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Assignment E	Classroom Management Plan
5500: 360	Educational Planning
Instructor	Margaret Kernen

A.	Pioneer Theorists Charles, Chap. 3	1 paragraph per theorist Describe main philosophy of:
Jacob Kounin	<p>In his 1971 book, <i>Discipline and Group Management in Classrooms</i>, Jacob Kounin tried to identify the effects of specific actions teachers did in response to student misbehavior. He found that good behavior from students was not a direct correlation of what the teacher did when misbehavior occurred, but rather on how the educator presented the lesson and dealt with various groups in class. He found that teachers in well-behaved classrooms had a constant awareness of what all students were doing in the classroom. Kounin used the term “withitness,” referring to the level of awareness from the classroom teacher. He also called the act of attending two or more class activities simultaneously “overlapping.” Kounin considered overlapping one of the most important capabilities of a teacher. He observed that effective teachers managed their lessons in a way that kept students alert, on task, and involved. Engaging each student throughout the lesson cuts the amount of classroom management difficulties. He found that gaining students full attention before giving instructions is very useful when teaching. Kounin called this “group alerting.” Another important aspect of teaching is a sense of “lesson momentum,” which is allowing students to progressively understand material while being taught with no confusion throughout the lesson. Kounin observed that the smoothness (sequencing) of the lesson is a very important aspect when teaching. Finally, Kounin gives three of the most important factors in managing behavior. First, present a lesson in a way that students find engaging. Second, involve students in each lesson to keep students accountable. Third, keep track of what is going on in all parts of the classroom at all times and make that fact evident to students.</p>	
Haim Ginott	<p>In 1971 a classroom teacher and psychology professor, Haim Ginott published a book entitled <i>Teacher and Child</i>; in this work Ginott portrayed a strong message outlining the importance of communication. Ginott believed that communication should directly correlate with teaching as well as discipline. He argued that the way in which teachers talk to their students will have a direct effect on the level of learning and the amount of <i>positive</i> behavior one will see in a given classroom.</p> <p>Ginott coined many terms and made many contributions to the ideals of discipline and behavior. He believed that we learn in the <i>present tense</i>; by this he meant that teachers must not prejudge students or hold grudges that could stifle their learning. Ginott also highlights different means of communication and types that help facilitate higher level learning. Congruent communication is a collaborative approach to communication that associates a student’s behaviors and learning with that of their feelings about situations and themselves. It’s also important to portray sane messages when addressing students, this is the idea that one should give each student a fair chance and remember the idea of teaching/learning in the present tense.</p> <p>According to Ginott teachers can be at their best by following his schema or at their worst by ignoring them. Teachers at their best use strategies like congruent communication, sane messages and by offering an equal learning environment through</p>	

	<p>conferring dignity among their students. Teachers should invite cooperation and maintain an underlying desire to provide their students with whatever they need in the moment. Teachers at their worst will label their students with bias, feel superior to their students, and use evaluative praise rather than appreciative praise. Evaluative praise makes a student associate self-worth with their behavior, which is not a productive way of fixing a negative behavioral issue.</p> <p>The Ginott model states that it is important to use congruent communication, sane messaging, confer dignity sincerely and use appropriate appreciative praise in order to combat negative behavior and heighten learning in the classroom.</p>
Rudolf Dreikurs	<p>Rudolf Dreikurs made two very pivotal contributions to the subject of classroom management. Dreikurs emphasized the strong need of all students to feel as though they belong. He described this need as one of the basic human needs, and when this is not met, students turn to other behaviors to meet what he calls “mistaken goals.” Mistaken goals describe anything students turn to in order to try to replace the ultimate goal of belonging. These goals are split up into broad categories of attention seeking, power seeking, and revenge seeking, and displaying inadequacy. Students attempting to achieve these goals will most likely misbehave in order to try to meet their needs. Dreikurs suggests that teachers can try to alleviate problems caused by mistaken goals by attempting to understand the root of the problem. We know that students are ultimately craving belonging, so teachers can be proactive about creating an environment that fosters this goal. This can be done by creating a democratic classroom where teachers and students are partners in managing the classroom, and by including students in classroom rules, procedures, and decisions about the environment. Another important characteristic of democratic classrooms is to motivate students to act based on social interest, that is, the entire atmosphere of the whole classroom, not acting based on individual gain. Democratic classrooms also improve the students’ sense of self-control and overall confidence, because their teachers believe in them and encourage students to believe in their own abilities, as well.</p>
Lee & Marlene Canter	<p>In 1976, Lee and Marlene Canter, both classroom teachers, published a book entitled <i>Assertive Discipline: A Take-Charge Approach for Today’s Educator</i>. The couple’s book gave a well-rounded approach that urged teachers to take-charge in the classroom and showed them how to do so. The model provided a simple, well-structured plan that allowed teachers to interact with students in a calm, safe, classroom environment. The couple stressed that the classroom needed to have the following in place: A set of classroom rules, positive consequences for when the students complied with the rules, and a hierarchy of negative consequences for when rules were broken. Lee and Marlene Canter believed it was important to be an assertive teacher to clearly and consistently model classroom expectations. In their book they explained how to be assertive: Explain why rules are needed, teach the rules, make sure the students understand the rules, explain the consequences and rewards of following the rules, and finally, check for full understanding. Ultimately, the key to making the plan work is the consistent follow-through of the plan, letting students know that the educator is committed to classroom rules.</p>
Barbara Coloroso	<p>Barbara Coloroso considers teaching students to conduct themselves in an acceptable manner a major goal of education and, if students are able to do this, they will in turn, acquire an inner sense of responsibility and self-control. This process of self-control makes it possible for students to take control of their lives in a positive way, while</p>

