CLASSROOM MANAGEMENT & DISCIPLINE PLAN  
CANDIDATE ASSESSMENT #5

Rationale

A classroom management and discipline plan can assist teachers to maximize the amount of class time students will spend on learning. Wong & Wong (1996, pp. 85-86) cite research that says that teachers who spend the first three weeks of school teaching specific routines and procedures increase student time on task. In addition to creating an orderly classroom, teachers who emphasize the importance of becoming a community of learners who value and respect individuals and work effectively in groups will also be contributing to the long-term social and emotional development of their students. A classroom management and discipline plan can provide a structure for beginning the school year that can contribute to student motivation, prevent disruptive behavior, and provide strategies for responding to disruptive behavior when it occurs.

Description of the Assignment

Your task is to develop a management and discipline plan that will create a learning environment that 1) contributes to individual and group motivation to learn; 2) facilitates student to student cooperation and concern for one another; 3) maximizes students’ time on task; 4) encourages positive and non-disruptive student behavior, and 5) plans strategies for addressing disruptive behaviors. Rather than emphasizing control and punishment, the plan should seek to instill self-discipline, respect for self and others, and responsible problem solving.

Your plan should include provisions for teaching management routines and procedures that will allow students to focus on learning. It should also include plans for addressing disruptive behavior when it does occur. Those reading your plan will have a clear view of the learning environment that you seek to create. Your plan should provide for individual and group instruction. It should also communicate positive expectations with all members of the school community and with parents. Finally, you should be certain that your plan includes an explanation of reasoning behind the choices that you make and identified theorists whose ideas have influenced your thinking.

Resources

You will find excellent suggestions for classroom management in Kronowitz’s (2004) *Your First Year of Teaching and Beyond* and in Fay & Funk’s (1995) *Teaching with Love and Logic*. Both of these books should be read before you prepare your discipline and management plan. In addition, you are encouraged to read passages on management from Wong & Wong’s (1996) *The First Ten Days of School* and Canter’s (1992) *Assertive Discipline*, and Glasser’s *Choice Theory*. Secondary majors may also find good suggestions in Weinstein’s (2004) *Classroom Management for Secondary Teachers*. The plan that you create should reflect your beliefs, but you will probably find that the ideas of others help you generate your own. If you like someone’s ideas well enough to use them, be sure that you acknowledge them in your plan.

Standards

This candidate assessment will address the following Millikin Teaching Standards: MTS3G, H, 5ABCDEFGHIJKLMNOPQR, 7CDEHJ,9FHLS. Essentially, a well-prepared plan will assist you to address diversity, classroom community, communication, and collaboration. A complete list of the standards is available in the LiveText version of this assessment. You will also find that the attached rubric indicates the standards that are reflected in each strand of assessment. While this project does not involve you in performance objectives working with students, it does show you meeting performance objectives in which you identify the characteristics you are seeking to create.
**Contents of Your Plan**

I. Your Philosophical and Theoretical Approach to Management and Discipline
   (This section is in essay format and should include answers to the following questions.)
   A. What kind of classroom climate are you personally trying to create?
   B. How do you define classroom discipline? What is its purpose?
   C. What are the desired behaviors you are seeking to promote and encourage in your students?
   D. How do the climate of your classroom and your desired student behaviors relate to learning?
   E. What is the teacher’s role in motivating students? What contributes to classroom motivation?
   F. Whose ideas have influenced your beliefs? Do you see yourself leaning more toward a behavioral approach or a student centered approach? If you say that you are using a combination of approaches, explain which aspects of your plan show behaviorist influences, and which constructivist influences. Also tell why you are not willing to use a purely behaviorist or purely constructivist approach.
   G. VERY IMPORTANT—Describe what you believe to be the three most important characteristics and/or behaviors that you strive to develop in your students. Explain why those characteristics are important.

II. Managing the Physical Environment of Your Classroom

Creating a management plan is related to MTS5, Creating Communities of Learners. Research cited in Wong & Wong (1996, p. 85-86) suggests that teachers who spend the first three weeks of school specifically teaching their students about the procedures that they are expected to follow have been found to increase the level of learning that takes place and reduces the number of discipline infractions. As Ross Greene says in his workshops on noncompliant children, “Children want to do well if they know how.” It is the teacher’s responsibility to help students know how to do well. In addition, teachers themselves do much to prevent discipline problems and encourage the building of community by the way they arrange their seats, set up their learning environment, and organize movement within their classrooms and/or learning spaces (gymnasiums, playing field, band room, art room, science labs, etc.)

A. Describe the issues that you will address in relation to the following aspects of your physical environment. What goals or issues determine how you arrange your teaching area and what you do to decorate or make you room more conducive to the goals that you have for your learning community? You may use a drawing or map of your classroom arrangement, but you must also explain your reasons for wanting that arrangement.
   - Space arrangements
   - Seating
   - Support materials and resources
   - Space for special kinds of instruction
   - Miscellaneous things like equipment, Kleenex, pencils, first aid kits, etc.

B. Describe your first day, especially the first fifteen to twenty minutes with your students:
   - When students enter your classroom/teaching area for the first time, what will you be doing?
   - What will you ask them to do? What will you and your students do during the first ten to fifteen minutes of the first day of school?
   - Write a script for the first fifteen minutes of your first class. Remember how important positive expectations are. Do not write what you will say for your discipline plan. Write instead what you will say to introduce them to you and your classroom. When you plan what you will say and do, ask yourself what you want your students to say when they get home about their first day of school in your classroom.
   - How will you get the students to their proper location in the teaching area? (seats, squads, etc.)
   - What kind of learning activities will you plan for the first day of class? Why do you choose that plan?
C. Describe the record keeping system that you might use for grading and assessment.

