

# Classroom Management Plan

## Theorist

One theorist that my classroom management plan draws from is Jane Nelson. I think that it is extremely important to help students create a positive feeling of self because sometimes they do not get this type of attention at home, and I feel that self confidence plays a large role in achievement. I really like how Nelson pulled from Rudolf Dreikurs' idea of logical consequences. One of my pet-peeves is when a teacher assigns sentences or extra homework because of misbehaviors. To me that does nothing but make educational work seem like punishment. In addition, it does nothing to correct behaviors, therefore I believe consequences should be assigned to the offense in a logical manner. Furthermore, I like that Nelson notes that there are reasons behind why a student is misbehaving. I believe that in order to accurately fix a misbehavior you have to understand why it is occurring in the first place. Additionally, I agree with her that when administering consequences or correcting a misbehavior the teacher should be firm but kind. I really don't like it when teachers get openly mad at students for misbehaviors, especially for small infractions. I believe that there is a way to let students know you are serious without yelling at them, which can cause them to shut down. I also agree that establishing mutual respect between the student and teacher is crucial because students are not going to respect the teacher if they feel that the teacher does not respect them, and without respecting the teacher I think that often the student finds little relevance or importance in what the teacher is saying to them.

The second theorist that I drew from is Haim G. Ginott. I think it is very important to not focus on the child so much because it starts to make the student shut down. Instead, I agree with

Ginott in that the *problem* should be the focal point not the *child*. I also agree that in planning, discussing, and correcting behaviors the teacher needs to think about students' feelings and how the students are receiving the message that the teacher is giving them. Feeling safe in a classroom is an important ingredient in a strong classroom. Students need to feel safe in the classroom in order to encourage cooperation with the students, because students are more receptive to teachers they know will meet them half way and work with them. I think it is also crucial for the teacher to model appropriate behavior for the students because students will imitate what they see. In addition, they will also pick up on a teacher who does not follow her own rules, and that teacher's opinions and rules will be devalued by the student because they will perceive the teacher as a hypocrite.

Fredric Jones's theories on education have also impacted by classroom management plan. His emphasis on making sure students are aware and clearly understand the rules, expectations, and procedures of the classroom--I believe—is very important to maintaining a positive classroom environment. If students are not aware of the policies or procedures, a teacher cannot expect them to be followed. Additionally, it is equally important to plan appropriate instructional strategies for the students that are in the class. I have found in my field experiences that one of the best ways to help with classroom management is to pack lessons full of activities and information so that students do not have time to misbehave. This is especially important if you know that the students cannot handle any free time. This is also important when deciding on whether to do work individually, in pairs, or in groups. The teacher must know the students and must be able to determine what would work best with the lesson goals and the group of students. I also agree that patterns in the classroom are very important, because although it is good to have a variety of teaching strategies, I believe that certain classroom procedures—such as turning in

papers, get absent work, etc—needs to be established and followed in a pattern, so that it makes for smooth transitions and less classroom interruptions. I also agree that it is very important to think about the “what-if” situations and prepare for them in your head so that you can act accordingly when the action occurs.

## Rules, Consequences, and Rewards

### Rules:

- Respect your and others’ property, ideas, thoughts, opinions, and right to speak.
- Keep the classroom volume to a level that is appropriate to the activity being completed.
- Come to class prepared with homework and supplies.
- Follow directions the first time they are given.
- Try your best.

### Rationale for Rules:

I chose these rules because I think that they accurately describe what I would expect and want my students to do while in my classroom. There are many class sessions devoted to discussions and I want students to feel comfortable taking academic risks and sharing ideas. Instead of just writing ‘respect others’ for rule number one I want to be a little more specific, so that students understand that making rude comments or making fun of someone’s thought is not acceptable in my classroom. I want students to feel comfortable in class and feel free to share ideas without worrying about being ridiculed. For the second rule, I did not simply want to put ‘work quietly’ because I believe that is a rule that is for sure going to be broken at

some point. For example, you cannot work quietly while doing group work that requires students to perform a scene of a play. I don't feel that the classroom rules should be broken once they are set, so I have expanded the rule into what it is now so that students know that for different activities a different volume level is expected of them, but it should be within reason, which I feel ties back to the logical rules and consequences that Jane Nelsen advocated. I also wanted to include the last rule, "try your best" in the list, because I think it is important for students to understand that I will push them and I expect them to work as hard as they can.

