

Third Grade Classroom Management Plan

Human Development and Learning
October 13th, 2008

Submitted
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Philosophy Statement

It is my belief that making respect of others a priority in my classroom will be the basis from which every other lesson will be learned. I believe my respect for students and their respect of me will create a mutually beneficial atmosphere for successful learning.

I believe every child has an innate desire to please his or her teacher. Because I know the desire is there, it is my responsibility as a teacher to instruct them in classroom rules and procedures so that they can abide by them. Once they know what my expectations are, it is my belief their willingness to please me will motivate them to follow classroom procedures.

I consider learning to be a team event. The team members include parents, the teachers, the students, and the school administration. Each member of the team has a responsibility for successful learning to occur.

In today's diverse society, each child is coming to my classroom with extremely varied backgrounds. I will need to be prepared to accommodate different styles and interests and maturities of the students within my classroom. It will be my duty to respect the wide-ranging lifestyles from which they come and to provide an environment of equity for all. Students' developmental needs shall be the foundation for the choices I make in the classroom. I must see each student as an individual and welcome the uniqueness that they each bring to the class. The one commonality is that every child is a learner.

Organization of Classroom and Supplies

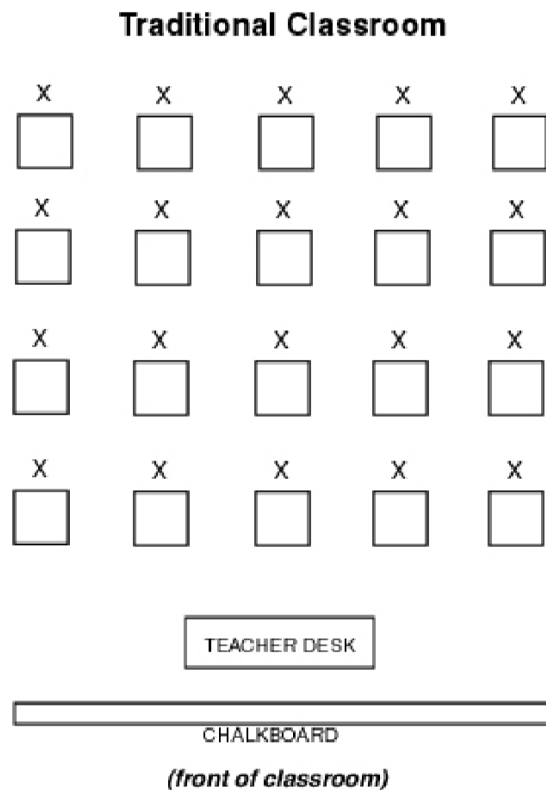
The organization of my classroom will reflect the lessons I hope to teach to my students. My classroom organization will include seating charts, storage of classroom supplies, storage of student school supplies, and bulletin boards.

Seating Charts:

The floor plan of my classroom will need to be dynamic to reflect my varied lessons. Depending on the lesson or activity, we will be free to change the room about to enhance the learning experience. The learning environment should be designed according to learning objectives and desired outcomes not just habit or a janitor's best guess. In addition, the variety of the room plans should aid in keeping the interest level in the room from becoming stagnant. There are several room arrangements that I would find conducive to learning in my classroom.

Traditional Classroom Seating:

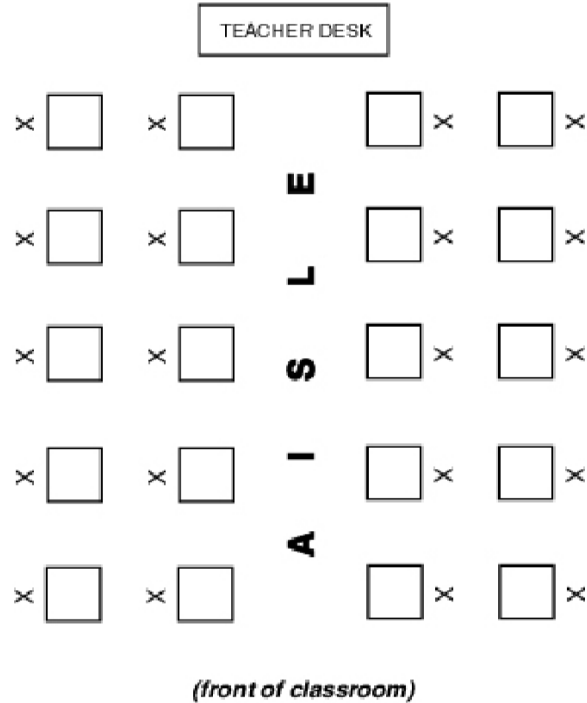
A traditional classroom seating chart often has rows of student desks, the teacher's desk or table somewhere in front of the room, and student desks moved far enough apart to allow privacy. This arrangement places desks into the room efficiently and lets students have easy access to their seats. This arrangement is also probably the best for controlling behavior, ensuring that there is space for me to walk around each child's desk, and will aid in preventing cheating on lessons.



