

## Classroom Management Plan

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## **Philosophy of Classroom Management**

All students can learn when given the right tools and environment. Clear rules, procedures, and expectations will help establish and maintain an environment that promotes learning. The rules, procedures, expectations, and consequences should be written and followed through in a way that treats students with dignity and respect while empowering students to take control and responsibility for their own behavior and learning.

As a person, I expect to be treated with respect and dignity and will do my best to treat my students that way as well. According to my personality profile, I am an introvert, a sensate, feeling, and judging. In combination, these traits mean that I am a nurturer who loves to take care of others by being very in tune to their emotions and needs. One characteristic of this personality type is feeling a strong sense of responsibility and duty and a love of order. This describes me as I love to be organized and accomplish tasks to the best of my ability. While a strong sense of responsibility and order has helped me excel in my studies, it may prove to be a weakness as a teacher because I have had a hard time understanding why a student chooses to misbehave or not turn in his or her homework.

As a student in the public school system, I went to a very small country school and attended classes with students a lot like me in terms of behavior. This had a great impact on my expectations as a teacher because that was the only educational model that I had ever experienced. I gained more experience and knowledge concerning other classroom models and students by visiting and observing other school systems while attending Manchester College. I now know that I was blessed as a student to be so supported by my parents, teachers, administrators, and community, and as a teacher, I should do my best to give my students the same tools for success that I had as a student. I have relied upon classroom management

theorists and policies that I believe will help me manage and understand my students while fostering a healthy relationship and emphasizing responsibility. I want to equip students with the tools to take responsibility for their own learning, and when they choose not to complete an assignment or choose to misbehave, I have to mentally remind myself not to take it personally or to become frustrated. I want to take circumstances like that to show students how to take responsibility for their actions by accepting the consequences.

One way to teach responsibility for their actions is through Curwin and Mendler's Discipline with Dignity Theory. This theory emphasizes responsibility over obedience. I like this approach to classroom management because my job at the high school level is to help mold responsible contributors to society—not create robots who behave because I tell them to do so. Curwin and Mendler believe that you should implement a consequence every time a rule is broken, but the consequence should be fair, appropriate, and the student should understand both the rule and consequence before it is implemented. They also believe that consequences should be implemented privately so as to preserve the dignity of the student and reduce embarrassment. I agree with and plan to follow their assessment concerning the importance of consequences and preserving dignity because embarrassing a student will only lead to more problems, will sever the student-teacher relationship, and negatively impact a student's attitude towards school. Most consequences can and should be implemented privately; however, I believe that extreme, dangerous, or unethical behavior needs to be dealt with right away. While I will try to work with students to solve behavioral issues in my classroom, some behaviors such as sexual harassment or physical violence will need swift action and administrative involvement that may end in the student being removed from the classroom.

One last component of the Discipline with Dignity Theory that I believe will help encourage responsibility and empowerment is occasionally allowing students to develop their own consequences for their misbehaviors. Some students will be hardened towards the standard teacher-prescribed consequences because they have been through the system so often that the consequences have become ineffective. Entering into a dialogue with the student about the consequences of his or her behavior will also help foster a positive teacher-student relationship instead of creating a wedge between me and my student. It will also ensure that the student takes ownership of their behavior.

Student ownership over their behavior is something that Barbara Coloroso also stresses in her Inner Discipline Theory. I really believe her tenet that students are worth the effort to help them become resourceful, responsible, resilient, and compassionate human beings. Coloroso echoes Curwin and Mendler by agreeing that the way to help students become their best is to treat them with dignity and respect—the same considerations that I expect in return from them. This method should definitely be applied when disciplining students. I agree with Coloroso that consequences should be given when a student breaks a rule because it is a learning opportunity; however, consequences should be fair, and the type of misbehavior should also be considered. In her theory of Inner Discipline, she explains that there are three types of misbehavior: mistakes, mischief, and mayhem. Obviously, mistakes should not be given the same consequences as mayhem. She also believes in cooperation between students and teachers: one should not fully dominate or control the other. One way to instill cooperation in my classroom through my discipline plan is to have a dialogue between me and my students when they break a rule that really affects their grades or their peers.

