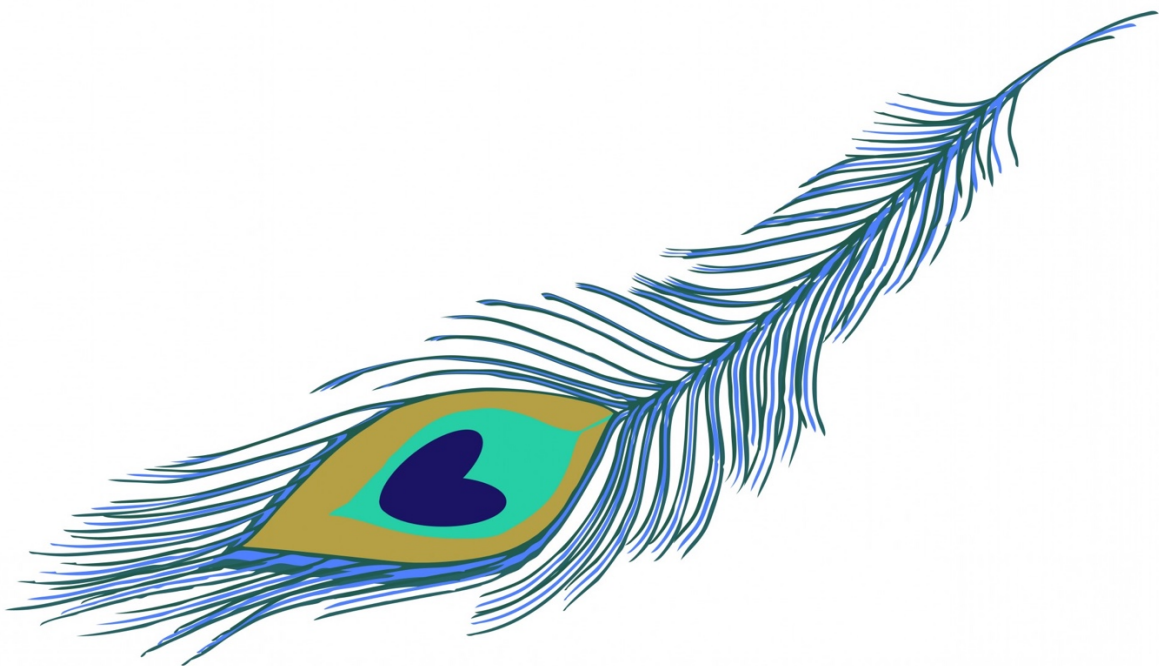



Amber Whitehead  
Classroom Management Plan  
November 22, 2015  
Second Grade





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# Discipline Philosophy



What do you believe about discipline and classroom management?  
(Brochure attached)

## Researchers

### Redl & Wattenberg

The first researchers that I identify with are Redl and Wattenberg. They believed that behavior should be managed by supporting self-control of students. I believe that this is entirely the point of classroom management. By making students aware of their own desirable and undesirable behavior, called reality appraisal, they could help eliminate misbehavior. I completely agree with this theory, because making students aware of both positive and negative behavior is the first step in creating a positive classroom environment. They also came up with the idea of diagnostic thinking, where teachers dig deeper into the student's behavior instead of making an instinctive reaction. This is an important concept for me as well as all teachers to remember because it is always possible that student misbehavior is stemming from a deeper issue. My plan will use a version of diagnostic thinking where I have the student fill out a Behavior Action Plan sheet explaining why the behavior is occurring. This sheet will also be sent to the parents to notify them of the issue and the cause.

