

Seattle Pacific University

# Classroom Management Plan

Josie Becker's Plan for Classroom Management

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"My fortune says, 'You will be successful in getting students to control their behavior, if you first control your own behavior'."

Josie  
5/23/2012

# CLASSROOM MANAGEMENT PLAN

## *1. Management: WHY? HOW?*

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### **Why is it important to learn the names of students as soon as possible?**

In knowing a student's name, a teacher communicates that they value the student as an individual and not just one of the 150 students they see every day. Names are personal. Using names relates a certain amount of respect and relationship. When teachers take too long to learn names, they communicate that knowing their students on a personal level is unimportant comparatively, and therefore, the student is not highly valued.

### **How do you plan to learn student names by the third time you see them?**

Prior to the start of the week, I will have created seating charts and will therefore be familiar with the names of my students. I plan to start the first few days of school with every student making a tri-fold with their first name in big bold letters. I will personally hand back the exit slips and pre-tests that I give the students on the first and second day, creating that individual interaction. I will also call on students by name as they answer questions and interact with the class.

### **What important classroom procedures will you focus on in the first week of school?**

I will focus on five main procedures during the first week of class.

- 1) Entering the classroom
- 2) Exiting the classroom
- 3) Designing and practicing the consequence wheel
- 4) Bathroom policy
- 5) Smut

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### How will you teach those procedures?

1) *Entering the classroom:* We will practice this on the first day! Several students will enter the classroom under my direction, in the appropriate manner.

2) *Exiting the classroom:* Similar to the entering procedure, we will practice this by example. Then, at the end of the period, we will carefully practice the strategy. Students will not be allowed to leave until this is done correctly.

3) *Designing and practicing the consequence wheel:* With my help, students will choose consequences for classroom behavior (both positive and negative). We will then review these and role-play some harmless examples.

4) *Bathroom policy:* This will be explained and implemented on day one. Passes will be allotted and distributed. The key (plunger) will be hung in a reachable area.

5) *Smut:* A classroom discussion on appropriate dress, attitude, and language will set the tone for our first week of school. The goal of this discussion will be to inform students that this is to be a safe and sacred learning environment, and it takes everyone in the classroom to help keep it that way.

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"Excuse me, Sir, but none of us has any money left to buy lunch."

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### *2. Interview : Anastasia Manolides*

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Interviewed: Anastasia Manolides, 6<sup>th</sup> grade teacher, McClure Middle School.

- **How do you introduce your management plan to students?**

“I tell the students my rules plainly and in the beginning of the year. We discuss the basic consequences for behavior and then build throughout the year as situations arise. This year I have a pretty good group of students so I have been able to introduce a lot as we go. It is important that I follow through with my strategy and check that the students understand the consequences for their actions.”

- **What is the most challenging aspect of classroom management?**

“Consistency! It is very hard to not allow the emotions of the day determine how severe consequences are or how quickly students receive warnings. Another difficulty is in determining which behavior constitutes a formal warning or more severe consequence.”

- **How do consequences impact student behavior?**

“Even the threat of a consequence can improve behavior or stop a bad behavior. Consequences provide motivation.”

- **What management approach works best for you?**

“I use a fairly simple step process for classroom management. First, I give informal warnings or prompts. If an inappropriate behavior continues, then I will give official warnings and mark them on my seating chart, naming students as I do so. If a student gets three of these formal warnings, it is an infraction which leads to lunch duty. In addition, if a student gets an infraction, I call the student’s parents. Frequently, before giving more warnings, I also will have more private conversations with students in the hallway.”

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- **What management strategies don't work for you?**

“I have found that calling out names across the room does not work well. Students do not like to be embarrassed in front of their friends. I try to avoid publicizing consequences. I have found that one-on-one interactions work better.”

- **What are some ways to gain the support of parents as you deal with student behavior and classroom management?**

“Start building relationships with parents from the very beginning. Communicate your strategy on the first meeting. It is important that you rally together with the parents. Be vocal about the things you notice (good or bad) in your classroom. Parents will appreciate you taking the time to notice specific things about their child.”

- **In terms of classroom management, what do administrators expect of teachers?**

“What the administrators expect of the teachers is for the teacher to take care of as much as possible within the classroom. If a student is doing the same thing over and over and the teacher has done what he or she can in the classroom, then it goes to the administrator. Teacher should have a set plan for how to deal with classroom issues. Families should be aware of the procedure at the beginning of the year. Unless there is a school wide policy, it is up to the teachers for what the procedure is to take care of issues that arise during class.”

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### *3. Philosophy of Discipline and Management*

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#### **What motivates teenagers?**

Success, respect, and personal value are key components to motivating not only a teenager, but any student. Most students are motivated to do things they are good at. For this reason, teachers must create opportunities of success to propel students into further learning. However, students will not even want to succeed unless they feel they are respected. Without this element in the relationship between the teacher and the student, learning will be very difficult. Additionally, if the student is able to succeed, and the respect is established in the relationships between classmates and the teacher, but the student does not see the value in the curricular content, motivation will cease to exist. Content must relate to real life. It must be useful and visible to the student. Students should know “why” they are to put forth all that hard work.

#### **What factors influence how students behave in class?**

Like motivation, respect influences how students behave in the class. But looking beyond the classroom environment, students come to school with their outside baggage. Home lives and outside relationships greatly influence student behavior. It is important, as the teacher, to build relationships with each student so as to recognize at least in part, where the behavioral cause is rooted.

