

Classroom Management Plan

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My Philosophy of Discipline

Franklin Delano Roosevelt said, “if civilization is to survive, we must cultivate the science of human relationships – the ability of all peoples, of all kinds, to live together, in the same world at peace.” A classroom is a small community, and like the community of the world, students cannot learn in a chaotic, poorly managed classroom. This makes a strong classroom management plan essential to every classroom teacher. Having a classroom management plan promotes student learning and good student teacher relations. It is better to have strong teacher guidance in a classroom than to be a more accommodating teacher. In a study that involved interviews with more than 700 students in grades 4–7, students articulated a clear preference for strong teacher guidance and control rather than more permissive types of teacher behavior (Marzano, 2004, p. 2). My goal is to be this strong teacher so that my classroom will be filled with acceptable behaviors to facilitate learning.

Classroom discipline promotes learning, helps to maintain classroom protocol and secure students cooperation in learning. I want my students to learn how to exercise self-control. Having my own system of discipline will allow me to suit the needs of my students and my classroom meanwhile remaining compatible with my convictions about teaching and learning.

My Theory of Discipline

In my journey through studying classroom management, I have been drawn to the theories of Harry and Rosemary Wong and Fred Jones. The Wongs believe that if procedures are correctly implemented in the classroom that it will result in good learning and good behavior (Charles, 2011, p. 102). They place a huge

emphasis on the first day of school and the first two weeks of school as a critical time period that defines the differences between effective and ineffective teachers. Fred Jones “found that the most successful teachers not only helped students learn, but simultaneously taught them how to manage their behavior responsibly” in a number of common ways (Charles, 2011, p. 120).

I believe that it is essential to set up workable classroom procedures

My Professional Demeanor

As a teacher it is essential that I conduct myself in a professional manner. I understand and intend to act in a way that honors the teaching profession in all aspects regarding to the standards of professionalism, paying attention to both ethical and legal considerations. I understand and fully intend to remember that accurate attendance is critical and must be checked not only every day but throughout the day so that all students are accounted for. If a student is not in my classroom and has left to go to the nurse, the office or anywhere else I will make sure that they have arrived at their destination.

It is very important to me that I establish professional relationships with students and parents. I would like to establish and maintain this relationship through letters to the students and parents, open house activities, new student folder, phone calls home, one-on-one conferences with my students, and parent-teacher conferences (Charles, 2011, p. 112).

I will make sure that my curriculum is interesting as it meets the needs of the students. My lessons will be stimulating and useful as I ask my students to be the

best that they can be. I intend on having this poster on the wall of my classroom as a goal not only for myself but for my students as well.

A ccept responsibility for our actions and our learning,
C hallenge ourselves each day to do our best,
H ave high expectations for everyone,
I nvolve home, school and community in our learning,
E ngage in active learning and teaching in our classrooms,
V alue, appreciate, and celebrate each other's differences,
E xpect quality work from everyone - everyday, every time.

Specifics of My Discipline Plan

How I want my students to behave now, and in the future

- Show positive attitude
- Behave respectfully toward others
- Show self-direction
- Make a strong effort to learn
- Assume personal responsibility

There are many procedures that will help them achieve these qualities: morning entry procedure, desk procedure, line up procedure, lunch procedure, pick up procedure, end of day procedure, restroom procedure, drinking fountain procedure, computer procedure, step procedure, group work procedure.

Morning Entry Procedure

- Empty your backpack, place it neatly in your cubby, and bring in homework and needed supplies.
- Place winter gear in the correct area.
- Enter the classroom in a quiet and orderly manner

- Turn in your homework
- Begin on your morning work

Desk Procedure

- Only your notebook, assignment book, textbooks, reading book, and supply box belong at your table/desk.
- Toys, food, and loose paper do not belong in your desk.
- Keep hands, feet, paper, books, and pencils off your neighbors' desks.
- Push in your chair every time you get up.
- Clean your desk and the area around it before you leave.

Speaking Procedure

- Always raise your hand if you have something to say.
- Make sure what you want to say is relevant to the lesson.
- Wait until you have been called on to speak
- When your hand is raised, you should be waiting silently to be called upon.

Line Up Procedure

- When dismissed form a single line and wait quietly, facing forward, hands at your side.
- No talking wile in line.

Lunch/Recess Procedure

- When excused for lunch/recess, get ready quietly and follow line up procedure.
- Be polite to fellow students and adults around you.
- Eat nicely and neatly.

- Talk with a low voice.
- Clean up your own mess.
- Raise your hand when you would like to be dismissed.
- Play nicely with all students on the playground.
- Follow playground safety rules.

Pick Up Procedure

- Walk quickly and carefully to where you will be picked up.
- Stay on the sidewalk while waiting
- Show respect to the teacher on duty.

End of Day Procedure

- Copy down the homework assignment in your notebook.
- Clean around your desk.
- Pack everything that you need for homework.
- Leave only when dismissed by the teacher.
- Remember to tell your family about your day at school.

Restroom Procedure

- Only one person may go at a time.
- Raise your hand quietly with the ASL sign for bathroom.
- If it is an emergency let the teacher know.
- Wash your hands afterwards.
- Come right back, enter quietly, and start doing your work again.

Drinking Fountain Procedure

- Only one person at the drinking fountain at a time, a line may not form here.