I like the idea of talking to students and including them in discipline decisions because it not only helps students take ownership and responsibility for their behaviors, but it also may help fulfill student needs. Allowing students to create their own consequences for certain behaviors may help fulfill their need of power because it asks students to participate in decisions that concern them personally. Fulfilling students' needs are a major component of William Glasser's Theory of Noncoercive Discipline. He outlines five student needs that need to be met: survival, belonging, power, fun, and freedom. Meeting these needs by creating an atmosphere based on dignity, responsibility, and respect will help prevent misbehavior from occurring. Some examples of ways that I can meet my students' needs are assigning group work, class discussions, classroom responsibilities, project and topic choices, self-evaluation, and positive feedback. These examples will also help to maximize student learning and minimize student misbehavior because if students are engaged in my lesson, they will not be engaged in misbehaviors.

This principle is also evident in Dreiker and Albert's Cooperative Discipline Theory. In their theory, the researchers state that when a student's need to belong is not met, the student will act out according to mistaken goals: drawing disruptive attention to his/herself, acting out to gain power, exacting revenge, or avoiding failure. They advocate having a classroom code of conduct that specifies how everyone is supposed to behave and interact. In my classroom, the code of conduct will present itself as the set of classroom rules with the main emphasis on respecting others: this will help create a welcoming classroom environment that will help students feel like they belong. Their theory also reinforces the idea that when a student does misbehave, it is important to discover what need has not been met and try to determine the underlying cause of the problem.

Kyle, Kagan, and Scott's Win-Win Discipline Policy will help me identify causes of student misbehavior because they present seven student positions along with the long-term needs and goals that may not be currently being met. This break-down of terms will help me diagnose behavioral problems because the researchers give each behavior a name, a symptom, and a cause. The seven students positions that I will be watching for are attention-seeking, angry, avoiding failure, bored, control-seeking, don't know, and energetic. Using the examples presented within the Win-Win Discipline Policy, I will be able to try to reverse the student behaviors through my lesson plans, teaching materials, presentation, and assessment. For example, if a student is misbehaving in an attempt to avoid the assignment and avoid failure, I can assign him or her tasks that s/he can accomplish and excel in, and then gradually assign harder tasks as the student's confidence increases. This will help meet the student's need to belong by boosting their self-worth and classroom participation. Kyle, Kagan, and Scott also provide examples of rules that win-win classrooms should have. I strongly believe in their responsibility, ready, and respect rules which state that students should act responsibly at all times, come prepared and ready to learn, and respect the rights and properties of others. In fact, the majority of my classroom rules are based upon respecting yourself and others.

Overall, my classroom management plan is designed with an emphasis on responsibility and student ownership of their actions and education. As an educator, I think it is my job to help meet student needs and help equip them with the tools they need to be successful: I am here to teach, guide, help, and support my students. One way that I will create a positive learning environment, help guide students, and help students take responsibility for their work and behavior is to have a clear set of expectations which is outlined in my set of classroom rules, procedures, and consequences.

## **Classroom Rules**

Because I believe that respect is essential to the educational process, I designed my classroom rules to reflect that. I also believe that all students are good at heart, but guidelines, procedures, and consequences can help them make good choices by outlining what is expected of them. In addition to a strong emphasis on respect, I created my rules and policies to reflect that each student is valuable and that I expect their best. For example, one of my rules is that students should participate in class because their input is valuable and will help shape the class. I also included under my homework policy that students should come to me with any questions or concerns because I am more than willing to help. I included this to communicate to my students and their parents that I care about the students and want them to succeed. I also wrote all the rules in the positive form instead of using “Do not...” in order to give students positive guidelines and expectations rather than a list of negative mandates.

