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EDTE 555S - Keller

Assignment - Classroom Management Plan

Classroom management plan part 1 - the introduction

Classroom/Student Characteristics:

As I write a classroom management plan I will provide a setting for which this paper is based. The class will be based around freshman core algebra students. Core students represent those which have either been labeled as 'slow learners', 'mild behavior issues' like attendance problems or attention issues, or poor performance on their 7th grade WASL test scores. There are 40 students total divided over 2 class periods. All the students are fluent English speakers. Only 8 students have both parents at home, 5 live in foster homes, 7 with grandparent/relatives and the remaining 30 live with 1 biological parent. The class mix of racial/ethnic and socio-economic backgrounds tends to show wide racial mix and low socio-economic level. The population is:

Race	Total	Female	male
Caucasian	21	8	13
Black	7	3	4
Hispanic	6	2	4
Native	4	1	3
Asian	2	1	1

The actual data for economic trends is difficult to locate in specific numbers but from surveys, questionnaires from both students as well as parents only 12 of the 40 students have a computer at their home. This was an important fact we were anxious to acquire because at Lewis & Clark the math and science books are available on-line and we actively set up every student with an online account so they can access the text and materials 'anytime learning'. Unfortunately this program is fruitless for this population since only 30% have the resources to take advantage of it. We do not have any documented IEP's in these two classes.

An Educators Philosophy

When deciding to change careers from business owner to educator, I had to do a deep self examination. In this decision making process many discoveries were made and the nucleus of a philosophy of education was discovered. The philosophy at that point was based solely on personal experience, but it lead me to believe that teaching and mentoring was something that I could do well and make a difference in the lives of the children. As I attended classes and read a plethora of books, I realized that my job would be more multidimensional than I had ever realized. My job description would look something like this.

Person must be an active listener, chaperone, clerk, confident, curriculum coordinator, fundraiser, government spokesperson, hall monitor, human Wikipedia, juggler, language specialist, mediator, meeting delegate, moral supporter, organizer, parent liaison, report writer, social worker, subject matter expert, surrogate parent, tutor, volunteer, who can by the way, teach high school algebra as well.

An educator needs a strong philosophy to draw from on a daily basis so that their ultimate goal of no carcasses in the rearview mirror is achieved (Walsh, personal communication, 2010) . I do not want to look back 25 years from now and see my failures (the kids that dropped out of my class) as another negative statistic. I realize that not all children respond to the same stimuli or learn at the same rate, so I must adjust to meet their needs. My goal must be to stimulate growth and learning so knowledge and understanding will flourish, and the student lives on to seek the answers to the questions of his curious nature.

Attitudes and Values:

I have three particular elements that shape my attitudes and values. The first is empathy for students, and how I will support them in their journey of transformation and hard work!

The second element is that school be a place that is safe, warm, and provides a sense of comfort for the child. Carl Rogers said: "In order to teach another person directly, we can only facilitate their learning. The 'student' needs to be relaxed and completely free of threat in order for the learning process to take place. To accomplish this relaxed state 'TRUST' must exist between the student and the teacher"(Smith, 2004).

The third element of attitudes and values is hard work which is something that I feel very strongly about. I know that a strong work ethic can overcome many evils and that instilling this process into the minds of my students will insure their success at a multitude of levels. Ruby Payne says it best: "Too often young people have not been exposed on a regular basis to

appropriate role models who model healthy, non-destructive, emotional responses. They have not witnessed perseverance, stamina, and self-control – a strong internal locus of control" (Payne, 2005).

Knowledge of the profession:

I have three distinct beliefs that I bring with me as I begin my formal teacher training: collaboration, motivation, and equity in the team.

To improve education today collaboration among the teachers is a must. Collaboration exists in a PLC. A quick definition of PLC would be: "A **professional learning community (PLC)** is an extended learning opportunity to foster collaborative learning among colleagues within a particular work environment or field. It is often used in schools as a way to organize teachers into working groups (Wikipedia, 2010).