- Drink water at recess, lunch, or when your work is finished.
- Wipe the sink after you drink.

Computer Procedure

- Wash your hands before using the computer.
- No more than two people at a computer.
- Clean up the area around you before you leave.
- Log out of all programs you have been using.
- You may only touch the computer at approved times.

Step Procedure

- All students will start out on the green step at the beginning of the day.
- Throughout the day students will move up or down one step according to the teacher's observations and instructions.
- If a student reaches pink (the highest step) they get a sticker and a note home informing the parents that the student had a very accomplished day.
- If a student reaches red (the lowest step) a note will go home and the parents will be contacted to discuss problematic issues.

Group Work Procedure

- Greet all group members.
- Be prepared with the necessary tools and resources to be successful.
- Collaboration is the key to being a successful learning club.
- All members must participate, share, learn from, and help on another.
- Use the same procedures for speaking as you do during the class
- No single group member is to do all the work.

- Practice active listening.
- Cooperate.
- Do your personal best.

(Charles, 2011, p. 107-111)

Quiet Signals

- Visual: Raise a hand
- Auditory: rhythmic clapping
- Auditory and visual: "If you're listening touch your head, nose, chin etc."

Logical Consequences to Misbehavior

- Temporary loss of privileges (i.e. computer time)
- Loss of recess in one-minute increments.
- "You break it, you fix it."

Genuine Incentives

- Computer time.
- Free reading time.
- Ice cream party, pizza party, etc.
- Fun Friday

All of these procedures will help students to stay on task and focused. However since they don't insure that misbehavior won't happen it is important to incorporate prevention measures into my classroom management plan. For this I turn to Fred Jones' model of classroom management. Fred Jones suggests several strategies for preventing misbehavior. Jones suggests using body language to convey nonverbally

that you mean business (Charles, 2011, p. 125). I have found that this works very well in the classrooms that I have worked in. By using body language or even physical proximity, misbehaviors can be prevented. Another way to insure that students are not off task is to keep students actively engaged in learning by minimizing the amount of teacher input and maximizing the amount of input that the students have.

It is important to motivate students through “judicious use of incentives” (Charles, 2011, p.128). Part of this is the step system that I have mentioned earlier. If students are at or above green then they may participate in Fun Friday. There is always a chance to move back up the steps throughout the day. It is a continual up and down movement throughout the day, so if a student has an off morning, they can still make it a good day by changing their attitude for the afternoon activities. This strategy helps students take responsibility for their actions. Incentives for good behavior will include art, games for learning, viewing a video, etcetera, all are what Jones refers to as “genuine incentives” (Charles, 2011, p. 129).

A positive part of my discipline plan is that it is flexible enough to accommodate many students, no matter what their needs, interests and abilities. My classroom management plan will allow me to foster understanding amongst the students in my classroom. There will be zero tolerance for any culturally or racially based bias in my classroom. All students will be taught to engender tolerant attitudes towards differences among people. If we teach our students to appreciate those who are different from us then we are creating a better world. I would love to be able to teach my students “rudeness is the weak man’s imitation of strength”

(Charles, 2011, p. 235). In Charles' (2011) book, he references Dr. Forni, who tells us "civility, politeness, and good manners are all things we do for other people. They show we consider others' needs for comfort and happiness as valid as our own" (p. 234). A good way to achieve this civility and understanding among students is to provide a diversified curriculum that address cultures, needs, and interests of many students.

Classroom Arrangement

My classroom will have many characteristics that will promote my classroom management plan. My room will facilitate traffic patters, storage of student belongings, there will be a material station, all students will have a clear view of the teaching board and I will be able to see all part of the room. My room will facilitate special student needs (such as a quiet area). I want my classroom to be a safe climate area for students that allows them to collaborate easily with each other. My classroom will have the space for students to work either individually or within groups. My students will sit in groups of four or five rather than at individual desks.

Communicating My Classroom Management Plan

Jacob Bronowski said, "it is important that students bring a certain ragamuffin, barefoot irreverence to their studies; they are not here to worship what is known, but to question it." I think that asking students to help create classroom rules brings in their own thoughts on social skills and makes them think critically about what classroom environment they want to participate in. I believe in asking students to help create classroom conduct rules for several reasons. Students will be more motivated to cooperate and treat others with fairness and respect, it will help

to create a sense of community and group ownership of the rules, and it will allow students to start down the path of making positive decisions. Having students help in the creation of class rules or guidelines teaches a practical social skill of thinking of the importance of getting along with classmates and other appropriate social behaviors. These will be rules that they take pride in because they took part in the creation of these rules. These rules will then be posted in the classroom where everyone can see them so that they can be referenced through out the day as a reminder of acceptable behavior. In addition to discussing the rules together we will also discuss the consequences (as previously listed) so that students are aware of what their misbehavior will lead to. The hope is that students will make better choices because they fully understand the consequences of misbehavior.

I intend on preserving the dignity of my students by referencing the rules that we created together by speaking to the students with respect, which will invite their cooperation on a daily basis. I think it is equally, if not more, important to communicate positive attention within my classroom management plan and to phrase things in the positive.

All of these elements of classroom discipline/management, when brought together, help to create and foster a positive environment that promotes learning. Having open communication between my students and myself will allow my classroom to function at a high level.

References

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