



Classroom Management Plan

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EDUC 360 C: Classroom Behavioral Management

November 26, 2007

Descriptive Statement:

The purpose of this document is to outline my current beliefs about classroom management. In this plan, I mention the theories and practices that help guide my approach for collaborating with students. This plan is a “working document” and I will be making changes to it throughout its implementation in the classroom.

Philosophy of Classroom Management:

In order for my classroom management plan to be effective it needs to align with my beliefs and values. Therefore, I have chosen the theories and practices that reflect my personal teaching style. I believe that a classroom management plan should aid in building a community of learners. Also, I feel that the students should be taught self-discipline so that they can use the skills they learn in the classroom outside of school as well. As teachers, I believe it is our responsibility to help our students become good citizens in addition to teaching them the academic areas. There are ten beliefs and practices that serve as the foundation on which I am building my classroom management plan.

My “Top Ten Beliefs

1. I believe that the teacher and students should work cooperatively together in order to create a safe and inviting classroom.

Linda Albert’s *Cooperative Discipline* theory emphasizes that the teacher and students should work together to make class decisions. Albert recommends informing and involving the students’ parents in class decisions as well. This can be accomplished by implementing what Albert refers to as the Three C’s: connections, contributions, and capabilities.

I agree with Albert that the classroom should be safe and free of threat for all students. The classroom should be a place that the students feel welcome. If the students are contributing

to the class, they will feel as if they are an asset to the class. Finally, I believe that the teacher and students should work together because it is essential to developing a community of learners.

2. I believe in creating a code of conduct cooperatively as a class.

This belief coincides with Linda Albert's *Cooperative Discipline* as well. A class code of conduct indicates how students are expected to behave instead of how they should not behave. Albert states that the teachers and students should work together to determine consequences for when a student does not follow the class code of conduct. When the students are involved in the determining the consequences, Albert feels the students are more likely to follow them because they are connected to them.

I believe that having a class code of conduct in the classroom allows the students to know how they are expected to behave. The students will be more likely to remember what is expected of them because they were involved in creating the expectations. Therefore, the students feel as if the expectations are reasonable and can be met. I like that the teacher is not telling the students how to behave. I feel that students should play an active role in the classroom, and that students are capable of making good decisions. I will be sure to place the code of conduct in a visible spot in the classroom so the students can refer back to it.

3. I believe that class meetings are an effective way for the teacher and students to become partners in the learning process.

Nelsen, Lott, and Glenn's *Positive Discipline* support this belief by encouraging teachers to hold regular class meetings to establish respect among teacher and students. They believe that when the teacher and students listen to one another and work together that behavior problems are likely to diminish.

During my field observations, I have seen class meetings, and I felt that they were very beneficial to the teachers and the students. I believe that the students should be actively involved

in the learning process instead of the teacher just filling them with information. I want my students to know that I care about each one of them, and I can do this through creating a partnership with them.

4. I believe that students should be given the opportunity to make their own decisions.

This belief matches Barbara Coloroso's theory of *Inner Self-Control*. Coloroso believes that discipline works best when students have developed an inner sense of self-control. She states that classrooms are an ideal place for students to learn how to make responsible decisions.

In order for this theory to be successful, the teacher and students must work together which goes along with my earlier beliefs. I agree that the teacher should provide the students with the appropriate tools and support to solve their problems. The skill of knowing how to make responsible decisions will not only be beneficial to the students while they are in school, but for the rest of their lives.

5. I believe in using "I-messages" to communicate my feelings to the students.

This practice is introduced by Thomas Gordon in his theory of *Discipline through Inner Self-Control*. "I-messages" allow the teacher to share their personal opinion with the students in a non-threatening way. On the other hand, "you-messages" blame the students for their behavior which causes the students to become defensive.

I believe that the teacher should have open communication with students, but in a positive way that creates a safe environment. This method could be taught to the students as well in order to help them solve conflicts.

6. I believe that teachers should encourage their students.

William Glasser refers to teachers who provide encouragement to their students as “lead teachers”. Glasser states that teachers should not try to force information into their students. This makes common sense to me because who likes to be forced to do something.

I agree with Glasser that the students’ motivation to learn resides within themselves. It will be my job as a teacher to spark their interest to learn. Therefore, as a teacher I will need to create engaging activities, and be there to provide support to the students as necessary.

7. I believe in creating a sense of community in my classroom.

Alfie Kohn mentions that classrooms should be “learning communities” in *Beyond Discipline*. A classroom should be a place where the students feel cared about and are encouraged to care about others. Eventually, the students will begin to feel connected to one another and see themselves as part of the whole class.

I believe that in order for my classroom to be an effective learning environment the students need to feel comfortable. A sense of community will encourage my students to be active participants in class matters.

8. I believe that the teacher should teach “life skills” to the students so that they can be successful not only in the classroom, but in life as well.

Kagan, Kyle, and Scott’s *Win-Win Strategies* promote the use of “life skills” in the classroom. They refer to “life skills” such as self-control, anger management, good judgment, and empathy. These theorists believe that if the students require these skills they will be able to live more successfully.