The second element that I have experience with is motivation which brings a lot of baggage with it. For a team to be successful many times individuals need to step up to help fellow members. It is unrealistic for every one of the team members to be on their 'A' game all the time. Just the ability to see this one idea makes me a successful candidate for a PLC as well as a teacher.

Lastly, the third element in knowledge of the profession is equity in the classroom. When adolescents feel a sense of unfairness (favoritism) it can destroy the chemistry that has been so difficult to build. A quote from Sbarro helps define equity: "Equity today means meeting the needs of children with all types of learning styles and preferences. It has to do with differentiation, and individualization of instruction " (Sbarro, 2008). Mainstreaming of high maintenance people has completely changed the methods used in education and altered the goals to be achieved. Daphne Northrop summarizes this equity in the classroom very well: "When the issues of equity and stereotyping are broached with empathy and helpfulness, teachers are usually very receptive to fine-tuning their sensitivities to the nuances in student behavior or performance or seizing opportunities to reach more of their students more of the time" (Northrop, 2003). Since I am a new educator it will be easier for me to adapt and adjust to the new mix and needs in the classroom. Instructors that have decades of experience will have more difficulty adjusting but will succeed in the long run, because they became teachers to facilitate the learning process and help develop future generations. This will be just one of the many changes they have already made and been successful with during their careers.

Classroom management plan part 2 - resource management

Resource Management:

First of all, I am new to a formal classroom setting and need checklists in order to avoid making 'big' mistakes, Appendix A contains this chart. The chart breaks organization down into 3 categories: bulletin boards & walls, floor space, and storage space & supplies.

- **Bulletin Boards & Walls** -First of all, bulletin boards & walls are an untapped resources in my opinion! My background is in sales and marketing and I believe displays in classrooms (yes, it is a LOT of work) are well worth the effort if done with an intentional purpose, in a deliberate manner and changed regularly. For instance, each time a unit is started the room décor should be altered to reflect the topic. Also the student work that is posted needs to change and be returned to the student. At which time the student can be complimented about 'what a great job they did'; while at the same time letting students know that their work can be posted next! Part of giving lessons is marketing our product and I believe that if we see ourselves as actors and the walls as our props we can invite students to be part of our production. Unfortunately the first few years are the toughest because we need to invent all of our props but at the same time this gives us the opportunity to be authentic and original and where we like it or not students DO recognize authenticity!
- **Floor Space** -Floor Space is determined by the types of furniture we have and the space provided so it is very difficult to be specific in this entry. Just remember students need access to PENCIL SHARPENERS, GARBAGE CANS, and the DOOR and teachers need to be able to have eye contact with ALL STUDENTS. Everything else is secondary in my opinion. To be more specific, in today's climate it is vital to have a minimum of 2 pencil sharpeners one of which is not near the door. Secondly, garbage is a major concern since students are allowed food and drink in the classroom. I personally see three garbage cans with the main can near the door must have a recycle type bin with it. Also, I will be an avid user of garbage can liners. I feel that the appearance of the garbage cans as students enter the room sets a tone for the entire classroom environment.
- **Storage Space & Supplies** -Storage space and supplies, cumbersome and difficult in many situations ESPECIALLY if you have a teaching assignment that requires you to float from room to room!!! But I have noticed the most important thing for maintaining

the flow in a classroom is absenteeism. Nothing brings a class to a halt faster than kids who come in and do not have the necessary materials to keep up with the day's activities.

Before I move on it is important to discuss Desks & Technology. I really appreciate the vast amount of technology in all of the math classrooms at Lewis & Clark! Document camera, projection screen, computer hookups, sound, internet service, and DVD/VCR player all of which make staying in front of the class easy and interactive. As we position the desks they must somehow align to face this technology and in a direction which utilizes the most white board space. Hopefully this gives a setting with which to answer the overall question of how I approach resource management.

Description of the distribution and use of materials (including space) by students.

