

# Classroom Management Plan



**EDUC 360**

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## Classroom Management Plan 2

### **Descriptive Statement**

The following document is a collection of my thoughts and beliefs and how I believe a classroom should be managed. My beliefs that will be presented in this document have been developed through my course work at Manchester College and through different field observations. My thoughts and beliefs will relate to several different educational theorists that I have connected with throughout several of my education classes. Observing different management practices and learning about different theorist has enabled me to create a classroom management plan that fits my teaching style. This document includes my philosophy of classroom management, procedures and routines, and how I will implement these elements in my classroom.

**Comment [v1]:** Well developed

### **Philosophy of Classroom Management**

Throughout this section, I plan on supplying my philosophies on classroom management within the classroom. My job as an educator requires me to engage students in lessons that are fun and that utilize students' interests. Making lessons engaging will require my classroom management plan to be a part of my classroom and relate to my personality and beliefs. In a classroom where the teacher's personality is present, learning can take place because the teacher feels comfortable inside the classroom sharing his knowledge on a topic with the students. Students in a classroom that is organized and set up for cooperation among everyone will be set up to succeed. The adults and students within in my classroom must build respect among each other to promote a classroom environment that is welcoming to a wide range of learners. While giving instructions, students must respect and follow all instruction given by an adult inside the classroom because respect is a key part of creating a welcoming classroom environment. Students should not only respect adults inside the classroom but they should respect one another.

When students perform an unwanted behavior, the situation will be handled immediately. Throughout my experiences as a substitute teacher and during my observations, I have found it beneficial and effective to handle situations right away and consistently every time. A well-managed classroom has students who cooperate with the teacher. Students will learn better in a classroom that has rules and procedures in place that students will need to follow to create a friendly learning environment. As a special education teacher, I will adapt my rules and procedures if necessary to create a personal plan for students with an IEP. Now I will identify my top ten beliefs as listed below.

### **Top Ten Beliefs/Practices**

#### **1. Withitness (Kounin p. 66-68)**

As a teacher, I will need to possess the skill of withitness in my classroom. Jacob Kounin defined this term as the ability to be aware of what every student inside the classroom is doing. Withitness requires teachers to have eyes in the back of their heads and identify situations before they actually occur. Establishing this skill inside the classroom will help teachers identify needs that students may have or identify an unwanted behavior before it actually occurs. When the teacher identifies these situations before they occur, it enables them to step in and redirect the student. A redirected student should be able to get back on task and complete the activity without misbehaving. Identifying issues before they occur will decrease the number of class interruptions. Withitness will allow me to identify which students are and are not engaged in lessons. If a student is getting off tasks, withitness will help me reengage that student. Also believing that everyone should be respected in the classroom, withitness will help me

prevent students from disrespecting one another. In the classroom it is essential that students are learning and not being distracted and disrespected by others. I will use withitness to redirect and reengage a student before they disrespect and distract their classmates.

**2. Engaging Lessons to prevent misbehavior {Kounin (p.66-68) and Curwin & Mendler (p. 225-226)}**

Preventing misbehavior is a skill teachers need to have so they are doing more teaching as opposed to disciplining. One way Kounin and Curwin & Mendler say you can prevent misbehavior is by having students engaged and interested in the lessons that you teach. When teachers engage student in their lessons, students are motivated to learn about several different topics. Keeping students engaged will give them less time to misbehave. Kounin believed that you keep students engaged in a lesson by running the lesson smoothly and not making major changes between topics. The momentum of the lesson has to keep progressing and move at a steady pace so students are able to learn the concept being presented in the lesson. Curwin & Mendler also mentioned the importance of pacing lessons and keeping students encouraged to prevent unwanted behaviors. As a teacher you cannot bore students by lecturing on the same thing over and over. An effective lesson plan pace would contain balance between teaching the students and not boring the student by spending too much time on one subject. Students will be engaged in lessons so they are not pursuing unwanted behaviors. Being my responsibility to engage students, I will write lessons plans that get every student actively involved in the learning process. Engaged students will be interested in the material being presented and not bored. Bored students will choose to do other activities and cause misbehavior within the

classroom. Since students will be engaged in lessons, as a teacher I will be able to teach more content as opposed to correcting misbehavior.