Discussions & Debates Seating:

I think when discussions, debates, and other interactive classroom activities are a part of my lesson plan; this seating chart will be the one I turn to. This arrangement will allow the whole class to be looking and listening and contributing. When the students' seats face each other on two sides with an aisle down the middle, it works well for lessons requiring feedback from each other. Having my desk in the back of the room gets it out of the way and allows me a clear view of the classroom door. Also, my desk is still within easy access if I need to grab a stack of papers, etc.

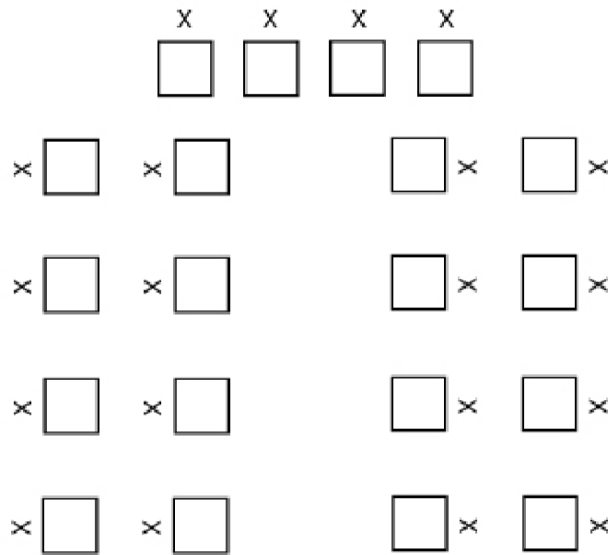
Discussions & Debates



Horseshoe Seating:

The Horseshoe Seating chart is a variation on the traditional aisle arrangements. I think it provides variety and opens up communication between the students. Unlike the debate seating chart where students are able to communicate between one another, this room arrangement places me, the teacher, as the coordinator and collaborator of the classroom discussions.

Horseshoe



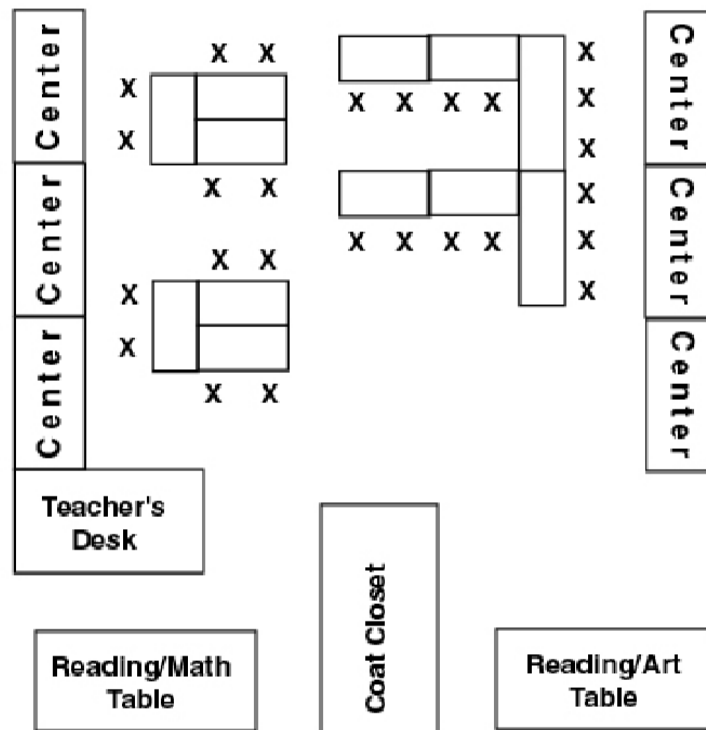
(front of classroom)

Centers Seating:

When my students need to work on bigger projects, or with shared materials, centers are a good seating option. I can set up the various centers around the edges of the classroom while allowing space for students to get back to their desks when necessary. In this model, the students should be able to complete the center activities mostly on their own while I circulate to troubleshoot and observe their activities.