As we have seen in the previous section we are dealing with freshman who are just now beginning to develop their own sense of responsibility. I hope to be able to create an area near the front door that lists the materials students need as they enter. By teaching this early on in the school year students will as they enter the class gather the necessary materials needed and then head to their designated seats and begin the entry task for the day. For example, today the easel board may say:

Supplies: Text book Calculator Ruler
Start Entry task

This is an example of (in a perfect world) students will have access to these items near the door so they can pick them up upon entering and drop them off upon leaving.

Description of the approach toward transitioning activities between learning tasks

This could be the most difficult area for me to wrap my head around. My population can milk transitions for up to 15 minutes which is disastrous but they need transitions the most because they easily lose their concentration. So imagine, as a teacher I need to provide (create) transitions every 15 minutes or 3 times per class so that they students can refocus their attention but in such a way that they only take a minute or so to get students into the next task. One interesting idea I have seen from my mentoring teacher is the use of worksheets that have change the activity slightly from one side to the other. For instance:

The entry task leads to a discussion about the front side of a worksheet which is more of an algebra based activity. Crunching numbers and manipulating equations. Kids see 7 or 8 problems of which a teacher led discussion finishes the first 2 and the students on their own work on the rest of the front side of the worksheet. the activity is designed to last 10 minutes on their own. At the end of the 10 minutes the teacher regains the students attention to answer the last problem (which most students) may not have attempted. Then, the teachers says lets apply what we just practiced to an activity which is on the back side of the worksheet. I would like you to answer questions 1, 2, & 3 with your elbow partner. So, the transition is turning the page and moving closer to their elbow partner and hopefully an environment of curiosity has been set in this classroom about 'what is on the back of this worksheet'.

Hopefully the above example demonstrates a purposeful flow in transitions. This particular example has a built in transition from entry task to lesson activity 1 to lesson activity 2 and rather than continuing the example it wraps up with a transition into some sort of assessment or student showing of evidence that they will retain 1 idea from the day's activity!

Description of various routines and procedures such as taking attendance, assigning, collecting and handing back homework, dealing with late work, and dealing with absentee make-up work, etc.

I really believe in the use of entry tasks in math because the routine is easily taught and if properly laid out accomplish many goals.

- bring back the learning from the day before
- build confidence in the student
- provides an opportunity to introduce new skills quickly while students are attentive
- gives teacher time for attendance and 'catch up on absenteeism' issues.

My population at Lewis & Clark averages 20% absenteeism. This to me has been overwhelming from a planning standpoint. I have actually seen my mentor teacher scrap a 'discovery type' lesson while taking attendance we recognize that 8 of the 20 students are missing. Being experienced she has a bag of tricks (back up plans & ideas) to choose from. One particular day she actually created a game from the entry task type problems splitting the students into four groups and challenging groups to do problems. Kids got practice and laughter was actually seen in the classroom. This worked well considering that the lesson today was discovery in new math ideas, concepts, etc. and if we would have gone ahead with the original plan students who were absent would have been lost on day 2 of the lesson. I like the

idea of teaching responsibility to freshman but again this is time consuming and requires discipline on the teachers part. So, again in the room that I am placed we accept all work on time or late and every other Friday actually give students a 'catch up' day. On this day we give each student a computer printout of what they are missing and give them an opportunity:

- to find the missing work
- do a couple of the problems on the assignment for partial credit
- discuss ideas on how to avoid 'missing assignments'.

We approach this entire idea of homework, and missing assignments as an opportunity to build qualities of responsibility and how it will make them better people in the future. I totally agree with the concept. I am also old enough to see that this is an 'living in the idea' and it seems to be unfair to the student who does a GREAT job and keeps up. It also demonstrates to the 'manipulative' students that they can slack off. We try to overcome these negative results of the system by using Standards-Based Grading which puts the grade on the assessment more than the homework. If students choose to re-assess they must show evidence of work and that work is the late assignments. Lastly, I have demonstrated I tend to be a system type person so I hope to be able to use boxes; in/out and file folders dated for all previous assignments. Students can get into a routine, in/out and I missed work this is where I go to gather materials.