**3. Morning Work/Avoiding Massive Time Wasting (The Wongs p.101-117 and Fred Jones p. 120-134)**

Rosemary and Harry Wong along with Fred Jones believed that class should start right away with some form of morning work. Jones found that most classrooms he studied wasted five to seven minutes at the beginning of the school day before starting out and then a large amount of time was wasted between lesson transitions. Wasting this much class time is unnecessary since students are at school to learn and not set around and goof off. Morning work will get students brains engaged and prepare them to begin the first lesson of the school day. Engaging students in activities to complete at the beginning of the school day will keep students from misbehaving. Morning work can be completed as the teacher is greeting others coming into the classroom or answering homework questions. Having a procedure in place for morning entry is very important according to Rosemary and Harry Wong. This procedure must be taught to the students so they know what is expected of them when they arrive at school in the morning. This procedure will also have students quietly working on an activity as the teacher is taking attendance. Wasting time in the morning or throughout the school is not beneficial to students or teachers. Wasting instructional time is not fair to students because they are not learning anything during this time. I will communicate expectations clearly so all students understand what is expected of them so transitions do not take a long period of time. I will create a procedure for morning entry for my students so they are not getting into trouble as they arrive at school in the morning. This procedure will indicate what is

expected of students as they work on their morning work. Using morning work, relates to my personal teaching philosophy since I believe students must be engaged while inside the classroom. Morning work allows for students to be engaged in school upon their arrival at school. By engaging students right away in the morning, that gets their brain ready for the daily lessons that follow. Implementing a procedure for morning entry, will allow students to enter a classroom that is a respectful learning environment for all learners.

**4. Preferred Activity Time (Fred Jones p. 120-134)**

Students should not be promised free time at the end of a lesson or the end of the school day just because they follow directions and behave. However, students should have the opportunity to bank the extra time they have left at the end of a lesson or activity. The teacher should identify how much time students will have to work on an activity and then allow the students to work. If the students finish before the allotted time, the class will bank (A record of extra time the class has accumulated.) their time for a preferred activity of their choice. Theorist Fred Jones stated that preferred activity time gives students the incentive to work hard, smart, and fast when completing school work. Along with banking activity time, students can also lose time by misbehaving. I believe in using preferred activity time as an incentive to the whole class to motivate students to complete their work, behave, and finish tasks when asked. The class will work toward filling a small fish bowl with Hershey Kisses. One fish bowl will be placed on the teacher's desk filled with Hershey Kisses and the other fish bowl will be empty. Once students have earned enough Kisses to fill the empty fish bowl, the class will have the option to vote on an activity for preferred activity time. Students may have Hershey

Kisses moved if the class gets a compliment from another adult in the building, if everyone completes their homework on time, and if no misbehavior occurs. However, students will lose Hershey Kisses by misbehaving, not following directions, and not respecting one another. Students can pick from the following activities: reading party, twenty minutes of some sporting game, or a game day. Students may also recommend ideas for approval. Preferred activity will allow students to see that hard work pays off in the end. Believing that all students can succeed, this technique will encourage student to work hard and finish work on time. When students are engaged and working hard they will not be misbehaving because they will be focused on the task. This will also help students meet personal goals and realize the importance of hard work. As students are working they will be able to monitor how hard the class is working by looking at the fishbowl on the teacher's desk. A fishbowl will be used to provide students with a visual aid to show students how well the class has been acting as a whole. It will also allow students to see how close they are to participating in a preferred activity.

