

Classroom Management Plan

Elizabeth Wood

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3rd Grade



Discipline Philosophy

Beliefs about Classroom Environment

See attachment.

Philosophy of Education

See attachment.

Theories or researchers with whom you identify and why

Fred Jones is one theorist that has impacted my classroom management plan because of his methods of student involvement. On average, teachers are losing about fifty percent of instruction time due to misbehavior. One belief, that helps teachers gain back their instruction time, is Jones' six clusters of teaching skills. I identify myself with these clusters because they are different methods that any teacher can easily incorporate into his or her classroom and see immediate results.

These six clusters serve the purpose of engaging the students in an enjoyable learning experience. Jones' first cluster is classroom structure. Teachers need to arrange a "path" around the room. This path is a walkway that a teacher uses to get from one student to the next in a couple of quick steps. Also, the classroom needs to have structured classroom rules, chores, and procedures.

According to Jones, it is essential to limit setting through class agreement. In other words, teachers need to spend time discussing appropriate behaviors in the classroom and together the class should create the classroom rules. Teachers need to have a backup system in case a student does not follow the classroom rules. The teacher should also take the time to teach and practice each procedure in the classroom.

The third cluster is limit setting through body language. Jones suggests that teachers use proper breathing, eye contact, physical proximity, body carriage, and facial expressions to establish good behavior in the classroom. These techniques can help with calming a teacher down, preventing student misbehavior, and showing the students that a teacher cares about them. By carrying myself with my shoulders back, head up, and a smile, the students know that I am ready to teach, I am confident in their success, and I love my job.

Additionally, Say, See, Do is a method where teachers say what they want students to do, model it for the students, and together, the class and the teacher, do it. In other words, teachers teach, students learn, and the process continues. Since the lesson is taught and practiced in chunks, the students can store the information learned in their long-term memory.

Responsibility training is another cluster that Jones suggests that teachers incorporate into their classrooms. It enforces students to take responsibility for their actions. One method is preferred activity time or PAT time. PAT time is "found" time used for learning games and enrichment activities. Jones also mentions how important it is for teachers to have a three level backup system for the students who ruin it for the rest of the class.

Lastly, Jones recommends a teacher should provide efficient help to individual students. Teachers need to reduce their time with each student. One method is "praise, prompt, leave." In other words, a teacher finds and points out something that the student is doing correctly, prompts the student on how to fix his or her problem, and leaves. A good goal is to be with a student for only twenty seconds. Teachers can prompt their students with the help of visual instruction plans or anything that shows clear examples and instructions that the students can easily follow.

I identify with Fred Jones because of his emphasis on the importance of student engagement through his six clusters. Students who are engaged in the classroom demonstrate good behavior. Good behavior leads to less wasted time and more instruction time. Fred Jones has impacted my classroom management plan because I believe that in order to have my students working positively and productively, I need to incorporate Jones' philosophy of the six clusters of teaching skills.

Link to Fred Jones

http://www.educationworld.com/a_curr/columnists/jones/jones.shtml

Harry and Rosemary Wong inspired me to be an effective teacher. Through years of research, they state that teachers must know and practice positive expectations for student success, be a good classroom manager, and design lessons for student mastery. In order for a teacher to have positive expectations for student success, he or she must believe in each student and believe that each student can learn. Once students know that the teacher believes in them, then the students start to believe in themselves too. A classroom manager implements procedures, rules, and negative and positive consequences. Once a teacher has managed his or her classroom, instruction and learning can occur with little to no interruptions. Harry and Rosemary Wong state that teachers need to know how to design lessons, deliver the instruction, and assess and provide corrective action for learning. Once a teacher has accomplished lesson mastery, the students will succeed in the classroom academically.

Additionally, Harry and Rosemary state that teachers need to be organized and structured. Teachers also need to be consistent with their rules, procedures, and consequences because children love structure. A teacher's classroom may be the only place where a child feels safe and welcomed because of structure. Everything should be ready for the first day of school. This way, when the students first walk into the classroom, it sets the tone for an effective classroom and a successful school year.

I identify myself with Harry and Rosemary Wong because my goal as a teacher is to master all three of the characteristics to be an effective teacher. I plan to be organized and consistent. I incorporated Harry and Rosemary Wong's beliefs into my classroom management plan because I believe that by practicing their beliefs; I will make a difference in a child's life.

Link to Harry and Rosemary Wong

<http://www.effectiveteaching.com>

Preparation

Letter of Introduction to Students



WELCOME TO THIRD GRADE!