### The Canters

Second, I identify with Lee and Marlene Canters. According to the Canters, students have the right to a calm classroom and the teacher has a right to teach without being interrupted. They coined the term "assertive discipline" where teachers respond to student misbehavior in a calm, insistent, and consistent manner and effectively model classroom expectations. More so, they believed that the purpose of classroom management is to prevent misbehavior instead of punishing it. I think this viewpoint is extremely important because it allows the teacher to be preventive instead of reactive. My behavior plan allows me to be preventive and respond appropriately and fairly to student misbehavior. The Canters also introduced a discipline hierarchy. As you get higher on the hierarchy, the punishment for the misbehavior becomes more severe. This plan allows the teacher to respond appropriately to student misbehavior, as the students are already aware of the consequences for their actions. With the Canters' theories, I am able to build positive relationships by allowing the students to make their own choices and being fair to all students.

# Preparation

## Letter to Students

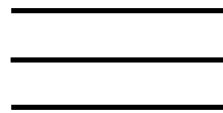
Welcome to  
second grade!  
Let's spread  
our wings and  
fly to a great  
year!



Dear \_\_\_\_\_,

Hello! My name is Miss Whitehead and I am your new 2<sup>nd</sup> grade teacher! I am so excited to have you in my classroom. Our first day of school is Monday, August 22<sup>nd</sup>. I will be standing outside of our classroom, Room 13, wearing a blue shirt with white stripes on it. I can't wait to meet you!

Sincerely,  
Miss Whitehead





# Letter to Parents

Dear Parents/Guardians,

Hello! My name is Amber Whitehead and I will be your student's 2<sup>nd</sup> grade teacher for the upcoming year! I am a recent graduate of Ball State University in Indiana. I received a bachelor's degree in elementary education and a concentration in mathematics! Math is my favorite subject, and I hope your child grows to love it too!

My classroom is Room 13, which is just down the hall from the office. You and your child will be able to come find my classroom before school starts at our annual Family Night on Friday, August 19<sup>th</sup> before our first day of school on Monday, August 22<sup>nd</sup>! At the family event, I will also introduce you and your child to my classroom management plan.

Classroom management is very important to me because good management means students learn to control their own behavior and learning can happen in our positive classroom environment! We will be using a website called [classdojo.com](http://classdojo.com) where I can track student behavior (both positive and negative) and you can view the progress of your student! I will add points for positive behavior and mark misbehaviors. At the end of the week, students may redeem points given on ClassDojo for a reward of their choice or save up for an even bigger reward! Negative consequences will follow a discipline hierarchy which starts at the bottom with a simple nonverbal or verbal warning.

I have some very exciting things planned for the upcoming school year! We will be doing a unit on insects that will have lots of hands-on activities. The students will also love our seasonal units as well!

We will be having field trips throughout the year which you are welcome to attend! I already have two planned: one to the local environmental center for our insect unit and another to the apple orchard during the fall where we will see bee hives, apple trees, and much more! I encourage you to come help us in our classroom. You are always welcome in Room 13!

In order to learn more about your child, I would like you to list two words that describe your student's strengths and two words that describe their weaknesses. In addition, please list a few of their favorite things and some things that might set them off. Please return this to me as soon as possible so I can get to know your student! I am looking forward to meeting you and your student!

I welcome your questions and comments! I check my email daily, so please feel free to email me at [awhitehead2@bsu.edu](mailto:awhitehead2@bsu.edu) or call me at (907) 903-7456!

Sincerely,  
Amber Whitehead





## First Day Bellwork

Miss Whitehead's 2<sup>nd</sup> grade class will be making a book! Each student will have a page in the book, and it will be about them! There will be a sheet at each student's seat. They will be asked to fill in the information which includes favorite color, goals they have for 2<sup>nd</sup> grade, and dreams for the future and draw a self-portrait. Once our about me pages are done I will put them together into a book! At the end of the year, we will go through the book again to see if we accomplished our goals.

