**Final Project: Classroom Management Plan**

Jeanne L. Wilson, DBA

Belhaven University – School of Education

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Dr. Tammie Shelley Brown, Ed.D.

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 Classroom management is essential for engaging students and providing an effective learning environment that increases the chances for student success. I will describe my view of classroom management, how I will support students in learning, my roles and responsibilities, the students’ roles and responsibilities and how I will demonstrate compliance with legal and ethical standards for the teaching profession. I will also discuss how I will encourage positive student behaviors, prevent or reduce misbehavior, and how I will support students when redirecting misbehavior. Finally, I will describe how I will share my plan with administration, my colleagues, and my students’ caregivers to create a collaborative team effort in implementing my plan to ensure positive outcomes for my students.

**Topic 1: My Philosophy of Classroom Management**

**What is my definition of classroom management?** Classroom management is comprised of behaviors and attitudes whereby the teacher acts as a facilitator in creating an environment that fosters social and academic learning. In this regard, the teacher sets the tone for the learning environment so that learners’ needs are met, and the learner can succeed. Just as the role of a manager is to be a leader in setting expectations in the business world, the teacher is the leader in the classroom in setting expectations for the learners. Teachers who effectively implement classroom management strategies create structures within the learning environment so that students know what to do and when to do it, thus building routines and setting expectations. Classroom management starts even before the first day of school as the teacher is prepared for the students by having the classroom physically set up for student success. The teacher has carefully evaluated each component of their plan to ensure the best possible outcomes for every student. An effective teacher should have in their toolkit strategies to use at the right time in the right situation to meet the students’ needs at any given moment. A well-derived classroom management plan is applied consistently daily and reinforced with students via positive feedback or redirection when needed. Teachers who are effective classroom managers are proactive, relying on Steven Covey’s Seven Habits, particularly Habit 2, beginning with the end in mind (Covey, 1989), the end being positively influencing students to demonstrate behaviors through intrinsic rewards that enhance academic learning and social and emotional development.

**How do I want my classroom to look and feel, behaviorally speaking? What aspects of classroom functioning are most important to me?** I would like my classroom to be safe and welcoming, a place where students can develop self-efficacy. To be an effective teacher, I need to embrace relationship-building with students as having a positive relationship between teachers and students is vital to learning, as well as behavioral and academic growth. Students will not open themselves fully to academic learning if they do not feel safe and secure. The classroom should be well-organized and structured, where routines are established and to which students and the teacher adheres. Structure can be maintained while encouraging interaction and cooperation. One of the key lessons for learners of all ages is teamwork, which is a trait I wish to bring forth in my students. In addition, I want my classroom to be a place of interaction, inquiry, and exploration, where the students feel free to ask questions. I would like my classroom to be engaging so that students look forward to coming to school with excitement and anticipation. It is inevitable that disruptive behavior would occur in the classroom because we are dealing with humans with a range of emotions and responses to situations. In these cases, it is vital that the behavior be handled consistently, appropriately, and calmly by the teacher. The teacher serves as the role model for the students, and I would hope that in my classroom my behavior and attitude is reflected by my students so that they can flourish and thrive.

**What are my main responsibilities in classroom management?** The teacher sets the tone for every interaction in the classroom. Of paramount importance is to provide instruction that is in alignment with state standards and student-centered. In that regard, effective instruction has a higher probability of occurring when the learning environment is well-designed and consistently managed. My management of the classroom starts by exhibiting respect and developing relationships with my students. As the teacher, I must always maintain a professional demeanor. It is imperative that I act with integrity, kindness, and compassion in every situation. I also must accept responsibility for anything that occurs under my purview. I must set clear expectations and follow-through with appropriate responses when expectations are met or not met (praise or redirection), and to build a framework for students to be successful.

Students will come into the classroom being unaware of what to do and when to do it, so practicing routines is my responsibility to my students to get them into a mode of learning readiness and to remove any distractions that take time away from academic instruction. Student behavior will mirror that of the teacher, and knowing that communication takes place in many levels, I must employ the proper words and paralanguage (volume, tone, body language, and facial expressions) that is open, supportive, and designed to diffuse any situations that could possibly escalate.

