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5500:619
Classroom Management Plan
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Section 1: Discipline Philosophy

Establishing effective classroom management is vital to the success of any classroom. Teachers must possess a variety of classroom management techniques to establish order as normalcy in the classroom. Utilizing effective classroom management will help teachers create the learning environment for the students. With effective classroom managing, teachers are able to construct and execute lessons in a timely fashion, maintain the learning schedules with time appropriateness and provide fun and enjoyable learning for the students centered on state content standards and school requirements. When considering my philosophy of education, I believe that teachers must develop a teaching style that employs successful classroom management skills in order to impart the students with a quality education. I believe that teachers must also research educational theorists to have an understanding of pedagogical strategies that will help to manage their classrooms successfully.

Based on my field observation at The National Inventors Hall of Fame School, Center for Science, Technology, Engineering and Mathematics Learning, I was delighted to have the opportunity to observe effective classroom management in 6th grade Social Studies. The teacher, Mrs. Wojcik, maintained order and kept students on task. Within her classroom, the students were respectful of the learning environment and there was an established system of a community of respect for their teacher and one another. Mrs. Wojcik balanced her classroom by providing direct instruction and one on one interaction with students. Employing successful classroom management techniques, I was able to observe the process of education occur in a fluid manner.

The work of social psychologist Rudolf Dreikurs reflects an effective classroom management style. "Dreikurs style is based on four basic premises...:

1. Humans are social beings and their basic motivation is to belong.
2. All behavior has a purpose.
3. Humans are decision-making organisms.
4. Humans only perceive reality and this perception may be mistaken or biased." (2)

Dreikurs believed that "essentially, every action of the child is grounded in the idea that he is seeking his place in the group." (2) Dreikurs also believes that "regardless if the child is well adjusted or is misbehaving, his main purpose will be social acceptance." Dreikurs social model also includes techniques to deal with four main goals of misbehavior. Dreikurs states the goals are:

1. Attention Getting
2. Seeking Power and Control
3. Seeking Revenge
4. Displaying Inadequacy.

Mrs. Wojcik's technique reflected Dreikurs social discipline model in that the color card system holds students accountable and is heavily relied on in her classroom. Dreikurs techniques are employed in Mrs. Wojcik's classroom as it relates to minimizing attention to behavior and relying on her social discipline model of the card system. Mrs. Wojcik also offers rewards and consequences as outlined in the Dreikurs model. Dreikurs model is reflected in Mrs. Wojcik's classroom. Dreikurs model includes the following techniques that are mirrored in her classroom:

1. Modify instructional methods
2. Uses Concrete Learning Materials and Computer Enhanced Instruction
3. Teach One step at a time
4. Provide Tutoring
5. Teach Positive Self Talk and Speech
6. Teach that Mistakes are Okay
7. Build Student Confidence
8. Focus on Past Successes
9. Make learning Tangible
10. Recognize Achievement.

The work of contemporary academic Alfie Kohn has also contributed to my philosophy of education. Kohn has been known to be critical of standardized educational testing in general; however, his classroom management theories help teachers to understand the importance of employing different approaches and how they are made useful in classrooms. "Kohn believes that most traditional methods of classroom management foster extrinsic motivation rather than intrinsic [and] believes that if the classroom is run with cooperation in mind, and if the students curiosity is being nurtured, than students will act appropriately and neither rewards nor punishments will be necessary." (2) Although Kohn does not believe in positive reinforcement or standards based education, he does promote individual research. I believe that teachers must allow individual choice to an extent, but that it should be aligned with state standards and benchmarks established by the state department of Education. Kohn's theory allows for the teacher to play an important part. Kohn's theory involves "the teacher can guide his or her students through the research process, and by picking their own topics, the students will be immersed in learning." (4) If applied appropriately and within the confines of the school's curriculum, I believe Kohn's theory may be somewhat effective but only with significant reliance on state standards as opposed to Kohn's distancing from it. In the classroom of Mrs. Wojcik, structure is paramount for the learning to exist. Mrs. Wojcik interacts with the students throughout their learning experiences. With the use the interactive system, Mrs. Wojcik allows students to engage with her. Kohn's theory is only applied partially in Mrs. Wojcik's classroom. Kohn's theory would only allow for individual students to study what they wanted and have help from the teachers in doing so. Mrs. Wojcik's establishing order, imparting state content standards, and engaging with

students establishes the traditional classroom environment and constitutes the environment that I believe would be effective.