Centers

(front of classroom)



Storage of Classroom Supplies

The classroom supplies will be arranged to encourage the independence of the children by creating accessibility. For example the papers, art supplies, math manipulatives, science projects, and items such as tissue, hand sanitizer and paper towels will be located at the children's' eye level and within the reach of their young arms. It is preferable to have these varied supplies stored in open shelves to avoid the inconvenience and the distractions that are present from having to open and close cupboard doors during the class time. In addition, the supplies will be placed in categories that will keep like subject supplies in an assigned area. These areas will be clearly labeled to ensure an orderly return of the supplies after any student or staff has removed them from their designated spot.

The organization of the daily papers and assignments will be accomplished by the use of a system of individual student mail boxes. There will be a central area located at the back of the room with modules assembled to form rows and columns of open mail boxes, one per student. There will also be a row of mail boxes designated for the different subject areas where students will be able to hand in their papers as they are completed. Once I have graded each child's paper, I can now turn around and put it back into their mail box where it will remain until Friday when the accumulation of papers will be taken home by the student.

Storage of Student School Supplies

I will require the following school supplies for third grade:

- 3 different colored folders
- 3 wide line spiral tablets
- 1 package of loose leaf paper
- 1 three ring binder 1 inch wide
- Crayola crayons 16 count
- Crayola washable markers
- Crayola watercolor paints
- Childs scissors
- Glue sticks 10 count
- Paint shirt-Adult size old shirt for art projects
- Gym shoes
- 3 boxes of tissue
- 2 germ-x products – names M-Z
- 2 rolls of paper towels – names ending in A-L
- Pencil box
- 5 pencils
- 2 pens (one blue ink, one black ink)
- Page marking Sticky notes

An empty locker will be provided for the storage of the extra tissues, germ-x, and paper towels. There will be one of each of these items placed in the room for all to use. Paint shirts and gym shoes will be left in each child's individual locker. All other items will be in the student's individual desk in the classroom.

Bulletin Boards:

My personal opinion on bulletin boards is to do them very well before school begins and to do them in educational themes that are utilized all year long. For example, I would create a board dedicated to building math skills which can be used as part of our daily math lessons throughout the year. This way, it becomes a part of the room but is also a valuable teaching aid and resource for the students. I feel that if a board is done well and it can be used to enhance daily education, then it is complete. This is a time management strategy that allows me to better utilize my time with my students rather than in creating and changing bulletin boards.

Managing Student Work

The management of the physical papers will include the earlier mentioned mail boxes. I will instruct students to turn in their work for each subject into the corresponding subject mail box for me to correct and grade. After I have corrected the papers, the student's work will be returned into their own mail box. These papers remain in their mail box all week long until Friday afternoon. On Friday afternoon, I will give each child their own folder in which to place the items they have in their mail box. Each child removes their work on their own from their mail box and places it into their Friday folder. If there are any important informational notes that the school wants to send home, these are also sent home in the Friday folder. The Friday folder is a durable oversized manila envelope that has listed on its front a chart that has columns for the date, a place for parent comments and a column for parent signatures. It is the responsibility of the parents to remove their child's work and review the contents with them. The parent then signs the envelope as a form of communicating to the teacher that they have received the enclosed information. The student will return to school on Monday with an empty Friday folder which I will keep until it is needed again the next Friday.

I believe that giving easily interpreted, specific instruction is critical. It is my responsibility to do so, and it plays an important role toward increasing a student's chance for success. Many times an assignment is not done or done incorrectly due to the student not understanding what is being asked of them. When an assignment is given to the students, I need to make an outline to ensure the clear communication of my expectations with the students. Such an outline would include:

1. The goal of the assignment
2. Clear step by step instructions
3. Easy to understand language

I will provide a copy of this written instruction sheet for each student.

This type of tangible instruction is designed for the student, but also can be very beneficial for the parent. If the parent is trying to help their child at home, this systematic instruction sheet can be quite empowering. A well-structured lesson that includes precise goals will provide the student with an opportunity for high achievements.

I believe success of my third graders can be dependent on some basic life skills. I will encourage my students to value the following suggestions:

1. Go to bed on time, wake up on time, dress appropriately, eat a healthy breakfast, and come to school.
2. Come to school with a desire to learn.
3. Have the necessary supplies to succeed as a student. A school supply list is provided before school begins.
4. Respect everyone you encounter in school -- peers, teachers, aids, office staff, kitchen staff, and custodians.
5. Show respect for the teacher by following the classroom routines and procedures that are posted in the room.
6. Show respect for other people's property.
7. Each student needs to know that I have high expectations of them. I expect that every child will do their own personal best in my classroom.