Description of interactions with school personnel resources such as colleagues, volunteers and administrators

At Lewis & Clark High School I have been introduced to a highly active collaborative math department. Every Tuesday subject specific math groups (algebra, geometry, trigonometry, pre-calculus) meet to collaborate on weekly targets, these get together usually last 30 minutes or so. Thursdays are mandatory collaborative meetings which follow strict protocol based upon the week of the month. The last week of the month is a general math department all staff gathering which has an agenda based upon contributions made during the month by the whole staff. This particular meeting is run by the 'math coach'. Rather than spend more time explaining the LC system I will discuss how much I would appreciate being in a system like this. I have talked to many of my fellow MIT Cohort candidates only to find how fortunate I am to have been exposed to such a dynamic and aggressive system. As a fledgling teacher to be included in such a system would make the first 5 years of teaching much more productive! From collaborative assessment meetings to meetings that discuss department wide pitfalls in

the lesson planning portion of teaching. I also appreciate dialogue about students who are having troubles and being able to ask prior teachers their opinions and ideas.

To conclude this section, I want to say that if I get a position in a school that does not mandate (and coordinate) collaborative sessions I would seek to create this type atmosphere with fellow department teachers. Also, note I really appreciate the idea of a 'department coach' who actively gathers resources for the staff to maintain the best student results!

Classroom management plan part 3 - relationship communication management

Description of your efforts to understand cultural backgrounds, ethnicity, language development, socioeconomic status (SES), and gender, of your students and the subsequent culturally responsive interactions

I have had a difficult time locating background information about the population of students I teach. I have had to rely on my own data collection instruments on this. Partially because I do not have any specifically documented ELL or IEP students. Immediately I need to include specifically designed questions on any and all surveys, questionnaires, and class discussions to identify these cultural backgrounds. In my opinion this is the first step for me as a teacher. Get to know my students! Always probing and trying to seek out family information about their specific culture. As for the socioeconomic portion I feel much more strong about this area of information. Especially in today's school climate many students can 'feel' left out based upon their particular level of living. Something as simple as the teacher saying; 'tonight class I want you to surf the internet and find 5...'. My particular population has 70% of the class is without home internet! I think this example demonstrates how vital discovering the setting our students live! Another important idea is financial support and the fact that some students are required to work after school in some manner. This greatly effects there outlook on class structure.

Description of your efforts to understand cultural backgrounds, ethnicity, language development, socioeconomic status (SES), and gender, of your students and the subsequent culturally responsive interactions

My specific interaction with families will be one of inquiring into both the expectation of the student AND of the parent. Unfortunately this is another time issue that we face along with all the other pressures time wise. When we survey students it is important that we find out

about the parent. I think that I must phrase a specific question on the survey that identifies the parent's expectations if I want to learn this expectation. Much like jobs, chores, and earning money is a specific question I need to phrase on the survey. Once I acquire this information then I need to individualize the conversation with the student. This can be accomplished via 'feedback' on the survey AND if necessary an additional personalized dialogue either scripted on paper or face to face to demonstrate authenticity.

A couple of factors aid me in dealing with diversity in the classroom. First of all, I am older and have 2 teen agers of my own and have dealt first hand with adolescent behavior. Secondly, I am a first generation American who comes from a religious, hard working family. Unfortunately I was born and raised in Spokane which means that in the late 60, and 70's I have been sheltered when it comes to diversity in the classroom. I also have little experience with kids who grew up in a 'parentless' environment. I believe that my acknowledging both of those ideas helps move to move forward in becoming a more complete teacher.

