

Student \_\_\_\_\_

ECCE 2203 CLASSROOM MANAGEMENT PLAN

PART I (3 points)

This section should be in essay format and should address the following questions. (Min. 350 words)

1. In general, what kind of classroom community do you seek to create? Include age or grade of the children.  
What you believe to be the three most important characteristics and/or behaviors that you strive to develop in the children/students? Explain why those characteristics are important.
2. How do you define —classroom management and discipline? What is its purpose?  
What attitudes, dispositions and behaviors do you want to promote and encourage in the children/students you are working with  
How do the climate of your classroom and your desired child/student attitudes, dispositions and behaviors relate to learning?  
What contributes to children's engagement in the learning opportunities and activities in your classroom or program? What is the teacher's or caregiver's role in engaging children, and in motivating them to participate in the classroom community?
3. Whose ideas have influenced your beliefs? For example, do you see yourself leaning more toward a behaviorist approach or a student/child-centered approach? If you say that you are using a combination of approaches, tell why you prefer to do so, and explain which aspects of your plan are influenced by which approach (e.g., behaviorist, constructivist, etc.)

Grading Rubric

	0 credit	½ credit	Full credit	Score
Content Introduction 1 point	Missing, does not address #1, more than 3 errors	Partial response, Somewhat unclear. 3 errors	Well thought out response to #1 above. No more than 2 grammatical/spelling errors	
Definition/ teacher role 1 point	Missing, does not address #2, more than 3 errors	Partial response, Somewhat unclear. 3 errors	Well thought out response to the # 2 above. No more than 2 grammatical/spelling errors	
Influence 1 point	Missing, does not address #3, more than 3 errors	Partial response, Somewhat unclear. 3 errors	Well thought out response #3 above. No more than 2 grammatical/spelling errors	
TOTAL				/3

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PART II (5 points)

(Min. 350 words plus floor plan)

A teacher can do much to build a sense of community and prevent discipline problems through 1) thoughtful arrangement of the classroom space and what it holds -- seating, shelving, and other furnishings, equipment and materials; 2) consideration of aesthetics such as the visual and auditory aspects of the space, and 3) careful planning for movement (e.g., --traffic pattern) within the classroom and/or other learning spaces (e.g., playground, atelier or mini-atelier, gymnasium, playing field, band room, art room, science labs, etc.). This section of your paper combines an essay format with a room map or floor plan.

In this section, please:

1. Describe the purposes your room or other space will serve. For example, if the children eat breakfast and/or lunch in the same room in which they spend the rest of the day, take all uses into account when planning the physical space.
2. Describe the goals or issues that will affect how you arrange your classroom or teaching area. What will you do to make your room more conducive to the goals that you have for your learning community? For example, if you want to foster children's independent work, you will need to make sure that many learning materials are within a child's easy reach. If your classroom is in an open center, limiting the intrusion of sound from other classrooms may be a challenge to address. If you expect to have children/students with physical disabilities, an accessible floor plan will be essential. If you are planning on projects, you will need storage and work space for individual and group constructions. If your classroom is --Reggio Emilia inspired, you will be thinking about aesthetics in a certain way.
3. Please **include a drawing or map of your classroom arrangement**, but please also **explain in writing your reasons for wanting that arrangement**. Include
  - Space arrangements -- e.g., for specific kinds of activities such as whole-group instruction, class meetings, small group activities, project work, art, computer work, toileting, nap or rest periods, etc.
  - Overall aesthetics -- for example, color scheme, availability and use of light, wall décor, types of furniture and other furnishings
  - Seating (type and location -- rug space, table space, desks, chairs, etc.)
  - Storage for support materials and resources Types of support materials and resources
  - Miscellaneous items like equipment, tissues, pencils, first aid kits, etc., and where they will be located/stored

Grading Rubric

	0 credit	½ credit	Full credit	Score
Content Purposes 1 point	Missing, does not address #1, more than 3 errors	Partial response, Somewhat unclear. 3 errors	Well thought out response to #1 above. No more than 2 grammatical/spelling errors	
Goals and issues 2 points	Missing, does not address #2, more than 3 errors	Partial response, Somewhat unclear. 3 errors	Well thought out response to the # 2 above. No more than 2 grammatical/spelling errors	
Floor plan and written description 3 points	Missing narrative, does not address #3, more than 3 errors Or no floor plan	Partial response, Somewhat unclear. 3 errors Somewhat messy or partial floor plan	Well thought out response #3 above. No more than 2 grammatical/spelling errors Floor plan (CDA or neatly drawn on graph paper-labeled	
TOTAL				15

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### PART III (5 points) (Min. 350 words)

The classroom is a community of learners. The environment should be a place where children are valued and feel safe. How will your classroom address the needs of diversity, children's individual needs and a sense of team work between both children and adults?

