

Katie Reiter  
EDU 320  
Classroom Management Plan

### Classroom Mission Statement

My classroom will be a place of active learning, where every student is treated fairly, accepted, and given the tools to become successful. It will be an environment where every student feels safe and respected. My students will know what the expectations are for a successful learning environment, and procedures and rules will be in place to provide consistency in the day. Students will experience guidance and support while they engage in meaningful learning opportunities. Students will learn life skills to help them on their path to becoming young adults.

6 criteria for an effective classroom management plan with strategies and/or activities.

1. *Establish positive relationships among all learners:* How will students know that they are welcome and safe.

-The first strategy is to help students know they are welcome, by meeting them at the door and greeting them as they come into class.

-At the beginning of the school year we will go over and practice procedures. Having consistent routines will help students understand that the classroom is a safe place where we can have fun and learn, within a controlled environment.

-Having a morning meeting time at the beginning of the day to show students that their lives are important to the rest of the class and that we value what they have to say. This activity will help us get to know each other and learn to trust one another. During this time there are an assortment of greetings we can do with each other, along with activities to start the day off laughing.

-The class feels more like a community when students feel there is something special that sets their class apart. As a class it would be fun to come up with a nickname for the group and have a special hand signal. The idea for the hand signal is that when you need the class' attention outside of the room, you say the nickname and put your hand in the air. The class understands that this symbol means to turn off your voice, pay attention to the teacher, be ready for a transition, and also put your hand in the air. When the teacher sees that the class is ready the teacher says, "Lock it in." After that cue, the students pull their hand to their chest and create a fist. As they pull their arm down they make a "whoosh" sound all together, and then proceed to the next task while doing their job of keeping their voice off, paying attention to where they are going, and keeping hands to themselves.

2. *Prevent attention-seeking and work-avoidance behavior:* How will we engage students and prevent unwanted behaviors.

-As a visual tool for praising positive behaviors and letting students know when a behavior is not what is expected, we will have a basketball-type scoreboard on the board. When the class, as a whole, is on-task, following procedures and rules, and displaying positive behaviors the class will receive a point. However, if there are a lot of disruptions or students not working the teacher will receive a point. Whoever has the most points at the end of a given time, or whoever reaches a set goal first, is the winner. If students win they are rewarded with something like an extra late-afternoon recess. If the teacher wins, it could be having everyone sit out for a few minutes at recess.

-I would like to try allowing students to set their own seating arrangement and letting it be a fluid day-to-day thing. I feel that if they get to pick their own seat, they will take more ownership of what picking that seat means, thus cutting down on disruptions.

-Being available to the students is important. Being hands-on with the students and understanding why they do not want to do something is important in figuring out a solution. Walking around as students work and checking in with them each is a strategy I hope to use.

3. *Quickly and unobtrusively redirect misbehavior once it occurs:* How will we handle small behavior problems on the spot.

-Some in-the-moment strategies can be: making eye contact with the students so they are aware that you are alert to what is happening. If the student is talking while you are teaching, pausing and looking at them will point out that you can not continue your lesson if they are talking over you. Moving towards the student and being in close proximity can help redirect behaviors. If you have a student not fully paying attention use their name in an example to grab their attention back, or ask them what they think or wrote down.

-Class Dojo is an app that tracks student behaviors and can be accessed by parents as well. Each student creates an avatar of sorts, and when you see positive behavior you can give them points, and also take away points for poor behavior. Students can earn points for many different skills or values. When you give a student a point it dings, and I think this would be an interesting thing to have attached to your speaker system. I would not have the points up on the screen, but if they randomly hear a ding they know someone is doing a good job at something, but they don't know whom.

- If a student is causing a disruption that the nonverbal cues are not fixing, I would point it out next with a statement like, "Others are trying to learn right now, and you are disrupting that. Please stop making that noise." If kind, verbal warnings do not fix it, I would have them sit in the hall outside the door until I could transition the other students into work-time or an activity. I would ask the student to write or draw their thoughts or feelings on the situation for documentation, while they are in the hall. When the other students are working I would have a conversation with the disruptive student.

4. *Stop persistent and chronic misbehavior with strategies that are simple enough to be used consistently:*

-Having a firm, fair, simple, and straightforward set of rules to follow is the first step. "Listen and follow directions." "Raise your hand before you speak or leave your current spot." "Keep hands and feet to yourself." "Respect your teacher and classmates." With these simple rules, they either break them or they don't. If they are broken there is a simple list of consequences: 1. Warning, 2. Conversation with possible loss of privilege or taking a break, 3. Note or call home, 4. Office referral. Many schools have behavior plan steps in place. This is stopping the behavior before it happens, by having set expectations that everyone understands.

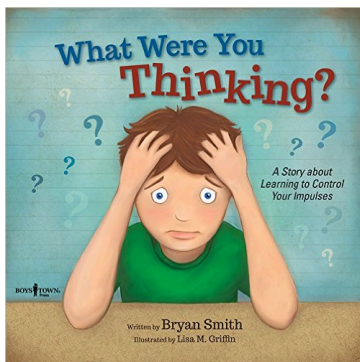
-Having a behavior sheet to track behavior through the day can help identify when the behavior most often occurs, or what might be bringing about the behavior.

-Having open lines of communication between teacher and student, teacher and parents, and teacher and principal. Students get a say in the situation and finding a solution. Students can take responsibility and help decide a punishment that they feel fits the situation.

5. *Teach self-control:* How to have self-control before the teacher has to impose control.

-Allowing students to decide their own seating arrangement gives them the responsibility of knowing what they can handle and what they can't.

- Some students don't realize what having self-control means, so we could read this book, "What were you thinking?" by Bryan Smith, to talk about what it means and how we can display self-control to everyone else.



-Teaching self-control can also be about re-teaching procedures. Their actions might not be occurring because they have no control, but that they are forgetting what our procedures are and what is expected of them.

6. *Respect cultural differences:* Understanding what makes us all different.

-The first thing to do is have a discussion about what makes us each different. Once we know what makes people in our class different, we can talk about why people have differences and what some of those differences are that we may

encounter in our community. The first step in having respect for another culture or situation is to learn about it, so depending on the diversity of our classroom we can learn about each other's differences or we can learn about other places and cultures.

-As the teacher it will be important to know some background on each student, so that rewards and disciplines are acceptable to their culture.

-It will be necessary to build lessons around all students various backgrounds and with their prior knowledge in mind. We want every student to feel accepted and a part of the class.