Classroom Management Plan

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EDUC 360

Classroom Behavioral Management

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Philosophy of Classroom Management

My classroom management plan is all about learning and growing together in the community of the classroom. As a teacher, I want to make learning a fun yet engaging for every student. I want to make my room inviting to everyone; not just my students, but other teachers, staff, and all the students in the school. When we all work together, this is when our classroom will work efficiently and effectively. I believe in making the classroom a fun and safe environment but it also needs to have the dedication for success. After many observations, I have gained more insight on different forms of classroom management, and that has helped me develop my own management plan. I have seen the different ways to assess the different discipline problems, and I believe that when the students and teacher work together, they can come up with an end result that is both fair and acceptable.

Top Ten Beliefs/Practices

1. I believe in creating the rules of the classroom together.

   - Linda Albert is very strong about the topic Belonging and Cooperation. Her Class Code of Conduct is defined as “...agreements formed between teachers and students that specify how class behavior and instruction should take place” (Albert). I believe that when you set up the rules together as a class, there is more room for discussion and then you can see how the students feel about the rules set. This way, everyone is given the time to discuss the rules set, and if there are any problems, they should be discussed before the rules are put into proper use.
2. I believe in creating a positive and inviting environment for the classroom.

- I will remain positive to every student and expect that they be positive as well. When positive thinking is in effect, it will have greater outcomes on the class and it will become easier to teach the effects of being positive. Being positive about negative things takes time, whether it is a lesson or an assignment, and trying to do a lesson or assignment can lead to positive outcomes when the student strives for success.

3. I believe that the teacher needs to teach and also model corrective behavior for the students.

- All eyes will be on me when I become a teacher. This being said, I will model the appropriate and corrective behavior for my students. I will make sure the let the students know on the first days of school what is expected of them and what they can expect from me. For this you can model what is right and what is wrong from both perspectives, and then follow these guidelines at all times.

4. I believe teaching responsibility through different incentive systems.

- Fred Jones has several systems, but the ones that I like best are: Student Responsibility and Group Concern. Student Responsibility suggests “...that when students show responsibility it’s because teachers have used encouragement instead of nagging, threats, or punishment” (Jones). Group Concern is “...making sure every student has a stake in earning the incentive. This motivates all students to stay on task” (Jones). I think that when students show responsibility it “rubs off” on other individuals, and then they begin to follow their way, too. I also think that when you put a whole group or class at
risk for an incentive, then this makes everyone stay on task and finish with the lesson or assignment on time.

5. I believe in treating the students with the same amount of respect that I would want in return.

- With the issue of respect, I will give examples to the students on the first days of school to show the respect that is present in my classroom. I will model how I want to be respected by everyone, and then this will follow with the way they want to be respected; both have similar aspects and are equal in the amount of respect. When students respect one another and the teacher, this shows that everyone can get along and have gained the self-respect that they have been given.

6. I believe in having classroom meetings as frequently as I need them to happen.

- Classroom meetings are very important to have often and efficiently. Nelson and Lott are all for encouragement and support. They say that “Classrooms meetings promote social skills such as listening, taking turns, hearing different points of view, negotiating, communicating, helping one another, and taking responsibility for one’s behavior” (Nelson and Lott). I plan on having regular classroom meetings for different reasons: to talk about new rules, to talk about something that occurred during the day, or just to talk about the class and how everything is going.

7. I believe in active learning as a part of my classroom.
• Active learning is all about interacting with one another about different books, stories, people, etc. rather than listening to a lecture. I believe in hands-on activities to engage the students as much as possible and to make the classroom a fun, learning environment for the students. Examples for active learning include: think-pair share, collaborative learning, student-led review sessions, educational games, student generated exam questions, and many more (Active Learning).

8. I believe in promoting responsibility rather than obedience.

• Marvin Marshall has a Hierarchy of Social Development, which has four levels; A which stands for Anarchy being that there is no sense of order or purpose and students seldom accomplish anything to a D which stands for Democracy that says the students takes the initiative to act responsible and they do what’s right and proper. He states that one way to teach the hierarchy to students would be to have the student’s visualize each level and draw a picture which corresponds to the right level (Marshall). I think that by promoting responsibility rather than obedience will help the students understand that being responsible will help you keep on track and ahead of the game. I will also help the students outside of class with things at home or in their community.


