

CEP 883
Final Project – Summer 2011
Classroom Management Analysis & Plan

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Classroom management is something that I feel is extremely important in being a teacher. Without having a system to rely on, and making expectations, rules, and procedures clear to students, a classroom community can quickly fall apart and the teacher will swiftly be under a lot of stress. As a teacher who has just finished my second official year of teaching, I feel that I learn new things all the time about best practices for managing my classroom. Often, I will try things that other teachers share with me, or things that I have read about. Of course, some things work better than others, but through CEP 883, I have learned many new ideas that I am excited to try with a new group of students in the fall. Some of the best ideas have come from course readings and discussions with my group members. I feel that I am ready to make a plan to improve and revamp my classroom management system.

My vision for my classroom management will capitalize on a few character education traits, as it has for the past two years. I view respectful behavior as the number one goal in creating a plan for classroom management. I feel that in the past, I have been strong in creating a respectful learning environment, but with the new tools I have read about, I think respect will remain a top priority in my classroom. Respect in my classroom pertains to students' selves, peers, teachers, community members, and school/classroom materials. Another goal of my classroom management philosophy is for everyone to take responsibility for his or her actions. This includes getting work done in and out of class, taking care of problems with other students or teachers, and following whole school rules. Something that comes into play with my vision for classroom management is what to do if a student does not follow these two main strands. Through coursework this semester, I have

read about appropriate reinforcers and consequences, which is something I will touch upon later in my classroom management plan.

We have read about many psychological needs theories throughout the course of this semester. One that I really took to heart was the Personal Needs Theory, as discussed by several psychologists; Abraham Maslow, Rudolf Dreikurs, William Glasser, and Stanley Coopersmith, among many others (Jones & Jones, 31-33). Of course, every psychologist has their own point of view that fits under the broad umbrella of “personal needs,” but I have found a few bits and pieces from each psychologist’s point of view that connected to my classroom management philosophy. One of the viewpoints of this theory “is that people have an innate need to be competent and accepted” (Jones & Jones, 31). This is something I want to incorporate into my classroom. I want my students to feel comfortable in their learning environment, feel that they can succeed, and be accepted by both myself and my other students. My plan will incorporate ideas and activities to showcase this. Maslow also suggests that support from others is needed in order to meet basic needs (Jones & Jones, 31). This comes down to my role as my students’ teacher. I will be the support they need, hopefully along with their families’ support, so that they can continue on in their education and be motivated to take risks, learn and achieve their full potential (Jones & Jones, 31).

In accordance with the Personal Needs Theory, students need to feel a sense of competency, significance, and power in their learning. This comes down to connectedness, contribution, and competency, or the “three Cs,” as we have fondly come to know it in CEP 883. My students will have an active role in helping me design our classroom, and in that way, will feel that they have contributed to our fabulous classroom atmosphere.

The aspects of my classroom management that I will plan out will be:

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- Classroom rules procedure
- Instructional methods
- Reinforcement strategies
- Teacher-student relationships
- Student-student relationships
- Teacher-parent relationships

Classroom Rules Procedure

The first aspect of my classroom management plan that I will touch on is setting up classroom rules. I was surprised during my readings this semester that the approach set up for creating classroom rules in *Comprehensive Classroom Management* was very similar to what I have done the past couple of years in my own practice. Because I want students to feel that they have contributed to our community, and that their ideas are significant, I want to actively involve them in setting up our classroom rules. I will start by continuing my practice of having students develop a list of rules that they feel are important in a successful classroom. Jones and Jones state that when students develop a list of rules, “teachers can increase students’ understanding of discussing, role-playing, and initially displaying...several specific behavioral examples of following and violating each rule” (180). As soon as my students have completed their long list of rules, I will have them narrow the list down by taking out or combining some rules together. Something I will spend more time on next year is to encourage students to say their rules in a positive manner. Jones and Jones give the example of instead of saying, “Don’t talk while others are talking,” to instead say, “Listen quietly while another person is talking” (180). This

approach means to leave out “negative” terms, and helps students view the classroom more positively.

Classroom rules that my students have generally come up with in my first two years of teaching have been something like the following: 1) Be respectful of classmates and teacher, 2) Be respectful of classroom materials, 3) Be responsible with homework and other materials, 4) Treat everyone with kindness, and 5) Be safe (one of our whole school rules). Each year, they have been close to one another, with maybe a few variations. After students have come up with our list of around five rules (standards) for behavior in the classroom, I will then move on to the next step in the process: getting a commitment. After discussing the rules and having students decide if they are reasonable to follow or not, as suggested on page 182 of the Jones and Jones text, I will continue my practice of having students sign, in cursive, our rules poster to show that they understand they are to follow the rules. Students know if they do not follow them, they will be subject to getting a classroom consequence, which I will discuss later in my plan.