1. **Describe the purposes your daily and weekly schedules will serve.** Describe the goals or issues that may affect how you arrange your daily schedule. For example, if you teach in a half-day program, your needs will be different from those of a teacher in a full-day program. If you are using discovery learning, children/students will need large blocks of time for their investigations. **Write 1 paragraph addressing this.**
2. **Routines, Rituals, and Transitions:** In addition to indicating when the class focuses on particular areas of the curriculum, a schedule must also take into account routines, rituals, and transitions.  
**Routines** are procedures and tasks that are done on a regular basis, and done basically the same way each time.  
**Rituals** include activities that happen regularly, though perhaps not every day, in which all children take part and that have particular meaning in the classroom community.  
**Transitions** are the moments of change in the school or program day, when there is a switch from one activity to another. How does the thoughtful use of these items in a schedule effect classroom management? **Write 1 paragraph about addressing how you would use these.**

3. **Identify three specific routines or procedures that you will establish with the children/students. Write the procedure, and then write clear, specific guidelines (4 or fewer) for each procedure.** Put your guidelines in outline form so that you can easily explain each procedure. For example, consider a procedure for entering the room. If you need more than four guidelines, you may have a procedure that needs to be broken into two parts. For example:

Procedure: Entering the classroom (3rd grade)

Guidelines:

1. Enter the classroom quietly.
2. Get pencils sharpened and materials on your desk before the bell rings.
3. You may talk quietly.
4. Be in your seat when the bell rings.

4. **Describe three activities that you would like to institute as rituals in your classroom.** For example, you might decide to have children take turns dictating —News of the Day for you to write on chart paper; you will —cycle through the class several times a year, and each child will have more than one chance to participate in this ritual. Or you might designate Monday and Friday as days for the Author Chair. Or you might have children take turns being Weather Reporter, filling in a chart with the outdoor thermometer and taking a photograph of the school grounds to share with the class. **Write 1 paragraph describing these rituals**

### Grading Rubric

	0 credit	½ credit	Full credit	Score
Description of Daily schedule 1 point	Missing, does not address #1, more than 3 errors	Partial response, Somewhat unclear. 3 errors	Well thought out response to #1 above. No more than 2 grammatical/spelling errors	
Routine, Rituals and Transitions Introduction Points 1 point	Missing, does not address #2, more than 3 errors.	Partial response, Somewhat unclear. . 3 errors	Well thought out response to the # 2 above. No more than 2 grammatical/spelling errors	
3 Routines 1.5 points	Missing more than 2 routines. More than 3 errors	Missing 1 routine. 3 errors	3 routines each with at least 4 steps. No more than 2 grammatical/spelling errors	
3 Rituals 1.5 points	Missing, does not address #2, more than 3 errors Missing 2 rituals	Partial response, Somewhat unclear. 3 errors Missing 1 ritual	Well thought out response #3 above. No more than 2 grammatical/spelling errors	
TOTAL				/5

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 PART IV (4 points) (Min. 350 words)

Daily and Weekly Schedule: The classroom schedule you create can have a profound effect on your community of learners. In this portion of your paper, please

1. Describe the daily and weekly routines that will be part of life in your classroom community (“givens). For example, what will the children’s —arrival routine consist of? At what times of day will you hold class meetings and other whole-group activities, and what will their purposes be? When will children work individually or in small groups? Will you make snack available all afternoon, or only between 2-2:15, or not at all? **Write 1 paragraph.**
2. Create a sample of a daily schedule. **This can be done in a table with times of day and activities clearly listed**
3. Discuss your provisions for transition times. **Write 1-3 paragraphs addressing the following**
  - ✓ What might you do to keep transitions to a minimum, while still ensuring time for all necessary activities, including toileting, eating, and active play?
  - ✓ What might you do to reduce the discomfort some children may have due to not having a clear role or goal for the moment (which can lead to disruptive behaviors)? For example, what songs or simple games or activities might you use to engage children during the transition?
  - ✓ What might you do when program or school policies require quiet in common areas of the building (e.g., the hallway) that your group must pass through on the way to some activities?

Grading Rubric

	0 credit	½ credit	Full credit	Score
Describe scheduling “Givens” 1 point	Missing, does not address #1, more than 3 errors	Partial response, Somewhat unclear. 3 errors	Well thought out response to #1 above. No more than 2 grammatical/spelling errors	
Daily Schedule 1 point	Missing, does not address #2, more than 3 errors. Not DAP or limited balance	Partial response, Somewhat unclear. Some elements either not DAP or not balanced 3 errors	Well thought out response to the # 2 above. Balance between active and quiet activities DAP appropriate amount of choice time. No more than 2 grammatical/spelling errors	
Transitions 2 points	Missing narrative, does not address #3, More than 3 errors Does not address 2 of the questions	Partial response, Somewhat unclear. 3 errors Does not address one of the questions	Well thought out response #3 above. Address all three questions No more than 2 grammatical/spelling errors	
TOTAL				/4

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### PART V (4 points) (Min. 350 words)

A teacher's initial contact with children and their family members is an important factor in creating a classroom community.