• Coloroso believe that inner discipline and punishment are different. Punishment is adult-oriented and deals with anger and can embarrass the student. Inner discipline shows students what they should have done, it gives the student ownership of the
problem and how they should handle it, gives them options for solving problems, and it leaves their dignity intact (Coloroso). I believe in using inner discipline rather than punishment because it works a lot better and it is a great way for students to try and solve things on their own. The student will then want to work on their problem rather than if punishment was used; this student might not feel comfortable with the teacher or keep acting up because he does not understand how to solve the problem.

10. I believe in having rewards for the students with good behavior.

- Fred Jones talks about responsibility through incentive programs. I believe that if a student has good behavior, I will reward them with Preferred Activity Time, or PAT (Jones). This time is open for students to choose activities such as learning games or a movie. I believe that this is a good way to see if the students will behave; if they do, then they will get PAT which can improve their behind all around.

These are my beliefs regarding the way my classroom management plan is going to be implemented. In the next section, I am going to be talking about my classroom procedures and the routines that will happen daily.

**Procedures and Routines**

1. Disturbing materials
   
   a. At the beginning of the year, I will tell the students that the way we distribute materials will be as follows: “If there is a stack of graded papers/any other assignments on your desk, you are in charge of handing back these papers out.”
This will limit the amount of confusion within students and will give everyone a turn at distributing materials. All other materials (art supplies, extra paper, etc.) will be a single students “job” for the month.

2. Beginning of the day

   a. At the beginning of every day, the students will walk into the classroom and put their book bags and coats on their correct hanger. If they do not have book bags or coats, they will go to their seat and get ready for the day (get out any assignments that need to be put on the student’s desks, supplies, etc). If homework needs to be turned in, then they can get up and turn their homework into the homework box. If an important document is returned from home, they need to put it on my desk in the important box. Take attendance after announcements. Then, after the students have settled, read any announcements that have come to mind or any special event during the week.

3. Getting attention/signaling for quiet

   a. To get the attention of my students, I will use a vocal cue that I will teach on the first days of school. It will be as follows: “If you hear my voice, clap once. If you hear my voice again, clap twice.” This will insure that all the students have my attention. To signal for the students to get quiet, I will use a hand signal and stay quiet the whole time. When students notice the hand signal, they will catch on and that is the cue for silence.
4. Selecting groups

   a. To select groups, I will have the names of each of the students on Popsicle sticks on a jar. This will happen when I want to form groups to go with a lesson or to make new seating arrangements. I will randomly pull out sticks and this will determine who is in a group. If I see a group who does not work well together, I will assess the situation and pull out a different stick (I will not say their name aloud but rather pull a different stick when appropriate).

5. Dismissal

   a. When leaving for different classes, for home, special events, or anytime we leave the room, the class will always line up in ABC order. This will be established at the beginning of the year when we practice lining up in ABC order. After time, this will come easier to the students because they will know who is in front of them and who is behind them.

6. Transition to “specials”

   a. Before we transition, the class will line up in ABC order like the dismissal procedure. During this time, I have an Idea Band where I can have the attention of the students for the range of three to ten minutes (depending on the time limit). This will get the students ready to go to their special without causing disruption or behavior problems.
Implementation of Classroom Management Practices

Classroom Rules and Expectations/Consequences:

While observing the classroom, I will develop these rules based on what is expected of the students and that goes for me as well. I will have a plan drawn out before school starts, and this will help me make sure that everything that I want to be in the rules is brought up on the very first day of school. With these rules, I will also discuss the consequences that will follow if anyone should break the classroom rules as well as the rules of the school.

For the classroom rules, I am going to collaborate with the students in making the rules. I feel like this makes the students think of rules and in turn what the consequence of each one is if they break it. This way the students can go back and say “We made those rules together and they are fair within the consequence I have received.” While making classroom rules, I will ask the students questions-What other ways can you put these rules into effect? Are these rules that everyone can follow? Are there any other rules we should add? After these rules had been made, they will be posted in the classroom so that everyone can look back and remember what the classroom rules state.

The expectations of the class would be to follow the rules and stay on task. By having the students and I collaborate on making the classroom rules, it helps prevent any questions, such as “Why is that a rule?”, because we made them together which should eliminate any confusion. These rules will be talked out among the class and any disagreements will be addressed so the whole class is in agreement.
Consequences will be given to students who either do not follow classroom rules or do not follow the school rules. These will be given to the student depending on their action, either mild or severe. Talking with the student after a mild offensive seems to work out best because you ask the student what happened and how they can change their action. There will be the card system (which is explained under the Corrective measure below) and also a “Ladybug” system. The students will each get four laminated ladybugs at the beginning of class and they will be stuck with Velcro on their desk. If the student has a behavior problem, they follow the card system but also put away a ladybug in the “net” basket. If you keep all of your ladybugs, then at the end of the day you will get a sticker or something to put on your desk or some other special privilege.