D. Using Kronowitz, Chapter 4 or Weinstein, Chapter 4, as a resource, identify routines or procedures that you will teach your students. Write the procedure, and then write 2-3 guidelines for each procedure. For example, consider a procedure for entering the room. Please do NOT write your guidelines or routines in paragraphs. Put them in outline form so that you can easily teach each procedure. Keep the number of guidelines to four or fewer. If you need more than four you may have a procedure that needs to be broken into two parts. It might look like the following example:

**Procedure: Entering the classroom**
- Guidelines: 1. Enter the classroom quietly.
- 2. Get pencils sharpened and materials on your desk before the bell rings.
- 3. You may talk quietly.
- 4. Be in your seat when the bell rings.

III. Encouraging Students’ Positive Behavior and Responding to Students’ Disruptive Behaviors

A. **Rules, Expectations, or Guidelines.** What rules and expectations will you give students/or ask students to develop to maintain the classroom climate you desire? This can be a list of rules. YOU must have a one-sentence, learning-related rationale for each rule.

B. **Motivation.** What will you do to facilitate/encourage/support students who are following your classroom rules/guidelines and showing that they are a participating member of your community of learners? Will you use tangible reinforcers, or will you have codes or creeds or classroom meetings to set up a community-building situation? The content of this section depends on your philosophical approach. It may be paragraph form or it may be in a list. Include in your plan tangible examples of reinforcers or sketches of bulletin boards that you will use to motivate positive student behavior and learning.

C. **Consequences/Punishment/Results of Inappropriate or Disruptive Behavior.** What will you do to respond to disruptive or inappropriate behavior in your classroom? Why (on what basis) do you choose this method of responding? Be sure to include what you will do for routine misbehavior and for severe misbehavior. If you plan to use one of the corrective procedures that you have read about—reality therapy, cooperative discipline, discipline with dignity, assertive discipline, conflict resolution—be sure to tell what you will be using and when. (e.g. –For the first offense, I will use an I-Message to encourage the student to change his/her behavior. If the behavior persists, I will use Glasser’s choice theory and confer with the student individually. In the case of severe misbehavior, I may remove the student from the room to the principal’s office, but before he returns to my classroom, I will also require that we come up with a personal plan for that student.)

D. **Communicating your Plan to the School Community.** Include in your plan the following publicity items:

1. A brochure or handout that you will give your students *(Use Microsoft Publisher and create a brochure –3 columns front and back—that uses graphics as well as words to represent your plan and your ideas about a positive classroom environment.)* Use Microsoft Publisher to *make a brochure that makes you feel proud.*

2. A letter or memo for parents that introduces your plan to parents and informs them of your discipline policies. (You may attach it to your brochure and use the same brochure for students and parents, or you may make a separate letter for parents without the brochure.)
3. A script of what you will say and do to present the plan to your students. This can be written as a lesson plan or simply as a First Day Introduction of Plan. It must include a paragraph or two that details the specific positive expectations you expect to share about your students, the new school year, and their learning.

4. A procedure or a memo for telling your administrator about your plan. You can use your brochure, for example, but then you should write a memo, or write what you would say to the principal to introduce your plan to him/her and to request feedback.

5. A letter or brochure or memo to be left to inform a substitute teacher about your discipline plan. Again, you may use your brochure.

Please pay close attention to grammar and spelling on your publicity! You should present your publicity in the form that you would use to represent yourself if you were searching for a professional position or using it for the first day of school. Have others proofread it. Do not rely only on spell check. Five points will be taken off for each error in D1-5 above. Be very careful about cutting and pasting because if you cut and paste an error, 5 points will be taken off for each error.

IV. Planning for the needs of individual students. From your internship experience, you are likely to have encountered two or three students with special needs. In some cases, the student may have physical or sensory disabilities that require additional management considerations. In others, the students may have difficulty staying on task, difficulty interacting socially, or difficulty becoming part of the learning community. After your plan is written, you should write two student descriptions in which you mention the special needs and describe how that students’ behavior affects the learning environment. Then you should review your management and discipline plan and identify ways in which you would need to adapt either your management or discipline procedures to accommodate the special needs students you have described. This task relates specifically to MTS3, Diversity.

V. Portfolio Reflection

A. Reflection on your evolving beliefs about discipline and management. You should reflect on your evolving beliefs about discipline and management. How have your ideas about community building, motivation, management and discipline changed as you prepared your plan? Have you become more control-focused? Or, have you moved toward problem solving approach? Why? What has influenced your changing beliefs?

B. Portfolio Reflection

1. This reflection should be included in the reflection portion of your portfolio for CA5. It must be included in the hard copy of the document that you submit for grading. It will be presented in the reflection portion of the portfolio.

2. Include the following parts in your portfolio when you turn it in, but also include them in the separate portfolio reflection. Be sure to refer to the standards and indicators in a way that shows your readers how your work relates to the local teachers.

   a. How has this project helped you address the four organizing themes? In other words, to what extent have you become a more active learner? More capable of facilitating learning? More collaborative? More capable of the creating communities of learners?
b. Of the particular standards that are listed for this project, as well as being related to the project, which ones have you identified as significant in your own growth? In which standards do you feel most competent? Which standards related to classroom community do you expect to address more in student teaching?

c. HINTS Regarding Style: Remember that, just as in the other candidate assessments that you have completed up until now, you should include concrete examples of how the project illustrates each standards that you write about. Identify specific phrases or sentences that specifically address the standards that you chose to discuss. Also, relate the standards back to the organizing theme. Start by discussing the organizing theme (see part i above). Then relate the themes to the standards and indicators. In general, write the name of the standard that you are discussing.

NOTE: After you receive feedback, you may want to change what you’ve said in relation to the feedback you received. However, your portfolio reflection will be graded and your score will include points for your reflection.