	<p>respecting the rights of others, and is made possible when students are given responsibility for making decisions and managing the outcome of those decisions. Students are the perfect candidates to learn this process, and teachers are in the perfect position to provide assistance. So how can teachers help? Teachers can start with simple strides when students misbehave to help them learn self-control. The first is to carefully explain or show students what they have done wrong. Next, teachers can help to provide students ownership of their wrong behavior. Another way is to recommend other appropriate strategies for problem solving. Finally, teachers must make sure that their students' dignity remains intact. These steps promote inner discipline by helping students gain integrity, wisdom, compassion, and mercy.</p> <p>Even still, when given freedom of choice, students will not always make the right decisions. When misbehavior becomes serious, Coloroso recommends that teachers quickly guide students through a process of <i>restitution</i>; doing what is necessary to repair damage made, <i>resolution</i>; identifying the source of the misbehavior and correcting it, and <i>reconciliation</i>; mending damaged relationships with the person or persons who were damaged from the misbehavior. It is important that, even when the results of their actions are unpleasant, students will learn from their mistakes and take control over their lives through future decisions they make.</p>
Describe classroom discipline prior to 1951	<p>Classroom discipline prior to 1951 was seen as a teachers having all the power in the classroom and the students being required to follow the rules the teachers set in place. If the students would misbehave, the teachers would punish them. Parents, students and teachers all accepted the disciplinary conditions that were set. However, this view began to change around the 20th century. Our society was becoming more accepting of diverse behaviors and with that came the idea that we should treat our students with more respect and change our disciplinary views. With this came the slow disappearance of threats, corporal punishment, and many other forceful means to punish misbehavior. By the end of the 20th century, we saw our teachers becoming gentler and more respectful towards the students. As a society we wanted the schools to help the students learn how to be civil, responsible and self-controlled, which was usually taught at home or in church.</p>

B.	Theorists	2 paragraphs per theorist For each, describe the:
Forni	<p>Dr. Pier M. Forni is a theorist who has devoted his career to convincing people to conduct their lives with kindness and civility. Forni is an author of the best-selling book, <i>The Twenty-Five Rules of Considerate Conduct</i>. Each one of Forni's rules provides topics that can be used in classrooms everyday by teachers and students. Some topics from Forni's rules include:</p> <ul style="list-style-type: none"> “-Acknowledge others in a positive way. -Think the best of others. -Listen. -Speak kindly. -Accept and give praise. -Respect others' opinions. -Respect other people's time. -Apologize earnestly. -Refrain from idle complaints.” (C.M. Charles, 2014, pg. 284) 	