### *About Miss Whitehead*

*(self-portrait here)*

*My favorite color is orange!*

*My goal for 2<sup>nd</sup> grade is that all of my students would leave feeling like they can make their dreams come true*

*My dream is to have lots of dogs!*

## About Me

[http://prezi.com/adjl0ernlher/?utm\\_campaign=s hare&utm\\_medium=copy](http://prezi.com/adjl0ernlher/?utm_campaign=s hare&utm_medium=copy)

# Classroom Management

## Procedures

### Arrival Procedure

1. Enter the room quietly
2. Put your coat and backpack away
3. Get folder, binder, and any other materials you will need
4. Sharpen your pencils if needed
5. Put your name stick in the "present" jar
6. Walk quietly to your seat
7. Get out your homework and turn it into the bin
8. Begin working on bellwork quietly



### Tardy Procedure

1. Make sure you check in at the office
2. Bring the late pass with you to class
3. Place it in the late pass bin when you enter the room
4. Put your coat and backpack away quietly
5. Bring your folder and binder with you to your seat
6. Join the rest of the group either at your seat or on the carpet
7. Look at the schedule posted on the board
8. I will come give you any papers or materials you might need

### Absence Procedure

1. Have a parent or guardian call the office to let them know you will be absent
2. On the day that you return, place homework in the "Absent" folder
3. You will be given the amount of days you missed to turn in new homework

- 
4. If you are sick, bring a doctor's note with you when you come back to class

### Homework Procedure

1. After you arrive to class and get settled, get out any homework we had due
2. Make sure your name and the date are on your homework!
3. Turn your homework in face-down into the homework bin
4. If you do not have your homework, fill out a homework slip
5. Turn the slip into the homework bin
6. Return quietly to your seat and wait for instructions

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Reason I did not turn my homework in: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### Getting the Class' Attention

1. At the beginning of the year, our attention-getting signal will be me saying "Class, class!"
2. You will respond with "Yes, yes!"
3. I may also say something like "Classity class!" which you will respond with "Yessity yes!"
4. When I use these signals, you should be:
  - a. Quiet
  - b. Listening
  - c. Frozen
  - d. Looking at me
5. When the class is quiet, I will give you instructions on what to do next



### Visitor in the Room

1. If a visitor enters our classroom, you may smile at them and continue working
2. Stay in your seat and Miss Whitehead will greet the visitor
3. If we are not doing group work, I will tell you what to do next
4. Should the visitor stay in the classroom, you are to continue working and follow all of Miss Whitehead's directions

### Getting the Teacher's Attention

1. If you have a question, raise your hand and wait quietly until I come to you
2. Stay in your seat!
3. If you need to use the restroom, walk quietly up to me holding up the bathroom signal (pointing up)
4. I will either nod or tell you to wait
5. If I am in a reading group, do not interrupt unless it is an emergency



### Restroom Procedure

#### Whole Class

1. Follow our lining up procedures
2. Walk quietly down the hall and to the restroom
3. I will send 5 girls and 5 boys in at a time. If you do not need to use the restroom, simply go to the back of the line.
4. As I send you in, use the restroom quickly and quietly
5. Wash your hands with soap and water and dry them with 1 or 2 paper towels
6. Throw your paper towels in the trash
7. Quietly exit the bathroom and get in the back of the line
8. Once everyone is finished, we will return quietly back to the classroom

#### Individual

1. If we are not in old up the bathroom signal and wait for me to give a nod of approval
2. Take the bathroom pass with you and make sure to bring it back
3. Use the bathroom quietly and quickly
4. Wash your hands with soap
5. Use 1 to 2 paper towels to dry your hand
6. Throw the paper towels away

7. Walk back to class without stopping to talk or visit other classrooms

### Lining Up Procedure

1. The line leader will line up first
2. I will call you by birthday, color you are wearing, tables, and so on
3. When I call you to line up, do so quietly
4. Stand in line with your hands at your sides
5. Let me know you are ready to go by looking at me
6. Walk quietly down the right side of the hallway
7. Keep your hands at your sides when walking down the hallway

