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EDU330-01  
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Classroom Management Plan

## **Philosophy**

I espouse Jean Piaget's theory of learning. Meaningful learning occurs when individuals assimilate<sup>1</sup> or accommodate<sup>2</sup> schemes<sup>3</sup> to logically organize<sup>4</sup> ideas, processes or experiences. I believe that is how students learn, and that all students can learn. I also believe that discipline is necessary in the classroom to make it conducive to learning. Thus, the purpose of this classroom management plan is to set forth proactive measures to encourage discipline in the classroom for the purpose of making it suitable for the cognitive, physical, emotional and social development of all students.

To accomplish this, I shall claim the following rights as an educator:

1. the right to maintain order, discipline and security in the classroom
2. the right to request students to follow rules of the class and of the school, and to administer consequences set forth in this management plan while in accordance to published rules of the school and the law
3. the right to determine, to teach, and to request students appropriate behaviors and manners

The execution of these rights is described in the remainder of this plan. Furthermore, I acknowledge that for learning to occur, I also need the cooperation of my students. Thus, I shall grant the following rights to my students:

1. the right to be provided with positive support for their appropriate behavior

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<sup>1</sup> assimilate – to interpret a new experience or idea so that it fits an existing scheme

<sup>2</sup> accommodate – to change existing schemes or to create new schemes to incorporate a new experience or idea.

<sup>3</sup> scheme – organized patterns of behavior or thought

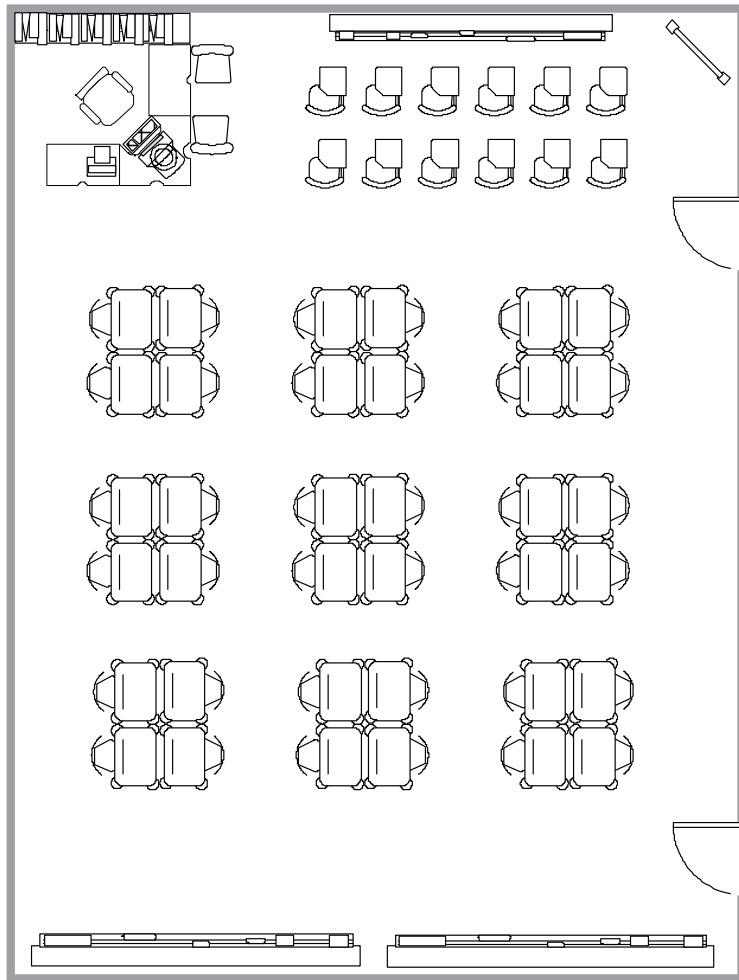
<sup>4</sup> organize – to systematize processes or logically arrange ideas

2. the right to choose their behavior and to know the consequences of their behavior
3. the right to be protected from disruptive behavior caused by themselves or by other students that imposes limitations in any way to their learning in the classroom

With this classroom management plan, learning will be effective and efficient in the classroom, teaching will be manageable and supportive, and the classroom experience will be much more rewarding for my students and me.

**Climate**

I believe that students learn individually, through their interactions with their peers and



through their interaction with the teacher. Thus, I shall divide my classroom into three areas: the individual learning area, the group learning area and the teacher area. (See Figure 1.) The individual learning area will be where students go to study and learn individually. It will be an area that will have the least distractions. Thus, rows of armchairs face a blackboard or a blank wall. The individual learning area will be at the back of the room near the teacher area. My desk, reference books and my personal

**Figure 1** Classroom layout

computer will be in the teacher area. It will be an area dedicated to preparing lessons, and to having personal conferences with students, parents and peers. It will be an area that will communicate to those in the classroom that there is a capable person in-charge of the class. The group learning area will be the biggest area in the classroom. Individual desks are arranged in groups to facilitate group interaction. The students will sit facing each other, but they can also comfortably move their heads sideways to see the front of the room.