**Preventative:**

As a prevention measure, I will make sure that the rules in my classroom are set ad do not change over time. These rules should be established at the beginning of the school year and stay consistent throughout the year. I will remind the students either using verbal cues or using hand signals that the rules did not change and they are still in effect.

**Supportive:**

Being the classroom teacher means that I am here for the students and will help them in any way possible I can. This also applies when it is in best interest for the students to show good behavior. There will be a jar on my desk with beads in one side labeled “Bead Jar” and the other jar will be empty at first labeled “Free Time”. When I notice good behavior from one
student, I will put a bead in the “Free Time” jar. If the whole class is doing well, then the number of students in my classroom will be the number of beads that go into the “Free Time” jar.

**Corrective:**

To correct behavior, I will use a card system (The card system will have four colors: green=good behavior, yellow=first offense (warning), red= parents are notified of behavior, and orange=either sent to principal’s office or parents called that day. This card system will stay at the front of the room and when the student breaks a classroom rule, they must go to the front and flip a card depending on what offense they have done.
Dear Parent/Guardian,

Hello! My name is Miss. Moore and I am excited and looking forward to teaching your student this school year. Through my preparation for this upcoming school year, I am ready to establish a relationship with you as well as your child throughout the school year.

In this letter, I would like to provide you with the discipline policy, classroom procedures and routines set forward. I would like for you to review this with your child and when you are finished, sign and return the sheet at the end of this letter.

If you need to contact me at anytime, do not hesitate. My e-mail address is almoore@spartans.manchester.edu if you have any questions.

Sincerely,

Allison Moore

Discipline Policy-

There is a card system in my classroom as well as a “Ladybug” system. If there is misbehavior, the student will remove on ladybug from his/her desk and put it in the “net” (The “Ladybug” system is a rewards system at the end of the day to the students who have ladybugs on their desk). Also, he/she will have to flip a card if instructed by the teacher:

- First- Verbal Warning
- Second- Flip Card to Yellow (warning)
- Third-Flip Card to Red (parents are notified and a note sent home)
• Fourth-Flip card to Orange (either sent to principal’s office or parents called that day).

Classroom Procedures-

Disturbing materials:

At the beginning of the year, I will tell the students that the way we distribute materials will be as follows: “If there is a stack of graded papers/any other assignments on your desk, you are in charge of handing back these papers out.” This will limit the amount of confusion within students and will give everyone a turn at distributing materials. All other materials (art supplies, extra paper, etc.) will be a single students “job” for the month.

Beginning of the day:

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Transition to “specials”:

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Please detach this sheet, stating that you have read the discipline plan and have discussed it with your child.

Parent/Guardian signature: __________________________________________________________

Student signature: ________________________________________________________________
Works Cited


Gore, J, & Koomler, P. *Marvin Marshall*. Manchester College, North Manchester. 11 Nov, 2009


http://www.metu.edu.tr/~e133376/project/Inner%20Discipline.htm


http://www.cat.ilstu.edu/additional/tips/newActive.php

Making a good sample classroom management plan is important for teachers and students. Download great classroom management plan examples from TemplateLab. It is important for teachers to formulate a classroom management plan template that would entail procedures to exclude the need to yell or scold or lecture or other stressful and counterproductive methods. Such plan would rather hold the students accountable for their misbehavior and it allows the teacher to demand from the students’ faultless behavior. A Comprehensive Classroom Management Plan is critical for the success of a teacher in any kind of classroom. Still, a poorly organized resource room or self-contained classroom will be just as unproductive and chaotic as a general education classroom without a behavior rudder—perhaps more so. Too long, teachers have relied on being the biggest, the loudest or a bully to control misbehavior. Many children with disabilities have learned that disruptive behavior problems can be controlled with a good classroom management plan will help you create a favorable learning environment. Classroom management plans vary depending on the classes you teach, the age of the students and the teaching environment, but there are a number of general steps you can take to set up a classroom management plan that suits your needs as a teacher. The steps to create a management plan include: 1. Understand what you want to achieve with your plan. 2. Write down your objectives. I believe Classroom Management is the key component in any educational setting. I believe that if students are in a safe environment, then learning can take place. This doesn’t necessarily mean punishing behavior problems but rather a combination of setting the tone in a class, preventing behavior problems with interesting and engaging curriculums and effectively including all students in the classroom so that their needs are met.