1. Describe what you expect your first contacts with the children/students to be like, contingent on your program's/school's expectation. For example,
  - If your program/school requires you to make home visits/open house prior to the first day of school OR if you will make home visits/open house as a voluntary practice, how will you set them up and what will you do and say during home visits/open house? You do not need to create a script for this assignment, just provide general statements about your planned interactions with the child/student and other family members.
  - If you will send materials to the child/student and family before the first day, what will you send and why?
  - If your program/school requires phased-in attendance at the beginning of the year, OR if you will do it as a voluntary practice, describe how you will organize each session. For example, will you invite parents to stay with their children for the first session? How many children will attend each phase-in session? What activities will you plan?
  - When children/students enter your classroom for the first time, what will you be doing?
  - How will you greet them? What will you ask them to do? What will you and the children/students do during the first ten to fifteen minutes of the first day of school?
  - How will you get the children/students to where you want them to be in the room?
  - What kind of learning activities will you plan for the first day of class? Explain your choices.
2. Write a script for the first fifteen minutes of your first day with the children/students. Remember how important positive expectations are. Write what you will say and do to introduce the children/students to you and your classroom. As you plan, it might help to ask yourself what you want the children/students to say about their first day in your classroom when they get home.

### Grading Rubric

	0 credit	½ credit	Full credit	Score
Description of initial contact with children and families 3 points	Missing, does not address #1, more than 3 errors Covering less than 3 of the above items	Partial response, Somewhat unclear. Covering 3-5 of the above items 3 errors	Well thought out response to #1 above. (at least 350 words) Covering 6/7 of the above items No more than 2 grammatical/spelling errors	
Script 1 point	Missing, does not address #2, more than 3 errors.	Partial response, Somewhat unclear. 3 errors	Well thought out response to the # 2 above. No more than 2 grammatical/spelling errors	
TOTAL				/4

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PART VI (4 points) (Min. 350 words)

**Setting Expectations, Rules, and Guidelines**

Every teacher has expectations for what he or she wants the classroom community to be like. Children/students are likely to feel more secure when they know what adults expect of them. Clear, fair expectations/rules/guidelines may also help children's/students' self-regulation. Many teachers find that children/students are more invested in rules when they have had a hand in creating them; they feel that this kind of participation enhances children's problem-solving and thinking skills, and their social competence. Other teachers believe it is important for adults to set all expectations and rules for behavior.

Guidelines are suggestions for how to proceed in a situation. Rules are a kind of code for behavior; breaking a rule generates certain consequences.

1. Describe how you will go about setting expectations and rules for behavior in your classroom. How are they DAP for your age group? **Write 1 paragraph**
2. What expectations or rules (Code of Conduct) will you impart from the very beginning in order to maintain the classroom climate you desire? How will you impart them and what consequences will you set up for when children do not follow them? Provide a one-sentence rationale that clearly shows how the rule and consequence are related to learning. **You must include at least 4 "rules"**

EXAMPLE: Code of Conduct (Appropriate for 3<sup>rd</sup> Grade)

- Students will respect property.  
*Students will handle material carefully and return used materials to their proper place. Consequence: Materials handled this way will be available to all. Use of materials not handled appropriately will be restricted. Free access to materials leads to discovery learning and limits the frustration caused by broken or misplaced items in the classroom.*

3. What expectations/rules/guidelines will you ask children/students to develop as a class, along with you? How will you engage them in this process (e.g., during a series of class meetings with discussion and voting? During one meeting on the first day of class? By giving them a list of options to choose from?) How will you follow up and reinforce the expectations? **Write 1-2 paragraphs describing this.**

Grading Rubric

	0 credit	½ credit	Full credit	Score
Introduction How will you set expectations 1 point	Missing, does not address #1, more than 3 errors	Partial response, Somewhat unclear. 3 errors	Well thought out response to #1 above. No more than 2 grammatical/spelling errors	
Code of Conduct/Class Rules 1 point	Missing, does not address #2, more than 3 errors. Not DAP or missing 2 or more rules	Partial response, Somewhat unclear. Some elements either not DAP. Missing 1 rule. 3 errors	Well thought out response to the # 2 above. Includes at least 4 DAP rules with definition, consequences and rationale No more than 2 grammatical/spelling errors	
Process of development and follow-up 2 points	Missing narrative, does not address #3, More than 3 errors Does not address 3 or more of the questions	Partial response, Somewhat unclear. 3 errors Does not address 1-2 of the questions	Well thought out response #3 above. Address all five questions No more than 2 grammatical/spelling errors	
TOTAL				/4

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PART I INFLUENCE (3 points)

This section should be in essay format and should address the questions in the directions. (Min. 350 words)

Page II

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PART II ENVIRONMENT (5 points)

(Min. 350 words responding to the directions plus floor plan)

Page III

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PART III PSYCHOLOGICAL (5 points) (Min. 350 words responding to the directions)

Page IV

ECCE 2203 CLASSROOM MANAGEMENT PLAN

PART IV SCHEDULING (4 points) (Min. 350 words describing daily and weekly scheduling)

Page V

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PART V PARTNERSHIP WITH FAMILIES (4 points) (Min. 350 words)

Page VI

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PART VI CODE OF CONDUCT (4 points) (Min. 350 words)