**What are my students’ main responsibilities with regard to behavior and classroom management?** My students’ main responsibilities include respect, putting forth effort, actively participating, taking responsibility for their actions, and complying with class standards. For purposes of attributing responsibilities to students, I am relying on the ability of learners to accept responsibility as described by Piaget (Charles & Cole, 2019). My goal is to teach elementary school students (ages 5-12) so the responsibilities and the acceptance of responsibility would be based on their emotional and mental capacity and their understanding of their role as an individual and part of a group. No matter what age the student, they are responsible for showing respect for their teacher(s), other school staff, their peers, and themselves. They should be encouraged and nurtured to take responsibility for their actions and reacting appropriately when their behavior or attitude is redirected.

Socio-economic factors influence student behavior in and out of the classroom, where students act according a set of “hidden rules” as described by Payne (Charles & Cole, 2019). To be an effective teacher, I need to acknowledge that most of my students will likely come from poverty given the demographics of the Picayune area where one-third of the population is considered in poverty (U.S. Census Bureau). My classroom management plan must be developed and implemented considering the needs of these students. Many of these students are on the lowest tier of Maslow’s Hierarchy of Needs (Charles & Cole, 2019), therefore, I cannot expect them to behave in alignment with the love and belonging tier (tier 3) when their needs at tier 1 (physiological) and tier 2 (safety and security) have not been met.

In summary, an effective teacher recognizes their responsibilities and the importance of being a role model for their students. An effective teacher provides support and guidance for students to reach beyond their current limitations of learning and to continually teach them responsibility and respect. As I look at my plan, I would keep in mind the Apostle Paul’s characteristics of the behaviors and attitude of a true Christian which he called the fruit of the spirit in Galatians 5:22-23 (NIV): But the fruit of the Spirit is love, joy, peace, forbearance, kindness, goodness, faithfulness, gentleness, and self-control. Against such things there is no law. Aspiring to demonstrate these qualities will keep me focused on my role and keep my behaviors aligned with the essential qualities of an effective teacher.

**Topic 2: My Theory of Classroom Management**

**What are the necessary components of a classroom management system?** My classroom management plan is intended to provide an overall strategy to ensure students have a safe environment in which they can grow and learn academically and socially. The four main components of the plan are: teaching and learning, classroom behavior management, including the rules or expectations of behavior as well as procedures or routines and habits, and classroom organization (social and physical spaces) (Franklin & Harrington, 2019). When students understand what is expected they can make better choices and understand their roles and responsibilities (Charles & Cole, 2019). This plan serves as a contract between myself, the students, the parents, and school administrators in that it holds me accountable for my attitude, actions, and reactions, and provides guidance so that I act consistently daily. When a well-designed plan is implemented from day one, students and the teacher are set for optimal success. In Titus 2:7-8, Paul charges us to “in everything set them an example by doing what is good. In your teaching show integrity, seriousness (8) and soundness of speech that cannot be condemned…” (NIV). Paul’s admonition holds us to a high calling in our classroom as servant leaders and it is our duty to carry it out to the best of our abilities.

**What is the purpose of each component?** Instruction Management is the core of education, but for teaching and learning to occur, they must be underpinned by the operational components of the classroom management plan. Instruction management consists of the curriculum, use of differentiated learning based on identified student needs, assisting students when needed, and keeping students engaged and actively learning. According to Franklin and Harrington (2019), the classroom should be lively and engaging, where the environment encourages students to take an active role in exploring their curiosity and ownership of their education.

To achieve this, there are rules of the classroom, the statements that clearly describe the behavioral expectations of all students (Charles & Cole, 2019). The rules must refer to observable behaviors and are stated in positive terms. The rules are the guardrails to keep the student on the right path and help them make good decisions. Next, procedures are implemented as routines and habits that facilitate smooth operation of the class (Charles & Cole, 2019). These include a daily schedule of what to do and when to do it, such as when entering the room, preparing for class, during transitions, and during individual, small group, and whole group learning. Procedures also include attention signals used by the teacher to bring the class to order. Classroom jobs and tasks for students to perform as responsible members of the group can also be included as part of the procedures. Having established procedures in place is vital so that students are not left to try to figure out what they are to be doing at any moment. This avoids giving students the opportunity to go astray as well as avoiding the potential for losing important instruction time through distractions.

