

Classroom Management Plan

EDUC 360

Jay Sheets

22 November 2010

Descriptive Statement

Throughout this document you will be reading about my classroom management plan. In this plan you will discover my current theories and procedures that are going to be implemented into my classroom. Building my own philosophy addressing how I will to manage my class has been developed through the research of different theorists and information provided by presentations in our behavior management class.

Philosophy of Classroom Management

Over the course of this class, we have begun to learn about different theorist theories to implement in our classroom. They all have helped mold my development of my own philosophy when it comes to creating a classroom management plan. Through my personal beliefs and the theories I have learned about, as a teacher my students will develop a sense of respect, responsibility, and motivation, not only in their school work, but to have these characteristics for life. The three theorists that I will use to develop my classroom management philosophy are Ronald Morrish, Fred Jones, and Harry & Rosemary Wong.

Philosophy of The Classroom: “My Top Ten”

1. Teachers need to use technology to engage their students

- a. According to VanWie, a couple effective practices to help enrich students engagement in learning is using Technology-Rich Environments (TRE) and Democratic Learning Communities (DLC). This helps teachers involve technology to help facilitate students learning. I agree with VanWie because I too love to utilize the resources that our ever-growing advancements on technology have to offer. With TRE's, classrooms utilize digital technology to engage students in

critical and creative thinking, communication, and networking. This allows not only the students, but also teachers as well to access information easier and is better with time management. Different ideas teacher can utilize are interactive whiteboards, computers, blogs, and cell phones. These all can help students in a variety of ways, not only learning about how to use new technology advancements, but to be engaged and excited about what they are learning. If teachers utilize technology the right way it can be extremely effective, but if they do not know how to properly use it, then it may cause problems for the class. As far as using DLC's, I think this is also good because it involves groups of people who work together to promote meaningful learning for students. This is something that will be implemented with my future classroom because it will provide collaborative opportunities for students to become involved in projects they find interesting.

2. Students need to receive encouragement

- a. Students often times respond best when they are receiving encouragement from fellow classmates and teachers. According to Marvin Marshall, classroom discipline is established and maintained by increasing student's personal level of responsibility or their internal motivation to do the right thing. Good teachers know that their students will work better with self-control and responsibility, if they find school satisfying. Students do not enjoy coming to school if they have a teacher who speaks in a monotone voice and does not show excitement for what he or she is teaching. That is why this is so important to me because of how

I can relate to the student who had that teacher. It is boring coming to school and sitting there all day when the teacher does not show excitement towards his or her students. Students need to feel that passion from the teacher and then that passion will run off into the students and help them develop a stronger desire to learn the content being taught. If students begin to misbehave teaching this content, teachers should intervene by using authority without punishment and the power of choice. Provide the students with two or three different choices they can choose from for acceptable options for their behavior.

3. Students need the opportunity to have interactions with peers

- a. Allowing social interaction between students and their peers in the classroom is extremely crucial not only for academic success, but also to better social skills. From observing in the classroom at local elementary schools, all the teachers emphasize how much students learn from each other. When teachers allow their students to teach one another they seem to channel in more than what they normally would when the teacher teaches a lesson. Groups that students work in while at school are often called cooperative learning groups. The Wongs suggest that you call your cooperative groups, support groups, with each member of the group known as a support buddy. Ineffective teachers divide students into groups and simply expect the students to work together. Effective teachers teach the group procedures and social skills needed for functioning in a group. As a teacher I want to effectively teach students the right methods when working in support groups. Some things that will be done for this to happen are

the students need to be responsible for their own work and behavior, help any support buddy who asks for help, and lastly ask for help from the teacher only when support buddies cannot supply it. There are so many reasons why teacher should utilize group work, but you have to be able to trust your students to be able to do it. If they are not responsible enough to do it then the teacher may not be able to or he or she might have to limit group work.