Two-Way Communication (3.D) – The plan provides adequate opportunities for families to engage in communication or activities to support student learning and well-being

I believe that active communication is a positive element in my management plan. Many times just actively keeping communication lines open is the best policy. To illustrate my point I use the following example. When approaching someone, be it in the hall or as you enter a meeting, it is not enough to just smile, offer your hand as a gesture of openness and acceptance! Many times as teachers we become bogged down in the day to day drudgery of teaching, grading, and teaching and lose the human aspect of the event. I have seen teachers who 1 week before the semester ends say; 'Oh, I wished I would have made contact with that student (or even parent) sooner.

I refer to this as make the mistake once, it is alright, make this mistake twice, shame on me, make this mistake a third time and forgiveness will NOT be allowed. Understand the responsibility of our job and then make sure kids do not fall through the cracks. I believe this is why we have spent so much time on developing a teaching philosophy. We cannot save all of our students, but if we put a 'feedback' system in place in our daily routines, then we have a better chance of reaching ALL of our students.

Classroom management plan part 4 - behavior management

Describe your approach to discipline. Be sure to explain how you will ensure that students are fairly and equitably disciplined.

This journal entry deals with my emerging thoughts on discipline. First of all, my personal philosophy embodies the following quote: "Learning time is optimized by using strategies that maintain the flow of activities, minimize the disruptions that occur during transitions , and help student develop responsibility for their actions" (LePage, pg. 341). To help insure that this quote is possible in the real world research has revealed that teachers who develop a set of rules and procedures are more effective classroom managers (Sanford, Emmer, and Clements, 1983).

Since my starting last august (2010) working in high school classrooms, discipline and management issues have caused me the most concerns. However, I can see through my master teachers that classroom management is a skill that is not only learned but practiced daily! Here is a list of items that I believe can lead to successful classroom management and discipline. These ideas if implemented and worked on daily can help you cut down on discipline problems and leave you with fewer interruptions and disruptions.

1. It's Easier to Get Easier -Many teachers make the mistake of starting the school year with a poor discipline plan. Students quickly assess the situation in each class and realize what they will be allowed to get away with. Once you set a precedent of allowing a lot of disruptions (i.e. tardies), it can be very hard to start better classroom management and discipline techniques. However, it is never tough to get easier as the year goes on.

2. Fairness is Key- Students have a distinct sense of what is and what is not fair. You must act fairly for all students if you expect to be respected. If you do not treat all students equitably, you will be labeled as unfair students will not be keen to follow your rules. Make sure that if your best student does something wrong, they too get punished for it.

3. Deal with Disruptions with as Little Interruption as Possible- When you have classroom disruptions, it is imperative that you deal with them immediately and with as little interruption of your class momentum as possible. If students are talking amongst themselves and you are having a classroom discussion, ask one of them a question to try to get them back on track. If you have to stop the flow of your lesson to deal with disruptions, then you are robbing students who want to learn of their precious in-class time.

4. Avoid Confrontations in Front of Students- Whenever there is a confrontation in class there is a winner and a loser. Obviously as the teacher, you need to keep order and discipline in your class. However, it is much better to deal with discipline issues privately than cause a student to 'lose face' in front of their friends. It is not a good idea to make an example out of a disciplinary issue. Even though other students might get the point, you might have lost any chance of actually teaching that student anything in your class.

5. Respect - develop a community of respect -This is a HUGE area, relating to the community as a whole, students toward each other, students toward the teacher, teacher toward the students, AND students as an individual need to respect themselves. Obviously entire books are written on this subject so for this entry let us say the following. For a child to give respect they must see it in action. If every single one of your students feels that you have respect for their ideas and contributions, you're on your way to using positive discipline in the classroom. Students (adolescents) pick up on when they are treated like young adults, model this and practice this.

6. Keep High Expectations in Your Class - Expect that your students will behave, not that they will disrupt. Reinforce this with the way you speak to your students. When you begin the day, tell your students your expectations. For example, you might say, "During this whole group session, **I expect you to** raise your hands and be recognized before you start speaking. **I also expect you** to respect each other's opinions and listen to what each person has to say."

