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EDUC 399

Dr. Cox

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Classroom Management Plan

1. Purpose Statement

It is my goal to inspire a lifelong love of learning by creating lessons that are exciting, authentic, engaging, and relevant to the lives of my students, to create visible and real change in the lives of all students in my classroom, be it cognitive, social, or personal, and ensure all children regardless of gender, race, ability, social class, or sexual orientations have the opportunity to succeed in my classroom.

2. Rules: The First Day

"To have a safe and effective learning environment, first establish firm rules that students are expected to follow. The rules should be discussed so the students know that the rules are not orders or punishments. The purpose of rules is to set limits or boundaries, just as there are rules in games to maintain order" (Harry Wong, 149).

RULE ONE: In this classroom, we respect everyone. We listen when others are speaking or reading aloud, and we treat each other with compassion and empathy.

RULE TWO: Be prepared to learn today and every day! For you to succeed in this class, you must come prepared and ready to participate.

RULE THREE: Lift each other up. We rise by lifting others. What we say to other people matters.

RULE FOUR: Think before you speak! Ask yourself these questions: Is it true? Is it helpful? Is it inspiring? Is it necessary? Is it kind?

3. Procedures:

For my students to succeed, I need to have set procedures in place so that my students can begin learning these procedures and developing a routine. Harry Wong says in chapter eleven that, "Students want a well-managed classroom more than the teachers do because it provides them with security in the classroom that is CONSISTENT. There are no surprises and no yelling in a classroom where everyone—teacher and student—knows what is happening. Consistency comes from implementing procedure and routines" (82).

Beginning Class:

Entering the classroom, preparing materials, warm-up, attendance, tardiness, absences.

General:

dress code, bathroom and hall pass, water fountains, lunchroom, make-up work, contacting your teacher, emergency drills or lockdowns, guest speaker, grading scale.

Behavior:

Class rules, how to get the teacher's attention, how to respond to a refocus or call and response, consequences for unacceptable behavior, expectations, phones and technology use, language.

Digital Citizenship:

Log-in information, school Wi-Fi, storing log-in information, technology issues (tech support), appropriate information to share online, content that is allowed and not allowed in school, cyberbullying.

Group Work: Harry Wong Chapter 20 (204-209).

What group work should look/sound/feel like, how groups are made, where to go for group work.

Classroom Discussion:

Body language, how to respond when you disagree, paraphrasing and building on other students' thoughts, listening.

After Class:

Cool down, exits slips, cleaning/returning areas to their proper state, how class will be dismissed, hallway expectations.

For these procedures to be effective I must follow Wong's "Three Steps to Teaching Procedures" (174).

Step 1: Teach. State, explain, model, and demonstrate the procedure.

Step 2: Rehearse and practice the procedure under your supervision.

Step 3: Reinforce. Reteach, rehearse, practice, and reinforce the classroom procedure until it becomes a student habit or routine.

Consequences:

"A consequence is the result of a person's chosen action. Consequences are not punishments. At the most, they may be considered penalties. Students are used to penalties, however, because there are penalties in the games they play. The issue is CHOICE. People who cannot accept choice as part of responsible living cast themselves as victims. Victims blame others for their actions. Thus, it is advisable to spend more time discussing consequences than discussing rules. Come to an understanding that their actions or choices result in consequences" (153).

I want to preface this section with an idea that I got from a seventh-grade teacher in Illinois. One of this teacher's classroom management strategies is simple and effective, it is called The Jolly Rancher Wars (Josie Bensko). Each period will have the chance to earn points for expected behavior such as entering and exiting the classroom properly, participating as a class in activities, working together to help solve issues or find an answer, listening to the teacher without interrupting, staying on task and focused during a lesson, and so much more. When the students show signs of good behavior and do what is expected of them in the classroom, they can receive a tally. If behavior is opposite to what is expected, the class risks losing tallies. The teacher will keep track of all tallies and every Monday she will gather results and reward the winning class with a Jolly Rancher treat. Wherever the teacher keeps track of the tally marks should be visible to students.

This is a fun classroom management strategy that I plan to use in my own classroom. Harry Wong writes about the effectiveness of using tally marks in the classroom as well. He says, "The most common way of earning rewards, on a class basis, is to put a tally mark somewhere when you spot someone following directions or doing good. If you don't like tally marks, use marbles in a jar, raffle tickets, or red indicators on a drawing of a thermometer. When the class has earned a predetermined number of tally marks, your students can collectively have the reward" (157).

Positive Consequences: How will I reinforce behaviors that I expect and want?

1. Giving students tallies for: being prepared, participating, being respectful, and staying focused.
2. Celebrating my students when they do things well.
3. Encouraging my students to keep trying when they make mistakes or say wrong answers.
4. Modeling expected behaviors for my students each day.
5. Verbally letting students know when they are working together well and using specific names when necessary.
6. Refocusing when the class becomes off-task. I.e. pausing and taking a deep breath as a class, standing up for a quick stretch, actually saying "okay, I see we are struggling to focus, let's take a minute to refocus."

Negative Consequences:

1. Taking tallies away for: being unprepared, refusing to participate, the continuation of distracting behavior, and the inability to focus.
2. The teacher stare for quick interventions.
3. Having a student step out for a conversation.
4. Asking a student to move seats.
5. Individual conference.
6. Lunch detention/detention
7. Contacting parents.
8. Office Referral.

Ms. Postmus's Crisis Plan

1. Call the office. If I am unable to call the office, I will send a student to the office with a Crisis Card.
2. Send the rest of the class into the neighboring teacher's room.
3. If I can safely do so, I will try to help the student(s) in crisis through their situation. I will remain calm and speak in a slow and steady voice/tone.
4. Once the matter is resolved, I will bring the rest of the class back into the room and we will participate in a group refocus.
5. I will notify the parents/guardians of the student(s) involved.

Action Plan:

TOOL KIT WHAT	HOW	WHEN
▫ Develop rules and procedures.	▫ Create and finalize rules and procedures. ▫ Procedures for: Beginning class, general, behavior, digital citizenship, group work, classroom discussion, after class.	Before the school year begins.
▫ Make rules visible to students.	▫ Design a bright bulletin that displays the rules clearly for students. ▫ Design posters for procedures.	Before the school year begins.
▫ Make a handout with the rules and procedures for students.	▫ Dedicate a page in the syllabus for the class rules and another page for the procedures.	Before the school year begins.

▫ Pick up necessary discipline forms.	▫ Go to the office and pick up various forms like office referrals.	Before the school year begins.
TEACHING THE STUDENTS WHAT	HOW	WHEN
▫ Teach the students about the specific rules and procedures and consequences.	▫ go over the expectations, procedures, and consequences each day. ▫ Practice using specific scenarios inside the classroom.	During the first week of school. Continue teaching/reminding/reviewing as necessary.
DISSEMINATE THE PLAN WHAT	HOW	WHEN
▫ Share with other teachers, assistants, IEPs.	▫ Provide a copy of the rules, expectations, procedures, consequences to other adults who will be present in the classroom. ▫ Put a copy in the substitute binder.	▫ Prior to the start of the new school year. ▫ Throughout the school year.
▫ Include parents/guardians in the plan and get them on board.	▫ Send a copy of the rules, expectations, procedures, and consequences home with students. ▫ Send a slip gaining parental signature that they have reviewed the plan with their student.	▫ During the first week of school. ▫ As new students join the class.
REVIEW THE PLAN WHAT	HOW	WHEN
▫ Have review sessions.	▫ Note specific times throughout the school year to review the plan.	▫ Prior to the start of school. ▫ As needed throughout the school year.