4. Teachers need to conserve time and not allow students to waste it

- a. One of the biggest problems in teaching today is time management. Teachers struggle sometimes with having the day planned out enough to not allow time to waste. A teacher does not always have to be teaching, but they can have activities to extend student's learning. Simple games like Monopoly, Apples to Apples, and Hangman are all educational games that are fun for students to do. According to Fred Jones, he recommends establishing a classroom structure that gives close attention to rules, routines, and responsibility training. These features quickly teach students what they are expected to do and not to do in school. This is crucial because many times teachers' finish up a lesson or activity and then the students sit around doing nothing. As a teacher, I need to try and come up with different activities and one activity that would work at any time would be reading a book. This can be done quietly and independently. Students can just reach into their desk and pick up their book and begin to read. While doing this they will also be strengthening their readings skills such as fluency and comprehension.

5. Model clear expectations from day 1

- a.** One theorist that developed a theory called Real Discipline is Ronald Morrish.

Real Discipline is an organized set of techniques that great teachers and parents have used for generations in teaching children to be respectful, responsible, and cooperative. The three phases that Mr. Morrish explains for this theory to occur are: training for compliance, teaching students how to behave, and managing student choice. One thing that was stressed in this concept is to model everything to your students. If you want them to raise their hands, then model it to them when they do it wrong. Do not revert to scolding your students; just continue to remodel what you are looking for. Along with Mr. Morrish, I too believe it is extremely important to model to your students. As teachers, we need to give guidance to our students so they have someone to follow. I will need to practice my skills and techniques that I want my students to follow when in the classroom. This will help them learn a sense of responsibility and respect not only to me, but to their own peers. These two traits are not only something they can use in the classroom, but also they can use for the rest of their lives.

6. Students will learn how to correctly resolve conflict

- a.** Throughout the year teachers will encounter a variety of different conflicts pertaining to their students. Some of these conflicts may be serious and some of them may be minor incidents that can be handled easily. Linda Albert's theory on this topic is that when dealing with conflicts, all the responsibility should be placed on the student. The students need to try and resolve this problem on

their own without the help of a teacher to do it. From personal experiences, one program that I have utilized and works tremendously is the “Talk It Out” program. This program is developed to help students learn different approaches to different situations and how to handle it on their own. Along with Linda Albert, I would like to utilize Robert Morrish’s beliefs as well. Mr. Morrish explains that students need to be modeled and remodeled on how to correctly go about things. That is why to me I think it is extremely important to model to my students what it would look like when two students would be resolving a conflict. I would show them how to correctly use “I-Messages” to help resolve conflict or I would show students how we want to keep our “Anger Elevators” on the first floor at all times. These are all different ideas that steam from the “Talk It Out” program. This is just one way students can go about correctly resolving conflict with another peer.

7. Develop an organized learning environment

- a. Harry and Rosemary Wong developed the best theory that I would want to implement into my classroom dealing with an organized learning environment. There are two main ideas that I would like to take from these two theorist and those are clarifying the responsibilities of teachers and students and teaching the procedures students area expected to follow in class. When doing this you create procedures, which are routines that are necessary for activities you provide. The three-step method that I will follow for each procedure is explain/demonstrate, rehearse, and reinforce. Some reasons why I want to

create these procedures is because it will help my class flow easier and it can make my student's learning environment better. Some different ideas that can be set up to begin class successfully are plan to the minute on the first day, learn student's names, and write down daily schedule.

8. Positive behavior will be rewarded in a variety of ways

- a. When it comes to rewarding good behavior, there are a variety of ways to go about it. According to Fred Jones, teachers need to understand how to correctly use incentives for students. When allowing students free time, do not say they are allowed to do whatever they would like at this time, but he calls this time "Preferred Activity Time." One thing that must not be done is promise your students free time because they will hold you to it even if you run over on time when teaching. Teachers can set up a system where good behavior will be awarded by earning one minute to Preferred Activity Time. With this method students can also lose time as well for poor behavior. This is important to me because I think often times students go without being acknowledged for their good behavior in the classroom. By rewarding this good behavior, it may become contagious to other students in the class because they too, will want to be rewarded. That is what I am hoping will happen within my classroom.

