

Classroom Management Plan

CI 150ECE

Classroom Management Plan
Miss Smith's Second Grade Family of Learners



We are a FAMILY, and this is our HOME.

Classroom Rules

In my opinion, this one rule can account for a great deal of factors, including respect for others and self, responsibility, and trust. It will be my job to show and tell how a family environment can, and will, be established in our classroom. In order for this to occur, it will be essential to model all of the qualities and characteristics I want to become important to my students. From day one in the classroom, my students will need to understand that there is a “safety” bubble around our classroom walls. When we walk through the door to our classroom home each morning, a feeling of security and trust should come over each child. Also, each student should come to have a sense of pride and ownership of the classroom home. My goal is for them to understand that each one of us has something special to offer to the dynamics of the family, and that nobody should ever feel sad, hurt, or unwanted within our family walls. Our goal will be to support one another and lift each other up, because that is what strong and healthy families do. By creating a healthy family environment within our home, it will hopefully reduce negative behavior issues while fostering positive attitudes, responsibility, and self-esteem. In the

early weeks of school we will get to know each other and learn what makes each of us unique and special. The diversity within our classroom will be celebrated and shared, and awareness of differences will enlighten us, not hinder us. A “Pluribus Unum” family will be created within the walls of our classroom, and it will be exclusive to us. As Lilian Katz explains in *Building Social Competence in Children*, it is the teacher’s job to “help each child feel comfortable, included, competent, and integrated in the classroom group...” (10). This is one of my own personal goals as an educator and I will not take this responsibility and privilege lightly.

Classroom rules are a necessity. However, because we will have our over-arching theme, “We are a FAMILY, and this is our HOME”, we will talk about all the things that fall under this one big image. It will be important to hold grand conversations on the first days of school that focus on *how* this rule can be followed, and *why*. Through conversations, children can have a better understanding of what is expected of them, what they expect of others, and how we can create a ‘family’ environment. These conversations about our school family and home will also be essential so that the students can have ownership in the environment of the classroom, along with how it functions. I want my students to brainstorm their own ideas of how to implement our theme, so that the ways in which we follow our rule are authentic and meaningful. For students to be engaged and drawn into something, it has to mean something to each of them. These conversations and brainstorming times will be key opportunities for the children to collaborate how they want to create a “family-like” atmosphere in our home and how we can demonstrate that to classroom visitors, as well. If after these conversations and collaboration among students, they feel like they need to make other classroom rules besides our FAMILY rule, that will be their choice. If they feel, on the other hand, that our classroom can function in a positive and productive manner under our one rule, we will leave it.

Logical Consequences and Rewards System

During our classroom meetings which revolve around our school home, I will also give the students an opportunity to brainstorm rewards for their positive, or negative, behavior.

Because the children will have ownership in the rules of the classroom, they should also have ownership in the positive or negative consequences that correlate with each. As Nelsen points out in *Positive Discipline*, children are more likely to positively respond to the consequence if it follows the *4 R's Theory: Related; Respectful; Reasonable; Revealed in Advance* (107).

Therefore, students will know what their consequences will be for negative choices because they have had a part in creating them. Of course, these consequences will be within reason and appropriate, which I will facilitate the management of during their establishment. Also, when more severe consequences need to be taken for negative behavior, I as the teacher will reserve the right to those decisions for the overall safety of the classroom environment and all of those who are in it.

I will give my input of a positive reward, such as calling home to compliment them on their behavior. Likewise, I will suggest a reasonable negative consequences such as the loss of a privilege that is meaningful. It will emphasized to the students that the rewards and consequences document is not a silly thing that should be taken lightly, but that they should think hard about what they feel would be fair ramifications of their choices within our school home. Once our class list of consequences is formed and agreed upon, the students and I will all sign the document and they will publish it in our classroom home.

Nelsen heavily emphasizes the notion that, “mistakes are opportunities to learn” (291). I strongly agree with this, therefore, my classroom will not be one where punishment is

embarrassing or degrading. Hopefully, consequences that relate to the behavior will help students gain responsibility and aid them in experiences that scaffold positive decision making.

The consequences document *may* look something like this, depending on the privileges and consequences chosen and agreed upon by the classroom family:

WOO-HOO!!! 😊



Bragging Phone Call

Privilege

20 minute *Free Choice Friday*

Student Conference

Pick classroom job for the next week

Phone Call Home

Miss Smith's "Sidekick for a Day"

Contract implemented

OH, NO!!!

Loss of

Teacher/

Sad

Behavior

Classroom Family Signatures

I signed this because I believe in our Classroom "Home" Privileges and Consequences.