### Consequences:

-If a rule is broken, the student will receive one non-verbal warning (standing closer to them, making eye contact, etc.) and/or a verbal-warning.

-If the problem persists, a lunch detention will be issued when appropriate.

-An after-school detention will be given if: more than one rule is broken in a class period, a rule is repetitively broken in a class period or over time, or a student argues about receiving a lunch detention for a broken rule.

-An office referral may be given if: more than one rule is broken in a class period, a rule is repetitively broken in a class period, a student argues about receiving a lunch detention for a broken rule or a student is being extremely disruptive to the class.

-There are also set consequences that are specific to the infraction and of course each consequence will be evaluated to suit the infraction. Some examples of specific consequences include:

-If a student criticizes a student or makes a remark that is anything but productive or constructive to the discussion regarding another student's thoughts, ideas, or opinions they will receive a verbal warning first in which that student would have to verbally apologize to the other student. If the action persists, that student will be spoken to one-on-one in private about their behavior, they will lose their participation points for that discussion, and they will have to write a written apology to the student who they made inappropriate comments to.

-If a student has not completed their homework or has forgotten it at home, they can turn it in up to five days late with 10% being deducted from their grade each day that it is late. In addition to the deducted points, the student must also complete an "Incomplete Homework" form. They will fill-out their name, date, name of assignment, and give a reason why they do not have their homework to turn in. The form will then be turned in with the rest of the class's homework.

-If students complete an assignment without following the directions, they will be given the assignment back and they must underline the directions and fix the assignment before turning the assignment back in. Full points will be awarded if they turn the assignment back in the same day. Every day they wait to turn in the assignment following the original due date will cause their grade for the assignment to be docked 10%.

-If a student does not come prepared for class they must go to their locker and get their materials. Every day they forget their materials, they will lose the participation points for that day.

**Rationale for Consequences:**

I think that it is extremely important for students to understand that it is not okay to make inappropriate comments about another student in my classroom and that if there is a student that makes an inappropriate comment towards them they will be punished. It is very hard to get students to apologize to one another, and it is hard even as adults to apologize to someone because in doing so you are admitting that you have done something wrong. This is why I have incorporated the apology into my consequences, because in order to apologize you are forced into thinking whether the action you just committed was right or wrong. It is also the logical solution to the misbehavior. I think that it is also important to teach students appropriate social behavior and mannerisms that they may or may not learn at home, and one of those mannerisms is learning to apologize to someone and admit when you have done something wrong.

In addition, I decided to take off points from their participation grade because appropriate behavior during class discussions is participation and if the student is not following the rules of a civilized group discussion then they are not participating correctly in the lesson, therefore their participation grade should reflect that. I also think that this consequence is severe enough that students will realize that this is a misbehavior that I take very seriously—because it can really harm the classroom environment—without feeling like I am being too harsh for small infractions.

Similarly, I decided to deduct points from the participation grade if students are not coming prepared to class. The consequences for late work are set because I do not see it as fair to give them a top score on something they had an extra day to work on; however I do not think that being a day late should result in a huge portion of the grade being removed. This is why I decided 10% deduction, because on most assignments it drops the grade about a letter and I think this is very fair, but is enough to deter students from turning in late work all of the time. I also

feel that it is important to have a record of missing assignments and the reasons for their absence to refer to during conferences with parents.

Lastly, the only way I could think to correct misbehaviors such as following directions is to give the students back their paper, and make them underline the directions and fix their mistakes. This forces the students to slow down, read the directions, recognize what they did wrong, and fix it. These extra steps combined with the extra work I believe would deter students from ignoring the directions on assignments.

### -Rewards

-Students will receive verbal praise when they actively participate in discussions, are accurately answering questions during discussions, or are modeling correct behavior for their classmates.

-If 90% of students get a B or above on a major test, essay or project the students will be given an external incentive.

-If students have had no missing or late assignments throughout the whole quarter, those students will be rewarded with lunch on me.

-If there are no behavior issues and all the students maintain a C average throughout the nine weeks, we will have an incentive day at the end of the nine weeks in which we will go to the gym, go outside, watch a movie, play Wii games, or whatever else they choose.

-Students will receive written praise on assignments when the students follow directions or do a really good job on assignments.

-If students work really hard throughout the week completing assignments and being actively engaged in discussions and conversations then students will receive free reading time for 15 minutes on Friday.

