displayed on the board for all the students to see. The students will be reminded about the rules periodically to prevent them from forgetting. As a teacher, I will use proximity control to prevent misbehavior from happening. As I teach, or the students work, I will walk around the classroom to keep an eye on all students. If I see a student begin to misbehave, I will walk toward the area to keep it under control. Another prevention strategy that I will use is to keep the students engaged in activities. Do not allow the students to have any down time. The more time they have unengaged, the more time they have to misbehave. I believe keeping children engaged in activities will prevent many misbehaviors from starting.

1. **Supportive**

Instructional strategies are key to preventing the misbehaviors in the classroom. The teacher can minimize the different behaviors through key instruction. I plan to provide engaging lessons to keep the children on task and busy. Keeping the students engaged will minimize the misbehaviors and maximize the learning. The students will never become bored in the classroom. The students will all have a container with five sticks on their desk. When I see a student misbehave after they have been given a warning, I will take a stick out of their cup.

To motivate the students, I will create cups that the students can place coins in that they earn. To earn the coins, they will turn in their homework folder on time with all their homework, go through the day without having a stick taken away, or doing a good deed within the classroom. The coins will be distributed one penny at a time. When the student receives five pennies in their cup, they will have to exchange the five coins for a nickel. They will do the same for dimes and quarters. At the end of every month, the class will have a store day. The students will be able to count their money and use it to buy different prizes.

1. **Corrective**

Mild and moderate misbehaviors will be corrected by using the sticks on the students’ desks. After a warning, if the misbehavior continues, I will take a stick out of their container. The students start out with five sticks. When they only have three sticks left, I will have a conference with the student to discuss their behavior. I will explain that if they continue, I will have to call their parents. When a student only has two sticks left, I will call their parents at the end of the day and explain what is happening in the classroom. If a student ends up with only one stick left in their container, I will take five cents out of their jar. The student will be aware of this consequence before it happens. In the event of a student having all their sticks taken away, they will not be able to participate in the store day at the end of the month.

When a student has become disruptive in the classroom and is interrupting the teaching and learning, they will be asked to leave the room. I will have them walk to the office and sit there. The principal will be aware that the student is coming to the office and I will let him/her give the consequences. When I am able to make it to the office, I will bring the student work to do and explain why the misbehavior sent them to the office.

**Classroom Rules and Consequences**

Classroom rules are important for a teacher to manage his/her classroom. The rules need to be important, stated in a positive way, and keep the students safe. All my rules will be developed around three basic principles; be safe, be responsible, and be respectful. On the first day of school, I will ask my students what these three things mean. I will have them ponder about what some specific rules would be that follow under each category. The students will then give specific rules that needed to be followed to achieve the three basic principles. These will be written on the board and then I would type them onto a poster to display in the classroom. The students will also be given choices of consequences for each rule. I would make a list of different possibilities and allow the students to choose what consequence would be appropriate if the rule is broken. To keep a positive classroom environment, the consequences would not be posted for the children to see in the classroom. I have them decide the consequences so they are aware of what would happen if they broke a rule.

At the beginning of the school year, I will send a letter home to the parents discussing the classroom rules. I would explain that all the rules are derived from the three basic principles of be safe, be responsible, and be respectful. I would also explain that the students came up with specific rules the help define what these three principles means. In the letter, I would provide a list of the rules the students came up with and the possible consequences. To communicate my rules to co-teachers and administrators, I would provide an outline of what the children decided. I would explain that the students were actively involved in making the rules with guidelines. This outline would be given to my co-teachers and administrators. There will also be a copy kept in an accessible place on my desk for them to find quickly if needed.

I decided to allow the students to make the rules so they feel important in the classroom. I like the constructivist approach to teaching. My classroom will be very student-centered, allowing the students to discover things with only guidance from me. To develop this classroom environment, I start with the rules. I gave them three guidelines and they made the classroom rules. These rules become more personal and well understood by all the students.

**Procedures**

Along with rules, procedures are important to manage a classroom. Procedures are sets of instructions that are used to perform a specific task. A teacher needs to implement good procedures in order for his/her classroom to run smoothly with the least amount of interruption. Procedures are made so the students know what to expect and how to manage their behavior during certain activities. The following are different procedures I would implement in my classroom for different tasks.

1. **Late Work**

I do not consider late work to be a situation to discipline a child. If a child turns in their work late, I will discuss with the student the reason why. This would be considered their warning for late work. I would explain to them that turning in their work late is unacceptable. They need to have the responsibility to turn it in on time like the rest of their classmates. If the problem of late work continues, I will contact the parents of the student. I will let them know what has been happening to make sure they are aware of the situation and explain that consequences will have to be taken into consideration if it keeps up. The consequences would include, staying in at recess to finish the work or the child’s grade will begin to decline.

If the behavior continues after the parents are contacted, the student will have to stay in for part of their recess to finish his/her work. I will not take away a whole recess from a child. Children need the break from the classroom to regain their focus. If taking away recess does not fix the problem, I will then start to take away points from the student’s grade. I will let the student know what is happening so they are aware of it. I want to give the students several chances to fix a problem before it begins to negatively affect them in school.

1. **Absentees (missed work)**

Every student will have a homework folder that will be sent home on Monday. In the folder there will be the homework for the whole week. The students are responsible to take the folder home every night and bring it back to school every day. I will do this so the students have plenty of time to complete the homework that is assigned. They will turn it in every Monday with the completed homework and I will send home the new homework. Children are more active in social events outside of school. I believe this is important for the growth of a child. I do not want to take up the time for a child to be a child with homework. If a student is absent one day, they will already have the homework for the day. All the homework will complement what is being taught in class.