Conflict Resolution in the Classroom "Home"

Although the implementation of the "home" theme and consequences will undoubtedly decrease the number of conflicts within the environment, disagreements will still occur. The hope is that the differences will be handled in a manageable and respectful way because of our over-arching main rule, "We are a FAMILY, and this is our HOME". Conflict resolution in our classroom home will be handled through peer mediation, which we will call "Facilitators" in our classroom. It is my goal to spend the first few weeks of school, during class meetings or at another scheduled times, to train the family members of the classroom home in working out their own problems with an unbiased party who is also a member of the classroom family. Each student will be taught the stages of "Facilitating", which include the following:

- 1. Introduction Stage-** Mediators establish names of parties involved; confirm the rules of mediation; ask if all agree to participate willingly and truthfully.
- 2. Listening Stage-** Mediators establish feelings and each parties view of the situation.
- 3. Wants/ Willings Stage-** Mediators facilitate how the problem can be solve.
- 4. Solution Stage-** All parties agree on a solution; agreement is signed; follow-up is suggested.

(Peer Mediation ideas adopted from California State Univ., Fresno- Classroom Mngt. Seminar, Dr. Lane-Garon, 8.28.08)

The students will be able to agree on a peer mediator within the classroom family and take time to sort out their differences before they can return to the classroom home. By implementing a mediation plan where students are informed of *how* to deal with their problems, they are more likely to solve them in a rational demeanor. It is my belief that children act out through violence and hateful words because that is what has been modeled for them, therefore it is the only thing they know. However, if they are taught how to handle their conflicts in a healthy and language-based way, they will most likely resort to it in a time of need.

Character Education in the Classroom “Home”

As an educator in the public school system, it is as important to me to foster character education as it is to uphold quality academics in the classroom. Scaffolding students to become respectful, mature, and contributing citizens of society is an essential part of every classroom’s curriculum. In our classroom, we will strive to not only better ourselves as individuals and as a school “family”, but we will also strive to better our school and community.

Often times, students have not been exposed to anything outside of their own, limited experiences. I believe it is essential for students to have the opportunity to be involved in activities and experiences that are bigger than themselves. A student’s eyes can be opened and their creative juices unleashed if they are given hands-on experiences that engage them. This can be done by giving students the opportunity to help others in the community, or even students and staff on their school campus. Experiences of helping others can help children understand the importance of being a good citizen, while also giving others encouragement as well. Effective service learning opportunities are always tied directly to the curriculum that is being taught in the classroom. For example, students can raise money to buy trees for their community, than plant them. This correlates nicely with science themes of plant life, root systems, and photosynthesis.

In addition to service learning, students in our classroom will understand that our one main rule, “We are a FAMILY, and this is our HOME”, emphasizes the need to be caring, responsible, full of integrity, and the many more characteristics of a good family member. To keep us focused on making good choices in regards to school and other parts of our life, Miss Smith’s class will hold class meetings once weekly in which we choose a topic that promotes good character and we will spend time learning more about that one characteristic of a family member. For example, we may choose to read a story on the topic of patience and then brainstorm different ways we can be patient in our classroom home on a day to day basis.

Establishing Roles and Significance

The really exciting thing about our classroom is that we have a lot to accomplish during the day, therefore, we each get to have important jobs that make our day run smoothly. The classroom “home” cannot function properly without each member of the family, so each job is equally as important as the next. During our every other Friday class meeting, we will rotate jobs so that everybody can experience every job. The family member jobs will always be hanging on our Classroom Clothesline, therefore we can simply move the article of clothing with our name on it to the next job on the line.

Catch-Up Captain- helps those who were absent understand missed assignments

Concierge (2)- Greets visitors; welcomes new family members

Equipment Entrepreneur- manages playground equipment

Interior Decorator (2)- waters class plants; changes calendar and bulletin boards

Cuisine Committee (2)- sets up snacks, dismisses for lunch

Librarian (2)- Makes sure classroom books are orderly and treated well; manages checkouts