I shall let the students decorate one bulletin board in the room. I shall divide the bulletin board into equal parts based on the number of my students. The students will then be free to decorate their bulletin board space. They can also change the decoration of their space any time they want to. I shall also display student group creations on some wall spaces. By doing so, the students will feel a sense of validation with belonging in the classroom.

I shall be open and accessible to all communications from students. I shall do this by having a pigeon hole in my desk where students can leave written questions or concerns. I shall also create an email account for students to email me if they would rather use that medium. I shall also post a weekly sign-up sheet with my designated free times so that students can sign up if they want a personal conference with me. Every week, I shall make at least one positive phone call to a parent or a student, and at least one positive letter to a parent. I shall also initiate acknowledging by calling them by name, and greeting students inside and outside of the classroom. I shall also attend at least one school performance, athletic event or activity every term which my students are participating in. The next class after the event, I shall point out individually if it was an individual achievement or collectively if it was a group achievement something positive that the students did. Doing these things, I shall build relationships of trust and provide emotional support for my students.

To develop responsible students, I shall grant them agency. Students practice agency when they are allowed to negotiate their options, choose between the options, and accept the consequences of their choices. I shall practice contracting as my primary system of behavior modification. I shall negotiate with the students what are the appropriate behaviors in the classroom, deadlines for completion, and rewards and corrective actions for their behaviors. I shall ensure that the contract is clear and that all students understand what they agreed to. I shall post the main points of the contract for all students to see.

To ensure that there is equity with the way I treat my students, I shall deal with student behavior according to my discipline plan. I shall also administer a student survey once every two terms for me to see from their perspective if I follow my discipline plan at all times and in dealing with all students.

### **Culture**

To create a culture of learning with high expectations, I shall let the students know of the course outcomes of the class. Inquiries and critical thinking shall be encouraged; extra work shall be rewarded; and late work shall be accepted. I shall prepare lessons that are geared towards higher-order thinking. These lessons shall be inquiry-based, and demonstration of learning shall be teacher and peer-critiqued. I shall design optional extra work, and students can earn credit for them if they did them. I shall guarantee to them that if they can demonstrate all the outcomes, they shall pass the course. If they are having difficulties in demonstrating that they have learned all the outcomes from my evaluations, then I shall plan with them alternative forms of evaluations. If they are having difficulties in learning the material, I shall offer them personal tutorials on my free times according to my weekly sign-up sheet. Students who feel the need for a personal conference shall also be encouraged to sign-up for a personal conference.

**Procedures**

The students should take note of announcements, assignments, reminders and instructions on the board. To facilitate checking attendance, I shall also write on the board a problem that the students provide solutions to. The problem will be open ended (i.e. it has several correct solutions). The students will write their names and their solutions on a quarter sheet of paper and will submit it after three minutes the class will have begun. The students will submit in-class work by passing it to the person in front of them until it reaches the front row. The students in the front row will pass all in-class work passed to them to student on their left until all in-class work reaches the student on the left end of the front row. I shall collect all in-class work from that student. I shall provide a submission bin near my desk where students can submit their out-of-class work. The students have an option to submit it after they entered the class but before they proceed to their seats, or after they have been dismissed but before they leave the room. I shall deduct ten percent from the total score for every school day a student fails to submit out-of-class work after the deadline until only fifty percent of the total score remains. After fifty percent of the total score has been deducted, the students can submit out-of-school work any time, but the highest score the student will obtain from it will be not more than fifty percent of the total score. The students can individually take two minutes every class session to step out of the classroom during class time to go to the bathroom, eat a snack, drink, and talk to another person who do not belong to the same class. Only one student will be allowed to step out at a time. I shall provide a two-minute sand timer at the back door of the room to time students when they step out of the room. To ask permission to step out the room, the student should non-disruptively stand and go to where the sand timer is. I shall give a nod or a thumbs-up to indicate that permission is granted, and the student can invert the sand timer. The student should exit through

the back door to minimize distractions. The student should non-disruptively enter the room after his or her break. When students are engaged in individual work, they are not to talk to their classmates. All questions and clarifications are to be addressed to me. I shall allow two unexcused absences, and two unexcused coming to class late. Beyond two unexcused absences, and two unexcused coming to class late, the administrator and parents will be informed of all absences committed by the student. Students are late if they were not able to pass the quarter sheet of paper described above after three minutes the class had begun. Late students can submit a quarter sheet of paper with their name on it in the submission bin before they leave the classroom after dismissal. Students can talk to the whole class or address the discussion moderator when no one is talking to the whole class. Students are to listen when someone is addressing the whole class.