Comment [v2]: Effective

#### 5. **Non Demoralizing Consequences (Curwin & Mendler p. 225-226)**

When students face a consequence for misbehaving, the consequence should not be negative or demoralizing. Curwin & Mendler created a list of nine principles for implementing consequences in the classroom. The list consists of being consistent, simply stating rules and consequences, using the power of proximity, direct eye contact, using a soft voice, catching the student being good, not embarrassing the student in front of the class, being firm, and not accepting excuses, bargaining, or whining. Being consistent with consequences is very important so all students feel equal within your classroom. The rules in the classroom should be written in a kid-friendly format so that

all students understand the rules. Proximity control can be used by moving closer to students indicating that their behavior needs to stop. While speaking with a student, the teacher should have direct eye contact with the student to indicate that the teacher's message is being delivered directly to the student. When talking with students about consequences, do not yell at them—just speak with them privately. Yelling at a student can lower their self-esteem and then they may never trust you. Finally, the teacher should highlight good things that occur in students so that they know the teacher cares about them. Utilizing this technique will help maintain a positive learning environment and a respectful classroom. Curwin and Mendler's theory relates directly to my philosophy because it focuses on maintaining a welcoming classroom environment. Even though I believe that misbehavior should be handled immediately, I will never yell and demoralize my students because the relationship between my students and I would be ruined. To maintain healthy relationships with my students I will speak with them about their behavior privately.

**6. Routines and Procedures (The Wongs p. 101-117)**

When a teacher implements routines and procedures correctly in their classrooms, there are a minimum number of students misbehaving. Harry and Rosemary Wong believed that misbehavior will decrease once students are taught routine and procedures that promote student learning. Once students understand routines and procedures, they will start to take responsibility for their own behavior. Routines and procedures need to be taught to students during the first two weeks of school. Teachers should teach students routines and procedures by using the following three steps: explain, rehearse, and reinforce. Students who understand procedures will more than likely not act out because

they know what is expected of them since they were taught the procedures. Having routines and procedures will actively engage students within the classroom and not waste valuable class time. Keeping students engaged in the classroom is a key part of my teaching philosophy because it promotes learning in the classroom and prevents misbehavior from occurring. The purpose of routines and procedures are to prevent classroom interruptions which will help maintain a respectful classroom environment.

**7. Ineffective Nagging (Fred Jones p. 120-134 )**

According to Fred Jones, ineffective nagging is continuously telling students to stop doing one thing and start doing what they are supposed to be doing. As an effective teacher, I will handle ineffective nagging by calmly showing students I mean business and use physical proximity to try and redirect the student's misbehavior. The teacher may also use eye contact to redirect the unwanted behavior. When these techniques are not working the teacher should always have a backup plan. If a student does not comply with the classroom rules, I will use my backup plan and the student will be removed from the classroom. The teacher and student will meet one-on-one to discuss the situation and how things could change in the future. With Fred Jones' technique, I will be able to correct students' behavior right away and redirect students. This technique will help minimize disruptions and keep students actively engaged in the learning process. By keeping disruptions minimal, lessons and class activities can run smoothly allowing students to be engrossed their learning.

**8. Developing Teacher-Student Relationships (Ronald Morrish p. 83-98)**

Developing a positive teacher-student relationship is important to build a welcoming classroom environment where most students follow requests by their teacher.

If students like their teacher, they are more than likely to be engaged with class activities and follow most rules and procedures. Students who do not feel welcomed by their teacher will not be excited about school and will not follow classroom rules and procedures. Ronald Morrish identified several different ways teacher can improve the relationships between students and teachers. One way to build a positive relationship is to focus on what the student does correctly as opposed to incorrectly. Teachers and students can also improve their relationships by wiping the slate clean, which means do not hold onto grudges! If something occurs between a student and teacher, they need to resolve the conflict and put the situation in the past. Teachers should always lead the way for students since students look up to their teachers. Finally, never ever humiliate a student when correcting a behavior. Instead of scolding students, show them how to behave. Developing a positive relationship with your students will minimize behavior issues and make student feel comfortable when they need someone to talk to about a situation.