## **Mrs. Morgan's Classroom Rules and Procedures**

### **Classroom Rules:**

1. Respect yourself and all others.
  - Listen quietly and pay attention when others are speaking.
  - Be polite and courteous: name calling, swearing, teasing, etc. are not acceptable behaviors.
  - Keep your hands and feet to yourself; fighting will not be tolerated.
2. Respect the property of others.
  - Ask before using materials that do not belong to you.
  - Return borrowed classroom materials.
  - Writing on the desks or destruction of school property is not acceptable.
3. Be prepared for class.
  - Bring class materials and homework. You will not be able to return to your locker without being marked as tardy.
  - Be in the room and headed towards your seat when the bell rings or receive a tardy.
  - Get out needed materials, do bell work, and sit quietly during attendance.
4. Participate in class.
  - 5 participation points will be awarded each day for active participation.
  - Your input is valuable and will help shape the class.
  - Raise your hand to be recognized.
5. Follow all school rules.

### **Consequences for Breaking the Rules\***

1. First violation: student and teacher conference at an agreed upon time.
2. Second violation: parent notification and after school detention
3. Third violation: administrator involvement and parent notification

\*Further action may be taken if deemed necessary by the teacher

### **Homework Expectations:**

1. Do your own work, and make it your best.
2. Follow directions.
3. Work will be neat and legible. If I cannot read it, it will be marked wrong.
4. Turn your work in on time. Late assignments will receive a 10% grade reduction for each day late. Assignments more than a day late will result in a homework detention until the assignment is completed and turned in.
5. If you are absent when an assignment is due, the assignment is due on the day you return.
6. If you are absent the day the assignment is given, you will have one day per missed class to turn in missing work for full credit. For example, if you are absent for two days, you will have two days from the day you return to turn in missing work. Additional late days will result in a 10% grade reduction and/or detention.
7. Come to me with questions and concerns. I am more than willing to help!

**Grading Scale: A (90-100); B (89-80); C (79-70); D (69-60); F (59 and below)**

\*Grades will be determined by the overall points earned from tests, projects, papers, homework, quizzes, journals, and participation points. The breakdown of points will be around the following percents:

Tests (20%); Projects and Papers (30%); Homework and Quizzes (25%); In-class Work and Participation (25%)

December 3, 2008

Dear Parents and Guardians:

My name is Stacey Morgan and I am thrilled to be your child's English teacher this year. I have a variety of learning activities and lessons planned that I hope will be both educational and fun for your child.

In order to create and maintain a safe and effective learning environment, I have developed a few classroom rules and procedures that I expect to be followed. The main emphasis of the rules is respect: respect for others, respect for property, respect for the learning process and our class time together, and respect for school rules. I have attached a copy of the rules, procedures, consequences, and homework expectations for you to look over and discuss with your child. Each student has also received a copy, and we have gone over it together in class. Once you have received and reviewed my classroom rules, please sign and detach the bottom portion of this paper, and have your child return it to me; its signed return is homework worth 5 points towards his or her overall grade.

If you have any questions or concerns, please feel free to contact me by calling the school office or by email: [slmorgan@school.k12.in.us](mailto:slmorgan@school.k12.in.us). With your help and support, I know this will be a great year. I am looking forward to working with you and your child.

Sincerely,

Stacey Morgan



I have read through and discussed Mrs. Morgan's classroom rules with my son or daughter.

Student's name (printed) \_\_\_\_\_

Your name (printed) \_\_\_\_\_ Your Name (signed) \_\_\_\_\_ Date \_\_\_\_\_

Best time and way to contact you:

## **Classroom Arrangement**

As for my classroom arrangement, I will begin the year with desks in rows because it offers the most order while students are getting used to my classroom procedures. I also feel that this is a versatile arrangement because desks can easily be moved into groups and pairs for projects once students learn cooperative learning procedures. The students' desks are facing the two large whiteboards in the front of the room and away from the doors and windows to reduce distractions. Bookshelves containing classroom resources such as textbooks, reference books, and free reading materials are arranged on the side of the room. I will also have a podium and moving technology cart with the overhead on it in the front and on the student's left hand side. An additional whiteboard is to the students' right and bulletin boards to display student work and posters are on their left. In the back, there is also a three computer work-station which fits my teaching style because they will be used to work on projects and papers. The computer stations will also be beneficial for students with disabilities to work on adapted materials. My desk is in the back of the room where I can see all of the students, monitor the computers, and keep an eye on the door. Next to the door is a table and bulletin board for students to check for classroom procedures, rules, updates, emergency exit information, and work that they have missed while they were absent. On this table will be trays for each class period with color-coded folders in them—one to put late work in and one containing worksheets, handouts, and papers that I have passed back while they were absent.