### -Rational of Rewards

I have chosen these rewards because I believe that they will help motivate students to do their best and work hard. I also think it is very important to give verbal and written praise for good academic work and good behavior because it helps build a positive sense of self within the students and it lets them know that you are noticing when they do good things. Although some of these rewards cut into instructional time, I feel that if students are motivated by these rewards to stay on task, work hard, and not misbehave that the time saved from not having to keep students on task and discipline misbehaviors, which in turn gives us the time to give students these rewards.

## Procedures

1. **Absences/Make-Up Work:** There will be a designated folder in the classroom where all of the work the student missed will be held. Their name will be on each sheet that they should take. It is the students' responsibility to get with a classmate to get notes they missed, find out how to do an assignment, and be notified of any announcements made in class. If there are still questions after they have consulted their peers they may ask me. The student will be allowed a day for everyday that they missed to turn in their make-up work (ex. if a student misses one day of school he or she will have one day to complete their make-up work). If the student missed a quiz or a test it is their responsibility to ask me for an appropriate time for them to make up the test or quiz.



**2. Assigning Helpers:** There will be three helpers per week in the classroom. One helper will record the class's minutes/agenda for the day and will inform any student absent on the day/s that they are recording the minutes what he or she missed that day. This helper will also read the minutes from the last class at the beginning of the period so that the students have a short re-cap of what they did the day before. There will also be two helpers that will help pass out papers or assignments to students. Anyone who wishes to be paper passers for the day will get the papers from the designated area in the room and will pass them out during the bellwork. Those students will be excused from the bellwork for that day. A student can only be a paper passer once a week.

**3. Distributing and Collecting Materials and Papers:** Student helpers will be assisting to distribute materials and papers to their classmates. Students will be hand given large assignments that are worth a lot of points by me so that other students do not know their grade (test, essays, projects, etc.). Each period will have an assigned tray in which the students' graded papers will be located. Student helpers will know that if papers are in the tray, they can pass them out instead of doing bellwork for that day. There will also be a specific location for materials that are needed for that day's lesson. If materials are there, they will know that they can distribute them.

**4. Eating and Drinking in Classroom:** Students will be allowed to eat and drink in the classroom as long as they clean up their area after they are finished and are careful not to damage any equipment with their food or drink (ex. computers). If students make a mess with their food they are expected to get up and get the appropriate cleaning materials out of the designated cabinet and discretely and quietly clean up their mess.

5. **Going to the Bathroom:** Students will only be allowed to go to the bathroom if they ask to go before the bell rings or during their bellwork. After bellwork is over, they will not be allowed to go anywhere unless it's an emergency.

6. **Storing Personal Belongings:** If there is available space in the classroom, students will be able to store personal belongings in the classroom as long as they ask permission from me first.

7. **Taking Attendance:** Students will be required to be in their seats by the time the bell rings so that while they are working on bellwork I can take attendance. The only exception would be if they are passing out work or materials. If I call out the name of the student the student will both raise his or her hand and say 'here'.

8. **Checking Out Books from Classroom Library:** Students will be permitted to check out books from my personal classroom library as long as they have 1.) signed the waiver form agreeing that if they check out a book from the library they are maintaining personal responsibility for that book and as such will be responsible for replacing the book if something happens to it 2.) They must bring the book up to me and sign the check out card for that book located in the index box on my desk.

9. **Wearing Hats in Class:** As long as the building policies do not contradict the rules of my classroom, students will be able to wear hats in class as long as it does not obstruct their view or another classmate's view. The only time students are not allowed to wear a hat is if the hat has a bill on it and the students are taking a test. Since students can cheat by putting answers on the bill of their hat, students must take the hat off or turn it around backwards.

10. **Emergency Policies:** Students will be required to quickly form a single line in front of the classroom door without talking. Students will then quickly and orderly stay in their single-file

line while going to their appropriate places for the designated drill. Students are to not speak, touch, or get out of their single-file line throughout the drill.

11. **When a Visitor Comes:** Students must sit up straight, pay attention and be on their best behavior for visitors. They must be polite and engaged in whatever the visitor is presenting to them. They must raise their hands if they have a question.

12. **Heading Papers:** Students will head papers with their name, class, and date in the upper right hand corner of the paper. If the assignment is on notebook paper they must write the title of the assignment centered at the top of their paper.