9. Teacher need to start class successfully

- a. From both Harry and Rosemary Wong, they have developed a strong emphasis on how they think it is crucial for teachers to start the year off successfully. Often times the first year teachers in a school carry a large load with them dealing with

lesson plans, activities, state performance appraisal instrument, and conflicting advice from previous teachers they have worked with. The Wongs have developed a plan for teacher to help them on the first day of school. Some examples from this action plan are things like “Brag about Me and All about Me” bulletin boards, classroom door decoration, homework tip list, homework policy, and letter to students. By doing this, the students are beginning to develop a better understanding of the classroom and what your expectations are. The first five minutes of class are critical because that is when the teacher sets the tone for the day. Here I think this is extremely important because it begins to jumpstart the student’s brains for the day. Simple activities like crosswords or word searches can be used in this part while you are waiting for the other students to arrive and take their seats.

10. Correctly develop well organized lesson plans to help students be engaged and to help the day flow

- a. Teachers often develop strong lesson plans in their eyes, but to the students they may not be as strong. Marvin Marshall explains that lesson plans need to be creative and engaging to help capture the students’ attention and eagerness to learn new content. I am not saying that teachers need to basically have all learning bend to make it fun because it is hard to make all learning topics fun. When creating lesson plans, teachers should remember the different intelligences from Gardner and Blooms. These can be building blocks for the students’ learning and to help maximize their knowledge on the content being

taught. When creating a lesson plan, teachers need to make sure that the lesson plan will make the entire day flow smoothly. If there is a time during the day where something ran short, write down a few activities on the lesson plan that students could do when this problem arises so you are prepared. This is why I think it is so important when developing lesson plans because I want to make it creative and I also want to make it help the day flow. If you can develop outstanding lesson plans, then you're one step ahead of the game because you will have the essentials down on paper.

Through the development of gathering different information from different theorists over the semester, I have been able to shape what my philosophy will be like in my classroom. There are a variety of different theories when it comes to developing your class how you want to operate it. This is something that needs to be done carefully because this is what you want to do when a certain instance arises and that is going to be something that you follow for the rest of your teaching career. By implementing these theories into my own classroom, the next section provides different examples of how I will go about different procedures and routines.

Procedures and Routines: "Six Principle Values"

While teaching can seem to get out of control very easily, there are different ways to prevent this from happening. Developing different procedures or routines for students can help create order in the classroom. For this to occur the teacher will need to model and remodel daily what they are looking for when you want the students to follow these routines. By doing this it will make these procedures to complete these routines the right way more successful.

Listed below are six examples of what I will use for routines in a variety of different procedures that my students will be doing everyday in the classroom.

1. Turning in student work

- Turning in homework is something that can be very simple to follow if it is organized correctly in the class. By allowing the students to hand in their homework without the teacher collecting it every time allows the student to learn a sense of responsibility. I will setup an area in the classroom where all homework assignments will be collected. There will be trays stacked on top of each other with labels for different subjects. The students will place their homework in the correct tray. The teacher will still have to monitor the students in the beginning while they are learning to correctly place their homework in the trays so they do not place their English homework in the Math section. After the students complete an assignment, they will be allowed to freely place it in the tray. For homework that goes home with them, they will turn it in right away once they get their bags put in their lockers.

2. Beginning of the day

- Getting off to the right start is crucial for students and teachers. When the students come in from the bus or from their parents dropping them off, they need to have something to do. I will implement morning work for them to do while the rest of the students are coming to class and for the first fifteen minutes after the morning announcements. Morning work can be a fun activity like crosswords dealing with science or even a crossword puzzle dealing with an

upcoming holiday. I will have a morning work assignment on their desk before they come into class so when they sit down they have something to work on right away. This will minimize the talking and jumpstart their brains for the day. Most of my morning work will be intrapersonal, but on occasion I may allow the students to work with partners. Once the students are completed with the morning work they will start reading one of their books from home or one they rented from the library. I will go over the morning work after they are finished and then have them turn it in to the morning work tray.

3. Communication with parents

- Being able to maintain contact with parents is something that all teachers need to maintain throughout the year. In the beginning of the year I will make sure to call the parents routinely, just to develop a relationship with them. Not all phone calls or emails need to be about the negative parts of their children, but they can be to share praise from something their child did. This creates a better relationship for the parents and teachers because it allows them to feel more comfortable with each other. The biggest responsibility for the students is to make sure that the letter gets into their parent's hands and signed, then brought back to me. These letters will allow the parents to see what is coming up in the near future with not only our class, but the school as well. To make sure that their parents received these letters, the parent will cut out and sign it then hand it back to their child and then I will contact them to tell them I did or did not receive the letter.

