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Show and Tell #2

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\_\_\_\_\_ a) Reflection on the Beliefs Inventory about Classroom Management (5 points). This instrument will be given to you in class. It is a good starting point for determining your comfort level with student vs. teacher control (4 categories emerge: Interventionist, Non-Interventionist, Interactionalist, and Eclectic). Consider your results: Do they seem to fit with what you know about yourself? Why or why not?

I took the quiz in class and received the interactionalist category for my classroom management inventory. I agree with this choice because it is described as the moderate teacher control. I want my students to decide their own rules and follow them. I will be teaching secondary history and I feel like they should know how to behave in a classroom and what is expected from them. I want my students to have a strong sense of self and develop their behavior while I teach them.

My personality is usually passive and I allow people to argue or do what they want. In a classroom setting I will set up procedures and a few rules for general guidance but I want my students to develop some rules they feel are important. I want my students to know that the punishment will be logical and will apply to the overall problem in behavior.

\_\_\_\_\_ b) Outside research on 3-4 classroom management theorists and programs that fit with the results of your beliefs inventory (investigate two in your dominant area and at least one in another area) and description of practices you will employ based on these theories/programs (15 points).

1. **Richard Curwin and Allen Mendler's Discipline with dignity** is a behavioral management study that supports helping students have more and better opportunities for success in school through procedures that establish a sense of dignity and hope. The study also promotes productive interaction between students and the teacher. The teacher will motivate the students which ensures success and develops responsible behavior. If a student is to misbehave the conversation is to be kept private and the teacher will actively listen to the student and why they chose to act out. Dignity refers to respect for life. The goal of discipline is not obedience but responsibility that builds that dignity.
2. **Social Discipline/ Logical Consequences – Rudolf Dreikurs** This study is comparing the type of consequences for bad behavior. There are two types of consequences known as natural and logical. The consequences must be explained to the students and they must understand. When applying the consequences the teacher should not act as self-appointed authorities. They should simply represent the order and behavior needed in society and enforce the rules established by the students. The consequences must be consistent. The student must know it is nobody's fault but their own and take responsibility for their behavior. The teacher should not be angry when applying consequences because the misbehavior should have nothing to do with the teacher but is the student's choice. For example, "you chose to talk instead of finish your work in class, you will need to stay after school to finish your work."
3. **Love and Punishment- James Dobson** Dobson has observed that students at all levels prefer and respect the strict teachers. First, when a class is out of control, the children are afraid one another. The students want adult control. Second, students need justice from the adult figure.

Third, undisciplined classrooms have disarray. The students need discipline and even though the misconception of students liking chill teachers is out there the students admire and want the tough guys who will lay down and rule and enforce them.

#### EVIDENCE:

Include detailed notes on the 3-4 theorists/programs you choose. Make sure you also connect each to the overall category that the theory/program would fall under according to the Glickman beliefs inventory.

INCLUDE SOME concrete suggestions you glean from the theorist or program (for example, if relying on Alfie Kohn's ideas, what would that mean in practice for you?)

I will enforce and use a mix of several philosophers and studies in my future classroom. Classroom management can be a difficult task as a new teacher who wants to make their students like them. However according to Dobson who falls under the Interventionalist category in Glickman's spectrum of teacher control. Dobson declares students admire disciplined teachers more than the calm passive teachers because they need someone to keep order in the classroom. I feel as a new teacher I will show that I mean business with my goals, rules. And procedures. I will gain respect by declaring the consequences. The consequences will take the logical approach seen in Dreikur's model. Dreikur's study is under the interactionalist category of Glickman's teacher control spectrum. The students will understand the thought process of making their own rules by voting as a class to a new rule to add to my rules. The students will understand the consequence will be logical and consistent as directed in the study. The teacher, myself, will show no favor or emotion behind the assignment of the consequence the student chose their actions and knew the consequence.

The absolute point in the study Discipline and Dignity by Curwin and Mendler emphasizes the idea that every student needs hope and dignity in the classroom. I appreciate the consideration of the students needing to respect themselves and their lives in the idea of dignity. IF a student is to act up aggressively, disrespect me, or disrupt class multiple times I will take the student in the hall for a private conversation and actively listen why they are acting up. I will remain calm, breathe, and think of strategies to adapt to the student's needs but if we are both too angry to continue a productive conversation I will tell the student to meet me later because we are both too upset to help each other. I think the Discipline with Dignity is my favorite study I read because I agree that no student is inevitably hopeless. It is the teacher's job to model for the students and help the hopeless students gain their dignity back.

\_\_\_\_\_ c) Classroom maps of physical space with rationale (10 points): Include 3 maps (your ideal, your probable, and at least one variation on your ideal or probable for a specific purpose). Include a statement of rationale for each map.

I drew the maps of my class with a pen on the back of the paper. I chose the U shape, problem based shape, and discussion based seating arrangements using V.A.D visibility, accessibility, and distractibility.

