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Classroom Management Plan

1. **Introduction**

According to my Education Philosophy Inventory, Essentialism and Progressivism are the two philosophies that my teaching is based on. My classroom management approaches are grounded in my educational philosophies.

1. Essentialism
2. Students should be taught hard work and respect for authority.
3. Progressivism
4. There is importance in students’ interests and personal growth.
5. Students should be active and learn to solve problems by reflecting upon their experience.
6. Aims to help students develop democratic personal and social values.
7. My combination of the Essentialism and Progressivism philosophies
8. A balance of teaching morals, hard work, and respect all while encouraging the student to be an active member of his or her education.
9. Finding the combination of management plans that best fits my educational philosophies and my personality will be what makes *my* classroom management plan most effective for my students.
10. There are preventative, supportive, and corrective approaches to discipline that are applied during certain phases of management.
11. **Prevention Approach**
12. Cooperative Discipline by Linda Albert
13. The Three C’s to help students see themselves as capable, connected with others, and contributing members of the class (Albert, 1989).
14. When students have confidence in in their mathematical abilities, they are more likely to spend their time doing what they should be doing.
15. I can promote confidence in students’ mathematical abilities by giving positive feedback when it’s due.
16. Credit attempts at solutions by complimenting thought process and enlightening on “another way.”
17. Being connected with others goes along with Albert’s sense of belonging.
18. “When [students] do not obtain the desired sense of belonging, they tend to behave inappropriately by pursuing ‘mistaken goals’ they erroneously believe will provide a sense of belonging” (Albert, 1989).
19. When students feel that they belong, that they are connected to their peers, and are a contributing member, positive behavior will be automatic.
20. Starting a classroom community from the very first day of school and regularly maintaining a classroom community by doing class discussions and group work will show students that they are a contributing member of the class.
21. Daily handshakes at the door when students come in show them they are a valuable member of the class and that they belong.

* Students are aware that you notice they are present.
* Comment on their school spirit or inquire about something, such as a new haircut, broken arm, etc.
* Say, “We missed you! We’re glad you’re back!” when students return from an absence or a period of absences. This shows that when they’re not there, it is noticed. The class appreciates that they are a part of our classroom community.

1. Synergetic Discipline by C.M. Charles
2. C.M. Charles (2007) explains that when people work together in a way that builds mutual energy, there is often increased productivity, creativity, satisfaction, and enjoyment.
3. When my students find enjoyment in my class and are spending their time productively, there will be little opportunity for negative behavior to play a role in our class. Ways to foster this include:
4. Having students have a role in how the class is ran. For example, homework routines and warm-up protocols.
5. Showing genuine interest in today’s topics in and out of the realm of school and relating it to topics within the classroom.
6. A second strategy I will use to prevent unwanted classroom behavior is to “increase [my] level of charisma and display it through personal charm, friendliness, enthusiasm, and helpfulness” (Charles, 2007).
7. Attitudes are contagious.
8. When my students see my friendliness, enthusiasm, and helpfulness, these traits will be reflected in how they work with one another.
9. Having an upbeat class will promote positive, wanted behaviors.

By showing my confidence in these ways, students see me as a strong role in the class, not someone that van be taken advantage of.