4. Pencil sharpening

- Getting up to sharpen pencils or use the bathroom can be very distracting to the other students in the class. When students want to sharpen their pencil, I will designate a certain time in the morning so if they need to sharpen their pencil they can do it at that time. Each student can also purchase their own pencil sharpener if they so choose. The next time that I will provide the students to sharpen their pencil is after lunch when they are coming back to the class. If a student has problems keeping their pencil sharpened they can raise their hand during class and I will call on them if they need to sharpen it. They will have to use a back up pencil in their desk. I will make sure they always have two sharpened for this specific incident. By using this procedure, students will be less distracting to others while class is in session. I will have two electric pencil sharpeners, one placed in the front of the class and one in the back of the class for easy access.

5. Dismissal

- Students often times begin to get out of their seats or pack up things a little too early. One thing I am going to do is make sure the students have some sort of work to complete before they start packing up for the day. My rule will be to either they are finishing their homework from any subject or they will be required to read a book. This will make the most of their time by not wasting any of it at the end of class. If they finish up their homework early, they will still have to sit in their seat to read so they are not up and around distracting other

students. The students will be allowed to gather their belongings seven minutes before they are dismissed from school. They will be dismissed by their numbers to get their take-home mail first, go to their locker, grab their bags, and then return to their seats. They will need to remain quiet while they are doing this because students are waiting for their number to be called.

6. Getting attention/signaling for quiet

- Gathering the students' attention and trying to quiet them is something that can be extremely difficult to accomplish when you have twenty-two students in your class. To gather my students' attention, I will ask them nicely to please have their eyes on me. I will also say, "Thank you for having your eyes on me," in a soft voice. At first I will have to be firm with my students and say thank you before I ask them to do something. If they do not quiet down or have their attention on me, I will then ask them to flip their card on the wall. They will be allowed four cards per day, with the first card being a warning, the second card will require them five minutes of recess. The third card will be a phone call to the parent and the last card will be a visit to the principal's office. It is extremely important for me to establish authority and organization for when I want the students' attention and when they need to be quiet. The reason why this is so important is because I will need to be able to get their attention at any time I need too throughout the day. This will help them know if they do not respond to my instructions there will be consequences.

Implementation of Classroom Management Practices:

Classroom Rules and Expectations:

I firmly believe that the rules between the teacher and the students should be established within the first couple days of school to help establish authority. Through past experiences from working with other teachers in the local elementary schools, the best advice I heard was to be stern with the students at the beginning so they learn what you are expecting out of them. This sternness shouldn't be confused with being mean. By being stern I mean, that I will not yell at my students, but I will be encouraging to my students so they will have a guide to learning. I will be firm and consistent in my expectations. At first they may not agree with you, but by the end of the school year they will respect you for what you have taught them about responsibility, being prompt, and being respectful.

These three rules are very important to me and we will be discussing in detail within the first couple days and then move on from there. When discussing these rules with the students, I will not harp on them about how I want them to accomplish them or what the punishments are if they do not follow them. I will try and make the class seem like it is going to be a lot of fun, but at the same time there will be order to it as well. I will provide my students with examples of what I am looking for by these rules. For responsibility, I will explain to my students that they will need to be responsible for handing in their homework in the right tray or making sure they bring back parent signature forms on time. For being prompt, I know it will be hard to have my students be prompt day in and day out, but I will try and have my students be on time and be ready to learn. It can be hard for students to be on time to school depending on the home life situation, but if I can have the students strive to make it to school on time everyday then I will feel accomplished. The last rule that I will share with them is being respectful. By being

respectful, I want my students to be courteous and polite not only to me but to my students as well. They will need to see that they have to show that they do care about their opinions and other feelings of students in the classroom as well. One thing that students seem to react to well with a specific teacher that I am working with is when the teacher places “Thank you” in front of whatever he wants them to do. When he says that they usually follow his instructions because he asks them to do it in a calm and pleasant manner.