**9. Planning the first couple of weeks minute to minute (The Wongs 101-107)**

Harry and Rosemary Wong mentioned how important it is to plan the first couple weeks of school minute to minute. This is an appropriate time to teach students rules, procedures, and expectations. If teachers do not establish procedures and routines on the first days of school, this may break a teacher for the year. In my classroom the first couple of weeks, the teacher will demonstrate procedures and routines for the students and allow them the time to practice each procedure several times. Once all procedures and routines are taught, the number of students misbehaving in class will decrease because students understand what is expected of them. Believing that all students should respect one another and follow directions the first time given, this technique will help

create a positive learning environment in my classroom at the start of school. This will help students understand that I expect students to respect one another, work cooperatively together, and misbehavior will not be tolerated.

**10. Technology Rich Environment (TRE) (Eileen VanWie 266-280)**

Dr. VanWie studied classrooms that utilized technology within a school. She believed that teachers should promote students to work together in groups utilizing technology that is available within a school. A technology-rich environment is any place that has some form of technology available for students to use during the learning process. Some forms of technology that make up a technology-rich environment include interactive whiteboards, computers, cell phones, blogs, etc. By utilizing technology in the classroom, VanWie believed that students develop social skills and learn to work together with a group of people to meet a common goal. She also believed that if technology is available, teachers should utilize it to engage their students in the learning environment. Technology will help me keep engage students in the 21<sup>st</sup> Century classroom. Since students are introduced to technology at such an early age, teachers must feed off that to engage students in lessons and educate them on how to use the technology that is utilized in today's workforce. Believing that all students must be engaged, I will utilize technology within my classroom since most students use some form of technology before they enter an elementary school.

After exploring many different theorists and their ideas for maintaining a successful classroom, I realize all the important pieces that come together to create a classroom management plan. Many ideas from my top ten beliefs that will be

implemented in my classroom will promote a positive learning environment for all students. While planning lessons for my students, I will identify multiple ways that will engage my students to prevent misbehaviors from occurring. Starting the first student day of school, I will begin building positive relationships with my students so they feel comfortable and eager to learn. I feel a key component of my classroom management plan is providing appropriate routines and procedures for my students that will guide them into making appropriate choices for themselves.

### **Procedures and Routines**

#### **1. Beginning of the Day**

Student Role: As students enter the classroom they, will need to follow the beginning of the day procedure. When students arrive in the morning, they should empty out their book bags and place their empty book bag, coat, any electric devices, toys, and hats inside their lockers. Once students are finished at their lockers, they should enter the room quietly and respectfully and move their Popsicle stick into the coffee cup labeled present. This will help the teacher identify which students are absent from school. Next, the students should take any homework out of their folders and turn it into the correctly labeled trays which are located on the teacher's desk. Once all homework is turned in, the students should place their take homework folder and books into their desks and begin on their morning work. Students will work on morning work until the bell sounds and attendance has been recorded. Students will pass in their morning work when asked by the teacher.

Teacher Role:

During the beginning of the day procedures, the teacher has several responsibilities to fulfill. Before the students arrive, the teacher should place a half sheet on every student desk. The half sheet will act as the students morning work, which will review skills taught the previous day. Once students start arriving at school, the teacher should greet each student as they walk into the classroom by saying “Good morning!” Once the bell sounds, the teacher should identify what students are absent and enter the attendance into the computer. Finally, the teacher must tell students to pass in their morning work and collect them from the last person in every row. This procedure is important for students so that they are not wasting class time at the beginning of the school day. Morning work will engage students right away in the morning and have every student prepared to start the first lesson.

**2. Pencil Sharpening**

Student Role: Students will not be allowed to sharpen pencils during class time. Students will locate sharpened pencils in the box labeled “sharpened” on the student resource table and place pencils that need sharpened in the box labeled “not sharpened.” Students will need to have two sharpened pencils in their desks at all times. Students will switch their pencils out in between activities and when they return from lunch or recess. If both pencils become dull or broken, the students should place their “Need a pencil” card on their desk and then the teacher will get them two new pencils. This will prevent students from missing instructional time and disrupting the classroom.

Teacher Role: The teacher will need to make sure the pencils inside the “not sharpened” box get sharpened at the end of everyday and placed inside the “sharpened” box. The

teacher also needs to make sure that this procedure is enforced so students are not disrupting the learning process to sharpen pencils. Next, the teacher needs be scanning the room for when students place their “need a pencil” card on their desk. If the teacher sees this card, they should provide the student with two pencils that are sharpened. If students do not know this procedure, learners inside the classroom will become distracted by the sound of the pencil sharpener.

