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Management Plan

Classroom management is one of the most important and essential elements of effective teaching. The environment that the teacher creates in her classroom has an effect on the students' behavior as well as their ability to learn. Classroom management also includes many elements of discipline as well as encouragement. One of these elements is that of rewards and another is the consequences that are put into place in a classroom. If they are used carefully, both can have a positive outcome.

In my classroom, I plan to use both rewards and consequences, but only with great care to balance them out and to eventually work towards a more intrinsic motivation for my students' learning.

I will use rewards more often towards the beginning of the year, but not regularly. If I can not use the rewards with a particular class (for example, if the class is very motivated to learn and participate (both by talking and listening intently)) I will not use them. I anticipate that students will probably need a little bit of encouragement to participate and behave at the beginning of the school year, before they become familiar with the classroom procedures and before they become comfortable in the classroom. As for what I will use for reward, I will most likely be teaching high school, so I will feel that the high school students deserve something a bit more mature than candy. I think that keeping a tally of how many times each person

participates, and then when they reach a certain number of tallies as a class, they will have a day in which they get to pick what media they would like to use for their next project. That way, they are still following the curriculum, but they are being rewarded by something that will hopefully help to trigger that intrinsic motivation. In class we talked about how we should not use education (like writing or homework) as a punishment because they will begin to think of those things negatively, so maybe if I use education as a reward in this way, the opposite will be true, and they will think of education more positively. Also, since I am planning on teaching high school, I think they should be past the point of needing candy to do anything, I think that they deserve something a little more mature as a reward.

By the end of the year, I want them to be almost entirely reliant on intrinsic motivations rather than extrinsic. So, by putting education in a positive light and by using encouragement to keep them participating, I am hoping that they will become intrinsically motivated without even realizing it. I want them to realize that class is more enjoyable when you participate in discussions, and when they are actively learning. An art room is already very activity based, so if I could get them to enjoy the activity in the creating, but also the discussing, maybe that will carry over to their other classes and they will come to actively participate in learning all subjects.

Another element of classroom management is procedures with set consequences. The consequences will gradually get more severe with each offense. I plan to use verbal and non-verbal cues whenever possible, but if I need them, the rules will already be set up. We (my class and I) will go over the procedures and consequences the first day of class so that they know from the very beginning what they may and may not do. The fewer the procedures and consequences the better, I believe. We discussed rules in class one day, and I like the simple rules: "Work Hard, and Be Nice." I think that if the rules are simple, the students are more likely

to remember them, and not test them. Having simple rules, and one set of consequences will help the students not to get overwhelmed by them, and so they will remember them, and they will feel better about following. If there are only two rules, they will be relieved, and may think to themselves, "Okay, I can handle this." In my teacher aiding placement this semester, I got to be there on the first day of a new quarter, so I was there when my teacher went over all of the rules with the class. She had a lot of rules, and I could see the students getting overwhelmed, and finally just tuning out and ignoring her reading. I think if she had fewer less detailed rules, the students may not have quit listening, and her relationship with the students would have been better. By saying relationship, I am not saying that teachers should have few rules so they can be friends with the students, but I feel that if the teacher has fewer rules the students will respect them because they understand that the teacher was thinking of them and their potential boredom when creating the rules.

The consequences would be stepped, and for each offense, the consequence would be a little more severe. For the first offense, the student will receive a verbal warning from the teacher. I will let them know that this is their only warning, and the next step is that they will not be allowed to participate in the project.

For the second offense, the student will not be allowed to participate in the next or current project (depending on how far we are into a certain project). In this way, I am again creating a positive view on education and class work. I think that since I am in art, that is easier than it would be in other classes because students like to create things, and so, taking that away is a punishment. So that the students will still get in the curriculum and will not fall behind in class, they will do a book report on the subject rather than being about to actively learn. I think

that with this consequence, it is also important that they stay in the classroom and watch all of the other students working on the project so that they are acutely aware of what they are missing.

And for the third offense, the student will be sent to the principal's office and a call will be made to their parents. I think that this must come next because I cannot afford to have the student missing all of the projects by repeating the second offense consequence, so a more severe action is needed. The student will not be sent during class time though, I will take them there in between classes, so that they are not missing any academics, they are missing their free time. This will result in fewer "cool points" than he would get when walking out of the classroom to go to the principal's office. I also think that it is important for him to explain to the principal why he is there with me in the room. If I were not in the room with them, it is easier for him to blow it off, and say that it was not a big deal. If I am there, he would know that he has to tell the truth, or else he would be caught lying to the principal.

If the student is still misbehaving after the third offense, the student's consequence will be decided by the principal and the school. Many schools use suspensions and expulsions, I think that in-school suspensions are good, but expulsions are ineffective. In-school suspensions make the student miss out on the active and cooperative learning in the classroom, but they are still learning. Expulsions and out-of-school suspensions are not effective because being out of school is often what the student wants, so it is not really a punishment, and they are also not learning during that time.

The consequences will hopefully only be there for clarification and warning, but I am sure they will eventually be tested, and when that happens, especially at the beginning of the year, I will need to enforce them much more strictly, than I will at the end of the year. At the beginning of the year, the students will test the rules, and me to see how much they can get away

with, so I must let them know from the very beginning that I am serious about following the rules. Towards the end of the year, when I know the students, and they know that they cannot get away with breaking the rules, I will not have to be so strict about every little detail.