	<p>Forni believes these ideas will help individuals understand how to relate and connect with others better. We are all social beings, and Forni shares his outlook on how our happiness and overall well-being, as human beings, depend on the quality of our personal relationships. One idea Forni strongly stands for is that good manners, politeness, and civility help improve our relationships with others. Everything that Dr. Forni theorizes about would greatly and positively effect a classroom environment. Teachers would benefit from following the thoughts and ideas because Like Forni says, “If we are considerate towards others, they will tend to like and trust us; if they like and trust us, they will let us help them; and by helping them, we help ourselves.” (C.M. Charles, 2014, pg. 284)</p>
Borba	<p>Borba is an educator with a focus on building moral intelligence as well as good character. She believes that by building a classroom that focuses on a community for moral learning; this overall goal will be succeeded. This community must be one that is a safe environment both physically and mentally for the students. If the students do not feel as if the educators genuinely care about them, this community will not be one of moral learning. Borba believes that without this feeling of a safe community, any discipline given to the students will be unsuccessful and will be depreciated. Students need to be taught behaviors that are desired in the classroom. The educator in the room must use positive behaviors to replace any negative behaviors occurring in the classroom. When teaching positive moral character, one must be patient and realize that if a mistake continues; he/she must remain helping the students in correcting these behaviors. Borba believes that behaviors that need to be taught in schools and are lacking include the following; responsibility, caring, respect, and cooperation.</p> <p>Michele Borba’s 7 Virtues of Goodness:</p> <ol style="list-style-type: none"> 1.) Empathy 2.) Conscience 3.) Self Control 4.) Respect 5.) Kindness 6.) Tolerance 7.) Fairness
Gossen	<p>Classroom management is extremely important and it helps lead to educational success. In 1992 a woman by the name of Diane Gossen created her own behavioral strategy called self-restitution. The purpose of self-restitution revolves around the idea of requiring the child to take an in-depth look at the situation and then develop a more effective way that the situation could have been handled. Once an inappropriate situation has been identified, there is a three step process the student goes through to help resolve the situation. First the child will reflect on their inappropriate behavior, secondly the student must identify the thing that prompted the behavior, and finally the student will work towards coming up with a more effective behavior to handle difficult situations. Self-Restitution takes away from simply emphasizing the mistakes the students made during their inappropriate behavior, and instead helps to assist the child to not only better themselves but to also consider the feelings of anyone else who may have been involved.</p> <p>In implementing this strategy in a classroom, multiple steps would have to be taken to ensure that it will be successful. To begin, the strategy should be implemented as soon as an inappropriate behavior arises because depending on how long you wait will determine how</p>

effective it will be. Once the strategy is implemented, the first step towards resolving the situation will be to take the child who performed the inappropriate behavior and remove them from the situation. By doing this the child will be given the opportunity to think about the situation undistracted by what's going on around them. After allowing the child to have time to think about the situation, the next issue to be discussed will be to figure out what caused the child to act in this inappropriate manner. After the first two actions have been completed, the final action would be to have the child think about and develop different ways to better handle difficult situations. Now that all the steps have been performed, the hope will be that the situation has been resolved and the feelings of both students have improved.

C.	Models/Systems Charles, Chap. 9	1 page minimum Describe the:
Glasser	Philosophy	William Glasser believes school and learning should be a welcoming environment for every student. One way he believes this could be maintained was by removing the idea of "failure" in the classroom. Glasser feels that failure hinders the student's motivation to learn and to be actively involved in their education. Glasser also believes teachers should use the term "education" instead of "schooling". Education helps the student feel more accomplished about what they have learned and their successes. He also has concerns about the teacher's action in the classroom. He believes forcefulness does not inspire the students to work, but, instead, does the exact opposite. Glasser calls the type of teacher who uses forcefulness the "boss manager", or a teacher who forces students to do each activity and does not keep the students' interests in mind while teaching. Instead, Glasser wants every teacher to strive to become "lead managers". This teacher guides the class through every lesson, asking the students for their opinions and questions. This teacher also keeps the students engaged by relating the information to their lives and making them aware of resources they can use to learn more about the subject. Glasser thinks that students will willingly work hard if the information is interesting and relevant to them. In order to help students achieve success in a warm classroom, Glasser believes the only aspect the teacher has to change is their actions related to how they teach, their class management strategies and disruptions in the classroom.
	Practices	<p>Quality Curriculum: Glasser explains how much of the curriculums we use do not hold relevant information that is useful for students to learn and it should be deemed as nonsense. Instead what should be done is if the students are old enough to ask them for their input on what they want to learn. Once the topics have been selected time should be set aside for each topic so the students cover many smaller topics in depth compared to broader topics in which there is not enough detail. This allows the students to understand why the information they are learning is important.</p> <p>Quality Teaching: provide a warm, supportive classroom climate. Be a leader rather than bossing students around. Ask students to do only work that is useful. Always push students to do the best that they can. Ask students to evaluate their work and try to improve on it. Have students be aware that doing good quality work they feel better about themselves.</p> <p>Lead Management: using this practice a teacher should: lead the class</p>

