Descriptive Statement

The purpose of this entire document is to give a sample of my beliefs about classroom management and how I would use my beliefs in my ideal classroom someday. The beliefs I have on classroom management have developed over a period of classroom observations and also from my Classroom Management course at Manchester College. In this document I have laid out what my personal beliefs are with classroom management, my top ten beliefs on classroom management, the routines and procedures to be implemented into my classroom, how I plan on implementing my management plan, and also a parent letter. Each part is important in having a successful classroom management plan.

Philosophy of Classroom Management

My philosophy of classroom management comes from several theorists, including Fred Jones, Barbara Coloroso, Kagan, Kyle, and Scott, and Marvin Marshall. All of these theorists played an important role in developing a classroom management plan that works for me. I was not able to just pick one theorist to base my philosophy on since each part of my classroom management plan reflects a different aspect from each theorist. In Fred Jones theory I really agree with several accepts in his theory including the importance of classroom arrangement, getting students engaged in learning, incentives, and students taking responsibilities. Just like Fred Jones, Barbara Coloroso's theory matches a lot of what I see in a good classroom

management plan. She believes in inner discipline and also a community of learners. I feel both of those aspects are important in my classroom management plan. Next Kagan, Kyle, and Scott share a lot of the same beliefs as Fred Jones and Barbara Coloroso, which I feel are important in my classroom management plan. Kagan, Kyle, and Scott believe in having a strong curriculum, procedures and instruction, turning disruptive behaviors into learning opportunities, and also an approach called same sided approach. Last but not least Marvin Marshall theory shares a lot of the same beliefs I have in having an effective classroom management plan. He believes that teaching appropriate behaviors is key in a classroom management plan, just like I do.

Based on these four theorists I was able to develop my top ten beliefs in my classroom management plan. Each belief is working towards the same goal in my classroom, which is having a safe and healthy environment for learning. My goal as the teacher is to instill each belief in my teaching and routines. When my students leave my classroom I want them to be able to take some of my beliefs that I use in my classroom and be able to use them in the real world.

Top Ten Beliefs/Practices

(Not in any particular order)

My first belief comes from Fred Jones which is for students to be able to take responsibilities for their own actions. I feel that it is important to teach students how to take responsibilities for their own actions not only in the classroom but for the rest of their lives. Not

only does it teach students how to become responsible students but also responsible citizens.

My second belief also comes from Fred Jones and it is called say, see, do teaching. In say, see, do teaching it keeps students active and involved in each lesson. I believe that it is important for the teacher to be engaged in teaching, which will also allow students to be engaged in learning. When students are engaged in learning and active in learning they will often be able to retain more and be more connected to their learning.

My third belief again comes from Fred Jones in where students are giving incentives to work hard and behave. I feel that it is important to give students incentives, so they understand what they are working for. When students work for an incentive they will become more accountable for their actions and their learning. I feel that it is important to give incentives, but also equally important to not over do giving students incentives.

My fourth belief again comes from Fred Jones in where an efficient classroom arrangement will improve the success of teaching and learning in the classroom. The classroom arrangement not only helps the teacher keep the class organized, I feel it also gives students a better opportunity to learn. I feel that the classroom arrangement could either make or break a classroom management plan.

My fifth belief is from Barbara Coloroso, in where I believe that a classroom should be a community of learner. A community of learners not only helps individual students, it helps the

whole class learn more and develop better relationships. I believe that a community of learners allow the classroom to run smoother and also allows the teacher more time to teach rather than discipline.

My sixth belief again comes from Barbara Coloroso, in where I believe that teachers develop students' ability to control their behavior through inner discipline. When teaching students how to control their behavior through inner discipline I plan on giving students choices, ownership of their consequences, and also teach them their worth to the classroom. The main goal for this belief is to teach students how to control their behavior through inner discipline by teaching students the importance of responsibility.

My seventh belief comes from Marvin Marshall, where I believe that teachers need to teach students appropriate behaviors. If the teacher wants students to act a certain way in their classroom, then they need to model the appropriate behaviors themselves. I feel that this will help eliminate questions on how the teacher wants the students to behave.

My eight belief comes from Kagan, Kyle, and Scott in where students' behavior is strongly affected by strong curriculum, instructions, and procedures. I believe that in having a strong curriculum and effective instruction and procedures will help eliminate misbehaviors in the classroom. I feel when the students are engaged in their learning through effective instruction then there should be less chance for misbehaviors. I feel that this belief will also help students to be able to control their inner discipline better.

My ninth belief also comes from Kagan, Kyle, and Scott in where I believe that students and teachers should work together on the same side. As a teacher I need to show students respect and that I care about them and their learning. When students and teachers work on the same side they will be able to better communicate with each other and work towards the same goals, which is to learn.

