

The page features three blue, 3D-style circles of varying sizes. Two are positioned in the upper right quadrant, and one is larger, located in the lower right quadrant. Thin blue lines extend from the top left and top right corners towards the circles, creating a sense of depth and design.

The Classroom Management Plan (CMP)

The Major Assignment of
“Mastering Classroom Management” - class

The Classroom Management Plan lays out how to plan and manage the classroom in order to create an atmosphere supportive of learning and 21st century skills such as social skills, time management and achievement through effort. Plan prepares rules, procedures and how to convey them during the first weeks. It also presents behavioral interventions for different levels of behavioral challenges.

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3/9/2012

Classroom Management

The Major assignment: Classroom Management Plan (CMP)

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Introduction and Rationale

The purpose of education is to create enlightened, fully developed individuals who contribute to society, thereby ensuring its continuity and evolution. To meet this educational goal, classroom management is required to provide a smooth process of acquiring knowledge, skills, while at the same time having meaningful and harmonious relationships with classmates and the teacher. A positive atmosphere in the class is more conducive to learning and contributes positively to the collective consciousness of the class, school and society as a whole.

Overview of approach to classroom management

My approach to classroom management is based on engaging intrinsic motivation. I intend to keep students busy, engaged, interested and excited about the topic. This is largely an attitude objective, and I intend to convey these qualities through my example. It involves knowledge, but even more it requires classroom management skills to keep students on task and motivated. Motivation is best triggered by finding something that everyone in the class can relate to and gives them reason to be personally interested and spending extra time on the topic. As core for the classroom management tools I like and use the Teaching with Love and logic principles:

- Enhanced self-concept
- Shared thinking
- Shared control
- Consequences with empathy

These will influence all of the rules, procedures, conflict resolution methods and other classroom management tools and systems I plan on using in the classroom.

Through consistent rules, procedures and considerate methodologies, students are kept on task while their unique qualities and skills are embraced and utilized and amplified.

My Classroom Management goals

These broad goals I hope to accomplish in my classroom with regard to classroom management.

- Efficient classroom, where no learning time is lost.
- Classroom where everyone supports everyone else in his or her learning.

Needs of Young People Fulfilled by the Classroom Management Plan

According experts, humans have needs that need to be fulfilled, in a healthy or unhealthy ways. All misbehavior can be traced back to students trying to fulfill a need. If you can recognize which need they are trying to meet, you can fulfill that need from another point of view which would be supportive of classroom harmony, teamwork and learning.

My model of needs uses these four need models, as a reference (see the attachment for details):

1. According to Human Need Psychology (Robbins, 1991) all behavior can be traced down to attempts to fulfill these 6 fundamental needs and this plan is designed to address these needs.
2. According to Abraham Maslow, the basic needs give support to fulfill higher needs.
3. Lipsitz (1984) and Jones (2001) combine and expand these needs to 7 fundamental needs.
4. Vern and Louise Jones (2004) also lay out a 14 part model of student academic needs that can be used to supplement the broader human needs.

To combine these, I would use these steps to understand, and remedy any particular behavior:

1. Which Maslowian need is he/she trying to fulfill? Do we need to attend to basic needs, or are we dealing with problems of the gifted?

2. Which basic human need is he/she trying to fulfill? Is there a healthier way to fulfill that need?
3. Are there any practical level needs (Lipsitz/Jones) that are not met and would help to meet?

Classroom climate I intend to achieve

I aim at creating a classroom climate that feels easy, focused, positive and harmonious. By allowing students to interact with each other, they can amplify their human experience and the learning experience, as long as their attention is engaged and directed toward learning. Potential problems are turned into tools for progress: what students naturally do can be focused toward a learning goal. This is Aikido of classroom management, turning restless energy into focused study power.

I want to create a classroom climate which embraces the differences, focuses attention and creates a social environment conducive to positive relationships between students (both gender) while focusing their attention toward the learning and making the learning personally meaningful and valuable. I want my students to leave the class with the smile on their face and enthusiasm in the chest, hardly being able to wait for the homework and the next lesson.

Rules and Processes

There will be a discussion with students about expectations in the first class and first week. Rules and procedures define how students can best support their own learning experience, supporting classmates' learning and teacher's job in helping all students in the class to learn in an orderly, smooth and pleasant way.

First day's speech will go through the list of rules and procedures verbally, but not in a heavy way.

Simply reading each point and discussing what it means to teacher and the students. During this

discussion I will take notes and make adjustments in case the class makes valid points to change them.

By the end of the first week I'll hand them out in writing and go through them again.

Rules / Expectations

Rules set expectations of what is right and wrong in the class. Breaking the rules will have consequences.

See attachment how rules are enforced as part of system of discipline.

#1 rule: You can do anything in the class as long as you are focusing on the class material and you are not disturbing your classmates or the teacher.