Student absences are unavoidable. When they occur, I will have a systematic plan that will assist the child in completing missed lessons. In the event of a student absence, a green folder will be placed on that particular child's desk. When handouts are being distributed, the child next to the empty desk will place a copy of that handout inside the green folder. This will occur with each handout or note for the day. The green folder can be picked up by parents or saved until the child returns.

According to Kay Burke's book entitled, *What to Do with the Kid Who...Developing Cooperation, Self Discipline, and Responsibility in the Classroom K – 12*, there are twelve different types of feedback strategies noted. While all twelve will be used to some extent within my classroom, the one I am most likely to incorporate would be qualitative feedback. Above all, I value developing a respectful and supportive relationship with my students. This qualitative feedback style allows positive reinforcement which enables a child to know he/she is on track with the classroom/subject goals. This form of feedback is very motivating to a child. Regardless of your age, I think that motivation is a key ingredient in the completion of a task.

Necessary Procedures and Implementation Techniques

In my third-grade classroom, the procedures and routines will be required to ensure that students respect each other, respect themselves, and respect their surroundings. Students will demonstrate this respect by adhering to the procedures and expectations that lead to smooth classroom interaction and optimal learning. I will teach the following procedures until they become well rehearsed routines in my classroom:

- Arrival at the start of the day-
 - Being on time
 - Appropriately using student lockers for back packs, lunch bags, coats, snow boots, gym shoes, etc.
 - Reporting to the classroom
- Initial start up of the day-
 - Attendance
 - Lunch count
 - Notes for the office
 - Pledge of Allegiance
- Pencil sharpening rules-
 - When it's appropriate to sharpen
 - No talking with peers rules
 - Use of "Loaner Pencils" program
(The "Loaner Pencils" program is simply providing sharpened pencils in a central location to be used during work time rather than disrupting the entire class with the noise of sharpening a pencil and potentially breaking the concentration of others.)
- Etiquette for desk use -
 - Accessing materials inside the desk
 - Desk and chair legs must remain on the floor
 - Use of "Squishy Balls" program
(“Squishy Balls” program is providing a silent tactile ball for a student to “fidget” with rather than the student using noisy repetitive behaviors that might annoy the other students. For example, repeatedly clicking a pen, tapping fingernails on the desk, etc. In order to have the privilege of using the ball, it must not become a distraction during lessons.)
- Bathroom use
 - Appropriate use of "Bathroom Privileges" program
(“Bathroom Privileges” program allows the student who needs to use the restroom to leave the room without interrupting the class or asking for my permission. This is implemented by teaching the students to set a designated stuffed animal on their desktop to represent they are using the rest room. Once they return, the stuffed animal is put back in its central location for others to use. Only two students may use this procedure at one time which is accomplished by having only two stuffed animals available.)

- Turn in papers
 Student “Paper Passers/Collectors” (each week 2 students will be given the job of paper passer/collector. They will assist me in the handing out and collecting of assignments)
 Labeling with name and number (Each student will have a number that coordinates with the classroom’s alphabetical order. For example, Annie, Billy, and Cody will write 1-2-3, respectively, on any paper they turn in all year long. This allows me to simply put the papers in numerical order thereby resulting in alphabetical order with no effort or time from me).
- Lunch lines-
 Alphabetical line up
- Hall Conduct-
 Hands to your sides, eyes ahead, mouths closed
 Respect other classes in session
- Transfer from one class to another-
 Get in and out of desk,
 Locker use
 Come prepared with appropriate supplies for each lesson/class
- Friday folders-
 Processing papers from mail boxes to folders
 Parental signatures on folders
 Folders promptly returned the following Monday

In order to instruct my students on the above procedures, I will use the following steps to establish the good habits I require:

1. I will make sure that the class is attentive prior to the start of instruction.
2. It is important that I identify the procedure that we are addressing.
3. The reason why this is an important rule will be explained to help foster their respect for the routines and procedures.
4. I will physically demonstrate how to perform the task in a step by step method.
5. I will ask the students to perform the task to a level of mastery for the expected routine.
6. There will be a daily, weekly, and monthly review of the targeted skill to ensure a generalization of that skill to a level of habit for the students. This will help in assuring that negative consequences are not an issue in regards to the routines of the class.
7. As students exhibit the required routines, there will be every effort made to provide positive feedback.

Rules and Consequences

My rules reflect the same expectations that I hold for students in their daily routines. Students must show respect for each other, respect for themselves, and respect for their surroundings. Once a student is aware that their behavior may be affecting others, it is my hope to that, with practice, they will be able to redirect themselves to remedy the situation. I would like to continually reinforce situations where students can increase their awareness of how their choices can affect others around them. I also believe that the consequence for any rule follows this same simple principle of respect.