My tenth and finally belief again comes from Kagan, Kyle, and Scott in where I believe that any disruptive behavior can be turned into a learning opportunity. By turning a disruptive behavior into a learning opportunity, it will allow other students to see what is acceptable and what is not. I believe that you do not need to point out one particular student in the learning opportunity, but it is a chance for me as a teacher to model the appropriate behavior.

Routines and Procedures

When having a classroom management plan it is important to think about the types of routines and procedures you feel are important in managing the classroom. It is also important to teach students how to do the routines and procedures in the first couple of weeks of school. This will make the rest of the school year more successful. I plan on focusing on six different routines and procedure that I feel are important in having a classroom run smoothly and they include beginning of day, dismissal, turning in work, signaling for quiet, transitions to “specials”, and emergency drills. Each routine is extremely important to the environment in the classroom and my classroom management plan.

Beginning of the day procedure:

The beginning of the day helps set the tone for the rest of the day. When students come in quietly and get in the mind set of school work, it helps the classroom management run smoothly. When students know what is expected of them at the start of the day, there should be little questioning and less chances for misbehaviors. My goal is to have the students walk in quietly each morning. They will be required to hang up their coats and book bags first thing. I plan on having a specific stop for the student to place their coats and book bags. Next they will put their homework folder in the "homework basket", which will be located on the teacher's desk. In the homework folder the student lunch money will have a specific stop to be placed. To start the day I feel that it is important for the students to have two pencils sharpened and ready to write. After sharpening pencils the students will complete the work on their desk. It is the teacher's responsibility is to make sure every night before leaving school that the mornings work it on the students' desk for the next day. When the students are finished with their morning work, they will read one of their library books at their desk quietly. Each step in the morning routine is extremely important in starting off the day on the right foot.

Dismissal:

Just as the beginning of the day is extremely important, so is the end of the day. The students will need to clean off all items from the top of their desk. The students will then need to make sure they have all of their homework in their take-home homework folder. Each group or

individual student will be dismissed from their desk to get their book bags and coats. When the students pick up their book bags and coats they will need to walk quietly back to their desk and put all of their homework and books in their book bags. When all of the students are finished putting their items in their book bags they will then put their chairs on their desk and walk quietly over to the carpet area. The teacher's role at the end of the day is to monitor the student's behaviors. Also at the carpet the teacher will review some of the important events that happened that day. My goal for the dismissal routine is to end the day on a good note and send the students home reviewing what they did during the day so they will be able to talk to their parents about school.

Turning in work:

Turning in work is an important part of the day. The steps I have listed are designed so there is little need for teacher interaction with the students when turning in work. The teacher's main responsibilities are to make sure the students know what color team they are on and to have the rubrics for each assignment by the folders. The students will place all of the work in a colored folder, which correlates with their team color. They will need to make sure that their name is on their work and that they staple the rubric for that assignment on the top right corner. The main purpose for having the students put their homework in a color team folder is in case a student forgets to put their name on the paper the teacher has fewer students to try and figure out which student's work it is.

Signaling for quiet:

Signaling for 25-30 students to become quiet could take hours. I have developed some steps that I will follow when I want the students to become quiet or the I the teacher wants their attention. The teacher will stand in front of the room. The teacher will next raise their hand and starts putting fingers down until the students are quiet. If the class does not get quiet by the time the teacher runs out of fingers the whole class losses team points until the class is quiet. The teacher is the main one doing this procedure, but it is important to teach the students what is accepted of them during this time.

Transition to "specials"

When transitioning to "specials" often times the students become a little excited and may misbehave. I feel that it is important to make a transition as smooth as possible for those students whom have a hard time transitioning from place to place. The students will be required to put all items on top of desk away inside of the desk. They will next need to walk quietly to the door forming two lines, one boy and one girl. Each day the teacher will assign a line leader to be at the front of each line. When all of the student are lined up and quiet they will walk quietly down to the "special" with their hands behind their back. I feel that if the students are required to have their hands behind their back then there will be less pushing and also they will not be able to touch or pull items off of the walls. The students will also need to remember that there is no talking in the halls. The teacher will need to make sure the students follow all

directions and make it safely to their “special“.

Emergency Drills

I feel that teaching students the procedures for emergency drills are extremely important. Even though most school have routines and procedure set up for emergency drills I want to make sure that my students know how to effectively complete them. This particular procedure will be posted by the door of the classroom. As a teacher I will make sure to practice the procedure starting the first day of school. When practicing the procedure the students will need to make sure they are quiet and hurry but without hurting others. Most schools have days where students practice the procedure for emergency drills; I feel that it is extremely important for students to know what to do before this day. I also plan on letting my students know when those practice days are, especially for my students who may have difficulty with change. Again I feel that teaching my students the correct procedure for emergency drills are extremely important not only for their safety but for the safety of the school.