	<p>into the discussion of interesting topics, encourage students to discuss topics that they want to explore in depth, discuss with students schoolwork that they would like to do to show what they have learned, discuss with students what resources that might be needed to learn, emphasize the importance of students conducting self-evaluations. The overall message of this practice is to make the student(s) think for themselves and to work through problems on their own.</p> <p>Choice theory: defined as theory that we all choose how to behave at any time, cannot control anyone's behavior but our own, and that all behavior is purposeful in meeting basic needs. Students will only be motivated when they choose to be and if they have some sort of success at the task given. So to increase their motivation/interest incorporate things like role playing, enacting skits, holding debates, and small group work.</p>
Disruption Approach	<p>Glasser has a particularly individualistic approach to discipline and disruption. In Glasser's view, each student deserves their own relationship with the teacher. Each student should participate in determining classroom expectations with an understanding of why the rules help them achieve the ultimate goals of the course. Expectations should be written out and individually signed by all students, further establishing the collective endorsement of said expectations. When there is a violation, the student should be addressed as an individual who needs help solving a problem. According to Glasser, misbehavior is a result of an internal problem that is in the way of accomplishing a bigger goal. A calm teacher attitude is essential in calming the student, who can then elaborate on the problem in a more matter of fact way. Most important is a constant level of consideration for the students; whenever possible, teachers should ask what they can do to help the students, as well as asking them for input on what they think of the class. By maintaining concern for the students' needs, teachers can prevent misbehavior. Teachers can support students by asking what they can do to help instead of commanding that the behavior stop. In addition, Glasser also suggests clarifying to students that learning, not punishment is the goal. The teacher might also allow the student to openly express what he/she thinks and feels. According to Glasser, behavior management is about facilitating student success and helping them overcome personal issues. When a specific issue comes up, Glasser recommends isolating the issue, then asking the student how it should be resolved. This should be accompanied by presenting the student the opportunity to calm down in order to better address the problem. When discussing the problem, Glasser advises having the student identify what the disruptive behavior was, as well as what can be done to avoid the behavior in the future.</p>

D.	Models/Systems Charles, Chap.5	1 page minimum Describe the:
Seganti	Philosophy	<p>A teacher's demeanor and attitude in the classroom sets the tone for how discipline will be put into motion. Seganti advocates that the attitude can be conveyed through the following four messages.</p> <p>"Any student who disrupts the class is interfering with the other students' constitutional rights to a good public education.</p> <p>We are not equals in the classroom. I am the expert, trained and experienced in</p>

		<p>how to teach. I make the decisions about how to do that. You are the students who are here to study under my guidance. Your job is to do your best to learn. The classroom is for academic learning. Everything we do in class will be aimed at learning. You must do your part, which is to focus and learn. If you are not willing to do that, you will need to end up somewhere else.</p> <p>I know you want to feel good about yourselves and I will help you do that. But you need to understand that self- esteem doesn't come from messing around in the classroom. It comes from doing hard work and learning knowledge and skills that will serve you well in life.”</p> <p>(Charles, 10th edition p. 196)</p> <p>Seganti suggests that actions should be emphasized when working with students. Warnings can also be easily over-used and should be reserved for the primary grades where students may not actually know they are misbehaving. Rewards also frequently lead to negative results. Instead of gimmicky rewards, students should be excited to learn simply for the education. When speaking with students, the teacher must also teach the appropriate ways to interact. Instead of arguing a never-ending point with a student, always be direct and clear as opposed to giving them an opportunity to argue back. These methods of clear communication and expectations will help students to be held accountable for their actions.</p>
	Practices	<p>Craig Seganti believes in using a positive, strict teaching approach that holds students accountable for their actions. For years, he has taught inner-city, hard-to-deal-with students, and through the teaching, he has developed a strict philosophy towards teacher-student interaction: students are there to learn, and the teacher is there to teach. As a teacher he believes one should emphasize actions over words, not waste time with warnings, offer fun learning activates over rewards, and learn how to talk to the students with positive effects. To ensure discipline in his class, he has developed eleven strict rules for students, including: sitting in the desk correctly, showing respect at all times, working on tasks, cutting out distractions, being ready to work at the beginning of the period, being willing and prepared to work, avoiding getting up without permission, and conducting one's self a certain way to ask for directions or requests. Along with student behavior, he has also identified tactics teachers should use to make their classroom learning more effective. These tactics include organizing the classroom, creating a quiet classroom, being prepared, dressing professionally, making eye contact, and teaching like the lesson is important.</p>
	Disruption Approach	<p>Seganti believes a teacher's attitude is greatly affected by how students behave. If a student disrupts the class the teacher should inform the students of the following messages:</p> <ul style="list-style-type: none"> -The classroom is made for academic learning and while the teacher will try to make it as enjoyable as possible, the student's duty is to focus. -Self-esteem comes from learning and achieving goals, not by disrupting the classroom. <p>Seganti is very strict with his rules and feels the teacher should never crack or allow students to get away with any behaviors that the teacher does not approve of. Make sure the students are well aware of the rules of the classroom</p>