This is large topic for me because I feel that I am very weak in 'proper questioning technique'. If I work especially hard on my use of language I feel that I will avoid many problems. Because of that I have developed this High expectation idea to include these I-messages:

I-Messages

A component of Assertive Discipline, these I-Messages are statements that the teacher uses when confronting a student who is misbehaving. They are intended to be clear descriptions of what the student is suppose to do. The teacher who makes good use of this technique will focus the child's attention first and foremost on the behavior he wants, not on the misbehavior. "I want you to..." or "I need you to..." or "I expect you to..."

The inexperienced teacher may incorrectly try "I want you to stop..." only to discover that this usually triggers confrontation and denial. The focus is on the

misbehavior and the student is quick to retort: “I wasn’t doing anything!” or “It wasn’t my fault...” or “Since when is there a rule against...” and escalation has begun.

These I-messages are expressions of our feelings. Thomas Gordon, creator of Teacher Effectiveness Training (TET), tells us to structure these messages in three parts. First, include a description of the child’s behavior. “When you talk while I talk...” Second, relate the effect this behavior has on the teacher. “...I have to stop my teaching...” And third, let the student know the feeling that it generates in the teacher. “...which frustrates me.”

A teacher, distracted by a student who was constantly talking while he tried to teach, once made this powerful expression of feelings: “I cannot imagine what I have done to you that I do not deserve the respect from you that I get from the others in this class. If I have been rude to you or inconsiderate in any way, please let me know. I feel as though I have somehow offended you and now you are unwilling to show me respect.” The student did not talk during his lectures again for many weeks.

Lastly, I think that teachers who perfect this form of 'messaging' have opened the door for a dialogue with students that allows students to take responsibility for their actions. If one takes a look at the list in an overview this idea of responsibility is missing. I include it here because to neglect the element all together is wrong but to isolate responsibility as something taught directly could be a mistake also. I would rather include teaching responsibility after a dialogue has been created with the students. I-messages seems to lessen the focus on individuals and putting them on the defensive. The key to teaching responsibility is to get students to take ownership in their behavior and I think this portion of my plan gives that opportunity.

7. Over Plan- Free time is something teachers should avoid. By allowing students time just to talk each day, you are setting a precedent about how you view academics and your subject. To avoid this, over plan. When you have too much to cover, you'll never run out of lessons and you will avoid free time. You can also fill up any left over time with mini-lessons.

8. Be Consistent -One of the worst things you can do as a teacher is to not enforce your rules consistently. If one day you ignore misbehaviors and the next day you jump on someone for the smallest infraction, your students will quickly lose respect for you. Your students have the right

to expect you to basically be the same every day. Moodiness is not allowed. Once you lose your student's respect, you also lose their attention and their desire to please you.

9. Make Rules Understandable- You need to be selective in your class rules (no one can follow 180 rules consistently). You also need to make them clear. Students should understand what is and what is not acceptable. Further, you should make sure that the consequences for breaking your rules are also clear and known beforehand.

10. Start Fresh Everyday -This tip does not mean that you discount all previous infractions, i.e. if they have three tardies then today means four. However, it does mean that you should start teaching your class each day with the expectation that students will behave. Don't assume that because Julie has disrupted your class everyday for a week, she will disrupt it today. By doing this, you will not be treating Julie any differently and thereby setting her up to disrupt again (like a self-fulfilling prophecy). Read a personal example of this with my best teaching experience.

Describe your approach to interventions and how you will work to ensure that students respond positively to your suggestions and interventions

The above list is the behavior management plan which is more preventative in nature. Obviously students will need intervention. I like the idea that if I am deliberate in my implementation of the 10 steps listed above over time students will see that I am consistent and truthful when I have an intervention with them about some action that they took that was either detrimental to the class environment or themselves. Once a dialogue has been started I can convince the student that we as a classroom environment want them to come back to the class. We need their attendance in order to be complete but in order to come back on board the student must be willing to take ownership in their actions and accept why the intervention is taking place. This type of dialogue should allow the student to 'feel' wanting on behalf of the class and in turn be willing to accept changing their behavior. Of course this will not always turn out in a positive result but the plan is positive and leaves the opportunity open for the student always come back if they change. It places the onus on the student!