#### **What do you believe about rewards and consequences?**

Rewards and consequences are only two types of motivation. They can be used to great effect, but also abused so as to have no effect. I believe positive rewards will most often bring about better results than negative consequences. However, well formed, well communicated consequences are often needed to really get a student’s attention. In this case, the teacher must be

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cautious not to allow personal emotions or bias to govern the distribution of consequences. Both rewards and consequences should be earned, and in this way, expected by the students.

### **Why are routines and rules important?**

Routines and rules set the tone of the classroom. They provide structure and consistency. In this way, both also promote safety and security. When students can depend on a routine and know that certain rules will not be broken (by both classmates and the teacher) they can learn to trust and let down their guard a bit. This allows for energy and attention to be spent on learning and growing.

### **How important is the teacher's attitude in maintaining and establishing classroom order?**

“You have the power to make a student's day miserable or joyous.”- Haim Ginott, 1976.

The teacher, regardless of content area, teaches first by example. In this way, a teacher's attitude is vital to maintaining and establishing classroom order. I believe that the most important characteristic that a teacher must display in his/her attitude is respect. With an attitude of respect for individual students, this will create an atmosphere of reciprocal respect and an ordered classroom.

### **Are you optimistic or pessimistic about working with young people?**

I am optimistic about working with young people. Like all people, youth deserve the opportunity to learn. At the secondary level, students are laying the very foundations for the kinds of people they will be. Throughout these years they discover who they are and how they believe they fit into the world in which we live. For this reason, I am excited to be a part of students' lives. I want to help in shaping who they will choose to be. I want to teach them problem solving strategies so that when they are faced with the problems of the world, they will be equipped to survive. Working with youth is a privilege that I am honored and excited to have.

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### *Videos viewed:*

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How To Maintain Classroom Discipline - Good And Bad Methods Training Educational Video  
<http://www.youtube.com/watch?v=gHzTUYAOkPM&feature=related>

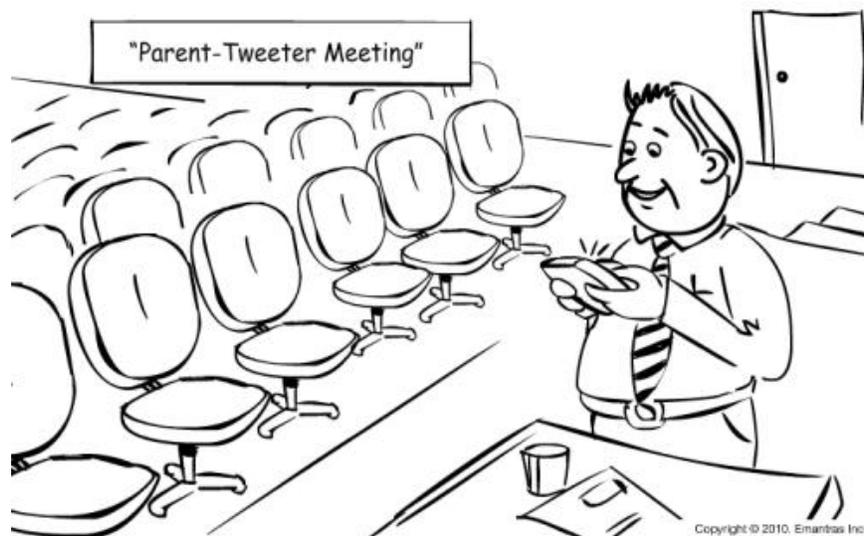
Wong, H. K. (Performer) (1994). The effective teacher [Television series episode]. In Wong, H. (Executive Producer), *The effective teacher*. Sunnyvale, CA: Harry K. Wong Publications.

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### *4. Family involvement and communication*

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As a teacher I will strive to regularly communicate with the parents of my students. This will be accomplished through unit newsletters, emails, and phone calls. Unit newsletters will be sent out via email prior to the start of each new unit. It will include the learning targets for each day of the unit and the purpose for the content being taught, as well as some helpful activities for parents to be doing with their students at home. I will send out email reminders one week before tests. Additionally, I will reserve phone calls to parents for potential discipline issues, and exemplary behavior in the classroom. In addition, I will send progress reports to parents if a student receives a C or below on any test. I will then work together with the parents to determine strategies to aid the student in the future. Finally, at the end of each quarter, students with multiple missing assignments will be notified and parents informed.



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### *5. Student Handbook: McClure Middle School*

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#### **Unexcused and Excused Absence and/or late arrivals**

Point four states that “Because regular attendance is both an expectation and a critical component of student success, parents/guardians of students who exceed 7 unexcused absences in a month or 10 or more in a year will have a petition filed with the Juvenile court. The petition asks that the court compel the child to attend school.” This is a serious consequence for a serious problem. I think that it is appropriate that adults be held responsible for the child’s absence.

#### **General Discipline Policy** (in accordance with the State law)

The first two points of this section demonstrate that the school will respect the student first and foremost: “You will be informed of the rule/behavior that you are being accused of violating” and “You will be provided the opportunity to present your side of the story”.

#### **Interventions for Misconduct**

- After school detention
- Class suspension/timeout/misconduct referral
- 15min lunchroom clean-up
- 30 min lunch detention
- Saturday School
- Mediation (meeting with Administrator or counselor to discuss how the student can work out differences with another student and create resolutions).

Each of these consequences will be given only after following the discipline procedures and communicating with the students and guardian.

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These three sections of the handbook are exemplary of the rest of the manual. I feel that the school administration took care to place students and parents as top priority while maintaining the highest priority of education of the student. I believe this compliments my classroom management plan.