My rules include:

- Good attitudes make good students
- Come to class with your required materials
- Raise your hand to be called on
- Listen quietly while the teacher presents lessons
- Listen while others take a turn sharing
- Use the waste basket for garbage
- Use recycling bins whenever possible
- Provide a safe environment for all
- Be polite
- Use appropriate language

The consequences include:

- Positive reinforcement will be used to encourage a student to maintain appropriate behaviors.
- I will take every opportunity to verbally and positively redirect the inappropriate behavior.
- Visually cued redirection will be used to let a student know a particular behavior is not acceptable.
- My proximity near a student who is misbehaving will help to let that student know I am aware of the misbehavior.
- I will inform a student who misbehaves of a time that they will meet directly with me to discuss behavior choices. This gives the student time to think about why they are being asked to meet with me.
- Think time room – This room allows the teacher to remove the student from the area where the behavior is not being adjusted. The student is moved to a designated spot where distractions and power struggles are not an issue.

Strategies and Procedures for First Days of School

- As school begins, I will start with introductions of the students to each other. Every textbook will be introduced and looked at. We will play the toilet paper roll game where every student tears off pieces from the roll and has to say that many things about themselves to the class. For example, if Mary tears off 10 pieces, she has to say 10 things about herself.
- The first day will be used to get the students acquainted with the classroom and each other. The students fill out "Friend Wanted" posters to describe their likes and dislikes that will be later shared and posted in the room.
- I will use a couple activities to acquaint the students with one another, because this builds a foundational team spirit for our class. One activity includes pairing students up and filling out a questionnaire about their partner and sharing the information with the class.
- We will read books out loud, share vacation stories, pass out and introduce textbooks, discuss rules, practice procedures, and create books about student interests.
- I will discuss and create classroom rules with students and provide the students with classroom jobs to maintain responsibility.
- Students will come in and be given time to talk and put their things away. I will explain the rules and policies. I will share with the students about myself and what I expect this year. Each student will have a turn to share their summer activities and what they want to learn this year. I will have various craft activities for them so that they can create decorations for their desks and lockers.
- Beginning on the first day of school and throughout that first week, time will be devoted each day to having the students design their own mission statement for that school year. My goal in this project is to make the mission statement something they feel personal ownership to and something that they value.
- A letter to parents will be prepared by me to send home with each child on the first day of school. This letter will address frequently asked questions and explain other items of interest to the parents. An example of this letter follows:

Welcome to Third Grade!

Welcome to school! May this school year

bring you happiness galore,

and may you enjoy it right to the core!

I feel so blessed to be a part of the School is Fun Elementary School and I am so excited for the new school year. I look forward to a year of challenges, learning and growth for all of us. Enclosed is information about our year and our classroom. Please feel free to contact me if you have any questions throughout the year. I arrive at school at about 7:20 a.m., (435-8892) and can be reached there until 3:45 p.m. If you need to contact me at home, the number is 437-3982. You may also contact me through the school e-mail at mkraemer@schoolisfun.org. I check my e-mail several times a day.

* **Notes** - If your child is going to go home in a way different than the normal way please send me a note so I am aware of the change. I do not allow students to make calls home to make after school plans with friends. This need to be done at home *before* the school day begins. I understand that things may change for you as the day progresses, so please notify the school office as soon as possible. The office will then notify me about the changes. You could also notify me through my school e-mail account, mkraemer@schoolisfun.org.

* **Snack and Milk Break** - We will have a snack/milk break every day, unless it is a half day. The students will keep their snack in their locker and grab it at break time. Please try to send nutritious snacks such as vegetables, fruits, cheese, crackers, etc.

* **Water Bottles** - Children are able to learn more if they are hydrated. Your student is allowed to bring a water bottle to school to have at their desk if they would like. The bottle needs to have a cap on it that does not have to be unscrewed from the bottle every time it is opened. It also needs to be labeled with your child's name.

* **Birthdays** - Birthdays are special so your child may bring a treat to share with his/her classmates if they wish; however, it is not mandatory. There are sixteen children in our class this year. The treats can be homemade or from a store. Please **do not** send a birthday cake that would need to be cut and served. It is too hard to manage this in our classroom. **I also ask that you please do not send birthday invitations to school as it can create hurt feelings.**

* **Library** - We have library with Mrs. Wicks on Wednesdays this year. Students will be allowed to check out a book to bring home and enjoy for one week. It is due back the following Wednesday so others may also have an opportunity to

enjoy that book. Please help your child care for the book and return it on time. I have a book crate in the room where books can be placed when they come back to school.