### Dismissal Procedure

1. Fill out your homework planner and raise your hand for me to initial it
2. Collect all of your materials and sit quietly
3. I will call you to get your coat and backpack
4. When your area is cleaned up, I will call you to line up by bus number
5. Follow our procedure for lining up quietly
6. Stay in line as we walk outside
7. If you see your bus or parent/guardian, you may go
8. If you do not see your bus or parent/guardian, wait next to me until they arrive



### Bullying Pledge/Procedure

**\*\* We will not tolerate mistreating others in our classroom or school.**  
Bullying of any kind including physical, mental, emotional, or cyber bullying will result in immediate disciplinary actions and your parents/guardians will be contacted.

If you are the victim:

1. Respond calmly to the bully and tell them to stop
2. Tell an adult immediately
  - a. Let them know who it was, what they were doing, if anyone saw (and who), and any possible motive
3. Fill out an incident report
4. Cooperate with adult interventions

If you are a witness:

1. It is your responsibility as a classmate and scholar to stand up for your peers
2. If you witness someone being bullied, you must speak up
3. Find a trusted adult and tell them immediately what happened
4. You will be asked to fill out an incident report

\*\* If you feel that a conflict is arising, there are a few things you can do to stop it from getting worse. Try to share with others and create a compromise that will allow everyone to have a positive outcome. You can use humor to lighten up the situation. If the situation continues to get worse, seek outside help from a teacher or other trusted adult.

Name: \_\_\_\_\_

Names of those involved: \_\_\_\_\_

Date: \_\_\_\_\_

Location where incident occurred: \_\_\_\_\_

What happened: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

I promise that I answered all of these questions truthfully.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Anti-Bullying Pledge

In Miss Whitehead's classroom, we always treat each other with kindness. Our classmates are our friends no matter how different we may be. I, \_\_\_\_\_, will show compassion to all people and I will speak up if I witness someone being bullied. I understand that if I break this pledge, my parents will be notified and I will face severe consequences.

Student Signature \_\_\_\_\_

Date \_\_\_\_\_

Teacher Signature \_\_\_\_\_

Date \_\_\_\_\_



## Discipline Plan

Students will be creating their own set of classroom rules on the first day of school. This strategy is supported by research because it “promotes mutual respect, cooperation, self-discipline and personal responsibility.”

<http://www.education.ne.gov/bmit/pdf/establishingclassroomrulesandconsequences.pdf>

I will help shape the rules and we will post the final set of rules on the wall. They will look something like this:

1. Be respectful and kind to yourself and your peers. (Red Rule)
2. Listen carefully to all of the teacher's instructions the first time and follow them. (Orange Rule)
3. Take care of classroom materials. (Green Rule)
4. Raise your hand quietly and wait to be called on. (Blue Rule)
5. Use soft voices and walking feet inside building. (Purple Rule)

## Rewards

As you exhibit positive behavior, you will earn points on ClassDojo. You will be given golden strips to put in your classroom pocket and I will add the points to ClassDojo according to how many strips are in your pocket. Points can be added to the class, to a group, and to individuals! The free and frequent rewards will be given openly. The intermittent rewards will be given less frequently but are more special rewards. The long-term rewards are the highest behavior goals to reach. You can redeem your points on ClassDojo for a small reward or save up for lunch with Miss Whitehead!