#2 rule: Always do your best

#3 rules of respect: Respect yourself, Respect others, Respect your school, Respect and obey the school rules (written out in student/teacher handbook) and Respect other people's property

Procedures

Procedures ensure efficient, smooth and orderly flow of business of learning. I will teach and require these procedures in my class:

Beginning of the class

- be on time for the class

During class

- Raise your hand when wanting to speak and do not interrupt when others speak.
- Stay on task at all times. It's ok for attention to drift at times. When you notice that you are off task, as yourself: "What should I focus on now?" Then focus on that task at hand. If you are unclear, ask your teacher.

End of the class

- You are welcome to leave the class when I have finished speaking and give permission.
- If you are in middle of something, finish what you are doing.
- If you have questions you can come and talk to me after class if you have questions about the material.

Homework

- Complete your work on time and according to the assignment. Even if you have a major question about the assignment, make your best guess as to what is wanted and then ask later for clarification.

The First Weeks – Introduction and Rationale

During the first weeks, I'll set a tone for the year. Each day is well planned and organized and even rehearsed the night before. More exciting and organized I can keep it, easier it is to build relationships, introduce and enforce rules and procedures – expectations on behavior. I also expect all of the testing to happen during this time. With proper preparation, testing can be handled right away and won't be seen much again. The idea with all of this is to provide a framework for teaching and learning.

The rules and procedures are introduced and gradually made very concrete and practical. First day they are talked about verbally. Second day they are handed out in writing. After that they are practiced in class. Presenting video and exciting activities will help associate positive emotions to the rules, procedures and the course overview, laying a good foundation for the year of studying.

The First Day Plan

First day is the day to give the first impression of authority with friendliness. I like to appear as solid, practical, skilled and wise. With that radiating out of my presence, that's a good start for the year, helping to focus on the real deal, meaning teaching and learning the material.

First steps of the day:

1. Greeting students at door, help them find their class
2. Allow students to sit where they wish for the first day
3. Paper work for the office, if any
4. Introduce myself, everyone introduces in a sequence
5. Get acquainted activity
6. Course overview lesson
7. Initial discussion of expectations, rules, and procedures
8. Hand out and discuss syllabus

The First Week Plan

Goals and activities for the first week:

1. Introduce new students to the class and create opportunities for interactions
2. Finalize and formalize written rules and expectations
3. Convey and if necessary, teach and practice routines
4. Create opportunities for a variety of types of interaction (discussion, small group, individual quiet study, etc.) so that students can practice all and you can adjust
5. Make a genuine effort to learn all students names by heart
6. Go over grading procedures with student input

For the first week of the academic year overview chart, please see the attachment.

System of Discipline

In this section I will describe the system of discipline I intend to use. The framework for classifying problems in order to decide on remedial measures is based on the ladder of intervention from Evertson and Emmer (2001): 1) non-problem, 2) minor problem, 3) major problem limited in scope, 4) major escalating problem. See attachment for remedial measures for each class of problems.

Five Step Summary of Disciplinary Remedies - Least Intrusive to Most Severe

1. Stay emotionally centered and project authority with body language and attitude
2. Non-verbal communication to pacify and direct behavior
3. Remove emotional charge using listening, validation, humor and questions consequently allowing problems to resolve themselves
4. Natural and logical consequences including isolation / think time if necessary
5. Meet student 1-on-1, parent-teacher conference, and sending to principal's office

For more detailed steps and tools, see the attachment. If student becomes violent, follow the steps in the attachment.

Managing Chronic Behavior Problems Using Reality Theory

If behavior resists change in spite of consequences and systems, we call it chronic behavior problem. For example: being constantly late, absent from class, cheating in class etc.

Glaser's seven step problem solving method is a solid system for managing chronic behavior problems.

These steps can be done in a few minutes or they can be used in a longer serious talk after class for

instance. Typically conversation includes phrases like this: "we have a problem here, we need to solve it."

I'm open to your suggestions, but we need to see a change. I don't care so much, but I'd like to see you succeed." This is what it sounds like as an example. Now the actual 6 steps are (see details and examples in attachment):

1. **Warm relationship.** Talk about anything they are interested in.
2. **Deal with present behavior.** Present the situation.
3. **Make a value judgment.** Value judgment means that student acknowledges the bad situation.
4. Work out a **plan** that would remedy the situation if committed to and followed upon.
5. Make a **commitment to follow the plan.**
6. **Follow up** – make sure person follows the plan.
7. **No put-downs**, but do not accept excuses.

This can be a life-changing process for a person to change behavior that's persistent. Don't give up and don't feel like it's wasted time. See attachment on bullying and chronic forgetfulness (rental system).

Reward systems

For reward systems, I don't like bribing, but I think it is a good idea to collect good behavior and accomplishment marbles or such tokens in a jar and provide group privileges and other fun activities when the jar is full. This encourages good behavior, accomplishments and team work. It also associates good things to the class and makes all want to work together.

Conclusion

This classroom management plan will prove very useful in creating the supportive learning atmosphere for the class, preventing and weeding out the behavior that would disturb teaching and learning and relationships between students. Classroom management is important to provide a working framework for learning the subject matters, but it also builds 21st century skills such as social skills, planning and executing plans for achievements. These skills can be transposed to success in life and later in career.

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