Describe how students will engage in democratic classroom management practices

At the beginning of the school year I think this could be a difficult and unsuccessful practice. But as the year progresses I enjoy devising methods for students to 'negotiate' management policies. For instance, late assignments policy. I think that students being included in the discussion about the policy is important. It gives opportunity for the teacher to

teach negotiation, leniency, and at the same time it gives students the opportunity to find out why promptness is such an important element in daily lives. Another idea I enjoy thinking about is hall passes. Every students wants more, but how do they 'earn' them? This is another opportunity for teachers to 'teach' responsibility!

Describe how your perspective has been informed by theory from the various behavior management theories

This quote at the beginning of this section is from a Classroom Management class I took. "Learning time is optimized by using strategies that maintain the flow of activities, minimize the disruptions that occur during transitions , and help student develop responsibility for their actions" (LePage, pg. 341). My background is in business and sales and I embody the idea of maintaining flow! When flow is disrupted sales comes to a standstill. This can be reflected to learning. When flow is disrupted learning comes to a standstill. In some cases I think we can compare students to salesman in that when all systems are working all we as teachers need to do is get out of the way and watch the learning take place. Unfortunately this is much easier said than done.

So let's define classroom management from a basis of managing behaviors! Kounin's publication of 1970 reporting his study of 80 first and second grade classrooms was the groundbreaker for beginning research on classroom management He found five major characteristics of good managers, as listed below (Kounin, 1970; Wong, Wong. 1998).

- Teacher is aware of what is happening in the classroom at all times
- Teacher maintains a smooth flow of activities without delays and avoids interruptions
- Teacher maintains the attention of the whole class by trying to keep the students alert and interested and by not focusing too long on a single student
- Teacher is able to deal with several things simultaneously
- Teacher provides students with varied and challenging tasks

Kounin found that one way good managers maintained a smooth flow of activities was to give firm, quiet reprimands; these kind of reprimands allow the focus to remain on instruction. He also found that the firm, quiet reprimands were more effective than angry and punitive ones (Kounin, 1970). "Influenced heavily by the previous work of Kounin," Jere Brophy and Carolyn Evertson followed up with a five-year study on teacher effectiveness in second and third grade classrooms (1976, p. 51). One of the focuses of the study was effective classroom

management. A large portion of the research results reinforced the findings of Kounin. Similarly to Kounin's fifth major finding. Brophy and Evertson learned that more effective managers individualized the students work more often, which resulted in the students working consistently with fewer interruptions. They likewise found that monitoring, Kounin's first major finding, was important. They further learned that effective teachers often stationed themselves in places where monitoring would be easy. Finally, Brophy and Evertson found that maintaining a smooth flow of activities (Kounin's second major finding) was also important. Specifically, they found that keeping transitions short and delivering reprimands in a calm, controlled manner were effective (Wong, Wong. 1998). They learned the importance of intervening quickly, before escalation was possible (Brophy & Evertson, 1976). Brophy and Evertson learned that the existence of rules makes for a better managed classroom. They also found that the number of rules is significant. If a teacher has too many rules, the rules tend to be "overly specific and essentially meaningless" (Brophy & Evertson, 1976, p. 58). The more effective teachers explained the rules well at the beginning of the school year and had a class discussion on the reasons behind the rules (Wong, Wong. 1998). Discussing the rules with the class seems to have the effect of helping the students to understand the rules, as well as to remember them (Brophy & Evertson, 1976). Brophy and Evertson also learned that teachers relied on students to manage themselves! When students needed help with an assignment, some effective managers set up a system where the students ask a classmate first. Effective managers also established something for students to do when they completed their work. Students were expected to go to a learning center in the room, or play a prepared game *independently* upon completing work. Both techniques are time savers for teachers (Brophy & Evertson, 1976). Finally, Brophy and Evertson found that there is a strong relationship between student learning gains and good management. In their words, "The reasons seem obvious: teachers who have few discipline problems therefore have most of their time available for teaching and are more likely to teach successfully compared to teachers who spend significant amounts of time fighting for attention or trying to deal with severe disruptions and discipline problems" (1976, p. 54). The work of Evertson and Brophy in the area of management didn't end with this long study!