Dear _____,

I hope you are having an amazing summer. Can you believe it is almost over? I am very excited to meet you. I hope you are ready for 3rd grade because I am! We are going to learn a lot and have fun doing it. I will see you on August 14th. Look for me in a blue blouse at the door of Room 102.

Your teacher,
Miss Wood



Student's Name

Street Address

City, State Zip Code

Letter of Introduction to Parents (Adapted from Brittany Henderson)

Dear Parents/Guardians,

As you know, summer is coming to an end, which means school is right around the corner. I would like to take this opportunity to introduce myself. My name is Miss Elizabeth Wood. I recently graduated from Ball State University majoring in Elementary Education and Special Education with a concentration in Gifted and Talented. I am extremely excited to meet and work with your child this year starting on August 14th. It is going to be a great year!

I would like to invite you to an open house that I will be holding on Monday, August 14th. During this meeting, I will discuss my expectations for your child, my procedures, my discipline plan, and my goals for this year. It will be held in your child's classroom, Room 102, and it will start at 6:00 p.m. and approximately end an hour later. I will stay after if there are any questions, concerns, or if your child requires accommodations. Also, light refreshments will be served. If you are unable to attend, please feel free to contact me. If you would like to set up a meeting to go over the material, you can reach me at the below information.

This year, I have planned a trip to the zoo where we will be studying animal classification and their different biomes. Another field trip I am planning is to the Indianapolis Children's Museum. This allows a perfect opportunity for students to better understand the science and social studies concepts they will learn about and maybe have a little fun too! Also, your child will be responsible for multiple projects throughout the year including a science fair project, a community project, and many other hands on activities. Parents and guardians are always welcomed to join us on our field trips and participate in these projects! I will go into further detail at the open house.

I would also like to briefly introduce my management plan. Your child will receive a copy of the discipline plan on the first day of school in his or her yellow take home and return folder. Rules will be established in the classroom and your child is expected to follow them in order to create a safe learning environment. Your child will be responsible for his or her actions. There will be consequences if your child chooses not to follow the rules. Also, there will be individual and whole class awards because I believe in rewarding positive behaviors. Please read, discuss, and sign this plan with your child. It is your child's first official homework assignment and it will be due Wednesday, August 16th. I will further discuss the details of the plan during the open house.

If you have any questions, concerns, or your child requires accommodations, please feel free to contact me. The school's number is (123) 455-6789. My direct school number is (123) 555-9876. The best time to contact me from this number would be from 3:00 p.m. to 4:00 p.m. If you need to contact me after school, my cell phone number is (987) 655-4321. Also, my email is erwood@school.k12.in.us. I look forward to meeting you on Monday, August 14th and working with you and your child this school year!

Sincerely,

Miss Wood

First Day Bellwork Assignment

Please complete the following survey. This survey will be used as a guide for an activity, "Getting to Know Your Classmates." Thank you!

Name: _____

Nickname: _____

Birthday: _____

Favorite Subject: _____

Least Favorite Subject: _____

Favorite Color: _____

Favorite Food: _____

Favorite Movie: _____

Favorite Hobby: _____

Favorite Memory This Summer: _____

Family Members (Including Pets): _____

Classroom Management

Arrival Procedure (Adapted from Oretha Ferguson, Sarah F. Jondahl, and Harry and Rosemary Wong)

1. Greet Miss Wood.
2. Please enter the room quietly.
3. Go to your seat and take down your chair.
4. Take out all materials you may need for the day out of your backpack.
5. Put away your backpack and coat on assigned rack in the closet.
6. Move your name from your cubby to the correct bin for your lunch choice.
7. Turn in any notes from home or lunch money in assigned areas.
8. Use the restroom and get a drink of water if needed.
9. Go back to your desk and place homework on the upper left-hand side of your desk.
10. Take out two pencils (sharpened) and your ongoing bell work journal. You may sharpen pencils if needed.
11. Review the agenda.
12. Begin bell work.

Tardy Procedure (Adapted from Chelonnda Seroyer)

1. Excused and Unexcused
 1. Go to the office.
 2. Get a tardy slip.
 3. Fill out the tardy slip.
 4. Come back to class.
 5. Place excuse in the basket on my desk.
 6. Take a seat and take out your materials.

Absence Procedure (Adapted from Oretha Ferguson, Sarah F. Jondahl, and Chelonnda Seroyer)

1. Go to the absent basket.
2. Retrieve your absent folder.
 1. Includes handouts and homework.
3. Sign and date the absent notebook.
4. You have two days for every day you were absent to complete your homework.