13. **Bellwork:** Students are expected to be in their seats when the bell rings. After the bell rings students are expected to be working on the bellwork provided for them either in a worksheet or a prompt that is on the board or projector. Students are expected to start working quietly on their bellwork without prompt.

14. **Handing in Homework:** Students are expected to have their homework handed into the appropriate class tray before the bellwork is over the day that it is due. If they are turning in homework that is late they are to also put it into the tray.

15. **Discuss Grades:** If students have a question about their grade or would like to discuss their grade, they need to stay after class or come into the my room before or after school or during my planning period. If students would like to refute a grade they have that right, but they should do it in a kind polite manner.

16. **How to Quiet Students:** If the students are becoming too loud I will raise my hand and the students will know that they need to quiet down.

17. **Suggestion Box:** If students have a comment about the lesson or have a suggestion for the classroom they are to place it in the suggestion box. Their suggestion is anonymous and the box will be checked daily.

18. **Interruptions/Early Dismissals/Late Students:** If a lesson is interrupted by the intercom speaker due to administrative announcements, the students are to stop talking and listen. If a student is leaving early from the class, they need to give me their slip during bellwork time, explain why they are leaving, and get what they will miss from the teacher then. Once it is time for them to leave, the student is to quietly collect their things and leave the classroom. If a student arrives late to class, they are to quietly come in, place their late slip on my desk and find their seat. After class or once students are working independently, they are to come up to me to find out what information they missed.

19. **Discussions:** In order to get credit for discussions students must contribute to the discussion at least once each discussion day. Students must be respectful and polite during discussions. They must wait until other students or I have finished our thoughts, ideas, or opinions before speaking. They must make only polite and constructive comments on others' thoughts, ideas, and opinions during discussions.

20. **Group Work:** During group work students are to quickly and as quietly as possible situate themselves in their groups (move desks, find a spot on the floor, etc). Next, they will quickly assign a leader, recorder, researcher, and time keeper of the group. The leader will direct the group to complete each different task and will make sure everyone is contributing. The recorder will record the group's answers or findings on a sheet to be turned in. The researcher will look up information and findings for the group. The time keeper will keep track of the time and make

sure the group stays on track and allows enough time to complete all of the assigned tasks for the group. Each student should rotate their role in a group.

21. **Bad Day Policy:** If a student is having a particularly bad day, that student will be allowed to be exempt from discussions for that day as long as they come and talk to me before the period begins.

## Integration of Classroom and Discipline Plan

My expectations for my students will be high, yet attainable. I think it is important to push students and have high expectations because students will rise to high expectations if you hold them accountable to them. I will expect all of my students to turn in their homework the day that it is due. I will expect all of my students to follow directions and complete assignments in their entirety. Students will be expected to follow all procedures and rules so that the classroom runs smoothly. Students will be expected to come into the classroom with an open mind ready to learn. I will expect students to respect each other and me. During discussions students will be expected to contribute and only make constructive polite comments about other students' ideas, opinions, or questions. Students will also be expected to work collaboratively as well as individually in an organized manner. Students will be expected to take control of their learning by coming to me when they have problems or questions. They should also make sure they get materials and assignments in order to make up work they have missed from being absent.

I believe that my rules will help prevent future problems by setting clear expectations for the students on how the classroom should function. The rules describe how I would like students to work during discussions, individually, and in groups. The rules also clearly explain to students that I expect them to follow directions and be accurately prepared for class. My rule to try their best also tells the students that I expect them to do their best and apply themselves in my class. By defining the rules and structuring my classroom I am following Ginott and Jones's policies on classroom management.

The procedures I have in my classroom I believe will help prevent confusion among my students and will allow for smooth, easy transitions which Jones strongly emphasizes in his

theory. These procedures will tell students exactly what they need to do in the classroom for various situations so that they have an organized pattern to follow for each class. This will help structure the class and set the tone for the students to stay orderly and well behaved in the classroom.

My teaching philosophy is student centered and focused on collaboration with my students like Jane Nelsen and Haim G. Ginott emphasizes. I believe that instruction, rules, and rewards should be based around student interests. I think it is important to consider students' feelings and development of self. I think that a teacher should be open to collaborating with students and open to their ideas. I think it is also important to have some basis of structure and procedures in the classroom in order for things to run smoothly within the classroom, just as Fredric Jones emphasized. Rules and consequences should also be clearly communicated to students in a positive, yet firm manner. Rewards should also be communicated to students to motivate them if necessary.