		and do not allow any exceptions. Always rely on actions and do not argue with the students and justify decisions. Do not give students a warning because they know when they are misbehaving and a teacher does not need to waste their time giving them warnings. Speak effectively to students and be very straight forward.
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E.	Ethnic and Cultural Groups	1 page minimum
Considerations (1 page total)	<p>Teachers need to take certain things into consideration and plan according to a few guidelines that are necessary to be successful with the changing demographics that bring together many different economic and cultural groups. It is important for teachers to understand different backgrounds from their own in order to create an equitable classroom. Schools emphasize certain characteristics that make fulfilling each students needs possible. Planning ahead and being prompt are two sociocultural realities that influence behaviors, planning ahead makes guidelines to follow to make for a smoother lesson. Schools emphasize relations with others where equality prevails and other people are supposed to be treated with respect. Some other points to take into consideration are child to adult relations, where adults are shown respect but not seen as infallible, whereas adult to child relations are children needing guidance but not treated subserviently. Opportunity, verbal learning, success, and personal behavior are other characteristics that factor in. A lot of students are coming from economically disadvantaged backgrounds, or students who are living in poverty. About one fourth of all students in the United States fall into that category, this is a factor that limits students success in academics. Some cultural groups do not put individual achievement above group achievement, they want the group to do well as a whole not just one individual above the other group members. Some members see little or no purpose in working on school activities that do not appear useful. Some do not see it appropriate to not make eye contact with teachers, there are many different beliefs and it is important to adjust to each cultural difference. Human behavior and values are usually a lot more similar than they are different, some students may display certain values that are inconsistent with that of the schools values and beliefs though. Sometimes the behavior by the students is misunderstood, and sometimes the behavior by the teacher is misunderstood by the students.</p>	
Positive Strategy #1	<p>One strategy that teachers could use is to learn as much as they can about the students in your class and use that knowledge to help build on the skills and knowledge needed to be successful in school while maintaining a strong personal and cultural identity. To do this, teachers can meet with the student individually and have the student talk about their cultural and personal history with the school. Some points of interest that the teacher can learn from the student include: what the students consider important, how they relate to other children and adults, and how they relate to school in general. Teachers can use the knowledge that they learn to establish rules and standards that focus on behavior in the classroom. These standards should be sensitive to all forms of culture within the classroom and the school, but also emphasize responsibility and respect. The teacher can reinforce these standards by</p>	

	first demonstrating the accepted behavior in front of the students, and then having the students practice that behavior throughout the course of the semester or year.
Positive Strategy #2	Another strategy that teachers can use is to work with the students' parents or guardians to identify ways to be accepting of other students, including their families and their lifestyles and to develop a sense of unity with the students. Being accepted in the classroom is a major factor that can impact a student's success. Students who are widely accepted by their peers have shown to be more engaged in the lesson and are more likely to trust the other students and the teacher. However, students who are being bullied in the school or classroom will be less comfortable being in the class, and therefore be less engaged in the lesson and less likely to trust anyone in the room, including the teacher. One of the best ways to help students develop acceptance towards others is to inform the family members about the child's performance and behavior. The parents and other family members can help reinforce any good behavior and also focus on making improvements for any areas of concern. Teachers should also have a sense of unity between all of the students based on the class' common interests and objectives.