Behavior management in the form of positive reinforcement and behavioral interventions are included in the plan, as the consequences of students adhering to or not following the rules and procedures of the classroom. Rewards for positive behavior can be extrinsic or intrinsic. The type of reward that should be used depends on the behavior being addressed. Herzberg posited that intrinsic rewards increase motivation and are more effective for long-term behavioral changes (Sennett, 2021). Behavioral interventions are the clear, consistent strategies used to redirect students when they behave in a way that is inconsistent with the rules of the classroom.

The fourth component relates to the physical and social aspects of classroom organization, such as assigned seating, using anchor posters, the right balance of decorations, spatial layout (with free space for movement), and tidy storage of materials. The physical organization of the classroom is like the scenery for a stage play, in this case, it sets the stage for learning. When building a positive social classroom environment, the teacher cultivates authentic relationships with students, parents, peers, and school administrators. In a positive social classroom, the teacher acts as a role model helping students become socially competent in forming and maintaining health interpersonal relationships.

Implementing these four components of my classroom management plan will create learning experiences for students where they want to learn and participate (Charles & Cole, 2019). Harry and Rosemary Wong (2009, p.58) stated: “Effective teachers have the power and the ability to invite students and colleagues to learn together each day in every class.” A well-formulated classroom management plan is necessary to harness that power and use it to the best of my ability in creating lifelong learners.

**Topic 3: The Professional and Ethical Demeanor I Will Display**

**How will I comply with the legal, professional, and ethical obligations associated with classroom management?** The first obligation I have to my students and to my school is to remain within the legal guidelines, particularly as parentis loco, meaning I assume custody of the student while they are under my care. I have a duty to anticipate and protect a student from foreseeable danger (Sanger Independent School District, n.d.). Doing this requires constant vigilance and awareness of the situation. As Charles and Cole (2019) noted, teachers are required to demonstrate due diligence in this regard. Teachers should never leave students alone or unsupervised at any time. We are also cautioned to be aware of maintaining appropriate physical contact with students. At the same time, we need to be continually aware for any signs of student endangerment, bullying, or abuse. Teachers are mandated reporters and documenting and reporting any suspicions is a licensure requirement under state law. Teachers are also required to maintain student confidentiality and privacy under the Federal Education Rights and Privacy Act of 1974 (FERPA).

My professional obligations include putting forth my best effort in teaching, ensuring that every student is capable of success. This includes developing and using engaging and appropriate instructional materials and activities. As the teacher, I need to be helpful to students and show them respect, just as I expect them to respect me in return. A good leader is a good communicator as I should be clearly sharing with students what is expected of them. Charles and Cole (2019) state that the effective teacher is charismatic, creating an essence through positivity and kindness.

# The National Educators Association (NEA) (2022) provides a guiding document, The Code of Ethics for Educators which delineates the professional educator’s commitments to the student and to the profession. As an educator, it is important that I am familiar with and self-evaluate against the standards and competencies outlined in the Interstate Teacher Assessment and Support Consortium (InTASC) (2013).

# The Christian worldview for being a person of integrity can be found in Proverbs 20:7 (ESV) “The righteous who walks in his integrity – blessed are his children after him!”

**What will I do to establish positive relations and develop trust with my students, my colleagues, and my students’ caregivers?** Developing positive relationships and trust with my students, my colleagues and my students’ caregivers means I must be willing to be open and authentic. Building trust requires that I be honest in every interaction. Communication must be open and continual, where I am receptive to feedback in the spirit of continual improvement. Ginnott (as cited in Charles & Cole, 2019) uses the term congruent communication where teachers show respect and always operate in a supportive manner with students. Successful communicators use “I” messages taking ownership of the communication instead of shifting ownership, attribution or blame to others which usually accompanies a “you” message.