Classroom management plan part 5 - conclusion

I am glad that I was forced to write this plan before my official full time student teaching because it forced me to make decisions about my philosophy based on very little practical knowledge. Now as I go forth and try to be successful on a daily basis I can see many of these

ideas in the real world applications. Then, afterwards I will be much better equipped to change & rewrite many of these sections.

Review the main themes and values of the plan

I am grounded in developing self esteem in students. I want students to leave my classroom with the idea that they 'can' achieve. I believe that students need to understand where they fit in the world and that with some dedication and attention to weaknesses they CAN improve as people and be proud of themselves.

Discuss feelings of apprehension and concern as you look forward to your classroom teaching

My biggest feeling of apprehension is the classroom as a whole. I believe that in small groups I can be effective. But until I gain confidence that I can actually guide 30 young adolescents simultaneously I will not be the teacher I want to be.

APPENDIX A - (template)

Room Preparation

Check when complete	Subject	Notes
	A. Bulletin boards & walls	
	1. student work	
	2. current unit targets	
	3. classroom rules	
	4. motivation	
	5. photo gallery	
	B. Floor Space	
	1. Student desks/tables	
	2. Teachers desks and equipment	
	3. Computer workstations	
	4. Bookcases	
	5. Centers	
	C. Storage space & supplies	
	1. Textbooks	
	2. Frequently used instructional materials	
	3. Teacher supplies	
	4. Other materials	
	5. Equipment	
	6. Seasonal items	
	7. Special project materials	

APPENDIX A - Room Preparation (with notes)

Check when complete	Subject	Notes
	A. Bulletin boards & walls	
	1. student work	Needs to have specific expiration date for rotation (dust collectors do not motivate)
	2. current unit targets	Reference point for teacher/student reminding
	3. classroom rules	Top 5 most important for teacher/student reminding
	4. motivation	Spot for rotation of current inspiration (dust collectors do not motivate). This could also be an area for holiday type decoration display
	5. photo gallery	Give students place to promote themselves!
	B. Floor Space	
	1. Student desks/tables	The only issue I focus on here is flow for students AND teachers. And this means for their eyes also, make it easy for kids to 'naturally' see the lesson. I call this the modern style theater feel.
	2. Teachers desks and equipment	I hope to be able to incorporate my desk near the front of the room. Make it where kids do not have to walk/turn to see students (being a rookie at this I must be wrong here because EVERY teacher I currently have any access to has their desk at the back???)
	3. Computer workstations	If available these need to be near the be isolated for independent work. These are vital but cause GREAT distraction
	4. Bookcases	I would hope to have this near the door (which in my current 2 rooms they are) so students pick up items when entering and drop off when leaving class.
	5. Centers	Yet to get a handle on this but all supplies are located here, all assignment handouts located here, missing assignments turn in box are here. This area MUST be worked DAILY!!! To maintain the stock and organization.
	C. Storage space & supplies	
	1. Textbooks	bookcases
	2. Frequently used instructional materials	The 'center' should be a stackable multi layer type structure that can house these items
	3. Teacher supplies	In my opinion, desks do NOT accommodate teacher supplies I see closets doing a much better job but this is open to adjustments especially if you are a floater!
	4. Other materials	Same as above
	5. Equipment	
	6. Seasonal items	Cannot be stored in active classroom.
	7. Special project materials	Cannot be stored in active classroom.