I believe that teachers are responsible for preparing students for life so this theory matches my belief. After my students leave my classroom, I want to see them succeed in life. I am strong believer that one needs to be the change that one wants to see in the world so I will model these “life skills” for my students.

9. I believe that a teacher should handle behavior problems privately.

If the teacher must get involved, Glasser believes that the teacher should do so in way that does not punish the student. I am going to take this one step farther, and say that the teacher should talk to this student in private about his/her behavior. During my urban field placement, I observed a situation where the teacher talked to the student about his/her behavior problem in front of the whole class. The teacher made the student feel horrible in front of the whole class, and the rest of the students were denied valuable class time. Therefore, I believe the misbehaving student should be talked to later about his/ her misbehavior in a private conversation between just him / her and the teacher. Hopefully, the student and I will be able to determine a long-term solution for the behavior problem.

10. I believe that students should be taught procedures in order to maximize their learning and show them responsibility.

The Wong's *Pragmatic Classroom Management Plan* supports this belief. Harry and Rosemary Wong state that most students will act responsibly if taught the procedures to do so. They believe students' achievement is affected by how well the procedures are laid out and taught to them.

I agree with Harry and Rosemary Wong that procedures are an important aspect of a classroom. I believe that procedures provide students with a structure that lets them know what is expected of them. This will help cut down on disruptions if the students are not confused about what they are supposed to be doing.

In Conclusion

My "top ten beliefs" are incorporated throughout this classroom management plan, and

touched upon again. For example, I discuss procedures in belief number ten. In the next section, I will describe six procedures that are essential to classroom management.

Procedures and Routines:

In order to give the students' structure, it is important to establish procedures and routines in the classroom. This will let the students know what is expected of them, and may prevent some discipline problems. I have identified six main areas in which I plan to create procedures and routines for in my classroom.

1. Beginning of the Day

This is the time when the students first enter the classroom until the teacher begins teaching a lesson. It is important to begin the day with a routine in order to provide the students with a sense of structure and stability. The students are given an opportunity to get prepared for the upcoming instruction. The silent reading time allows the students to have time to calm down while the teacher is busy taking attendance, collecting lunch money, reading notes from parents, etc.

At the beginning of the day, I will be at the door to greet my students as they enter the classroom so that they feel welcome. The students will be expected to enter the classroom quietly, and head to their seat. The students will first put down their chairs, and then empty their backpacks. Next, the students will hang up their backpacks and jackets. On the blackboard, there will be a poster with the morning routine depicted through words and pictures. The students need to make sure they have sharpened two pencils, indicated if they are packing a lunch (cold) or purchasing a lunch (hot) by putting a clothes pin with their name on it on the appropriate plate, picked up their reading box, and used the bathroom if needed. Once the students have completed all of these items, they will read silently in their seats.

In order for my beginning of the day routine to be effective, I will need to give my students explicit instruction and model what is expected of them. This routine should be introduced to the students on the first day of school. For the next two weeks, I will remind the students of my expectations as necessary. This will help my students to develop the routine so that they can do it independently by the end of the two weeks. I will notify the students as I am greeting them at the door if there has been a change to the morning routine. As a teacher, this routine will assist me in completing my morning responsibilities: I will be able to easily see which students are absent if they have not chosen either a cold or hot lunch.

2. Classroom Jobs

In this procedure, the students will be given an opportunity to take a job if they choose. It is important to classroom management because it helps the students to develop responsibility. Also, it helps in creating a classroom community by getting the students involved in the classroom.

If a student decides to take a classroom job for a week, they will be doing one of six jobs. One job will be plants, and this student will be expected to water the plants on Friday before heading out to afternoon recess. Another job will be the electrician, and this student will need to turn certain lights on in the morning and off at the end of the day. The third job will be teacher's assistant, and this student will do what the teacher asks of him/her such as erasing the blackboard. The fourth job will be line leader, and this student will be expected to lead the line and set an example for the others students on how to act in the hallway. The fifth job will be name caller, and this student will be given a container with the students' names. The student will call out names when he/ she is asked. The sixth job is filer, and this student will put papers from

the week into a file for each student. On Friday, the filer will place all of the papers into each student's Friday folder so they can be taken home.

Prior to assigning jobs, I will create a bulletin board for the jobs that is visible to all of the students. I will make a card with each student's name on it. During the first week of school, I will assign jobs for the second week of school in a class meeting. I will explain each job and its duties to the students. Also, I will make sure the students know they do not have to take a job if they do not want to: they can say pass. In the first week, I will model some the jobs for the students so they know my expectations. Every Friday, the jobs will be switched by drawing names randomly from the box of names.

3. Distributing Materials

Throughout the day, I will need to pass out materials for the students for certain lessons. Sometimes it can be chaotic if you have all of the students getting out of their seats to get the supplies. Therefore, it is important to have a procedure for distributing materials to keep order in the classroom.

My students will be seated in groups of four, and I will assign a table captain. The table captain will be responsible for getting enough materials for all of the group members. Also, the table captain will collect all of the group members' papers and turn them in when instructed to do so.