### **3. Turning in Student Work**

#### Student Role:

When turning in any type of work, the students must place their first and last name on the item, their classroom number, and the date using this format mm/dd/yy. The students will also need to turn assignments into the correctly labeled trays which are located on the teacher’s desk. If an assignment is too large to fit into the trays, the students should place the assignment on the student resource table. Students must turn in every assignment right away in the morning on the correct due date. The teacher will make accommodations for students that are absent from school. Students that are absent from school must turn homework in upon returning to school within a timely manner. The student will have the same amount of days that they missed to turn in homework. So if the student missed two days, they will have two days to complete the work they missed. The teacher will not grade any paper that does not have a name. (Papers with no names will be placed in a folder and graded once students claim their work.) Students must be proud of their work and help keep the classroom organized which is the main purpose of this procedure. Students name will help the teacher and students identify whose work is whose and the date will help students identify when an assignment was turned. Finally,

separating assignments by subject area will help teacher keep different assignments separated.

Teacher Role:

The teacher's role is to provide students with their classroom numbers at the start of the school year. To make this routine run smoothly, the teacher must remind students to complete this routine several times throughout the first couple weeks of school. The teacher will also hang a poster in the room identifying the turning in homework routine. Finally, the teacher should check homework in daily and return work within one or two days after the due date. Students must own their work and be proud of it so that is why they must put their name on class work. The teacher must know what student completed what work and what date it was completed.

**4. Appearance of Work**

Student Role: Students must complete work in only pencil unless told otherwise by the teacher. While writing in pencil the student must write between the lines on lined paper and neatly on worksheets. The students must also have their name, number, and date on the work. Students can write in either print or cursive. If the aide or the teacher cannot read an answer, the question will be counted incorrectly. Students will be required to redo whole assignments if they are not written neatly. Two points will be deducted from the assignment grade if a student has to redo an assignment because it was not neatly written.

Teacher Role: The teacher must model for the student what a neat worksheet looks like and what an unacceptable worksheet looks like. The teacher should monitor students' handwriting skills and enforce this procedure to promote good penmanship. If students do

not write neatly, then the teacher cannot tell whether the students understand the concept being assessed on an assignment.

#### **5. Transition to “specials”**

Students Role: When dismissed by the teacher, the students should stand up quietly and push in their chairs. Students should stand and wait quietly in line until the teacher prompts the person at the front of the line to leave the classroom. While in line, the students should face forward, have their hands to their sides, and their mouth closed. Students will be expected to walk on the right side of the hallway and remain quiet in the hallway to avoid disrupting other classes. When switching between classrooms, students should take all the supplies they need for the new location. (When going to the following locations, students must take special materials with them: Art: art boxes, PE: gym shoes, Recess: any supplies that may be needed, Lunch: packed lunches.) When leaving a special, students will be granted a bathroom and drink break by the teacher.

Teacher Role: The teacher must dismiss students to get in line and grant them permission to leave the classroom. While walking in the hallway, the teacher should walk in the middle of the line so they are able to monitor students' behavior. The teacher must also remember to take students to the restroom before taking students back to the classroom after a special. When walking between classrooms, students must respect other classes within the school building and not disrupt the learning process.

#### **6. End of Day Procedures**

Students Role: Students must take their student planners out of their desks and write down their homework assignments. After writing down the assignments, students should take out their homework folder, any textbooks they need, and their reading bag and place

them on top of their desks. Once students have been dismissed, they can go get their book bags; students should get everything they need from their lockers and then return to the classroom. Upon returning to the classroom, students need to place all the materials they need for homework into their book bag. Then students need to pick up trash around their desks and place their chairs on top of the desks. Finally, students need to line up quietly in one of the following three lines: bus rider line, walker/parent pickup, or staying after. The students should not leave until dismissed over the loud speaker.

Teacher Role: The teacher needs to provide the students with adequate time to get ready to go home. Students should begin this routine 10 minutes before school dismisses. The teacher should be answering any questions students have about homework and make sure students are following the routine. The teacher should also make sure that all assignments are written on the board for the students to copy down. When students are exiting the classroom, the teacher should say “good bye” to every student. Students also need to be dismissed in a timely fashion so they are not late to the bus. Teaching this routine will help students get ready to go home every night in a timely fashion and prevent students from misbehaving as they get ready to end their school day.

**Implementation of Classroom Management Practices:**

Thus far, I have identified different theorists, practices, and beliefs that are all a part of my classroom behavioral management plan. I have also shared various examples of procedures and routines that I will utilize in my classroom. Through this piece, I will identify the way that these ideas will be used inside the classroom to create an optimal learning environment. Several of my top ten beliefs focus on developing a positive relationship with my students throughout the

school year. They also focus on keeping students engaged in lessons and how to avoid wasting class time. So that I can easily build relationships with my students, I will greet students daily as they come into the class, I will quickly learn and address them by name, and I will conduct different activities that will allow them to share interesting characteristics and facts about themselves. Engaging students in lessons will be done through using Bloom's Taxonomy and providing students the opportunity to work in small groups, complete experiments, projects, and other activities that students enjoy doing. While engaging students, a classroom stills needs to have a set of classroom rules and procedures.

The classroom rules and expectations will already be set in place on the first day so that students are able to quickly learn the teacher's expectations. During the first couple weeks of school, I will model expected behavior for the students and allow them time to practice behaving correctly and appropriately while learning routines and procedures. As the teacher, I will constantly remind students of my expectations during this time and practice with students how certain tasks must be completed. In my classroom the following expectations will be set in place for students to abide by all schools: students will respect themselves and others, students will keep their hands, feet, and other objects to themselves, students will raise their hand and wait to be called on before speaking, when given free time students will use their time wisely, students will be honest with everyone in the school, and students will listen to all directions before completing a task.

All students will be expected to follow these rules and expectations that are a part of my classroom. The rules, routines, procedures, and expectations are implemented so that a positive learning environment community can be present in my classroom.

A positive classroom environment will make students feel welcome and allow for them to share their ideas with the class without fear.

**Preventive:**

To ensure that misbehavior will not be a large part of my classroom, I will implement a variety of strategies to use before behavior occurs. One strategy that I will use is creating lessons that are engaging and interesting to my students. Engaging lessons will make students enjoy the concept being taught and prevent misbehaviors. While using engaging lessons, I will pace lessons so that are not long drawn out. My lessons will be paced so that the information is provided to students in a timely fashion and not drawn out over a long period of time. Another strategy that I will have in place is the implementation of rules and procedures. Rules and procedures will minimize the number of students acting out because they know how to behave and what is expected of them inside the classroom.

**Supportive:**

There are many ways I can support students who are beginning to deviate from the task they are suppose to be completing. Proximity control is used to support students by reengaging them in a task before they continue showing more severe misbehavior. When I see students starting to misbehave, I will walk closer to them or use direct eye contact to indicate that they need to refocus their attention on the task at hand. Along with using eye contact, I will use the nonverbal cue of pointing at students to redirect them. If moving closer to a student does not change a behavior, I will try to use the student's name in a sentence. An example of this would be saying "We are cutting triangles out of orange paper today, correct Ryan?" This would grab the student's attention since a name was used in a sentence at an attempt to get the student back on track and focused with the lesson.

**Corrective:**

A corrective behavior strategy I will use in my classroom will be the implementation of the card system. Each student will start each day on the color green which indicates that have been no behavioral issues yet. Students should strive to stay on green throughout the school day to avoid facing consequences. Students who choose to misbehave will have to flip a card and face the consequence that relates to the color of the card. If students have to flip a card, they must fill out their behavior index cards to record their misbehavior and what color of card they are on. Making students fill out these cards will make them think about their misbehavior and how it can be improved. The following consequence will be used in my classroom to correct misbehavior.

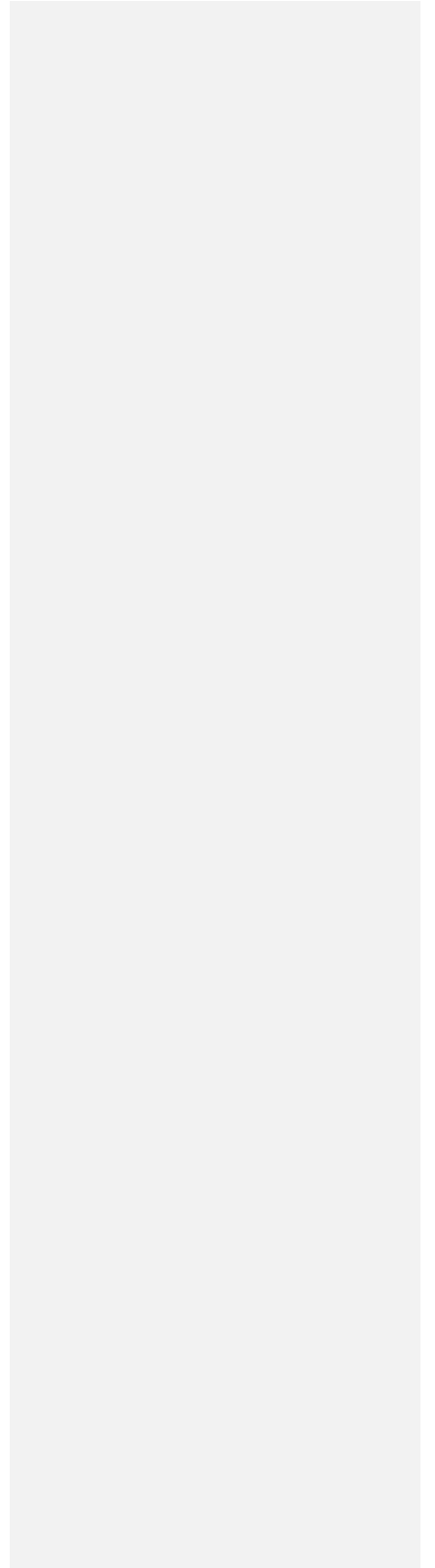
1. **Green Card:** Students start on green everyday which indicates good behavior.
  - o The teacher will provide one verbal warning before making students flip their cards.
2. **Yellow Card:** This reminds the students that their behavior needs to change. Students that reach yellow will lose five minutes of recess.
3. **Red Card:** Students that reach red will lose ten minutes of their recess and write one to two sentences deciding how they will improve their behavior.
4. **Blue Card:** Students that reach blue will lose all of recess; a note will go home to the parents, and the teacher and student will discuss the misbehavior and identify way to improve the behavior. The student will also be required to call their guardian and explain why a letter is going home.
5. **Purple Card:** Students that reach purple will be sent to the principal for a meeting.
6. Severe behaviors: such as fighting or repetitive behavior that is interrupting the learning of others, or any other behavior deemed severe by the teacher will be handled right away by removing the student from the classroom.

I have high expectations for my students and hold them accountable for their behavior.

Misbehavior within my classroom will be corrected immediately; so it is not affecting other students' learning. These consequences will help students improve and change their behavior so that they can learn along with their classmates.

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Reference: Charles, C.M. (2011) *Building classroom discipline*. 10<sup>th</sup> ed. Boston: Pearson  
Education



**Parent Letter**

Dear Parent/Guardian,

Hello! I would like to introduce myself as your child's classroom teacher for this school year. I am so excited for this school year to begin. Your child and I will have a fantastic year learning together.

In my classroom, I expect my students to follow these six expectations: students will respect themselves and others, student will keep their hands, feet, and other objects to themselves, students will raise their hand and wait to be called on before speaking, when given free time students will use their time wisely, students will be honest with everyone in the school building, and students will listen to all directions before completing a task. On the first day of school, your student will be taught my routines and procedures and introduced to my expectations. Attached to this document you will find a copy of my discipline plan that you should obtain for your own personal files. As a parent or guardian I will ask you to look over this discipline plan with your child and return the discipline plan contract by the fourth day of school. (date will be inserted).