Homework Procedure (Adapted from Oretha Ferguson, Sarah F. Jondahl, and Chelonnda Seroyer)

1. Homework in Yellow Take Home and Return Folder
 1. Place homework in the “Take Home” side of your folder.
 2. Complete it.
 3. Place completed homework in the “Return” side of your folder.
2. Taking Out Homework in the Classroom
 1. Place homework on the upper left-hand side of your desk.
 1. See Arrival Procedure.
 2. I will walk around and make sure you completed it.
 3. Put away homework once you receive a check in the “Return” side of your folder.

4. We will discuss homework when the time is appropriate.
3. Late Homework
 1. You will receive a Guideline Infraction.
 2. Complete the Guideline Infraction.
 3. Turn it into my incoming basket on the right-hand corner of my desk.
 4. See me after class.

Getting the Class' Attention (Adapted from Harry and Rosemary Wong)

1. When I ring the bell, please stop what you are doing.
2. Turn to look at me.
3. Pay attention with your eyes and ears for further instructions.

Visitor in the Room (Adapted from Oretha Ferguson and Sarah F. Jondahl)

1. Greet the visitor.
2. Continue working on assignment.
3. If there is no assignment, proceed to What Do I Do Next Procedure.

Getting Teachers Attention (Adapted from Oretha Ferguson, Sarah F. Jondahl, and Harry and Rosemary Wong)

1. Hold up the correct number of fingers for your specific need.
 1. Index finger – “I need help.”
 2. Two fingers – “I wish to leave my seat.”
 3. Three fingers – “I need to use the restroom.”
2. Wait for teacher's response to know what to do next.
 1. Index finger – “I will be there soon, but please keep working.”
 2. Two fingers – “Not right now.”
 3. Thumb up – “Okay/Go ahead.”

Restroom and Water Break Procedure (Adapted from Oretha Ferguson and Sarah F. Jondahl)

1. Whole Classroom Bathroom Breaks
 1. General Line Up Procedure for boy's line and girl's line.
 2. Remember Hallway Procedure.
 3. Only as many students allowed in the bathroom as there are stalls.
 1. Wait against the wall for your turn.
 2. You may enter the bathroom once another student walks out.
 4. Flush the toilet.
 5. Wash your hands with soap and water.
 6. May get a drink of water (Drinking Fountain Procedure).
 7. Once done, return to class and being working on the assignment on the board or an item from What Do I Do Next Procedure.
2. Individual Bathroom Breaks
 1. Signal to teacher that you need to use the bathroom.
 1. Hold up three fingers.
 2. Grab a bathroom pass.
 3. Flush the toilet.
 4. Wash your hands with soap and water.
 5. May get a drink of water (Drinking Fountain Procedure).

6. Return to class quickly and quietly.
7. Put back the bathroom pass.
3. Drinking Fountain
 1. May be done after using the bathroom.
 2. One student at a time.
 3. Keep mouth off of the fountain.
 4. Keep hands out of water.
 5. Once done, return to class and being working on the assignment on the board or an item from What Do I Do Next Procedure.

Lining Up/Hallway Procedure (Adapted from Oretha Ferguson, Sarah F. Jondahl, and Harry and Rosemary Wong)

1. General Lining Up
 1. I will dismiss students to line up a few at a time (Maybe by birthday months, students who are quiet, etc.)
 2. Line up single file.
 3. I will remind you where we are going.
 1. Bathroom, Specials Class, etc.
2. Lining up for Lunch
 1. I will dismiss students to line up by brought lunches and school lunches.
3. Lining up for Dismissal
 1. I will dismiss students to line up by students going to practice, getting picked up, walking home, going to the office, and the bus order.
4. Hallway
 1. Hands at your side.
 2. Eyes forward.
 3. Shoulders forward.
 4. Mouths closed.
 5. Feet quiet.
 6. Stay close to the person in front of you.
 7. Straight lines like a stick, not wiggly like a snake.

Dismissal Procedure (Adapted from Oretha Ferguson, Sarah F. Jondahl, and Harry and Rosemary Wong)

1. The teacher dismisses you, not the bell.
2. When you hear, "Please begin packing up," please take out your agenda book to see what you need to take home.
3. Take out the materials you need.
4. Put your Velcro name back on your cubby.
5. Check your cubby for any important papers.
6. Grab your backpack and coat.
7. Put materials in backpack and put on your coat.
8. Put your chair up.
9. Double check to make sure you have all your materials.
10. Put on your backpack.
11. Wait at your desk for Lining Up for Dismissal Procedure.
12. When you hear, "Have a great day," you may leave the classroom.