The procedures described above will be discussed and modeled at the beginning of the academic year. I shall give reminders to students of procedures when it is the class' first time to engage in an activity with an established procedure, or when the class have not engaged in that activity with an established procedure after about a month. I have seen variants of these procedures in former classes, and I've seen that they are effective.

### **Discipline Plan**

At the beginning of the academic year, I shall explain my expectations to my students, and explain the rationale behind those expectations. I shall then negotiate with my students which appropriate behaviors are needed and how long should they be displayed so that my expectations are met. I shall also negotiate with them rewards and corrective actions. After the contract has been drawn out, I shall explain to them my understanding of their terms of the contract so that I can make revisions if I misunderstood their terms. After I have revised the

contract, I shall discuss with them the revised contract, and will ask them for their agreement to the contract. I shall post the main points of the contract in the class as a reminder.

These rules shall govern my classroom:

1. Follow directions.
2. Keep hands to yourself and your property.
3. Language that is aimed to elicit a violent reaction, or make someone uncomfortable because of its sexual nature cannot be used in class. Any member of the class can flag such language, and appeal for the discontinuance of such language.

These rules shall be discussed in class at the beginning of the academic year. I shall post these rules in the classroom as a reminder for all students.

Recognition shall be readily given after a desired behavior has been displayed. If the behavior was displayed by the class, a classwide verbal recognition will be given. If the behavior has been consistent enough according to the contract, arrangements for the fulfillment of the contract will be arranged three minutes before dismissal. If the behavior was displayed individually, private verbal recognition will be given three minutes before dismissal. If the behavior has been consistent enough according to the contract, arrangements for the fulfillment of the contract will be arranged before the start of the next class. To keep track of the fulfillment of the terms of the contract, I shall use a positive behavior bulletin board.

This discipline hierarchy will be followed in my classes:

1. A warning shall be issued the first time a student disrupts the class.
2. The student will be asked to move to the individual area and proceed to do his or her work from there individually when the student disrupts the class the second time.

3. The student will be informed that I shall call his or her parents and report to them in detail about his or her misbehavior when the student disrupts the third time. I shall also let the student see that I wrote it down on my lesson plan as a reminder.
4. The student will be sent to the administrator when the student disrupts the fourth time.

Students who engage in the following activities will be immediately sent to the administrator's office for investigation and possible disciplinary action:

1. Any act of violence such as threats, fighting, hitting another student or causing harm to oneself
2. Possession of illegal drugs, liquor, tobacco, suspicious chemicals and weapons or paraphernalia that are suspected to be used as weapons
3. Any act of sexual nature or possession of sexual media

When a student is suspected to have performed any act of academic dishonesty, he or she will be allowed to finish the class or examination. Immediately after the school day or examination day, he or she will be sent to the administrator's office for investigation and possible disciplinary and academic action.

### **Special Plan for Highly Disruptive Students, Involvement of the Administration, Parents and Others**

This classroom management plan shall be open for suggestions from peers, parents and administrators for revision. If the classroom management plan is ineffective, I shall ask the recommendations of peers for revisions.

I shall give the administrator a copy of this classroom management plan and discuss it with him or her. I shall also revise the plan according to his or her recommendations. I shall give him or her a copy of my classroom management plan that I shall follow for the academic year.

I shall also give a disclosure statement to the parents of my students. If they agree to the disclosure statement, then I shall require their signature to indicate their cooperation. I shall also include a phone number, an email or an address they can contact me at to answer their questions and discuss their concerns.

When a student has been sent to the administrator because of disruption, and then engages in the same behavior he or she was sent to the administrator for, I shall call the student and his or her parents for a conference. The main purpose of the conference is to find out unusual circumstances that might explain the student's misbehavior. If the cause of the misbehavior were violation of laws, then I would call the participation of the administrator, so that the administrator can advise on the necessary steps I need to do to document the case properly. Otherwise, I shall negotiate with the student and his or her parents a special contract that will not violate the contract the whole class is observing. The student's infractions of the contracts will not be reflected on the class' contract, but only on his or her personal contract. I shall give a copy of the contract to the parents, and a small bookmark summarizing the main points of the contract to the student. If the student still consistently does not observe his or her personal contract, the parents will be informed and the administrator will also be involved to advise me on what else I can do for the student. Personal conferences will be called with the parents, the student and administrator if the student consistently does not fulfill his or her terms of the contract until all alternatives have been exhausted.