* **Spelling** - A spelling packet will come home for homework on Mondays and will be due on Thursday that week. The spelling tests will be on Thursdays. Anyone who misses more than one spelling word will need to take a retest on Friday.

* **Math** - Math has homework daily unless it is an assessment day. This work needs to be completed and returned each day. The math builds upon itself, so it is vital students keep up.

* **Homework** - Other than the spelling and math homework there will be a few other assignments from time to time, but it will not be a regular occurrence. Please be sure that your child has a routine and a quiet, comfortable place to complete their homework.

* **Reading Logs** - Each month a reading log is sent home to keep track of independent reading. It can be reading alone, reading with you or reading with someone else. Independent reading is vital in helping the child develop their reading skills. So please work at meeting the goal each month and sending the completed log back to school.

* **Friday School Papers** - All work will be kept in a cubby at school throughout the week. On Friday those corrected papers will come home so you can see how well your child is doing.

* **Parental Involvement** - I need someone to be our room parent and others who are willing to assist that room parent in planning parties, chaperoning, etc. If you are interested please let me know.

* **FROG Student** - Each week the students will vote for who they think should be "Student of the Week." This selected student is called a "FROG" student because "FROG" is an acronym for:



F Friendly
R Respectful
O Outgoing Citizen
G Great Behavior

The students will then write letters to this special student and these letters will be bound in a special book for him or her to take home. This special student will also have a “frog” to place on their desk letting everyone know this student has been voted student of the week.

Social Skills Lesson

Social skills include a wide variety of skills, attitudes, and behaviors that facilitate success in social interactions. Social skills are tools that people use to navigate through a social encounter. It is extremely important for our students to understand the "language" of social interactions. How to dress, how to act and what to say are examples that come under the title of social skills. It is a must for children to understand social skills if they are going to fit in with their peers. It can also be said that understanding these skills will aid the teacher in a smoother running classroom. For these reasons it is justifiable for a teacher to invest classroom time to teach social skills.

I will identify a targeted social skill that the students in my class will benefit from learning and apply it to form a lifelong skill that will bring intangible social rewards. The social skill I will teach is making sure everyone gets the opportunity to speak during class. I will use the seven stages of teaching a social skill as depicted in Kay Burke's book entitled, *What to Do with the Kid Who...Developing Cooperation, Self Discipline, and Responsibility in the Classroom K-12*.

1. **Create a hook** – This refers to getting the students' attention. This can be done through role playing a social skill, watching a movie clip, etc. Get their ATTENTION!

I would have two other teachers assist me in role playing a skit where two people dominate the conversation and the third person feels they do not have the opportunity to share even though they know the most about the topic at hand.

2. **Teach the skill** – Now that we have their attention, I would introduce the teaching tool referred to as a T- graph. This is a great device for demonstrating what a skill would look like and sound like. The students can form small groups and fill out a T- graph. This chart has two sides. One side has a list of what the specific social skill you are discussing would look like and the other column is a list of what the skill sounds like.

Through the use of T-Charts, I would be able to demonstrate to the class what a social skill looks like and sounds like versus what that social skill doesn't look like or sound like. This is a powerful teaching technique because the students can easily recognize the examples.

T-Chart: Attentive Listening

Sounds like	Looks like
"Tell me more."	Making eye contact.
"That's a good idea..."	Smiling.
"I know what you mean."	Nodding

T-Chart: Non-Listening

Sounds like	Looks like
Tapping a pencil	Fidgeting
Sighing	Playing with hair
Saying "uh-huh" a lot	Looking at clock

3. **Practice the skill** - It is necessary to use guided practice if students are to internalize the targeted social skill. Practice the targeted skill to give each child in the room the opportunity to demonstrate their knowledge and comfort level.

I will give each student three Popsicle sticks to represent the number of times I would like them to contribute to classroom discussions by the end of the day. This provides me with a method of measurement and ensures that each child is participating.

4. **Observe the skill** – Observing the skill refers to tracking the students' progress of the targeted social skill. Charts are one great way for the entire class to see their improvement or an individual could keep a chart in their desk to monitor their own growth.

I will be utilizing the Popsicle sticks for a period of two weeks which will give me a baseline in which to determine the progress we are making in developing this particular social skill. Since this is a classroom project, we will create a chart to record our progress during the two-week period.