F.	Personal Philosophy	½ page minimum Describe your:
self (as a teacher) and program of study	My name is Amber Tohill and I am attending the University of Akron to achieve a bachelor's degree for Middle Level Education with concentrations in Social Studies and Language Arts. I plan on using pieces of the ideals of almost all of the above theorists, while also bringing in my own personal ideas based on my experiences as a student and teacher.	
expectations as a classroom manager	I expect my students to trust me and respect me in the manner I respect them. In my classroom I will treat my students as my equals and will expect them to be receptive and appreciative to this treatment. I will treat them like young adults and hope that this level of responsibility will promote maturity.	
definition of classroom management	Classroom management to me is not simply dealing with misbehaviors but it is also praising students for positive behaviors. Another important part of classroom management is keeping the classroom organized, in order to promote the highest level of student achievement.	
image of a safe classroom environment	A safe classroom environment does not enable bullying and allows students to feel comfortable as the person they are. In a safe classroom environment students should never be apprehensive about sharing their opinions for fear of ridicule. In a normal baseline definition a classroom should also always keep a student physically safe and out of harm's way.	

G.	Personal System: 8 Fundamental Questions (Ch. 12-P. 249)	1 paragraph per item Identify and explain the meaning of each principle
1	How can I expect my students to behave and what is misbehavior? Being in a middle level classroom environment my students will have already been primed to act a certain way in a classroom setting. I expect that overall my students will be attentive and engaged while following	

	any specific classroom rules I have set. Misbehavior is acting in a manner that is not socially accepted based on social/professional norms. In my classrooms I expect to see mostly minor disciplinary issues such as talking out of turn, or texting in class.
2	How does misbehavior damage teaching and learning? Misbehaving can be distracting to other students and the teacher. Depending on the severity of the misbehavior, it may even take from designated instructional time.
3	What is the purpose and nature of classroom discipline? The purpose of classroom discipline is to aide to overall student success. By having a strong classroom management plan the teacher is creating an environment that promotes learning and stifles distractions.
4	What does discipline require of me legally, professionally, and ethically? It is important to follow a strict code of ethics, professionalism and legalities when handling discipline in a classroom setting. Legally it is frowned upon to use corporal punishment against a student in an attempt to correct a misbehavior. Professionally it is important to remain consistent and have a set of guide lines followed for how to deal with a given misbehavior. Ethically a teacher cannot discipline a student based on race, religion or any other distinctive quality not directly related to the school and classroom rules.
5	What attitude serves me best in ensuring good discipline? My attitude toward my students will always be to treat them as my equal. I am a firm believer in the fact that if you respect me then I will respect you but I also believe respect is earned.
6	How can I proactively prevent or reduce student misbehavior? Following through on promises of discipline, it's important to remain consistent. I will have a set of classroom rules that the students will help me create on the first day, along with these set rules I will also allow my students to have a voice in determining the consequences for disobeying these rules.
7	How can I best provide ongoing support for proper student behavior? In middle school classrooms that I have observed I have seen the use of free-days, movie-days, pizza parties, and field trips for students that have kept to the rules for X amount of time. I like this idea because it will promote proper behavior by offering a reward. Another thing I may do is make a rule that the whole class must behave appropriate to receive the reward, this will help to make students look out for each other, at the grade level I am teaching this should work well.
8	How can I best redirect misbehavior humanely and effectively? When misbehavior is occurring it could be a sign that students are not properly engaged. In my experience when I have exciting hands-on lessons even my "trouble students" remain on task and act appropriately. I think a large reason that students misbehave is because they are bored and uninterested in topic, it is important to know my students so that I can make the class successful for each student as an individual.
Identify the question that you think is the most important, and explain how it will be implemented in your approach to management:	Question number 8 is the most important question we should ask ourselves. It is important to look at ways of redirecting misbehavior rather than trying to discipline students. I personally believe that often times there is an underlying reason for a student's misbehavior, and it is important to find this cause in order to correct the problem. Some common reasons I have seen that cause children to misbehave stem from the ideas of: being rewarded for their misbehavior in the past, having different rules between school and home, boredom/tired, they want to "test the water," or they want attention to show their individuality. Each of these scenarios need a different type of attention in order to correct the behavior. Children may misbehave because in the past they have been "rewarded" for this behavior (many times unintentionally rewarded), a student may be asking for attention and when given the attention he wants even in the form of scolding this may make the student more willing to do it again in order to receive the same attention. I would be more apt to ignoring the misbehavior or addressing it outside of class-time so that it does not give the student the attention they