Every day there will be set aside a time at the end of the day to complete projects or homework. This time will be right before dismissal to go home. The students who missed work in class because of being absent will be able to complete the work at this time. Giving the time in the classroom to complete this allows the students to have the teacher there to help them if they need it. I also provide this time so the absent students are not overloaded with work to do at home.

1. **Grading**

I value all the work that the students do and I believe that each and every student should have the opportunity to earn and A. All the work that is turned in will be for a grade. Depending on the task completed, will depend on how many points will be awarded for the assignment. The homework and the tests will have the same weight in the grading. Most tests will be awarded more points than any homework, but there will be more homework assignments than tests. I do not want my students to stress over the different tests. I want to know what they have learned during class, not what they crammed the night before while studying. I believe if the tests and homework have the same weight, the students would be less likely to cram the night before and I would know what they have learned during class.

The grades will be put into a grade book and on the computer. I want to have them in two different places, so if I need access to the grades, I will have the access. The grading scale will be based on this scale…

100 = A+ 74-76 = C

96-99 = A 70-73 = C-

90-95 = A- 67-69 = D+

87-89 = B+ 64-66 = D

84-86 = B 60-65 = D-

80-83 = B- 59 and below = F

77-79 = C+

1. **Beginning of class/school day**

Everyday the students will come into the classroom and take out everything of their backpacks and put them away. They will take out their agenda notebooks and copy the agenda from the board. After that, they will get the morning work out of their group’s basket to complete. The first half hour of the day is spent completing the morning work. There will be a designated group every morning that will put the morning work on the board to discuss with the class. Once the morning work is completed and I have checked every student’s agenda, the class will take a restroom break together. When we return to the classroom we will begin the day.

I will do morning work every morning to get the student into the mode of school. Many children are not reading to start learning as soon as they come in the door. Get them motivated to learn and in school mode before beginning.

1. **Getting attention/signaling for quiet**

Getting attention in the classroom is never easy. In my classroom, my students will always be engaged in an activity to keep them from creating behavior problems. In my classroom, I will have a bell to ring to get the attention of my students. On the first day of class, the students will be made aware of this bell and what it signifies. The first couple of days, I will use the bell as much as I can so the students have the chance to get used to the idea. This bell will also be used to quiet down the class if an activity begins to become out of hand.

The bell will not be used to signal for quiet. I will simply raise my hand in the air letting the students know that I need it quiet so I can say something. This simple gesture can also be used in the hallway if the students begin to be too loud. This gesture will also be introduced to the class on the first day of school. Just like the bell, it will be used often to allow the students to get used to being quiet when my hand is raised.

1. **Using the bathroom**

Bathroom breaks will be taken as a class. I will provide many opportunities for the class to have a break to use the restroom. There will be no trips to the restroom during class, unless it is an emergency. As a teacher, I am responsible for what happens to my students during the school day. When a student needs to use the restroom, there should be some form of supervision. Many accidents can happen within a restroom. When my class goes to the restroom all at the same time, I am able to be there in case of a problem.

This also provides the students to learn responsibility. They will have to learn how to manage their time. If they do not take the opportunity to use the restroom when it is provided to them, they will have to wait until the next restroom break. My class will take the restroom breaks at the same time every day. The students will know when the breaks are.

I will also assign a bathroom monitor for the girls and the boys. The bathroom monitor will be in charge of watching the bathroom area so I am able to monitor the hallway. I will choose a bathroom monitor every week. This person will make sure other classmates are not messing around in the restroom. They will report to me after every restroom break.

1. **Transition to “specials”, lunch, recess, etc.**

Transition will begin five minutes before leaving the classroom. All the groups are responsible for putting all the materials away and cleaning up their area around them. Once the group is done cleaning, they must sit quietly in their seats to be dismissed. I will call on groups one by one to line up at the door. When they get to the line, they will line up alphabetically to leave the classroom.

While in the hallway, there will be no talking. If the students begin to talk, they will be instructed to go back to the room and try to walk through the hallway again. It will be the student’s responsibility to arrive at their designation on time.

**C:\Program Files\Microsoft Office\MEDIA\CAGCAT10\j0217698.wmfNovember 19, 2008**

**Dear Parent or Guardian,**

**I am so excited for this new school year. I look forward to having a very successful year and working with your child. I wanted to write a letter to explain some of the procedures in our classroom to help us have a positive learning experience this year.**

**In our class, I want to put a special emphasis on teamwork and community. To show this, on the first day of school I had the students write the rules of the classroom. These rules were based on 3 principles;**

1. **Be Safe**
2. **Be Responsible**
3. **Be Respectful**

**In order to write the rules for the classroom, the students had to understand what each of the 3 principles meant. Ask your student to explain to you what they mean.**

**As a teacher, I want to provide your child with a fun and engaging classroom. In order to do this, I need your help. Every Friday I will send a slip of paper home with your child. I will make is my responsibility to write something about your child for every day. I will let you know how your child is getting along in the classroom. I ask that these papers get signed by you and sent back to school with your child. I am a strong believer of parent involvement in a child’s success.**

**I know this year will be fabulous and we will have fun! I want to thank you for all of your support you give to your child. Please feel free to contact me anytime with any thoughts or concerns. You, as a parent, are just as important to me as your child. Once again, I am excited for and fun and adventurous year and I hope you are too!**

**Sincerely,**

**Miss Myers**

**Email:**

**Phone:**

**Please sign below and have your child return the slip back to me by Friday.**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Name of Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Parent/Guardian Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**