Implementation of Classroom Management Practices

Classroom Rules and Expectations

The classroom rules I plan on implementing into my classroom management plan will be based off of some of my own ideas on classroom rules, students input, and also school rules. I feel that it is important when developing classroom rules and expectation that the students are

involved. Equally important are the school rules. The school rules will be implemented in all of the classroom in the school; this will help students when transitioning from class to class and also from grade to grade.

During the first week of school I plan on giving students an opportunity to work together as a class to develop rules that they would like to have in their classroom. I will take all of the rules that the students develop and discuss them with the students to find out the reasoning behind them. After reviewing all of the students' rules they developed I will also include some of the rules I would like to also have in the classroom, if the students did not mention them. I will also discuss all of the school rules with the students. After compiling all of the rules together I will make a list of rules that will need to be followed in my classroom and throughout the school for my students. The rules will be clearly displayed in the front of the classroom. I will also review the rules with the students on regular bases.

To enforce the rules that the class and I develop I plan on using a colored plate system. I will have three colored plates, one green, one yellow, and one red and each student will have a clothes pen with their name on it. Each day the students will start out on the green plate which means they are good to go. When the students break a rule they will be required to move their pen to the next color. If a student makes it to the red plate then the classroom consequence for that behavior will be implemented. The main goal for the colored plate system is to allow the students and the class to see where their behavior is. This will allow the students to be

accountable for their own behavior, but also for the classroom behaviors.

Engaging students

To engage my students I plan on using a lot of interactive and hands on learning activities. When I was a student I really enjoyed and remembered the hands on activities and interactive activities more than anything else in school. I plan on doing many hands on activities with my student to engage them more in their learning. I understand it is not possible to always to hands on activities with students' everyday, but I plan on doing them as much as possible. I also understand that not all students learn in the same way, so I will need to take into consideration the learning styles and abilities of all my students in the classroom. To engage all students I will need to understand each student individually and relate to them individually.

Developing a classroom management style

- ***Preventive:***

  Preventive strategies are extremely important in an effective classroom management plan. I feel that through my classroom rules, procedures and routines, and also through my classroom arrangement will prevent many, if not all misbehaviors. The classroom arrangement (which is located at the end of this document) I made is my ideal imagine of a second grade classroom. The position of my desk in relationship with the students' desk is only part of my prevention strategy in managing the classroom's

behaviors. I will also use proximity control in my classroom as a preventive measure to manage misbehaviors.

- ***Supportive:***

To ensure a healthy classroom environment I plan on being very supportive of all of my students. Not only will I show my students that I support them in all aspects of learning, I also want all of my students to support each other. I will take the time to get to know each student personally and also learn about each student's strength and weakness. Through team and class building activities I plan on teaching my students how to become a community of learners that support each other in learning and also in life.

- ***Corrective:***

When correcting students misbehaviors I believe that when doing this you need to keep the students dignity whole. I will not embarrass my students in front of their peers; I feel that this is extremely important in managing not only that student's misbehavior, but the class as a whole. When correcting students' misbehaviors I will remind them of the classroom rules they helped develop. I will also keep an open mind when dealing with students. I want each student to feel safe in my classroom.

Parent Letter

Dear Parents or Guardian,

I am extremely excited to be starting another year at (school name) and I am equally excited about having your son or daughter in my classroom. I look forward to working with your son or daughter and meeting you. I just wanted to inform you on some basic information on how your son or daughter's classroom will run. First the classroom rules in my classroom will be made up of a variety of ideas from the students, school, and me. One of my goals this year is to teach your student about responsibilities and this will just be the start of many activities to teach them about responsibility.

Next, I plan on using a colored plate system to manage students' behaviors. The color plated system will be made up of three different colored plates, green, yellow, and red. The students begin each day on the green plate, which represent they are good to go for the day. When a student misbehaves or breaks one of the classroom rules they will be required to move their clothes pen with their name on it to the next colored plate. The yellow plate represents that the students need to slow down and reevaluate their behavior and change it. If the students make it to the red plate, after repeated attempts to change their behavior a note will be sent home explain you student's misbehaviors or rule violations throughout the day. This system is another way I plan on teaching the students about responsibilities and taking ownership of their mistakes.

I plan on having a very successful year with your son or daughter. I hope you are just as excited as I am about the new year and your child's educations. My classroom is always open for you to come in and visit. If you have any questions regarding your child's education or behaviors in my classroom please feel free to call me at school 555-5555 ext.1. I look forward to another great year!!!

Sincerely,

Katy Freiburger