To build a trusting relationship with others, it is imperative that I honor my commitments, keep confidences, and do not allow myself to engage in negativity from others. Building trust with my students and their caregivers means that I actively demonstrate my concern for their wellbeing and that I have their best interests at heart. One of the ways to do this is to communicate with caregivers on a regular basis, sharing positive things their child has done. Glasser (as cited in Charles & Cole, 2019) recommends employing the seven connecting habits of “caring, listening, supporting, contributing, encouraging, trusting, and befriending.” I particularly like the term befriending as it conveys a personal connection with the student, not as a peer, but as someone they trust and to whom they can relate. Befriending someone also means that I am reliable, consistent, and available to assist in any way that I can. Trust is not built overnight. It takes diligence, commitment, and bringing our best selves to every situation.

**Topic 5: What Will I Do Proactively to Prevent or Reduce Misbehavior**

**What steps will I take to prevent or limit the known causes of misbehavior that might otherwise influence my classes?** The best way to prevent or limit known causes of misbehavior is to have proactive strategies in place. Misbehavior often occurs when students do not know what to do at a given point in time, when they are bored or not engaged, or they are experiencing frustration because of difficulty completing assignments. The strategies start with planning, or as the Wongs advocate, overplanning (Charles & Cole, 2019). The teacher should have a variety of engaging activities planned students will find challenging and interesting.

I will use strategies drawn from Harry and Rosemary Wong (Charles & Cole, 2019) which include having clearly stated rules and procedures that are taught, rehearsed, and reinforced. The rules, written in positive terms, will address behaviors that are expected of students, starting on day one of the school year, to keep students on track. Each school day will start with an assignment posted on the board for students to work on. By using rules and procedures I am assisting students in focusing on productively accomplishing their goals instead of having their energy focused on distractions and potentially misbehaving. Procedures will be in place for activity transitions and unanticipated disruptions so that routines are maintained. Kounin described the importance of smooth and effective transitions (Wuest, 1999) in maintaining class control, which, in turn, minimizes the opportunity for misbehavior.

Kounin (Wolff et al., 2016) also proposed the teacher use “withitness” to prevent student misbehavior. “Withitness” involves the teacher having continuous awareness of what is happening in the classroom, monitoring progress, and relying on signals and hints that the classroom is functioning smoothly, or determining if there is a cue that an event that is outside of the parameters is about to unfold. According to Wolff et al. (2016) expert teachers are skilled at noticing patterns and can selectively detect important cues and events before they escalate. In addition to “withitness”, Kounin proposed that overlapping, or attention to two or more events simultaneously, occurs when the teacher remains aware of what is going on in the classroom while at the same time performing another action such as lecturing or helping a student (as cited in Wuest, 1999). These are skills I will work to hone through practice and experience as recommended by Wolff et al. (2016) so that I can prevent the misbehavior from occurring. I believe it is a good thing for students to believe the teacher has “eyes in the back of their head” so that they are cognizant that the teacher is always aware of what is taking place in the classroom, playground, or other school-related environment.

Student engagement in learning can be facilitated when misbehavior is minimized. To create engagement, Fred Jones posited that teachers should employ “see, say, do” teaching, supported by visual instructional plans which allow students to find help in completing activities (Charles & Cole, 2019). Jones also stated that students can be rewarded for good behavior with Preferred Activity Time (PAT) (Charles & Cole, 2019). This earned time is used as an incentive when students meet certain goals so that students are more inclined to follow rules, procedures, and directions when they know that there will be a positive reward for doing so. While we often focus on consequences for misbehavior, it is more important to give students a purpose for behaving and rewarding them in some way when they do adhere to the rules or procedures, and are engaged in learning.

In addition to teacher-student behaviors, the physical layout of the classroom also serves as a tool to limit or prevent misbehavior. Jones (Charles & Cole, 2019) recommended teachers use the “interior loop” seating pattern so that teachers can freely circulate throughout the classroom and monitor students easily. Having assigned seating can also be a factor in helping minimize classroom disruptions. When developing seating assignments, it is important to place students who can effectively work together adjacent to each other and to separate students who tend to distract one another or those who do not get along with each other. Physical proximity to a misbehaving student to change their behavior can have a “ripple effect” to behave appropriately (Kounin, as cited in Wuest, 1999). My physical proximity to students can also serve as a deterrent to misbehavior, therefore, I would need to be moving around the classroom regularly, making sure that I use verbal and non-verbal cues for students who might not be engaged in the prescribed activity.