### Free and frequent

1. Praise
2. Wink
3. High five

### Intermittent

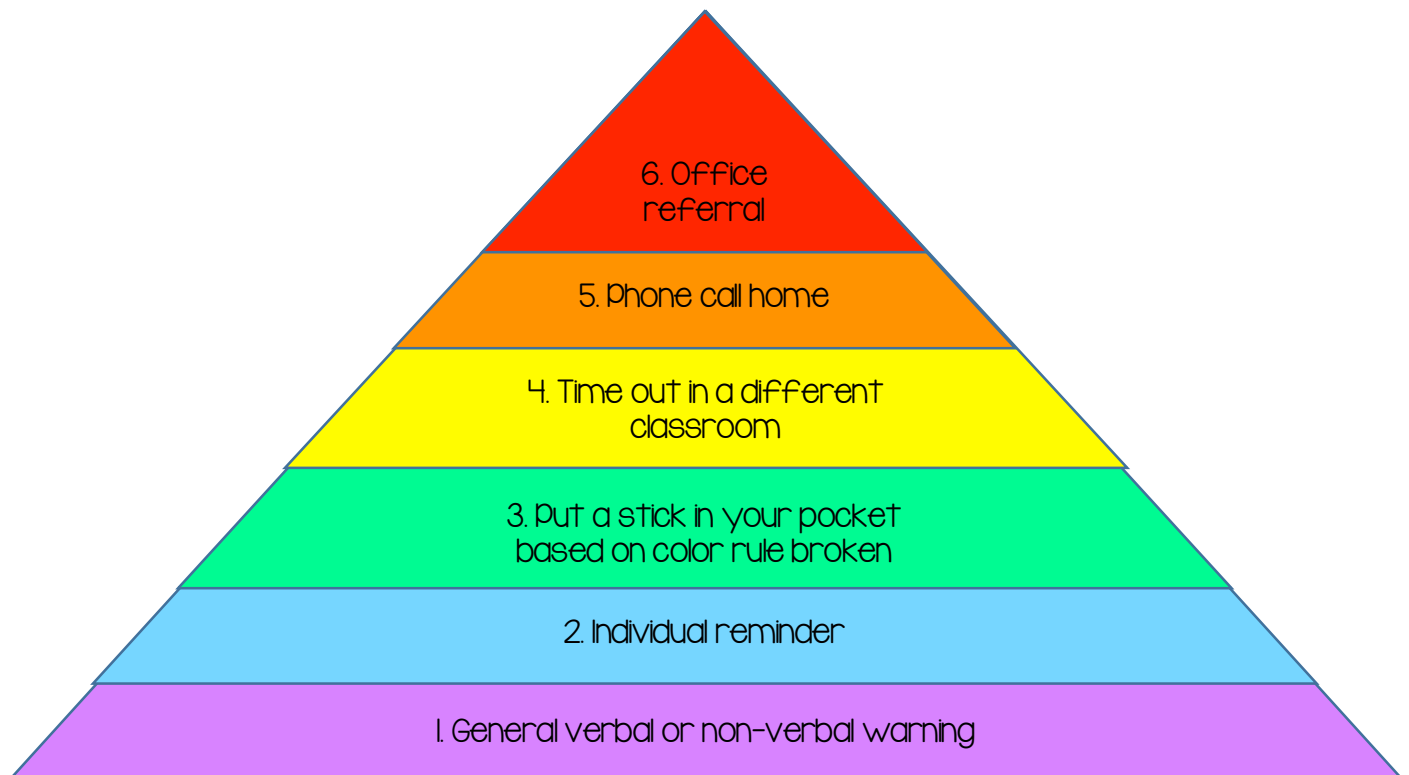
1. ClassDojo points
  - a. Stickers, pencils, coloring books
  - b. Preferred Activity Time (PAT)
2. Notes home
3. Phone calls home
4. Student job

### Long-term

1. ClassDojo points
  - a. Lunch with the teacher
2. Student of the week
3. Honor roll

### Discipline Plan

Discipline will be handled based on a discipline hierarchy. You will start at the bottom of the pyramid and move up if misbehavior continues. Level 3 and above will result in a stick in the pocket. Each stick in the pocket will be minus one point on ClassDojo. If the behavior escalates to level 4, the student must fill out a Behavior Action Plan. Physically harming yourself or anyone else will immediately result in an office referral.