Bullying Pledge/Procedure (Adapted from Arcy Lyness, Franklin, Schargel, and Evan Shroyer)

1. Victim Procedure
 1. Stand up for yourself.
 2. Be assertive and confident.
 3. Walk away and ignore the bully.
 4. Talk to a trusted adult.
 5. Fill out a report.
2. Bystander Procedure
 1. Speak up and support the victim.
 2. Express disapproval by not joining in the laughing, teasing, or spreading rumors.
 3. Seek help from an adult.
 4. Fill out a report.
 5. Privately support the victim with words of kindness.
3. Bully Procedure
 1. Take a deep breathe.
 2. Count to 10 seconds.
 3. Walk away.
 4. Write down your feelings.
 5. Talk to a trusted adult.

What Do I Do Next (Adapted from Oretha Ferguson, Sarah F. Jondahl, and Harry and Rosemary Wong)

1. If you have finished an assignment and did your best, turn it in.
2. Work on other unfinished assignments.
3. Read a book quietly in the reading center.
4. Work on computer.
5. Practice math flashcards.
6. Review vocabulary words.
7. Write spelling words.
8. Write a poem or a story.

Discipline Plan/Classroom Rules (Adapted from Chelonnda Seroyer and Harry and Rosemary Wong)

How you selected rules

I selected my rules based on Harry and Rosemary Wong's research. Harry and Rosemary Wong found that teachers should only have three to five rules because people have a hard time remember more than five things. They also stated that rules should be written positively not negatively because negative rules can be discouraging to the students. I plan on establishing the rules.

Discipline Plan for Room 102

Classroom Rules

1. Follow directions immediately
2. Turn in completed assignments on time
3. Raise your hand to answer a question and wait for permission to speak
4. Keep your hands, feet, and objects to yourself
5. Stay in your seat unless you have permission to leave it

If You Choose to Break a Rule

First Time: Guideline Infraction

Second Time: Loss of classroom privileges (Computers, free time, etc.)

Third Time: Action Plan with parent contact

Fourth Time: Revise Action Plan with parent contact and 30 minute Friday detention

Fifth Time: Parent/Teacher Conference

Severe Disruptions: Student sent immediately to the office.

Rewards

Specific Praise

Positive note to the parents/guardians

PAT Time

Token Economy

The joy and satisfaction of a job well done

STUDENTS: I have read this classroom discipline plan and understand it. I will honor it while in Room 102.

Signature _____ Date _____

PARENTS/GUARDIANS: My child has discussed the classroom discipline plan with me. I understand it and support it.

Signature _____ Date _____

TEACHER: I will be fair and consistent in administering the discipline plan for Room 102.

Signature _____ Date _____

PLEASE RETURN TO SCHOOL IMMEDIATELY WITH STUDENT AND PARENT/GUARDIAN SIGNATURE. I WILL MAKE A COPY FOR YOU TO KEEP AT HOME.

Thank you.

Guideline Infraction

Please:

- Correct your behavior
- Return to task

Offense: _____

Signature: _____ Date: _____

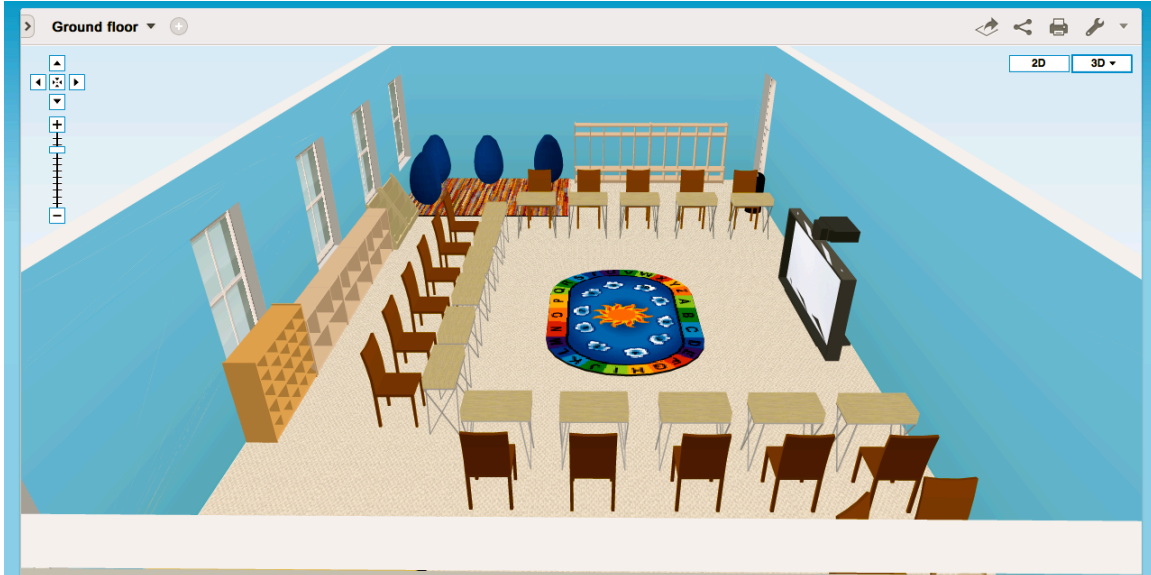
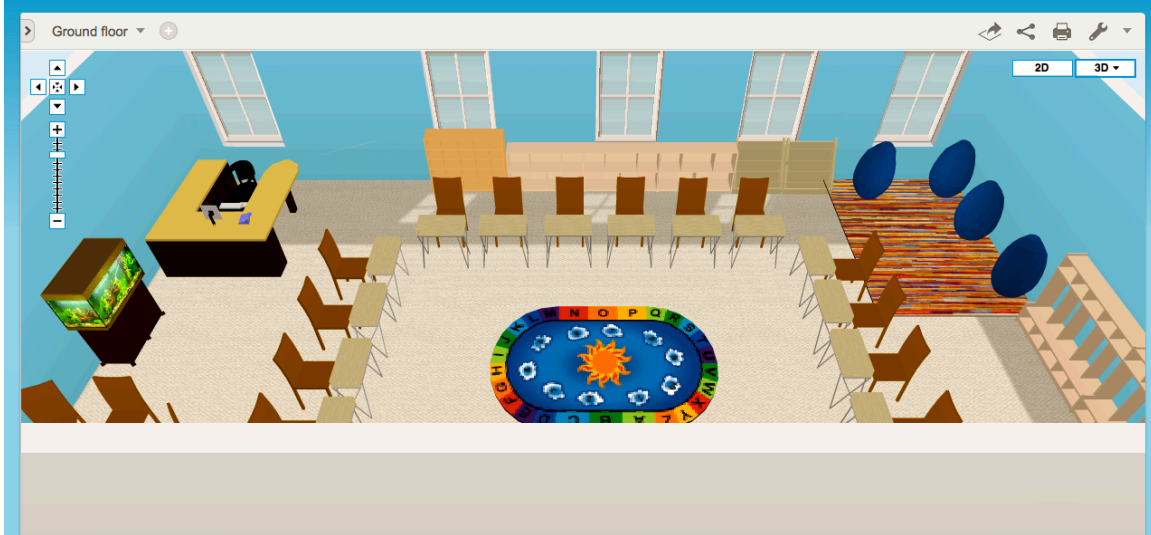
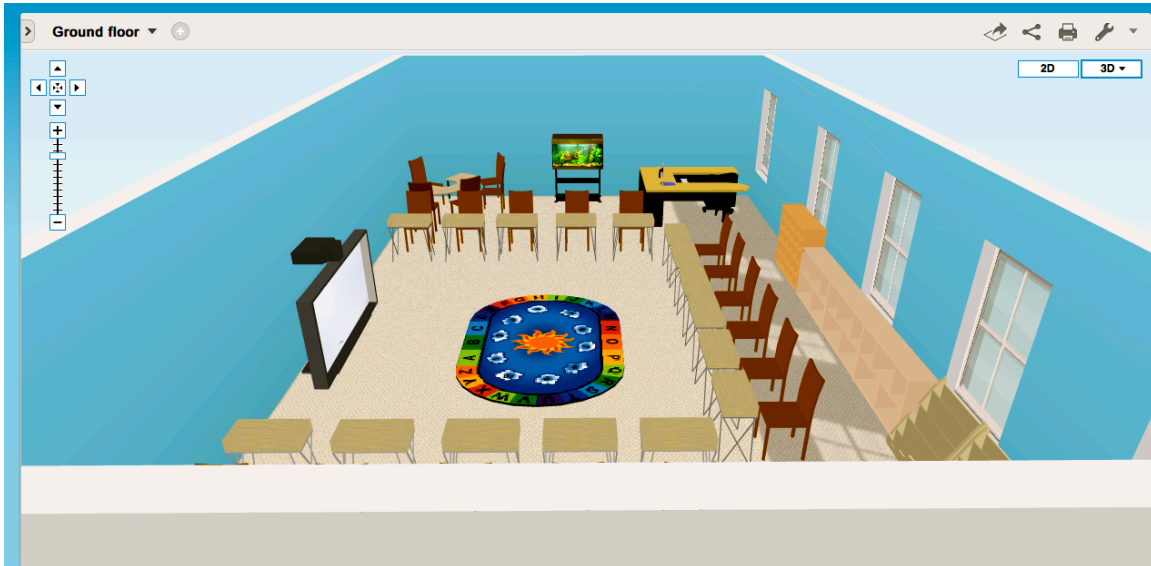
See me after class!