Together these strategies can be used to limit or prevent misbehavior and avoid the loss of valuable learning time for students, avoid frustration for the students and myself, the teacher, and keep the classroom experience positive. As I am building my classroom plan and determining my strategies for managing misbehavior and discipline, I need to keep in mind the words from Proverbs 12:1 (NIV): “Whoever loves discipline loves knowledge, but whoever hates correction is stupid.” This scripture makes it very clear we should embrace discipline. Students might not be happy when being corrected, but hopefully as they mature, they realize that discipline is done out of caring, and is important to helping them reach their potential.

**Topic 6: How I Will Support My Students’ Efforts to Participate and Persevere**

**How will I speak with and interact with my students?** As a teacher/leader, it is imperative that I speak and interact with my students with respect and kindness. Glasser (C&C) recommended that teachers engage in lead management instead of boss management. To this end, I will need to befriend my students (Glasser, as cited in Charles & Cole, 2019). Along with using a kind tone and supportive words, I will ensure that my body language conveys openness, but at the same time, authority. Along with tone and body language, it is important that I address students by name so that I connect with them. I will practice same-side chatting (Jones, as cited in Charles & Cole, 2019) with students so that I understand their position and we can work together to achieve a common goal.

**How will I make sure students know what they are expected to do?** Students will know what they are expected to do through rules, procedures, and clear instructions for assignments. I will develop class rules, and depending on the students’ age and maturity, include their input. Harry and Rosemary Wong, as well as Spencer Kagan (as cited in Charles & Cole, 2019) recommend no more than five (5) rules. The rules will need to be focused on positive behaviors, under the theme of “The Way We Want Our Class To Be” (Kagan, as cited in Charles & Cole, 2019). In addition to rules, procedures will be put in place so that students know what they should be doing, and when they should be doing the activity. The Wongs recommend procedure rehearsal until students perform it correctly. I will post assignments on the board each morning so that students know what to do when they arrive at school, ready to learn. Jones (as cited in Charles & Cole, 2019) that it is important for teachers to set limits to establish boundaries as well as encourage acceptable behavior. Just as we were given the 10 Commandments (Exodus 20:2-17; Deuteronomy 5:6-21) as well as the lessons for living in the parables Jesus taught throughout the gospels, I need to provide my students with rules and guidelines for how they should behave at school, with the hope that these lessons will carry over into their lives in any setting. The first lesson I would emphasize would be The Golden Rule – do unto others as you would have them do unto you (Matthew 7:12).

**What types of activities will I emphasize in teaching?** The types of activities I will emphasize are those that engage students to want to learn instead of forcing them to learn. I will use Jones’s “Say, See, Do” (as cited in Charles & Cole, 2019) teaching method to provide active learning instead of passive learning. Having activities that build on prior knowledge is also important in presenting new material to the students. The types of activities I use will depend on the students’ basic needs, including the need to have fun. For example, I saw an activity on social media where students create a “Historygram” account for a famous historical figure, with the “Historygram” being a spin on Instagram. These types of activities tap into things students enjoy and allow them to be creative, while actively learning at the same time. Whichever activities I choose to use in my class, I will ensure that they meet the needs of auditory, visual and kinesthetic learners.

**How will I engage students actively when I am providing instruction?** While instruction must be aligned with the standards, it does not have to be boring, as when students are bored, they do not learn. The standards tell us “what” we need to teach, but do not prescribe “how” to teach the content. Providing instruction is not equivalent to lecturing. Instruction can be provided in many ways to achieve the end goal of learning. Therefore, it is my responsibility to ensure that my instruction is designed and delivered to maximize engagement. My instruction needs to be targeted to the students’ interests. I can use a variety of techniques, including multi-media, hands-on activities, or even games, to bring the information to life. The students need to feel that they are performing useful work, not busy work. As noted above, Glasser (as cited in Charles & Cole, 2019) used the term “quality teaching” in which we are encouraged to use lead management in providing instruction, encouraging students to perform quality work.

