

**Classroom Management Plan
First Grade Classroom**

Classroom Guidelines

W – work hard

H – be as honest as you can

I – no interruptions

P – no put-downs

* Follow directions

* Always raise your hand and wait to be recognized

* Respect yourself and others property

* Try your best

My selected classroom guidelines are pretty basic but powerful at the same time. I want my students to know that it is okay to make mistakes, they are opportunities to learn. Nelsen states in *Positive Discipline* that “adults could learn more about the principle of mistakes as opportunities for learning... We can help our children maintain this simple way of experiencing life by rediscovering the value of mistakes for ourselves.”

I want my students to want to strive to succeed and push themselves to reach their personal goals. Having them follow these guidelines is a good way to better prepare my students in future school years.

<i>Consequences of Choices</i>	
<p><u>Positive Consequences</u></p> <ul style="list-style-type: none">• Be first in line for lunch & recess• Hand-sanitizer leader for lunch• Teacher helper for the day• Choose a book for the teacher to read to the class for story time• No homework pass for the day• Get first pick of recess equipment• Choose a movie for the class to watch	<p><u>Negative Consequences</u></p> <ol style="list-style-type: none">1. Verbal recognition2. Positive time-out corner3. Lose part of recess4. Repeated offenses (personal contract)5. Phone call home6. Principle's office (last resort)

Establishing my list of positive and negative consequences was pretty common with most teachers I've observed in my teaching experience. I want my students to do their best each and everyday. Having positive consequences for behavior is a good way for students to strive to do their best so they can have the opportunity to pick and choose from the list given above.

Posting the negative consequences up in the classroom lets students know that if they misbehave or get off task, they will begin the steps listed above. Beginning with a verbal recognition and ending with a trip to the principal's office, which is the last resort, gives the students a chance to see where they are on the chart and what will happen if they misbehave again.

Nelsen states that most times children misbehave, stay reminded of the Four R's for Logical Consequences which are *Related, Respectful, Reasonable and Revealed in advance*. Children are going to make mistakes, as the teacher, have an open-mind about the situation before you punish your students.

Character Counts!

TRUSTWORTHINESS

Be honest • Don't deceive, cheat or steal • Be reliable — do what you say you'll do • Have the courage to do the right thing • Build a good reputation • Be loyal — stand by your family, friends and country

RESPECT

Treat others with respect; follow the Golden Rule • Be tolerant of differences • Use good manners, not bad language • Be considerate of the feelings of others • Don't threaten, hit or hurt anyone • Deal peacefully with anger, insults and disagreements

RESPONSIBILITY

Do what you are supposed to do • Persevere: keep on trying! • Always do your best • Use self-control • Be self-disciplined • Think before you act — consider the consequences • Be accountable for your choices

FAIRNESS

Play by the rules • Take turns and share • Be open-minded; listen to others • Don't take advantage of others • Don't blame others carelessly

CARING

Be kind • Be compassionate and show you care • Express gratitude • Forgive others • Help people in need

CITIZENSHIP

Do your share to make your school and community better • Cooperate • Get involved in community affairs • Stay informed; vote • Be a good neighbor • Obey laws and rules • Respect authority • Protect the environment

The Josephson Institute list the Six Pillars of Character which are ethical values that guide our student's choices. The standards of conduct that arise out of those values constitute the ground rules of ethics, and therefore of ethical decision-making.

Conflict Resolution

- * Classroom meetings
- * Comment box
- * Use puppets to act out conflicts
- * Agreement contract

Conflict resolution will be highly stressed with the help of peer mediators in my classroom and on the school campus. The web-site Good Shepherd noted that peer mediators are specially chosen and trained students who help other students find solutions to their conflicts. When students are involved in a dispute, they are asked if they would like a mediator to help them resolve their problem. If the disputants so choose, the mediators help them by using the mediation process to clarify the nature of the dispute, seek options, and reach a consensus on a mutually satisfactory solution. Katz and McClellan state in *Fostering Children's Social Competence: The Teacher's Role*, that "teachers who wish to help children change ineffective behavior might consider the following three aspects as guidelines: 1. Knowledge, 2. Action, and 3. Application."

Along with peer mediation, I will conduct classroom meetings once a week to discuss any problems or concerns my students may have that we can resolve as a classroom and hopefully prevent these problems from happening in the future. A comment box will be placed on my desk that my students can write a note in and we will discuss it during our class meeting. Students will

be allowed to place these comments in the box whenever they feel free and don't have to write their names on the paper so they won't be pointed out in front of their fellow classmates. Students may also be able to act out their conflict with the use of puppets and put themselves in third person so they don't feel they are confronting the problem themselves. This works wonderful with children and they seem to love it.

When the class can't come to an understanding with a conflict, we will design an agreement contract that the class will put together and sign saying they will follow the rules and guidelines discussed.

Name _____ **Week of** _____

Weekly Behavior Report

Monday	Tuesday	Wednesday	Thursday	Friday

Class rules

- | | |
|--|---|
| <ol style="list-style-type: none"> 1. I will listen. 2. I will raise my hand. 3. I will stay in my seat. 4. I will be a quiet worker. 5. I will finish my work. | <ol style="list-style-type: none"> 6. I will return my homework. 7. I will be kind to others. 8. I will line up quietly. 9. I will keep my hands to myself. |
|--|---|

Your child's behavior was:

Excellent = 5 days

Satisfactory = 3-4 days

Needs improvement = 1-2 days

Parent signature _____

Dear Parents,

Welcome to first grade! I'm excited about the opportunity to get to know you, and I'm looking forward to a happy and productive school year.

My classroom policies and guidelines are stated in the packet attached and it is my job to make sure I follow these guidelines as well as it is my students' job to respect them.

Studies show that parental involvement in a child's education is one of the strongest indicators of student achievement. We hope you will make it a priority this year to be a part of your student's education.

If you have any questions or concerns or if you would like to visit our classroom, schedule a conference, or volunteer to help out, you can contact me at (xxx-xxx-xxxx). The best time to reach me is between 5-9pm on week days.

Once again, welcome to first grade. Let's work together to make this the best year ever!

Sincerely,

Ms. Rager

Works Cited

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- Katz, L. & McClellan, D., (latest edition). *Fostering Children's Social Competence: The Teacher's Role*. National Association for the Education of Young Children, Washington, D.C.
- Nelsen, J. (latest edition). *Positive Discipline*. Ballantine: NY.