Classroom management theorist Burrhus Frederic Skinner also helps to contribute to my philosophy of education. Skinner has introduced a number of strategies that teachers may use to be successful in classroom management. "Skinner himself advocated for the frequent use of reinforcement to modify and influence student behavior." (1) Skinner is known for operant conditioning in psychology. "An operant is a behavior that acts on the surrounding environment to produce a response...as a result of the consequence, the operant's likelihood of reoccurring is affected." The theory also states that "the operant is said to be reinforced if the consequence increases the likelihood of the behavior's occurrence." Skinner's work has influenced behavior management systems in many schools. "Skinner also advocated for teacher identification of and reflection on the environmental effects on student behavior." (3) In Mrs. Wojcik's classroom, Skinner's theories are present. Mrs. Wojcik's color coded chart encourages students to self monitor their progress in the classroom community. As the level of accountability for students increases with the consequences evident, students participate in operant conditioning. Students want to be responsible and care about doing well, therefore the positive reward system is effective and works for Mrs. Wojcik's class. Both Mrs. Wojcik and the students have a mutual respect for the learning environment and this makes her classroom enjoyable.

The work of Dreikurs, Kohn and Skinner were all reflected in my field observation in Mrs. Wojcik's classroom.

My philosophy statement about discipline concepts and strategies include a combination of all three theorists:

1. Humans are social beings and their basic motivation is to belong. (Dreikurs)
2. All behavior has a purpose. (Dreikurs)
3. Humans are decision making organisms. (Dreikurs)
4. The classroom must be run with cooperation in mind. (Kohn)
5. The student should learn to be responsible for their own behavior. (Kohn)
6. Ensure that positive reinforcement is immediate. (Skinner)
7. Recognize the unique instructional needs of individual students and individual periods and modify instructional materials and methods appropriately. (Skinner)

Based on these seven parts of the three classroom management theorists, my philosophy of education will reflect effective classroom management that incorporates an approach that respects every student and appreciate their individual learning style. My philosophy will also become a welcoming environment where students will be held accountable for positive and negative behaviors and recognized for such. My philosophy will also accommodate the differing learning styles of students and encourage peer engagement and the promotion of intrinsic/extrinsic motivation.

Rules will be established and will be age and grade appropriate. Examples of rules will be:

Desired Classroom Behaviors

1. Students will have respect for themselves and others.
2. Students will have respect for the teacher and the learning process.
3. Students will be accountable for their coursework and behavior.
4. The discipline model will be monitored and action will be taken positively or negatively.
5. Students are expected to participate in the learning process and stay on task.
6. Consequences are established and will be fulfilled by students if necessary.
7. Students will be recognized for their achievement and progress.
8. Weekly progress reports will be returned the following school day with parent signature and phone. Late or missed work must also accompany weekly progress report.
9. Students will maintain their desk and material leaving the room in best condition.
10. Students will exercise good behavior in the classroom, in the school overall, and on any field trips.

As with Mrs. Wojcik's class, I will develop an academic and behavior chart that will be posted in the student area of the classroom. By establishing rules and order, students are more likely to self monitor and adjust their classroom behavior.

Procedures

1. The teacher will prepare lesson plans that will reflect state content standards and provide necessary tools for the students.
2. The students will be responsible to participate in the class activities including lessons, written assignments and follow the instructions of the teacher.
3. The student will promote learning in the classroom by their involvement and set an exemplary example for their peers. In exchange, the student will take advantage of the learning process.
4. The teacher will provide weekly progress reports that will outline their progress throughout the week. The students will have the progress report signed and returned the following school day.
5. The students will follow classroom rules and understand that consequences will be established for not doing so.
6. The teacher will work with parents to address any challenges, student work issues, and progress of the students.
7. The students will complete any homework assignments, outside research and complete all assigned readings and come to class prepared to work.
8. The teacher will provide interactive materials and monitor student progress while using them.