## Procedures and Routines

1. **Beginning of the Period Procedure**—Students will be in the room and heading towards your seats when the bell rings. If you were absent the day before, you need to turn in any missing work, check for assignments you missed, and collect needed papers from the table by the door (see late or make-up work procedures). Once in your seats, immediately take out the materials needed for class (books, paper, writing utensils, journals, homework, etc.) and begin working on the journal entry written on the board by copying the date and question into your journals and writing a least a solid paragraph about the subject (five sentences). If you finish before I am done taking attendance, please sit quietly in your seat.

This procedure is important to classroom management because it sets the tone for the rest of the class. It also prepares the students for the lesson while giving me time to gather materials and take attendance. Another reason why this procedure is important to classroom management is that it engages students and provides them with a task while I am busy. It fills up the down-time which leaves less time for students to get into trouble.

2. **Late or Make-Up Work Procedure**—If an assignment was due on the day that you were absent, it is due the day you return. If it was assigned on a day you were absent, you have one day per absent day to make it up without any penalty on your grade. For example, if you were absent for two days, you have two days from the day you return to turn in your make-up work. Each day after that will receive a grade reduction of

ten percent. All late work will receive a grade reduction of ten percent until it reaches fifty percent. If you turn in homework after this point you may only receive a grade of up to fifty percent (which is a lot better than a zero!). If you have work more than a day late, you will receive an afterschool homework detention until it is turned in to me. To turn in late or make-up work, or to find out what you missed while you were absent, see the table next to the door. Each class period has a tray with two color-coded folders in it—one to find worksheets, notes, and handouts you have missed and one to turn in late or make-up work. Each day's assignments will be posted on the bulletin board above the table, so please fill out your planners accordingly for the days you have missed. If you have questions about the assignment, please ask a classmate who was in class when it was assigned before you see me.

This procedure is important because it follows my teaching objective to help students become responsible for their own work. It puts their grades, make-up work, and late assignments into their hands. It will also help me fend off a million questions concerning if they missed anything while they were absent. I will be able to start class on time, and they will be able to get their questions answered.

3. **Expectations for How Work Will Look**—All work needs to be neat and legible. I will do my best, but if I cannot read it, I cannot grade it, and it will be marked wrong. You may use pen or pencil for in-class writings, worksheets, and notes. All assignments to be turned in need to be labeled with your first and last name, period number, date, and the name of the assignment in the upper right hand corner.

Typed essays and formal papers have a different procedure than the rest of your assignments; they need to follow the MLA format. Your first and last name, my name, class period, and date need to be in the upper left hand corner, and you need to have a header with your last name and the page number on the top right hand corner of each page. Your paper also needs to have a title and one inch margins. It should be double spaced and typed in twelve point Times New Roman font.

This is an important procedure because it will get students ready to follow the college format for writing papers. It is also important because regardless if they are in college or the workforce, they need to be able to produce legible written communication. It also lays out what is expected of students, so they can begin to take ownership of their workmanship.

4. **Expected Behavior during Cooperative Learning**—Occasionally, you will be put into cooperative learning groups. The point of these groups is to learn from and with each other as a team. Each team will be expected to:
- Work together as a group—include everyone!
  - Stay focused on the task at hand.
  - Use conversational voices that are quiet enough so only your group can hear you.
  - Stay in your seat unless you have permission to move.
  - If you have been instructed to move your desks, please pick them up and quietly reposition them.

- Make sure that you are close enough together so that your desks touch.
- Continue working together until I instruct you to stop.
- Keep your working space clean. Make sure everything is put away and picked up before the bell rings.
- You may occasionally be asked to review each member's involvement and reflect on your own contributions to the group, so make sure you are doing your best and contributing!

This procedure is important because students need to be able to work collaboratively with their peers. Because my teaching style often utilizes groups, students need to know what is expected of them in these situations. These guidelines will also help foster a positive learning environment and a chance to develop social skills.