There are two main ways that I will ensure the students are engaged and also learning at the same time. The first way is by developing organized lesson plans. By creating organized lesson plans it will create a better reference for you when you are teaching to the students. This provides a great reference while you are preparing for the lesson or while you are teaching the lesson, if you become off track you can glance over the lesson plan to get back track. The second way is by using authentic teaching, which includes making learning genuine. By utilizing authentic teaching, students can make connections with what they are learning to everyday life situations. When students make these connections they remember it so much better and that is what a teacher is looking for when teaching, making the information stick with the student.

Classroom Management Style:

Preventative:

Being preventative is something that the teacher needs to be prepared for before the lesson or day even starts. I have to think of different areas during my day or lessons that problems may occur and prepare appropriately for them. This can all be done while creating a well-organized lesson like I stated in the paragraph above. When you are creating your lessons visualize them in your head while you are writing. If you are breaking the class up into groups,

plan for the class to become rowdy or disrespectful and different alternatives you can have to handle the situation. If the rowdy boys do not listen to you after you ask them to nicely cooperate then ask them to stop doing the activity and go back to their seat and read their book. I want the students to be treated older than what they are so they learn how to act mature.

Supportive:

During the supportive stage of my management style there are a few topics that I have gathered through research and through my observations. While you have a classroom full of about twenty-two students, they all are on different levels of learning and need accommodated for their specific needs. When dealing with differentiated learning the teacher needs to make sure they meet the needs of all learners so they all are having the fair chance at success. This may mean that you need to put in extra effort or time to help one specific student. The next idea that I have is providing the students different opportunities to work independently, in groups, and with a partner. This will help develop a social aspect and a sense of responsibility especially when working with groups. Students need to hold their own weight when it comes to group work so the entire group can succeed. A method dealing with handling behavior is the method I stated earlier by saying "Thank you" before you want the students to do something. By placing thank you and stating whatever you want them to do in a calm and soothing voice they will more than likely follow your directions. An example of this would be telling the students "Thank you for turning to page thirty-seven in your textbook." You can do this when you are transitioning from one subject to another.

Corrective:

Within the corrective style, I have found that setting up the classroom in the right way is key for success. Fred Jones talks about how teachers need to have close contact with students and move amongst them while they are working. Having a good understanding of how to correctly use proximity in your classroom is by walking closer to two students who are acting up. By being closer to them you may not even have to say anything to them, just standing next to them will get them back on task. You can even utilize the method of just staring at them and they will know what you mean without saying a word. Another method I have learned to use is flipping cards. With this method you have cards set up on the wall by each student's name and then when they act up they flip their cards. Each color means something different and when they flip their card there is a consequence to it. This can be done quickly and quietly without interrupting the rest of the classroom.

When developing a classroom management style there is a wide variety of different factors for teachers to take into consideration. They first need to understand and build around what their philosophy is when teaching in the classroom. After they establish that, then they can go on to describe how they will implement these theories into their classroom through lesson plans, authentic teaching, non-verbal discipline, and utilizing incentives correctly. This is what will drive your management plan throughout the year through the examples I have provided and used throughout this paper. Teachers do not all teach the same, and that is what makes teaching unique. We all can be different!

Classroom Arrangement

Dear Parent/Guardian,

Hello, first of all, allow me to introduce myself. My name is Jay Sheets and I will be your child's teacher for the upcoming school year. Over the summer I have been rigorously preparing for the upcoming school year. I believe that I have some great ideas set up for your child to help maximize their learning.

Throughout the year there are three things that I want my students to learn: **responsibility, being prompt, and being respectful**. These three areas are where my rules will be based from because these are crucial not only within the classroom, but in life as well. For these to be implemented we will be practicing them hard at the beginning of school and continue to build upon them throughout the year. The main idea I have developed for consequences deals with my "Flip-a-Card" method. Students will have their name on a wall with different colored cards by them. The first color will be a warning, the second card will be five

minutes of recess, the third will be missing all of recess, and the third will be a phone call home.

I want to try and avoid the disciplinary issues, but we all know this is not a perfect world.

I am looking forward to the class we will be having this year and I want to have a great impact on this young boys and girls' lives! We will have a great year ahead of us and I will be counting on you guys for support. Feel free to contact me with my email at the bottom of the letter. Thanks!

Sincerely,

Jay Sheets

E-mail: jmsheets@spartans.manchester.edu