On the first day of school, I will need to give explicit instructions before assigning a table captain. I will tell the students that the table captains will change each week. If extra materials are needed for a lesson, I will have them all prepared ahead of time. Also, I will be sure to go over where certain materials such as paper and glue are kept with the whole class.

4. Community Circle

This is time when the students and teacher can come together to have class discussions about a variety of topics. The community circle is important to classroom management because the students are given a chance to contribute their opinions. It lets the students know that their opinions are valued, and helps to create a sense of community.

During a community circle, the students will be expected to be respectful to one another. The students should not talk when another student is speaking or use put downs. In the community circle, the rules of the classroom still apply. Therefore, if a student is not showing another student respect, the consequences will be put into place that have already been determined by the teacher and the students.

In order for the community circle to be effective, the teacher will need to go over the rules and expectations with the students. The teacher will model these expectations while in the community circle. In the beginning, I will describe to the students what we will be discussing as a class.

5. Selecting Groups

Some activities require that the students work in small groups. It is important to classroom management that groups are chosen fairly. Having a procedure for selecting groups will prevent students from being left out or always having the same students in a group. It allows the students to cooperate with all of the students and not just their friends.

The student who has the job of name caller will call out a given number of names, and these students will become a group. After being assigned a group, the students will be expected to work cooperatively with one another. The students must listen to and respect their other group members' ideas.

The teacher will go over the expectations for working in a group with the class. Also, the teacher will monitor the students as they are working in groups.

6. Communication with Parents

This is when the teacher tells the students' parents about what is going on in the classroom, and keeps them informed about the classroom rules/ expectations. It is important to classroom management that the teacher keeps open communication with the students' parents. Also, it will be helpful for parent teacher conferences if the parents already know what has been happening at school.

The students will be expected to take home a folder on Friday with all of their school work from the week, notes from the office, and a newsletter. It is the student's responsibility to show this folder to their parents. The parents will be able to send notes back to the teacher in this folder, and the student should hand these to the teacher on Monday.

The teacher will write a newsletter to the students' parents that explains what they will be doing the upcoming week, provides suggestions of things parents can be doing at home with their students, and important news. When a student brings in a note, the teacher will respond back to the parent right away.

Implementation of Classroom Management Practices:

In order for a classroom to run smoothly, there needs to be expectations and strategies in place that will guide student behavior. I want to create a community of learners in my classroom where the students feel free to share their input because they know everyone will respect their opinion.

Therefore, my students will be involved in the process of determining classroom rules and expectations. In a classroom meeting, I will introduce the code of conduct for the classroom: respect yourself, respect others, and respect property. The students will discuss examples of how

they should act for each one. This will allow the students to make personal connections to the code of conduct. The code of conduct is brief so that the students could easily remember it. The code of conduct will be placed in a visible spot in the classroom to remind the students of what is expected of them. These will be reinforced by the teacher modeling them for the students. Also, the class will determine consequences for each aspect of the code of conduct. If the code of conduct is not followed the teacher will implement the consequence that was agreed upon.

In order to prevent student misbehavior, the teacher needs to consider the curriculum and instruction he/ she is implementing. The curriculum and instruction needs to engage the students, I plan to do this in a variety of ways. First, I will make sure that my lesson plans include hands-on activities. My lesson plans will be based on inquiry and discovery. For example, if I am teaching social studies I will not just have them open up their text book and start reading. I may use the social studies text book as one resource, but I will incorporate other sources into my teaching. As I am planning my lesson plans, I will keep in mind my students' individual needs. I will use assessment to drive my instruction, and make changes as needed to my lessons.

As I am developing my classroom management plan, I will need to include preventive, supportive, and corrective measures. The preventive measures such as engaging lesson plans and well taught procedures need to be in place. However, even with preventive measures in place problems will still occur. This is when the supportive measures come into place and the teacher will need to assist the students. After the support has been given, the teacher and student can look into corrective measures to stop the misbehavior from reoccurring.

Below is a letter to the parents that outlines my classroom management plan:

November 26, 2007

Dear Parent/ Guardian,

My name is Jeanna Collins, and your child is in my class this year. My goal for this school year is to create a safe and welcoming learning environment for your child. In order for me to accomplish this goal, I will need you and your child to work with me.

The purpose of this letter is let you know about my classroom management plan. In my classroom, I use a code of conduct which lets the students know how they are expected to behave in my classroom. The code of conduct is very simple and consists of respect yourself, respect others, and respect property. The students will discuss examples of how they should act for each aspect of the code of conduct with me in a classroom meeting. The students and I will determine consequences for failure to follow the code of conduct together. Once the consequences are determined, I plan to send home a copy and put one on the class website as well.

You can help support your child by reading the weekly newsletter that I will send home with your child on Fridays. Every Friday, I will send home a folder with your child that will contain all the work they did in class that week, notes from the office, and my newsletter. If you have any questions or concerns, feel free to e-mail me or send a note to school with your child. Also, I am open to any suggestions that you may have. I am looking forward to working with you and your child this school year.

Sincerely,

Miss Collins

School phone number:

Website address: