

Deborah Sund's Third-Grade Classroom Management Plan

Deborah Sund, who had been teaching for two years when she devised this program, wanted a management approach that provided structure for class members while meeting the needs of all concerned. Here is her plan.

My Philosophy of Classroom Management

Purpose of Management: I believe the purpose of classroom management is to provide a safe, supportive, calm environment in which students are able to learn to the best of their abilities. To make that possible, I believe teachers should strive to meet the needs of everyone in the class, students and teacher alike.

Students' needs I will keep foremost in mind are:

- To feel safe and personally valued in the group.
- To learn interesting and useful information, especially skills in reading, math, and language.
- A learning environment that is attractive, stimulating, and conducive to productive work.
- A teacher who is helpful, attentive, and kind.
- The opportunity to interact and work cooperatively with other students.
- To learn how to relate to others humanely and helpfully.
- To have the opportunity to excel.

My own needs that I hope will be met are:

- To be respected and valued as a teacher.
- To be able to teach without unwarranted disruptions.
- To have an orderly classroom appearance: good room arrangement; materials neatly stored; interesting, well-thought-out displays.
- To have structure and routines that provide comfort and security with flexibility.
- To have students who are considerate of others, attentive, and willing to participate and follow directions.
- A class sense of warmth, enthusiasm, responsibility, and mutual regard.

My Particular Dislikes: I want to be upfront with my students about my particular dislikes, which are:

- Inattention to speaker, teacher, other adult, or class member.
- Excessive noise: loud voices, inappropriate talking and laughing.
- Distractions such as toys, unnecessary movement, poking, teasing.
- Abuse of instructional materials: misusing, wasting, or destroying.
- Unkind and rude conduct: ridicule, sarcasm, bad manners, and physical abuse.

My Theory of Classroom Management I believe good classroom management must maintain a focus on learning, which in turn is supported by persistent helpfulness

and kindness by all class members. I believe the desired behavior is best promoted through preventing misbehavior, supporting proper behavior, practicing class rules, responsibly fulfilling roles and requirements, and relying on instructional tactics that assist students in abiding by the rules.

What I Will Do Proactively to Limit Misbehavior I will familiarize myself further with the known causes of misbehavior and try to attend to all of them in advance. I will make sure to maintain proper lighting, temperature, traffic patterns, and room attractiveness so students won't feel strained, tired, or inconvenienced. I will endeavor to meet students' needs for safety, belonging, and interesting activities. I will plan carefully for modeling, teaching, and practicing good manners and courtesy. I will discuss with my students the meaning and practice of responsibility and why it is so important in learning. And I will carefully plan out an active curriculum that includes interesting activities, physical movement, and singing, along with times of quiet listening and resting.

What I Will Do to Support Proper Behavior *Establish Class Rules.* On the first day of school I will ask my students to tell me how they would like to be treated by others in the room. I will also ask them what kinds of behavior they especially dislike. We will discuss their contributions at length, making sure through examples that we have a clear understanding of everyone's wishes. By the next day, I will have written out some statements that summarize what they have said. I'll then ask if these ideas seem good ones to live by in the class. I anticipate students' agreeing with the ideas, which we will then call our class rules.

Practice Abiding by Rules. We will spend time practicing how we will conduct ourselves in accordance with the rules. I will demonstrate the prompts, cues, hints, and other assistance I will give to help students abide by the behaviors we have agreed on. I expect the following to emerge as class rules:

- Be considerate of others at all times. (We will discuss and practice speaking kindly, behaving helpfully, and not bothering others.)
- Do our best work. (We will discuss the importance of getting as much done as possible, not wasting time, and doing neat work we are proud of.)
- Use quiet voices in the classroom. We will discuss and practice using regular speaking voices during class discussions, speaking quietly during cooperative work, and whispering at other times. I will inform students which volume of voice is appropriate until they learn to use the proper volume automatically.
- Use signals to request permission or receive help. I will explain and have students practice the signals for assistance, movement, and restroom pass.

Recognize and Comply with Roles and Responsibilities. We will identify and practice the "job descriptions" expected of both teacher and students.

I will describe my role, with examples, as including:

- Having main responsibility for what we will learn and making sure we learn it.
- Being as helpful as I can to each and every student, without exception.
- Always treating everyone with kindness and consideration.

I will describe students' roles, with examples, as:

- Paying attention, participating, and doing one's best to learn.
- Always being polite and behaving the way you know is best.
- Helping keep the classroom neat and orderly.

Help Students Learn to Behave Responsibly. To support students' efforts to behave responsibly, I will routinely do many of the things suggested by Fred Jones, such as:

- Circulate among class members to remind them I am attentive and available.
- Interact with individual students to provide acknowledgment and support.
- Provide help immediately as it is needed.
- Show I am genuinely pleased when students follow the rules and behave responsibly. I will make use of winks, nods, and pats. Sometimes I will say aloud how pleased I am with the way they are working or behaving toward each other.
- Keep their caregivers informed about the class activities and their child's progress, and invite them to be involved with the class.
- Begin and end each day on a positive note, with fond greetings or good-byes and expectations of happy and productive days in class.

How I Will Redirect Students When They Break Rules Earlier, when first discussing the class rules, I will ask students what they think should happen when someone breaks a rule. I expect them to suggest punishment, but I will tell them that instead of punishment, I will probably do one of the following:

- Look at them with "pirate eyes" (a stern glance with disappointed or puzzled expression) that lets them know they need to behave properly.
- Point out that a rule is being broken by saying: "I hear noise." "Some people are not listening."
- Tell them exactly what they have done wrong and ask them to do it properly: "Gordon, you did not use the signal. Try again and use the signal this time."
- Have them take "time out" from the group until they can conduct themselves properly.

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Examples

- Attending to... nity, power, enjoyment, and...
- Making class activities consistently enjoyable, providing abundant attention, encouragement, and support for students.
- Discussing and practicing manners, courtesy, and responsibility.
- Reducing misbehavior by attending to its causes.

Gail Charles's Classroom Management Plan for Her English Classes

My Philosophy of Classroom Management I think classroom management in a school setting should focus on responsibility and respect for others. I will emphasize to my students why we benefit from getting along with others, why we need to limit some of our personal actions for the good of the group, and why and how classmates and school personnel should be treated with respect and civility. I also believe students can benefit greatly by learning how to speak respectfully with adults, including making eye contact, using a pleasant tone of voice, and making use of courteous expressions such as "please" and "thank you." I agree with Tom Daly that it is beneficial for students to behave in ways that cause teachers to like them. It is highly desirable that students learn to relate respectfully with classmates, as well.

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My Attention to Professionalism I believe the established standards of the teaching profession provide reliable guidance and safeguards for working effectively with colleagues and young learners. I take those standards seriously, none more so than those affecting the physical and psychological safety of the students in my care. I will also check continually to make sure I am complying with the ethical standards of the profession and with normal human decency as well. It is very important to me to present myself as a good teacher, a valued colleague, and a good person.

Example 2: An Approach That Combines Prevention of Misbehavior and Cooperation Between Teacher and Students

The following approach emphasizes preventing misbehavior by meeting students' needs and building personal relationships. It is designed to gain student cooperation and reduce student inclination to disregard or try to outwit the teacher. It emphasizes the following:

- Attending continually to students' needs for security, hope, acceptance, dignity, power, enjoyment, and competence.
- Making class activities consistently enjoyable and worthwhile, with abundant attention, encouragement, and support for students.
- Discussing and practicing manners, courtesy, and responsibility.
- Reducing misbehavior by attending to its causes.

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