1. Because those characteristics are “kind,” displaying my charisma that way will encourage an enjoyable classroom environment that is still respectful. It is a way to have the Essentialism philosophy in a friendly fashion.
2. Win-Win Discipline by Spencer Kagan, Patricia Kyle, and Sally Scott
3. The Win-Win Discipline (2004) states that providing an interesting and challenging curriculum is a way to prevent disruptive behavior.
4. When students are presented with an interesting challenge, their mind will be so consumed with that task that they will be wanting to learn and will thus behave as such.
5. The best way I can ensure this is by assigning purposeful work. Assigning work that is perceived as “busy-work” is a sure way for students to “turn-off.”
6. Projects that are assigned should be something that is beneficial to the student in their learning/understanding of the material, as well as appeal to some of their personal interests.
7. **Support Approach**
8. Discipline with Dignity by Richard Curwin and Allen Mendler
9. Discipline with Dignity emphasizes that students must always be treated with dignity (Curwin and Mendler, 1999).
10. Students need to feel that they have worth and are respected by their peers and teacher. By maintaining that dignity throughout the year, students are a presence in the class and their actions will reflect that.
11. A strategy I can use to support positive behavior is to treat my students as adults. As a teacher it is easy to see the people in the seats as guests in your classroom, when in fact, we are guests in their education.
12. Another way I can treat my students with dignity is to give them a little more freedom once classroom norms and behavior are set up. This may include providing leeway on project topics.
13. When my students are treated with dignity, the respect aspect coincides with the Essentialism Philosophy.
14. Another suggestion provided by the Discipline with dignity is “when students withdraw, give them an even bigger invitation” (Curwin and Mendler, 1999).
15. When students start to withdraw, if gone unnoticed, with fully withdraw a short time later. Their lack of participation will result in negative classroom behavior.
16. A way to provide a bigger invitation could be to give them an important role in the class. Not extra work, but perhaps give them a bigger voice.
17. If that doesn’t work, or that doesn’t seem like it would fit with that student’s personality, pull the kid aside and tell them I’ve noticed a change in his or her level of participation. Showing the student I’ve noticed a change and that it is important to me that he or she is an active member, could be what it takes for the individual to re-engage.
18. Curwin and Mendler also suggest using eye-contact as a means of communication whenever possible.
19. A quick look with eye-contact and a distinctive facial expression can go a long way.
20. When a student is displaying positive behavior or success in content, giving a look of acknowledgement keeps them on the right track.
21. When students aren’t behaving as expected, making eye-contact with the student shows that I see them misbehaving and that they need to buckle down without putting them on blast in front of their classmates.
22. Positive Discipline by Jane Nelson and Lynn Lotts
23. The Positive Discipline promotes expressing compliments and appreciation (Nelson and Lotts, 1993).
24. For some students behaving as expected is quite a challenge. When students are behaving, their efforts should be recognized. When students feel like their hard work isn’t noticed, why should they keep it up?
25. Ways of expressing compliments and appreciation can differ from student to student. Some students may prefer a vocal compliment in front of their classmates, others in private, and even some may prefer me to communicate that with their parents.
26. **Corrective Approach**
27. Cooperative Discipline by Linda Albert
28. “Allow the student to save face.” (Albert, 1989)
29. Similar to Discipline with Dignity, allowing the student the chance to save face shows the class that I am respectful and understanding.
30. For example, when I call on a student and he or she doesn’t know the answer, I can say, “I’ll come back to you” or “Go ahead and phone a friend.” Phrases like this allow the student the opportunity to provide the answer as well as not letting them off the hook.
31. “Call their bluff. ‘Let me get this straight. I asked you to \_\_\_\_\_\_\_\_\_ and you’re refusing. Is this correct?’” (Albert, 1989)
32. What I love about this method is that it really puts the situation in perspective for the student. When it’s clear cut, black and white like that, it is an eye opener for the student to really see how their actions are being perceived while giving them the opportunity to immediately make a change.
33. I would use that exact phrase. Along with tone and facial expressions, this can be said light-heartedly for minor issues or seriously for a serious issue.
34. Synergetic Discipline by C.M. Charles
35. Teachers should ask misbehaving students “Is there a problem I can help you with?” or “Can you help me understand why this is happening?  I’d like to help fix the problem.” (Charles, 2000).
36. The wording of these questions are so clever. They show the student that I recognize his or her poor behavior, but I am being kind to not put the blame on him or her.
37. The first question “Is there a problem I can help you with?” lets the student believe that I think there is some outside factor that is causing the issue when in fact it is their own behavior. Without having a solution to the “problem,” the student’s behavior will chance to solve the problem.
38. The second question, “Can you help me understand why this is happening?” is perceived by students at me not understanding something and I need their help for clarification. A student that is misbehaving will have to explicitly say why they are misbehaving—an awkward moment no teen wants to encounter.
39. The way these questions are worded are similar to how Linda Albert’s Cooperative Discipline calls the student’s bluff. It’s forcing the student to recognize their behavior, give them the chance to correct, all while not being scolded.
40. Discipline as Self-Control by Thomas Gordon
41. “Reasonable consequences can be negotiated by students and educators” (Gordon, 1989).
42. When consequences are dished out on the fly, students may feel that the punishment doesn’t fit the crime and thus lose some respect for the teacher. Having a discussion with the student where a consequence is agreed upon by both parties, will allow the student to see the teacher’s point of view on the situation. This will promote mutual respect and discourage future instances of misbehavior.
43. For a student whose behavior needs to result in a negotiation of consequences, pulling them aside or after class would be the best environment. I would tell the student my perspective of the situation then ask what type of consequence do they see fit. Giving the student this type of respect will really get them thinking about all the ways they could be punished.
44. The respect that is shown through the process of negotiating consequences really lines up with both of my Educational Philosophies; respect in my Essentialism philosophy and negotiation as in Democracy within the Progressivism philosophy.
45. **Conclusion**
46. Preventative Approach
47. Strong classroom community
48. Provide challenging and interesting material
49. Support Approach
50. Always treat students with respect
51. Corrective Approach
52. Creative wording of questions
53. Negotiation of consequences
54. All three of my approaches to classroom management have a blend of the Essentialism and Progressivism Educational Philosophies. Having a classroom management plan that balances the best parts of these philosophies will promote and require respect as well as place importance on the student.