5. **Reflect on the skill** – By reflecting on the skill, the students can evaluate what they have learned and the progress they have made. Meeting in small groups and discussing their progress can be a beneficial way to learn from one another. In order to be respectful and non-threatening to each other, students are reminded that it is the use of the skill that is debated and not the individual person.

I would like to use two methods of reflection. One method of reflection would be through the use of student journaling on the pending skill. This allows the child to freely and privately express feelings about this new social skill and I can assess their feelings. The second style of reflection would be to utilize the small group setting as mentioned above. We will value the opinions of our peers to provide additional feedback.

6. **Recognize and celebrate success** – Peer recognition is a powerful tool. A simple gesture between the students, such as a high five, is enough to convey the message of well done.

Using praise as a form of positive reinforcement, especially to the children who need to develop this social skill, can be significantly motivating. At the end of the two-week period, I would provide some form of extrinsic reward to congratulate the class in their success.

7. **Transfer the skill outside of the classroom** – Once students have increased their confidence, they will be encouraged to practice their newly-learned social skill outside of the classroom.

I would encourage students to practice speaking up in other classes now that they have increased their confidence with the use of this skill. I would also ask students to share with me any success stories they have in using the skill away from class.

Motivational Plan for Students (Intrinsic vs. Extrinsic)

Our theme for the entire school year will be based on respect. Motivation is the desire to do a task. Incentive, inspiration, and drive are other terms to describe motivation. Teachers have long debated the question of how to motivate their students. One of the challenges the teacher faces is what motivates one student may not motivate another student. I have learned that motivation goes hand and hand with discipline, and to discover what is motivating to a student is the first step in avoiding the need for a disciplinary plan. In order to know what motivates a student I must first take time to develop a relationship with that student. By something as simple as eating lunch at the third graders' table, I begin to see the students on a more personal basis. It is in developing strong relationships that students feel respected and valued. It is my hope that by increasing student awareness of respect, they will develop their intrinsic desire to do their personal best while at school. I believe intrinsic motivation is something that increases with maturity. While students continue to build their intrinsic motivation, I would supplement with extrinsic motivators. I have found these motivators do not need to be necessarily tangible. In fact, I prefer intangible extrinsic motivators. A good grade, a word of praise, or being the FROG student of the week, is all very motivating for children of this age. When I am setting a large goal that will require an increased level of effort from the students, a tangible extrinsic motivator (such as a small piece of individually wrapped candy) could be used.

During my first year of working at an after school program, I tried using extrinsic motivators to an extreme. In the beginning things seemed great. When students were told to complete an unappealing task because it was the right thing to do, the task was not accomplished but when I brought out the magic treat jar, I saw students accomplish the task in a matter of minutes - for a reward. After a time, the students were doing less and less of the requested task, but still expected a treat at the end of the session. I felt frustrated and disappointed in my motivational system. It took me almost the entire year to realize that the best solution for all was to remove the treat jar entirely. I was amazed

to discover that it wasn't missed as much as I had expected. Extrinsic motivators are extremely powerful in providing quick results, but it is important to be flexible in how they are used. I want my motivators to fit the individual child and not assume one type of motivation will fit all.

Dealing with Misbehavior

As each student comes from various backgrounds, there will be a wide range of ideas as to what acceptable behavior is. It is not my job to question the student's lifestyle at home, but it will be my job to clearly communicate what our classroom's family rules and limits are, communicating these rules will be accomplished in a variety of ways. First of all, I will be teaching a practicing procedures and routines as mentioned earlier. Secondly, I will be giving the class time during the first week of school to write their own mission statement. This will be a teacher-guided activity, but the focus is on giving the students ownership of the project. My goal in this project is to make the mission statement something the students own and value. Finally, the class will have the opportunity to complete a bulletin board that will have been started by me before the school year began. The bulletin board will be designated to represent "above the line" and "below the line" behaviors. When the students first see the board, it will be two colors. Green will represent above-the-line behaviors, and red will represent below-the-line behaviors. The two colors are divided by a line. The students will brainstorm to come up with ideas of behaviors that would fit in each category. I will have certain idea of my own to add. This activity should once again provide a sense of ownership to rules our class will abide by.

With well organized lesson plans and clear, consistent routines and procedures, I intend to avoid behavioral issues. I think it is vital to include the students in designing our behavioral goals. Nobody likes being told what to do as though they have no say in the matter. Along these lines, I will offer as many choices to the students as I can on things that don't matter. For example, I might say, "You may use crayons or markers to complete this handout." In this instance, I am not concerned with which one they use, so offering them the chance to make this decision empowers them. Frequently allowing students choices in their day sends a message that they are respected and trusted to make decisions. There will be decisions that I, alone, make which are not negotiable. It is at this point that the student has the opportunity to show respect towards me. If I have done a good job of establishing relationships, it is my opinion that the students will cooperate. I am fond of the love and logic techniques demonstrated below. These are great ways to empower the students in feeling they have the opportunity to make choices at school.