Conference Result:

Seating

Computer drawn map of your classroom and Key (Label) identifying areas of classroom





Written rationale

Entrance and Students' Lockers

I have placed the students' lockers next to the entrance of the classroom to allow the students to easily access their belongings when they enter or exit the classroom.

Entrance and the Garbage Can

The garbage can next to the entrance allows the custodian to easily grab the garbage and leave. This way he or she does not have to track through the classroom, thus saving him or her some time.

Reading Center with Bean Bag Chairs and a Rug

The reading center is placed in one of the corners of the room to give the students a quiet and relaxing area to read. I plan to have bean bag chairs and a rug to allow the students to feel more comfortable. I feel as though this will be a good incentive for students to get lost in a good book.

Bookshelves

The bookshelves are placed right next to the reading center. It allows the students to easily access any book and go straight to the reading center in only a few steps. This decreases the amount of walking the students have to do, which allows them to make less noise. Thus, the amount of minimum noise will not distract other students.

Shelves

The shelves are placed in between the bookshelves and the students' cubbies for the students' convenience. The shelves will be filled with manipulatives and educational games. The manipulatives will help the students learn in a more effective way and the educational games can be used for when the students earn their PAT time.

Cubbies

The cubbies are placed near my desk as a reminder for me to place notices, newsletters, graded papers, etc. in the students' cubbies. This will also serve the purpose keeping track of attendance.

Students' Desks in a Horseshoe

The students' desks are in a horseshoe arrangement because it allows everyone to see everyone without having to turn around. It permits the students to see the smartboard or myself without other students' heads in the way and it creates an open space for instruction and demonstrations. The horseshoe arrangement allows me to quickly and

efficiently move around the room from one student to the next whenever a student has a question or if I am checking his or her progress.

Rug Time

Rug Time is placed in the center of the students' desks because it allows the students to easily see the smartboard. It will be a designated spot where the students and myself will meet for our morning meetings and calendar time. Also, it will be another seating option for students to work as a group if they do not want to work at their desks or at the kidney table.

Smartboard

The smartboard is placed on the wall in front of the students' desks. This allows all the students to clearly see the smartboard and the instruction taken place.

Kidney Table and Chairs

The kidney table and chairs are placed in another corner of the room because it creates a quiet, private space. The kidney table and chairs will be used for student conferences, checking groups' progress, as a place for a group to work, and as an area where I can help the students who are struggling.

Fish Tank

The fish tank is placed off to the side of one of the classroom walls that way the students are not distracted by the fish. However, I feel as though a fish tank is important component in a classroom. It can help a person calm down and it gives the students the responsibility of taking care of someone else other than themselves.

Teacher's Desk

The teacher's desk is in another corner of the room as a reminder to myself to not sit there throughout the day. In order to be an effective teacher, I must not sit down at my desk during instruction time.

Windows

The windows are placed on one wall of the classroom with the shelves, reading center, and teacher's desk as a way to brighten the classroom. I feel as though with a little sunshine, students at the reading center will feel happier and therefore more relaxed. I did not want to put the students' desks facing the windows because the outside could distract the students or possibly blind them.

Seating Assignment Method

I plan to use a deck of cards as my way of assigning the students their seats. Each student will receive one card from the deck and will have to find the desk with the corresponding card. On the smartboard, there will be a seating chart for further help. On each desk there will be a card taped to the upper left-hand corner. The red rectangle on the students' desk on the computer drawn map of my classroom represents the cards.