	<p>are hoping for. This also goes along with the idea that students enjoy “testing the waters,” in other words they want to see what they can get away with and how the authority figure (teacher) deals with different misbehaviors. It is important to be consistent with every student and all misbehaviors.</p> <p>It’s important that students understand the difference in the rules at home and the rules at school, one way that I have seen this dealt with is by allowing the students to create classroom rules and consequences as a class rather than just being given them. We did this during our teaching experience this semester and it appeared that students then had more respect for the rules.</p> <p>In my opinion a large reason that students misbehave is out of boredom, this is my favorite because it can be so easily corrected but many teachers I have seen are not willing to take the time. In my teaching experience this semester I have one child that constantly misbehaves, but as soon as we start doing a lesson plan that is fun and engaging he straightens right up. We were building cars on one day and he started to say he was going to use the supplies as a Frisbee, all I said was if he did that he would not participate in building the cars; he instantly stopped and apologized. While the state regulates <i>what</i> we teach it does not say <i>how</i> we must teach it, this is something I will be sure to remember on a daily basis.</p>
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H.	Policies	1 page minimum Identify specific classroom policies that you will implement to help students:
to want to behave responsibly	Being in a middle school classroom I think monthly rewards are a good way of helping students want to behave. I would set rules such as; no more than 1 missed homework, no more than 2 absences, no detentions, and no more than 2 warnings. It would be measured on a monthly basis and at the end of the month we could organize a pizza party, bowling trip, movie trip etc. This was something my teachers did when I was in middle school and it worked really well! Any students that did not follow the guidelines had to sit in the principal's office and work on extra homework or help the principle clean the office. Typically there were only 3-5 students that weren't able to participate in the activity. My teachers also allowed students to do make-up assignments to get attendance days wiped off if they were sick and had to miss 4-5 days.	
to participate in decision-making	I will allow for a strongly independent classroom. For example there will be bins for the homework and they will be responsible for turning it in on time at the beginning of class. I also plan to allow students 5-10 minutes at the end of each class to work on homework for the next day (though this will depend on the overall responsibility of the class). I will also make multiple homework options available at different levels of difficulty, they will all take the same amount of time but then students that would enjoy something more challenging can make that decision. Students will quickly learn that by doing the "medium" or "hard" homework assignments will better prepare them for the tests than the easy ones will. This will hopefully help students learn to choose a slightly more challenging task in order to obtain a higher level of competency.	
to experience a sense of community	Something that I am stealing from a previous teacher of mine is the idea of "Good News." Each day she opened the class with 5 minutes of "Good News" this was time when anyone could raise their hand and just tell the class something good that is happening with them. I enjoyed this because it made me very comfortable with my	

	classmates and it helped to create a safe environment where I could talk about anything I wanted and not feel judged. I will also arrange the desks so that students are looking at each other and not at each other's backs, this too helps promote a sense of community.
image of a safe classroom environment	The above ideas on how to create a sense of community is also a good way of creating a safe classroom environment. Another way is to highlight student achievement, hang up projects and student work around the classroom. Another part of creating a safe environment is by having a set of rules that are firm; things like name calling would receive an instant detention, for instance. Another important part of creating a safe environment in my opinion is to remember to show you students that you are human; I make mistakes and I do not know everything but that does not make me a bad person or less of an excellent teacher. I will show my students that it is okay to be yourself and they should never try to change to make someone else like them.
Overall, with which two theorists does your approach align best? Why?	I find that I agree with many of Kounin's ideals; specifically his argument that creating an engaging lesson plan can help prevent misbehavior. I am a firm believer that an exceptional engaging lesson plan is the cure all medicine for any classroom. In my experience when students are given fun back-to-back activities they have less time to think about misbehaving thus limiting these unwanted actions. Another theorist I see a lot of my ideals in are that of Forni; while he does not specifically say it his list of important parts of a good classroom mimic my ideas of community building. By creating a safe and comfortable classroom environment where all my students feel "at home" they will be more likely to respect me as the teacher as well as respect themselves enough to want to learn.

I.	Classroom Rules & Consequences		For each rule, identify the:
Rule 1	rule (what it is)	Respect	
	Rationale	One word with a lot of meaning. This would highlight keeping hands to yourself, not talking over others, no name calling, etc. This should be a rule in every classroom because it's the golden rule in life, one should first learn respect for others and their belongings the way we expect respect for our things and ourselves.	
	negative consequence	Depending on the severity of the offense a negative consequence could range from apologizing publically to detention to a visit to the principal's office.	
	positive consequence	When the entire class follows this rule I will allow 5 minutes of free-time at the end of class to socialize or work on homework.	
Rule 2	rule (what it is)	Cell phones live in the corner of your desk	
	Rationale	I will allow students to use their phones in my classroom but at designated times and under my supervision. If I make a rule that cell phones belong in the corner of their desk I will then know when they are using them and they will be unable to sneak.	
	negative consequence	If they are caught using their cell phones out of turn they will be taken and given back at the end of class on their first offence. Second offence I will keep the phone until the end of the day. Third offence a phone call	