9. The teacher will encourage parental involvement (i.e. parent teacher conference, in class monitoring and volunteering, after school chaperone).
10. The teacher will consistently seek feedback from the principal, parents and PTA on ideas to help with positive student (peer to peer) interactions.

Physical Environment

The teacher will construct a learning environment that coincides with the lesson taking place for the particular day. If the teacher is giving a lecture, the desks will be facing the front and students will be assigned seating to discourage socializing. If the teaching is holding a discussion, the desks may be faced in a circular position where students face one another. If the teacher has a planned activity where the students will interact, the desks will be removed. The teacher determines the schematics of the room that will best suit the activity or agenda for the exercise.

Parental Support and Cooperation

Parents are encouraged to participate. In the beginning of the year, parents will be sent a letter to introduce myself, the goals of the year, the contact information, and listing of important dates to remember (see attached). At this time, the parents will be encouraged to sign up to be a volunteer. Volunteer parents are vital to a successful parent and teacher interaction. This volunteering helps the students to maintain behavior and creates a fun atmosphere for the student. Parents are encouraged to keep contact with the teacher to reduce any gaps in parent/teacher contact.

Administrative Support

Administration will be notified any time that there is a need for recognition or corrective action. As I observed in Mrs. Wojcik's class, consequences followed an escalation chart that

students and parents were made aware of. The color-coded chart was useful in helping to monitor student progress. Administration will seek solutions to issues that may arise and be sought for intervention remedies. Students are aware of the progressive discipline and the consequences of misbehavior. Consistency will be upheld and administration is the next level after classroom interventions have been exhausted.

Evaluation Plan

The comprehensive plan will be approved by the administration (principal) or master teacher. From the beginning of the year, teachers will have their plans inspected and evaluated by administration. Teachers will be monitored quarterly at which time a one on one meeting will be held with the principal. The plan will be evaluated for its effectiveness and teachers will be assessed accordingly. Individual students may warrant discussion at this time if necessary. This time is devoted toward determining efficiency of the plan. The principal or master teacher will provide an evaluation and give feedback to the teachers. Teachers will be responsible for making adjustments to the plan.

Overall Reflection of the Management Plan

The necessity of having a classroom management plan is essential to the success of any classroom. The plan needs to be well thought out, address the needs of the student population to be served, involve the parents for support, and give the students a meaningful education. By incorporating Dreikurs, Kohn and Skinner, and using my field experience with Mrs. Wojcik, I was able to develop my own individual philosophy for how my own classroom will be run. Having high expectations of student performance and motivating the students to have self respect and respect for the process of education, my hopes at succeeding are high. I believe in the

process of education and in the students. With this experience, I have gained a wealth of knowledge and realize the importance of classroom management.

The National Inventors Hall of Fame School
Center for Science, Technology, Engineering and Mathematics Learning
199 South Broadway
Akron, Ohio 44308

January 1, 2015

Dear Parents,

My name is Raphael Gisstand and I will be your child's sixth grade teacher for Social Studies. I am delighted to have the opportunity to work with you and your child this year.

We are planning an entire year of academic events and activities that will offer your child a rewarding education full of fun and enjoyable lessons.

In the next few days, I will be sending a copy of the syllabus to you and scheduling a meeting so that we can meet in person prior to our Open House scheduled in February. Attached you will find a copy of the student handbook that must be returned by the end of this week signed by you and your child.

Please take time to review the student handbook to find out what supplies are needed by your child.

My telephone number is (330)972-7111 if you have any questions.

Looking forward to a spectacular year,

Mr. Raphael Gisstand

6th Grade Social Studies

PROGRESS REPORT

Student Name: _____

Teacher Name: _____

Dates of Report: _____

Academic Achievement (Rank= 4 Excellent, 3 Good, 2 Satisfactory, 1 Needs Improvement)

Tests	Quizzes	Homework	Classroom Participation

Behavior (Rank= 4 Excellent, 3 Good, 2 Satisfactory, 1 Needs Improvement)

Classroom Behavior	Citizenship	Ability to work well with others	Ability to work Independently

Comments:

Parent Comments:

Teacher Signature

Parent Signature

Conference Requested if checked: ☐