**How will I monitor and help students when they are doing independent work?** One of the strategies I can use to monitor and help students is to have the room set up so that I can reach each student easily to see if they are progressing on their work. Jones (as cited in Charles & Cole, 2019) recommended teachers use “interior loop” seating arrangements so that it is easy to circulate around the room. To avoid what Jones terms “helpless handraising”, I will create and post visual instruction plans (VIPs) so that students have examples to work from when completing activities. My goal will be to answer student questions in 20 seconds or less so that I am not focused for long periods of time with one student while others become restless while they are waiting for assistance.

**How will I use my personal charisma to influence behavior?** Using personal charisma means that I will use kindness and caring to relate to students so that they are intrinsically rewarded because of my approval. My personal charisma must be genuine and heartfelt for it to be effective. I relate this to the Biblical story of the children clamoring around Jesus to gain his attention (Mark 10:13-16). They knew instinctively that he loved them, and they wanted to be in his presence. I will apply the concept of transformational leadership, where I inspire my students to want to do their best instead of relying on transactional leadership (rewards and punishment). While historically education has typically been focused on using an autocratic model or boss management (Glasser, as cited in Charles & Cole, 2019), using personal charisma shifts this paradigm to one of lead management, or servant leadership. To influence students, I must build trust with them, and I do that through being a good listener, acknowledging and accepting their position (Kagen, as cited in Charles & Cole, 2019). I believe a good deal of personal charisma is needed in order to use Win-Win Discipline (Kagan, as cited in Charles & Cole, 2019) to help students learn appropriate behaviors that are required to eventually become a successful adult.

**How will I use my body language to influence behavior?** “Nonverbal communication forms a social language that is in many ways richer and more fundamental than our words” (Mlodinow, 2012). This statement from an article in Psychology Today leads me to accept that as a teacher, my body language outweighs the impact of my verbal communication with students. Jones (as cited in Charles & Cole, 2019) gives guidance for teachers in using body language as a tool in classroom management. I will need to always use good posture, and proper calming breathing techniques. We’ve heard it said time and time again that when we are upset, angry, frightened, or frustrated to “take a deep breath” – this strategy works, and I will use it when I need to control my reactions. Strong non-verbal communication also relies on good eye contact. If a student is misbehaving, it might only take a look from me or my standing close to them physically to bring them into compliance. The final component of non-verbal communication, facial expressions, can speak volumes to students. As Jones (as cited in Charles & Cole, 2019) calls it “the look” can clearly tell students that they need to change what they are currently doing to what is expected of them.

**How will I influence students to do high-quality work?** Students can be influenced to do quality work when they feel it is useful. According to Glasser (as cited in Charles & Cole, 2019), using quality teaching is based in using lead management, as discussed previously. He also recommended that the classroom environment be supportive of learning where the teacher shows students that they believe the student is capable of success. Students need to have a gauge by which they can judge whether or not they are doing high-quality work in terms that they can understand and they feel is achievable. Glasser (as cited in Charles & Cole, 2019) also recommended that students learn to use SIR – self-evaluation, improvement and repetition to achieve work that meets the goal of high-quality. There is a sense of accomplishment when students know they have done their best. I would help my students set SMART goals for learning – specific, measurable, achievable, relevant and time-bound so that they know what they are aiming for in the short- and long-term. A goal I might set with my student to influence them to do high quality work might be to learn their five’s multiplication tables by the end of the week. These types of goals are common in business, and are applicable to students of any age.

**Topic 7: How Will I Redirect Students When They Misbehave?**

**How will I use influence and positive tactics that preserve students’ personal dignity?** To preserve students’ personal dignity, I would need to use an appropriate tone when redirecting them when they misbehave. One way to do this would be to physically get to the child’s level so that they are not looking up at me when I redirect them and to speak to them calmly. In counseling employees, we were taught to come around our desk and sit next to them so that we are at eye level with one another and there is no barrier between us. If the behavior requires a higher level of intervention, taking them to a safe place to talk about their behavior can be beneficial. Calling students out in front of their peers can create embarrassment, with defensiveness being a natural response. Using Marshall’s (as cited in Charles & Cole, 2019) Hierarchy allows the teacher to separate the behavior from the person. In addressing their misbehavior, referencing the Hierarchy provides an objective point for students to self-evaluate their actions, thus allowing them to self-correct which preserves their dignity. When a student respects the teacher, and the teacher is seen as having authority, they know that the correction is in their best interest, and they more willingly accept the redirection.