## Behavior Action Plan

Name: \_\_\_\_\_ Date: \_\_\_\_\_

What is the problem? \_\_\_\_\_

What is causing the problem? \_\_\_\_\_

\_\_\_\_\_

What am I going to do to solve the problem? \_\_\_\_\_

\_\_\_\_\_

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

I understand all of the classroom rules, rewards, and consequences for my choices. I will do my best to make positive choices and be a kind member of Miss Whitehead's classroom.

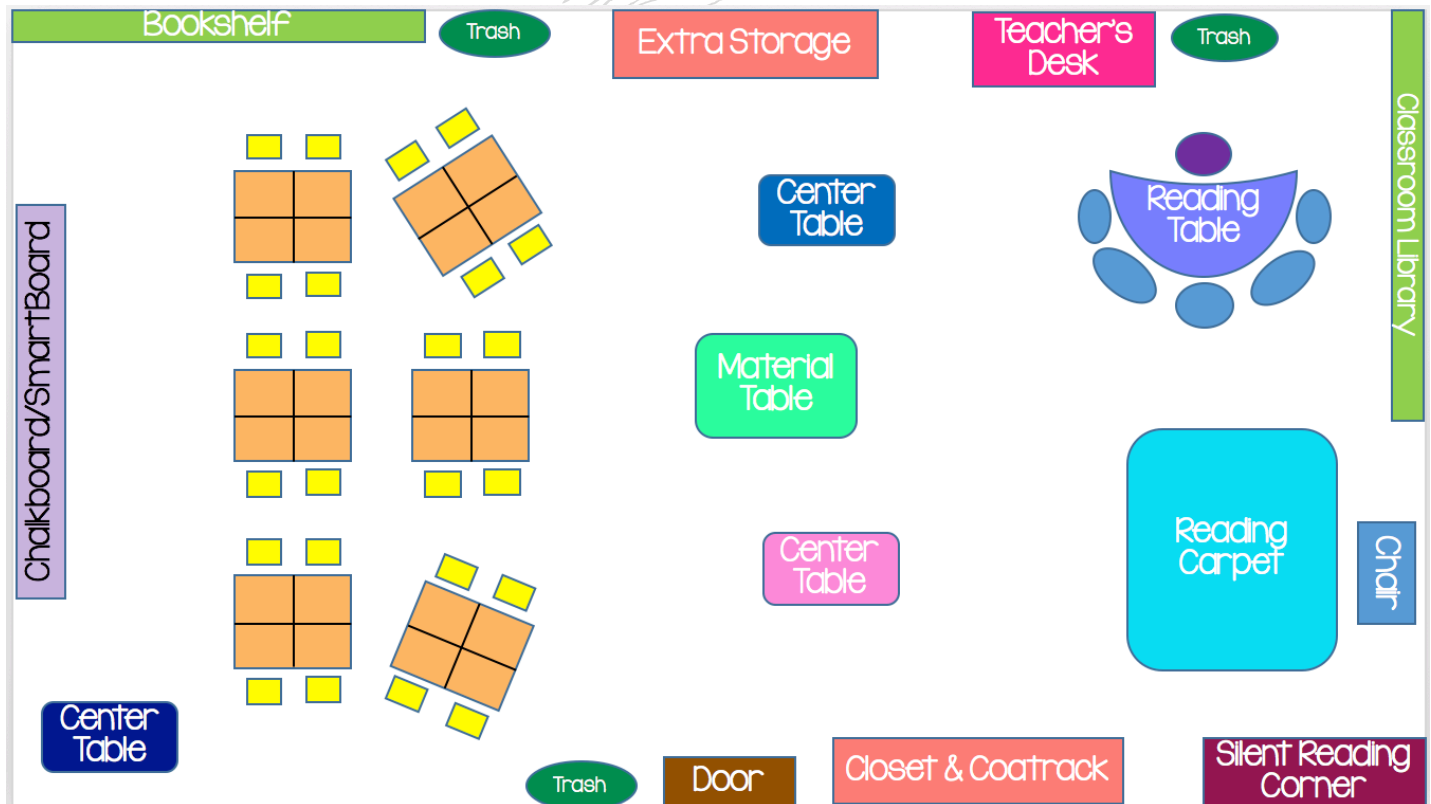
Student Signature \_\_\_\_\_ Date: \_\_\_\_\_

I have discussed the classroom rules, rewards, and consequences with my child. I understand that these are in place in order to support the most positive learning environment and promote a safe atmosphere.