		will be made to home and detention will be given.
	positive consequence	As long as I do not have to speak to my students about using their phones out of turn I will be sure to incorporate their use into my lessons more often and allow more time for them to use their phones.
Rule 3	rule (what it is)	Prepared and On-time
	Rationale	Prepared means having all supplies and homework assignments with them as well as arriving for class on-time. This is to help teach my students responsibility for themselves and prepare them for their futures.
	negative consequence	Negative consequences include reduction in points on late assignments or zero points for these assignments. Lack of supplies could have a wide range of consequences depending on what they had forgotten. Minor supplies pens and pencils they may borrow, binders, notebooks and textbooks may warrant them an additional writing assignment or detention depending on the number of similar offences.
	positive consequence	If students arrive on-time and prepared I will be able to get right to the content of the lesson and will be able to award them free-time perhaps just a few minutes at the end of class or on Fridays give them half the period.

J.	Severe Disruption	Describe (using a single example):
	What you consider a severe disruption by a student	Throwing things around the room is a severe disruption.
	Why you consider it to be a severe disruption	This is a severe disruption because it is distracting to the other students and myself. It is also dangerous, depending upon what is being thrown it could hit another student and hurt them or it could knock things down that could be dangerous for the other students.
	The initial step you would take to respond	Initially I would simply ask the student to stop and perhaps take the item being thrown.
	If disruption continues, the next step you would take	I would have the student stand at the back of the room away from items that could be thrown.
	If disruption continues, how you would seek assistance	I would at that point have a trustworthy student escort the student in question down to the office or I may call the office and ask them to send someone to get the student or watch my class while I escort the student.

K.	Parent Communication	½ page minimum
In the space below, produce the actual document that you would provide to parents as a way of explaining to them your approach to classroom management. (To score at “level three,” your narrative must distill the ideas of items F, H, and I).		
<p>Dear Parent or Guardian,</p> <p>I would like to take this opportunity to say welcome to my classroom, because I want you to feel like you are just as big a part of the learning process as I am. I am very excited to work with your child this year. Teaching has been a passion of mine since I was 5 and I can promise your child a quality education in my Social Studies and Language Arts classrooms. I believe middle school is the time when a lot of changes come about and children start to truly become individuals, I vow to help your</p>		

child with this transition through distilling responsibility, decision-making skills and respect throughout each day of class. My main goal is to help your child succeed in not only Language Arts and Social Studies but to prepare them to succeed in life outside the classroom.

In order to reach these goals of creating a strong classroom environment conducive to learning and success I have designed a management plan to include the rules, consequences and rewards one may receive throughout the year. If you have any feedback or suggestions they are welcome but in my experience these rules have been a nice umbrella for all students. I would appreciate your support at home by going over these expectations with your child in order to be sure we are all on the same track. I am a strong advocate for a solid foundation to our parent-teacher relationship and want you to feel that your voice in the classroom is always welcomed and encouraged.

Rules and Expectations:

Respect: Yourself, others and others' property.

Cell phones live in the corner of your desk during instructional time.

Prepared with proper materials.

On-Time.

Keep hands, feet and all other objects to yourself.

Do not talk over others; one person speaks at a time.

Follow all school rules.

Each rule comes with a set of negative and positive consequences. Negative consequences can range from public apologies, taking away distracting items, detentions and in only the most severe cases expulsion. Students will also be rewarded for good behavior, students that follow rules with no more than 1 missed homework assignment, no more than 2 absences/tardies, no detentions and no more than 2 warnings in one month time will receive a group prize at the end of the month. Some prizes will include: pizza parties, bowling field trips, movie day etc.

Any other information needed for the class is available in the syllabus given to your child on the first day as well as on Progress Book under the content tab. After reading this please sign the slip at the bottom and return, feel free to write any questions or concerns in the space provided on the sheet below.

Please feel free to contact me via email at aly11@zips.uakron.edu or by phone calls to 330/123-5555. If you would like to meet in person I do ask that you make an appointment but I will make myself available at your convenience.

Warmly,
Mrs. Amber Tohill

I the parent/guardian of _____ have read and agree to the above management plan. Any comments or suggestions I have are noted below.

(Print Name)_____ (Sign Name)_____