**How will I stop misbehavior and help students return willingly to appropriate behavior?** The best way to stop misbehavior is to prevent it from occurring. However, if a student does misbehave despite attempts to avoid it from occurring, there are levels of intervention that can be used effectively. The first level of intervention would be to redirect the student to the class rules or have them repeat the behavior appropriately. Seganti (as cited in Charles & Cole, 2019) recommends that students copy the rules as a consequence of misbehavior. This strategy would be useful as a reminder, particularly if followed up with a conversation as reinforcement as to the importance of adhering to the rules. Whatever strategy is used, the goal should be to reinforce positive behaviors and the elimination of misbehavior.

**How will I deal with minor misbehavior such as talking or distracting others?** Misbehavior such as talking or distracting others is Level B behavior on Marshall’s (as cited in Charles & Cole, 2019). A gentle reminder to students that it is quiet time or focused work time might work to address this misbehavior. Sometimes the intervention is simple such as rearranging the seating arrangement or moving a student prone to misbehavior closer to the teacher’s desk. I can also use technology such as the red/yellow/green light system or bouncing ball app for room noise where students learn to self-regulate when the system indicates the noise level is increasing. If the talking or distraction is isolated to one student, I would need to quickly analyze why the student is talking such as needing assistance with their work. This misbehavior can also be prevented by using Jones’s strategy of setting up the class with an inner loop and continually moving among the students. Care must be taken at this level as minor misbehavior can turn into a higher level of disruption if not proactively addressed.

**How will I deal with more problematic behavior such as disrespect and apathy?** I see disrespect as a means for a student to try to gain control over the teacher and situation. If the teacher sets themselves as the authority figure from the outset, disrespect can be diffused and eliminated. Seganti (as cited in Charles & Cole, 2019) advised teachers not to argue or negotiate with students. If a student is continually disrespectful, they should be removed from the classroom (Seganti, as cited in Charles & Cole, 2019), however, this intervention requires support from peer teachers and school administration.

Apathetic students are those who demonstrate McGregor’s Theory X where people dislike work and see no value in doing the work, therefore, the intervention should involve tapping into McGregor’s Theory Y where people have intrinsic motivation to work. In addressing the apathetic student would be to determine if the apathy is linked to another aspect of their life such as problems outside of school. I would spend some one-on-one time with the student, if possible, while building trust to let them know that I care even if they say they do not. If the entire class is apathetic, I would reflect on ways I can make my instruction more engaging as Marshall advised to “get yourself excited.”

**How will I deal with students’ refusal to comply with directions or do acceptable work?** When a student directly refuses to comply with directions or do acceptable work, they are operating at Level A of Marshall’s (as cited in Charles & Cole, 2019) Hierarchy. Their behavior impacts the learning environment and reduces instruction time as other students are disrupted. Marshall advised teachers to use Guided Choice (Charles & Cole, 2019) that employs authority without punishment. If the student still fails to comply after this intervention, then the student will need to be removed from the classroom. Seganti (as cited in Charles & Cole, 2019) recommended that teachers give students 15-minute detentions to be served after school or during school hours, depending on the school’s policy. Sometimes removing the student from the current environment will work to reduce the disruptive behavior as in taking away their audience if I believe they are disruptive because it brings them attention from their peers. In my personal experience, young adults behave differently when they have an audience than when they are alone. Taking away that motivation might change the situation. Implementing interventions at this level should be a last resort when other strategies have been ineffective, as involving school administration can be seen by the child that the teacher is not in control and that they have “won.” Whenever addressing misbehavior, we need to remain focused on being a reasonable, rational adult who has authority in the classroom.

For any of the situations I have addressed in this paper, it will be important to ensure the child’s caregiver is aware of the misbehavior and the consequences that have been used, particularly if the behavior is a pattern as they might be experiencing the same with the child at home. Having caregiver support and input can provide leverage in helping the student change their behavior so that they become a productive member of the classroom and they will know that the adults in their lives care about them and are working as a team to help them better themselves. Whenever addressing misbehavior, we need to remain focused on being a reasonable, rational adult who has legitimate authority over the students placed in our care. Students need to feel that we start each day with clean slate just as God throws our sins into the sea never to be remembered (Micah 7:19), we must do the same. We need keep in mind that God commands us to use discipline when needed, with love and caring, just as he disciplines us. Proverbs 10:17 (NIV) “Whoever heeds discipline shows the way to life, but whoever ignores correction leads others astray.” As we want our students to know the way to life, we must discipline them so that they are able to follow the right path.