Parent Signature \_\_\_\_\_ Date: \_\_\_\_\_

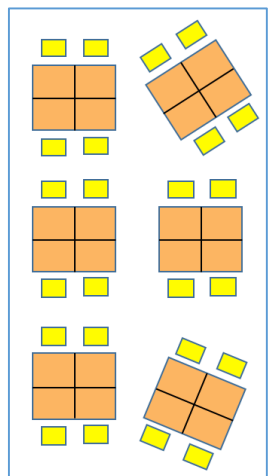


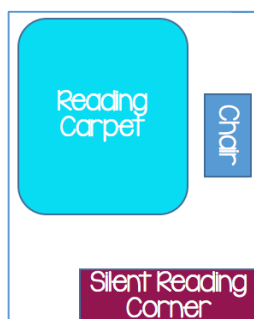
# Classroom Map



## Seating Arrangement

Students will be seated based on their names which will be predetermined on nametags. On the first day of school as they come in, they will be able to find their name on their nametag. This will eliminate the students' anxiety of finding someone to sit next to. I chose the island seating arrangement because it allows students to collaborate and promotes an environment where everyone works together. It also provides an opportunity for students with physical disabilities to be in a seat that is close to the door and has space for a wheelchair. Each table will have a shape (triangle, circle, diamond, square, rectangle) that I will call them by and our tables will be called "nests" to go along with the bird theme. Seating assignments will be shuffled throughout the year. The back left and right desks are tilted because these students may have a hard time seeing the chalkboard, so this will help them see better.



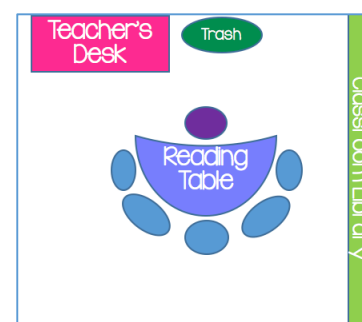


## Reading Corner

In the lower right corner, I have a silent reading corner and reading carpet. Some of our group lessons and all of our reading aloud will be done here. We can also gather here for morning meeting and students can come here to read during our silent reading time or centers.

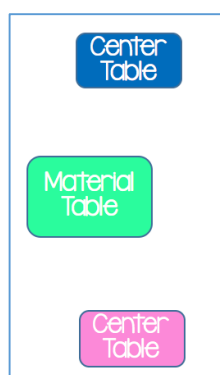
## Reading Table/Classroom Library

In the upper right corner is my reading table and my classroom library. The reading table is where we will sit during reading groups. I will call reading groups up to this table and have them read together. The classroom library is also right next to the reading carpet and silent reading corner so students can easily access books. Both the reading table and the reading carpet are away from the students' desks so that students can focus while reading without being distracted. The teacher's desk is toward the back of the room near the reading table because I will not spend much of my time there.



## Center/Material Tables

The center tables are for times when students are working in centers; these can be for Daily 5, projects, or other group/individual assignments. The material table is centrally located in my classroom so that all students will be able to easily access any materials they may not have available at their tables. There is another center located in the lower left corner of the classroom where students can work.



## Door and Coatrack

The closet and coatrack are located right next to the door so students can put their belongings away as soon as they enter the classroom. This will make entering the room a smooth and less hectic process for students. There is a trash can on the other side of the door which is near students' desks. There is also one on the opposite side of the room near the other desks as well as one by my desk.