Mailpersons (2)- delivers messages; runs errands

Supplies Supervisor (2)- inventories classroom supplies; reports low quantities

Meeting Manager- keeps classroom meetings on schedule and on topic

Operator- answers classroom phone; takes messages if needed

Paper Pal- passes out; collects papers for Miss Smith

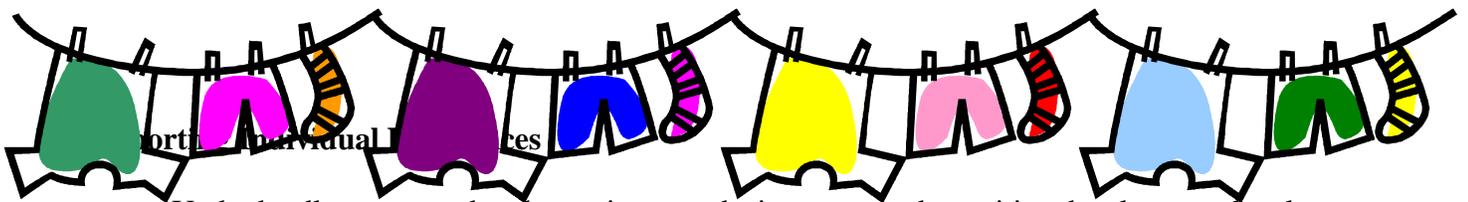
Secretary- keeps classroom calendar up to date; takes notes at classroom meetings

Sparkle Squad (2)- makes sure all messes are taken care of; delegates responsibility

Facilitator (*)- helps other family members in conflict resolution

All classroom family members always hold the job of **Facilitator** and can take the responsibility of aiding others in settling disagreements and/or conflicts.

(Classroom job ideas adopted from California State Univ., Fresno-
Classroom Mngt. Seminar, Dr. Lane-Garon, 8.28.08)



Undoubtedly every student has unique needs, interests, and cognitive development levels.

It is my job as each child's teacher to identify what each needs as an individual, along with cultivating the needs of the classroom whole.

In order to gain more understanding of each student and to aide them in attaining their own academic and behavioral goals, we will establish personal contracts between myself and the student. These will be confidential contracts between the student, the teacher, and the parent and/or guardian. Each student will be able to identify either an academic or behavioral goal for themselves every 2 weeks. For example, a goal could be to "not shout out the answer, even when I really want Miss Smith to call on me!" Each student's goal is their decision in consultation with the teacher and family members.

During the 2 week goal period, each child will strive to accomplish their goal a designated number of times, which will be determined in the contract. Students will have a chart on their desks that is accessible to the teacher, that way I can reward goal-oriented behavior silently, simply by placing a small sticker on the chart. The chart on the student's desk will

simply have the 2 week goal period dates, and ten squares representing each school day. When a child reaches his or her personal goal, they will be able to choose a reward from their “Goal Go-Getter” list. This list accompanies their personal contract and is created by the goal setter and agreed on by both the student and the teacher. “Goal Go-Getter” reward time will be scheduled every other Friday in the morning, alternating Fridays with class meetings.

I'm a
Goal
GO-GETTER!

Goal Period: Friday, ____ - Friday,

My goal for the next 2 weeks is...

To achieve my goal I will...

I need to earn ____ stickers on my Go-
Getter Chart in order to choose from
my Reward List.

Student

Date

Teacher
Member

Family

I'm a
Goal
Achiever!

Goal Go-Getter Rewards

Listening Center
Free art time (20 Mins.)

Laptop Interactive Game (20 Mins.)

Borrow a classroom book for the weekend

Sample Reward Chart on Student Desk

Goal Period: Friday, _____ - Friday,

| | | | | |
|--|--|--|--|--|
| | | | | |
| | | | | |

Number of stickers needed for Reward

Room 8 Families and Friends,

Welcome to the start of a wonderful school year! As you and your child adjust to the starting of the 2nd grade school year, I want to catch you up to speed on all of the exciting stuff that we have already been doing!

It is my goal that the children will know that they are respected and appreciated. We have already been

having classroom meetings where we are talking about our classroom family and all the uniqueness that we each have to offer. We are learning many neat things about one another, and we are quickly forming a school family unit!

Every other week, I will meet with each student so that they can establish a personal and confidential goal for the next 2 week period. These goals can be academic or behavioral, it is their choice. In addition, they have each created their own rewards list and are eager to start striving for their bi-weekly goals!

Our classroom environment is one of safety and respect. Our classroom theme is "We are a Family, and this is our Home." This all-encompassing rule has been established to help us stay on track with our attitudes, actions, and academics. The students have come up with their own consequences and privileges according to behavior, and the contract is signed by all and posted in our classroom for you to view if you would like.

I already know that each student in our class has amazing qualities that will help us create a school family that will thrive and foster learning. I encourage you to ask your child about our classroom meetings, which are held every other Friday and allow us to sort through differences, express ideas, and

choose classroom jobs for the following week. Your children have some amazing ideas!

Please contact me with any questions or comments! Remember, open lines of communication between school and home are a huge support for your child! I look forward to a collaborative and fun-filled school year with you and your student!

Thanks you, Miss Smith