**Topic 8: How and When Will I Communicate My Classroom Management Approach to Students, Administrators, and Students’ Caregivers**

**How and when will I explain my classroom management plan to students?** It is important for students to understand what is expected of them from the first day of school. I will start explaining my classroom management plan through my first day of school presentation. I will make the presentation interactive and engaging so that students remember the rules, procedures, rewards, and consequences. This will require me to “sell” the plan through my tone and body language. I will also have the classroom rules posted in the classroom in a location that is easy to reference. We will practice procedures until we get them right, and practice again as needed. As with any new habits or routines, reinforcement will be necessary for consistency and compliance. In addition to rules and procedures, I will review appropriate behaviors and inappropriate behaviors, what will be rewarded and what happens if they do not comply with the rules.

**How and when will I communicate my classroom management plan to my administrator(s)?** I will meet with my administrator(s) prior to the school year starting and review my plan with them. I will also seek feedback from my mentor teacher and the lead teacher for my grade-level. Their input can provide me with information on what they know has been effective in the past, and insights on how I can refine my plan to create the classroom environment that is conducive to learning. Given that I will most likely have students who have Individual Education Plans (IEPs), I need to use that as input into my plan to ensure I am meeting the requirements of the plan for these students as a one-size-fits-all plan is not practical and contradicts the goal of having a plan. My plan must be in alignment with the school’s overall plan. The Picayune School District uses Positive Behavioral Interventions and Support (PBIS) throughout the system so it will be important that I align my plan with that program and use the reward/consequence systems that are in place.

**How will I seek administrative support?** To seek administrative support, I will need to have a well-formulated plan that explains my goals and strategies. Administrative support means that they “have my back” when I need them to intervene or work on my behalf with students or their caregivers or to coach me when they feel I need improvement in any area. Having a good relationship with my administrator(s) will be instrumental in determining my success in the classroom. I will invite my administrators to visit my class regularly. I would hope that the administrators are available and round on classes daily as a check-in and show of support. Getting support will require me to follow a hierarchy of interventions, dealing with small to moderate misbehaviors in the classroom. I will seek support and advice from administrators prior to a student reaching a point where they need an office referral. Office referrals should be a last resort when other interventions have not worked. It is imperative that I document patterns of behaviors and interventions used when referring a student to administration. In approaching my administrators, I will seek to build a collaborative effort with administration, support staff providing specialized services, and the child’s caregivers to address their behavioral issues knowing that interventions at this level will most likely require a holistic approach.

**How and when will I communicate my plan to students’ caregivers?** The first way I will engage my students’ caregivers is to send them a letter prior to the school year starting. In this letter I will introduce myself, explain what we will be covering this year and provide my contact information. I will invite them to visit the class or to see how we operate. Establishing a collegial relationship from the outset can set the tone for any interaction with the caregiver and facilitate getting their support. I will also communicate my plan to students’ caregivers by sending a copy of my first day of school presentation home with the students on day one. The caregivers will then have insight as to what is expected of their child, the classroom rules, procedures, reward systems and consequence hierarchy. This will be particularly important for students who have an IEP so that I can ensure that the caregivers are aware of the overlap and congruence between the IEP and my plan.

Communicating my plan is essential to its success. As Charles and Cole (2019) stated, classroom management does not occur in a vacuum. Developing and implementing a comprehensive classroom management plan is a process – I am sure I will learn what works well and what I need to change. Seeking input and feedback from those who are seasoned educators will make my plan that much richer. The most important aspect of my plan is to ensure that it aligns with my Christian values and beliefs. In all my endeavors, I keep Colossians 3:23-24 in mind: **“**Whatever you do, work at it with all your heart, as working for the Lord, not for human masters, since you know that you will receive an inheritance from the Lord as a reward. It is the Lord Christ you are serving (NIV).

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