

Classroom Management Theory

I will come up with my rules, consequences, and rewards by envisioning the kind of classroom environment I want to create. My rules, consequences, and rewards will differ depending on the grade that I teach, but regardless of the grade I want my students to feel safe and comfortable in my room. I do not want to have a classroom environment that spreads negativity. So my rules will include showing respect for the other people in the room by not distracting or offending them. I will ask that students respect me and each other by not interrupting the lesson I am teaching and not interrupting each other. Students should arrive at class on time so that they do not waste the time of others because they need to catch up. I will follow the cell phone policy provided by the school. There will be absolutely no plagiarizing. Students should let me know when they will be missing class—the obvious exception to this rule is an emergency. Students should arrive prepared for class—if something is needed for class and this has been specified then they should already have it instead of needing to go out to their locker to find it. For first-time offenders of my rules, I will probably provide a verbal warning as a consequence. When students repeatedly break classroom rules I will follow the school's discipline policy—whether that is a lunch detention or an after-school detention—and if the behavior persists I will contact their guardians. Parent-teacher communication is an important factor in student success. If the level of misbehavior becomes severe, I will get students in touch with the school counselor or the principal. The potential consequences of severe rule-breaking include suspension and in-school suspension. I might also implement a reward system in my classroom. Students who get an A on their paper might be able to choose from a group of

miscellaneous prizes such as stickers, journals, different colored pens, and other options that would not be a distraction at school. I might also include some candy for any students who have a sweet tooth. I also do not want my students to feel condescended to because of the prizes, so I might have a talk with them to see what kind of prizes they would be interested in.

The classroom management theories that support my plan are by Alfred Adler and Rudolph Dreikurs (Positive Discipline), Linda Albert (Cooperative Discipline), and Jacob Kounin (Instructional Management). Positive Disciplinary strategies can be seen in my plans because of my emphasis on respectfulness and my identification of things that students do well, especially through the use of rewards. Cooperative Disciplinary strategies can be seen in my emphasis on a respectful and safe environment and the way that my students will have a say in the rewards that they receive. Instructional Management strategies can be seen by the way I plan to have few interruptions when teaching and the way I will use verbal warnings which might cause the Ripple Effect which occurs when correcting one student causes other students to avoid making the same mistake.

Now I will discuss some examples of student misbehavior and how I would handle these situations according to my disciplinary plan. The first misbehavior I want to address is students who are talking when I am trying to speak to the class. I will first handle this issue by giving a verbal warning. If the same student continues to disrupt class, I will be forced to find a way to prevent that student from disrupting the learning of the other students. I might issue the student a detention or contact their guardians about the issue. Another potential misbehavior that I will probably see is students who are on their phones when they should not be. In this case, I will likely follow the school's policy on cell phone use. The first thing I will do is give a verbal warning to the students telling them that there should be no phones out. If the behavior

continues, I will probably take the student's phone for the rest of the period (if the school allows that action) and perhaps even assign a detention. Another misbehavior I will probably see is students who fall asleep during class. I might discuss this issue with students at the beginning of the year and tell students that if they need to get up and stand in the back of the class for a few minutes to stay awake, I will allow them to do so. If a student is sleeping in my class far too often, I will contact home or even the school principal or counselor about this issue because it is dangerous for students to be exhausted all of the time. Another misbehavior that I will likely have to address is students who do not bring the materials they need to class. It is possible that the students simply may not be able to afford the materials—in which case I will tell students to reach out to me if this is an issue so that I can find a way to help them. If students are not bringing the materials they need to class because of forgetfulness and laziness, I will reward students who do bring the materials they need. This will hopefully make the students who are not being rewarded remember their materials for the next class. The last misbehavior I want to address is students who are consistently late to class. The first few times a student is late I might issue a verbal warning, but if this behavior continues without a good excuse I will give detentions to that student.