As you know, parents are an important part of a student's education, so if you are interested in volunteering in my classroom, please contact me and let me know days that you may be available. As your child's teacher, I will communicate through a weekly newsletter that will identify what we did during the week and what is coming up. The news letters will come home every Wednesday in your child's homework folder.

If you need to contact me for any reason, please contact me through e-mail ([rsadams@spartans.manchester.edu](mailto:rsadams@spartans.manchester.edu)) or by calling my school phone and leaving a voice mail. (555-555-5555) I will respond to your e-mails and phone calls as soon as possible. (No more than 2 days later)

Sincerely,

Ryan Adams

### Discipline Plan

I will be using a card system in the classroom this year to correct student behavior. When students choose to misbehave they will flip their card and face the consequence that relates to the color of the card.

1. **Green Card**: Students start on green everyday which indicate good behavior.
  - o The teacher will provide one verbal warning before making students flip their cards.
2. **Yellow Card**: This reminds the students that their behavior needs to change. Students that reach yellow will lose five minutes of recess.
3. **Red Card**: Students that reach red will lose ten minutes of their recess and write one to two sentences deciding how they will improve their behavior.
4. **Blue Card**: Students that reach blue will lose all of recess; a note will go home to the parents; and the teacher and student will discuss the misbehavior and identify way to improve the behavior. The student will also be required to call their guardian and explain why a letter is going home.
5. **Orange Card**: Students that reach purple will be sent to the principal for a meeting.
6. Severe behaviors: such as fighting or repetitive behavior that is interrupting the learning of others, or any other behavior deemed severe by the teacher will be handled right away by removing the student from the classroom.

### **Classroom Procedures:**

#### **1. Beginning of the Day**

Students will be required to enter the classroom quietly and respectfully everyday ready to work. Students should place their empty book bag, coat, any electric devices, toys, and hats in their locker because they are not needed inside the classroom. Once students enter the room they should place their Popsicle stick in the present cup, turn in homework, and begin working on morning work. Students should follow this procedure to prevent themselves from getting into trouble.

#### **2. Pencil Sharpening**

Student should have two sharpened pencils in their desk at all times. Student will not be allowed to sharpen pencils during instructional time. Students will switch pencils between activities such as coming inside from recess or returning from lunch. A box of sharpened pencils will be provided so that students are not wasting class time to sharpen their pencil.

#### **3. Turning in Student Work**

Students must turn their work with their name, number, and date (dd/mm/yy) on the assignment. The teacher will not grade assignments with no names. (No name assignments will be placed in a folder and students are responsible for identifying their

own work.) If a student is absent their work will be placed in their mailbox for them to pick upon their return to school. Students will be given the same amount of days they missed to complete assignments. (E.g. 2 days absent means you have 2 days to complete the assignments) If a student is absent for a long period of time, the student and teacher will work out a reasonable timeline for completing assignments.

**4. Appearance of Work**

Work must be completed in pencil only. There are special occasions where students may use pen to complete an assignment. Student work must be legible and neat or students will be asked to redo the work. Students may write in cursive or print.

**5. Transition to “specials”**

While walking in the hallway students should be quietly walking on the right side with their arms at their side and facing forward.

**6. End of Day Procedures**

Students will be required to write down their homework assignments daily in the student planner. Students should bring home their planner and homework folder daily. Students should also move quickly out of the school at the end of the day so the buses will not be delayed. If transportation changes for your students, please contact the school office.

**Grading Scale:**

I will use the following grading scale when evaluating students work throughout the school year.

100% - 90%	A
89% - 80%	B
79% - 70%	C
69% - 60%	D
59% - 0%	F

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I have **read and discussed** the discipline plan for the 20\_\_-20\_\_ school year and verify my child fully understands the expectations, rules, and procedures outlined in this document.

Parent/Guardian: \_\_\_\_\_

Students Signature: \_\_\_\_\_

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