\_\_\_\_\_ d) Goals and Rules for your classroom (10 points): Goals reflect larger values you care about in your classroom (things you hope your students will become). Rules govern behavior ALL THE TIME. Include a rationale for your goals and rules.

Goals:

1. At the end of the first 6 weeks students will be enthusiastic and have developed a love for learning.
2. The students will behave kindly and accept responsibility for their actions
3. Students will always apply empathy towards historical characters
4. Students will try their best to have a positive attitude

Rules:

1. Be in your seat and ready to learn when the bell rings
2. Respect and be polite to all people and their property
3. Accept responsibility for your behavior
4. Speak at appropriate times using appropriate voices
5. Don't be afraid to raise your hand and ask questions
6. Read the instructions completely
7. Stay off Cellphone unless needed for lesson

The goals reflect my values of loving to learn, being kind, showing empathy, and having a positive attitude. The goals represent values that should be instilled in the students as described in Mendler and Curwin's study the need for their sense of hope and dignity can be achieved through positive reinforcement and positive attitudes toward learning. The motivation to learn will always represent the value of education because a teacher should never use discipline that takes away the motivation the learn. The Goals will help reinstall the hope of success as they work towards the goals.

In Dobson's study he says teachers that have more discipline are highly respected from the students and actually come to a surprise to be the teachers students admire and want the most. The rules will allow me to lay down the law and show I do not tolerate these specific behaviors and then I will allow the students to add to the rules as suggested in Curwin and Mendler's study,

\_\_\_\_\_ e) List of activity types and the procedures for each type that will be commonly used in your classroom (for example, in a chemistry lab, what are the procedures I'd use for distributing equipment, cleaning up, moving into the lab area, returning to the classroom area, refilling water bottles etc...). Include at least 3 different activity structures. Also include 2-3 procedures for common tasks like collecting student work, stapling, leaving the classroom, etc ... (15 points)

Class discussion Procedure:

1. The students will turn desk to face each other in the discussion seating chart learned in the beginning of the year. Two groups facing each other and a walk way for me to be in the middle.
2. I will be asking questions on the topic based on the homework, reading, film, source, ext.
3. If the student wishes to answer the question they must raise their hand. After that student is done and someone wishes to add on to the thought they will raise their hand.

4. If no student wishes to raise their hand to answer the question then I will draw their name from a jar with their name written on a Popsicle stick in order to hear everyone's opinion and encourage them to participate with active listening.
5. The students will take notes during discussion and complete a reflection paragraph after the discussion to turn in for credit points.
  1. Assigning groups: Depending on how big the groups are I will hand out history pictures at random that all match the same time period. For example: breaking into groups of 2 I will have cards with one Louis and the other Clark. One Rosa Parks and the other a bus. One card of Christopher Columbus and one of Ships. Shakespeare and a quill. Pony and some mail. Creative cards to match each other and assign them randomly.
  2. Before the flip their cards over I will give the designated area for the group to meet. The Civil rights cards meet in front and ext.
  3. They will flip their cards over and go to their designated area.
1. Pair and share.
2. Assign pair and share partners.
3. Tell them when to talk.
4. Raise hand to tell them to face the front after discussion and have a timer.

\_\_\_\_\_ f) Plans for parent communication (10 points): Include at least 3 concrete ideas for communicating with parents in general and for preemptive and corrective management concerns. With each idea, explain its purpose and your rationale for the practice.

An introduction or open house before the semester in which I collect the numbers and the emails to the parents. Then a weekly email will be sent to the students' parents to tell them what we are learning in class. The student's parents will receive phone calls for any major behavior either really good or really bad to reinforce and build up their self-awareness and dignity as described by Curwin and Mendler. They see the students sense of self and sense of hope as a main benefiting factor in the students behavior.

\_\_\_\_\_ g) Behavior management plan: Proactive and Reactive (15 points) What specific things will you do to proactively manage behavior? What are the consequences for not following your rules and expectations? Which theorists did you rely on in creating your plan? How does your plan reflect the theorists' ideas?

I used the theorist Driekur, Mendler, and Kurwin to make sure my rules are enforced, logical, and respect the student's dignity. I will proactively manage behavior with the positive reinforcement of positivity, smiles, stickers, and then 15 minutes of free time, small games, a youtube video at the end of class, bringing fruit snacks, having a movie day where they bring their own snacks.

The consequences for not following the rules will be logical for which rules they broke. If the vandalized something they will replace it. If they write on the desk they will clean it. If they goof off during class they will stay during lunch. If they don't turn in homework they can stay after school to complete it.

## Sources

“Richard Curwin and Adam Mendler’s Discipline with Dignity “Building Classroom Discipline 8<sup>th</sup> Edition.

<http://www.ousd.org/cms/lib07/CA01001176/Centricity/Domain/3765/Building%20Classroom%20Discipline%20Chapter%208.pdf>