Ineffective Techniques	Love and Logic Technique
Please sit down. I'm going to start now.	I'll begin as soon as you are seated.
Please be quiet. It's time to begin.	I'll be glad to start as soon as you show me that you are ready.
Open your books to page 54.	I'll be working from page 54.
I'm not going to line you up until everyone is quiet.	I'll be lining people up as soon as it is quiet.
Don't sharpen your pencil while I am talking.	I allow people to sharpen pencils when I am not giving directions.
You can't go to the restroom until I finish the directions.	Feel free to go to the restroom when I'm not giving directions.
Don't be bothering your neighbors.	You are welcome to stay with us as long as you and others are not being bothered.
Keep your hands to yourself.	Feel free to stay with us when you can keep your hands to yourself.
Turn your assignment in on time or you'll get a lower grade.	I give full credit for papers turned in on time.
Don't talk to me in that tone of voice!	I'll listen as soon as your voice is as calm as mine.
You show some respect.	I'll be glad to discuss this when respect is shown.
Don't be late for class.	All of those who arrive on time go home on time.
Don't try to turn in sloppy papers to me.	I'll be glad to accept all papers that meet the neatness standard for this room.
Keep your desks organized and neat.	All owners of neat desks are welcome to join us at recess.
I'm not loaning you any more paper.	I loan paper to those who have not borrowed before.
If you can't remember your pencil, you're just going to have to do without.	Feel free to borrow from anyone but me.

If a student has a negative behavior, I hope to catch that negative behavior early on using the skill of “withitness.” Withitness is defined by author, Robert Marzano, as the ability to identify and quickly act on potential behavior problems. When a behavior cannot be resolved by the usual techniques and the negative behavior escalates, then I will remain true to emotional objectivity which is coined by Marzano as the ability to interact with students in a business-like, matter-of-fact manner even though you might be experiencing strong emotion.

In order to successfully diffuse power struggles, I must remain personal with the student without personalizing the student’s behavior. It is imperative that I ignore any statement a student may use to “push my buttons.” I will listen to and acknowledge the student, but I will inform the student that we can’t take class time to discuss this problem and I will talk to them after that period. If the student is still arguing, I will restate my limits and give the students an option to stay with the class or to relocate to the Think Time Room. If necessary, the student will be escorted to the alternative think time location.

The strongest asset I have in changing a child’s behavior is the support of the parents. In order to keep the lines of communication open, if a student has had a significant behavioral issue during school, I would discuss the problem with the student after he or she has had a chance to calm down. At this point, the student and I would complete a “Time to Think” form, making a plan as to how he or she can handle this behavior better next time. This form would be taken home with the student to share with parents and will need to be signed and returned the next day. An example of the “Time to Think” form follows.

Time To Think

Date: _____

This is what I did:

This is what I will do next time:

My signature _____

My teacher's signature _____

My parent's signature and comments _____

My teaching style according to the on-line survey referred to in the assignment guide for this paper:

Authoritative

The authoritative teacher places limits and controls on the students but simultaneously encourages independence. This teacher often explains the reasons behind the rules and decisions. If a student is disruptive, the teacher offers a polite, but firm, reprimand. This teacher sometimes metes out discipline, but only after careful consideration of the circumstances.

The authoritative teacher is also open to considerable verbal interaction, including critical debates. The students know that they can interrupt the teacher if they have a relevant question or comment. This environment offers the students the opportunity to learn and practice communication skills.

Ms. Smith exemplifies the authoritative teaching style. She exhibits a warm and nurturing attitude toward the students and expresses genuine interest and affection. Her classroom abounds with praise and encouragement. She often writes comments on homework and offers positive remarks to students.

This authoritative teacher encourages self-reliant and socially competent behavior and fosters higher achievement motivation. Often, she will guide the students through a project, rather than lead them.

My reflection on the survey results:

Unlike many students pursuing their teaching license, I have experience managing an after school program serving students ages from preschool to fifth grade. I can clearly see that the authoritative style reflects my own teaching practices. The evidence of this style is present in my current teaching in the ways that I offer students the opportunities to be self sufficient in tasks that they are capable of doing. I also encourage students to be a support to their peers and to act responsibly within a safely controlled environment.

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