The next step in creating our classroom behavior standards will be to monitor and review classroom rules. I love to have my students take turns acting out and role-playing improper behaviors, and then having the class “critique” the poor behaviors. Then, I will have the same student act out the proper behavior so that he or she can show us that the standard is understood. Jones and Jones state that a good way to monitor and review the rules is to “review them every day for the first week, three times a week during the second week, and once a week thereafter” (184). I will make this a part of my new plan: to review the rules often. Many times when my students have shown that they need a review, I will spontaneously hold a class meeting and discuss my concerns, but perhaps a more formal

schedule of monitoring and reviewing will keep the rules fresh in my students' minds year-round.

Some other things that I will plan on using next year for my classroom rules procedure are the many activities that *Comprehensive Classroom Management* set forth for students to participate in. I would love to have my students create posters that show good behaviors and habits, safety rules, and other procedures to hang around our classroom or hallway. A great way to include language arts is to have students create a play that demonstrates a rule or procedure, and it also incorporates group work and a feeling of connectedness to peers. It is always fun to have a game to play in class, and Rule Bingo, where students cover squares on their Bingo boards when a rule is being acted out, is a great beginning of the year or review activity (Jones & Jones, 190-191).

Going back to the Personal Needs Theory, this procedure for setting up classroom behavior standards will ensure that students feel that they have had a say in creating how our classroom runs. They will experience a sense of power because they will clearly understand our rules and procedures (Jones & Jones, 33). This goes back to students' need to be competent (they set up rules for everyone to follow!) and connected to the classroom, as they came up with the rules in groups in my plan, and then discussed them with me as a class. Lastly, it applies to students feeling that they contributed, because they obviously were able to speak their minds and be heard about what will really make our classroom run smoothly.

Instructional Methods

Another aspect of my classroom management that I will plan out for the future is my instructional methods. Jones and Jones reference the work of William Glasser in regard to this: "For workers, including students, to do quality work, they must be managed in a way that convinces them that the work they are asked to do satisfies their needs. The more it does, the harder they will work" (33). This leads me to believe that my instructional methods should include ways to meet each of the basic needs that we discussed this semester, as related to the Personal Needs Theory: contribution, competency, and connectedness.

First, I will ensure that my students feel connected in my classroom. Ways that I will incorporate a feeling of connectedness into my instructional methods will be to include many activities for students to get to know each other in the beginning of the school year, as well as throughout the year. Some of the activities might be to have students do an activity like the "Know Your Classmates" activity on page 106 of the Jones and Jones text. Students would be given a list of characteristics of people and have to find someone who exhibits one of the characteristics, in the first week of school, this could be extended by playing "Bingo" with this information, which is another suggestion from our text (106). Later in the year, students will feel connected through group work, once we have successfully handled our classroom expectations and they have the skills to work as productive members. Some activities to include for group work will be science experiments, literature circles, and writing support groups for revision, editing, and sharing, as well as other opportunities that will arise. Inevitably, students will branch out and get to know other classmates in this process of incorporating group work. Richard Dreikurs based his personal needs ideas on the belief that children's basic need is to be

socially accepted (Jones & Jones, 31). I have seen on numerous occasions when students make new friends because of doing a science experiment in a group, or reading a literature group book and connecting through discussion.

I will also need to come up with a plan to incorporate the need of contribution into my instructional strategies. As discussed earlier, my students will have an active role in setting up the classroom behavior standards that they will follow for the entirety of the school year. Something else that has worked well for me in the past is to have a “Compliment Bin,” where my students have opportunities to go write a quick note about something that a fellow classmate did that was nice, or something that the whole class did that was an example of good behavior. Periodically, I read the compliments aloud, and have students take a chance to feel good about the positive things happening in our classroom. Another way my students’ need for contribution will be fulfilled is to hang their work up around the classroom throughout the year. As students complete group posters, or other activities, I will hang them up for everyone to see. This is also something I’ve done right before parent-teacher conferences so that students’ work will be showcased when their parents arrive. I will also have students set marking period goals (we have four marking periods in a year). Students’ need for contribution will be fulfilled because they have the feeling that they set their own goals, instead of myself or their parents doing so for them.

Next, I will need to plan out instructional methods for making sure students’ need for competency is fulfilled. The psychologists referenced in the Jones and Jones text all discussed that students need to feel that they have mastered what they’re learning in the academic realm, and that in turn will help them feel successful (33). This pulls in the

concept of differentiated instruction. Students who are lower readers will be in groups of readers where they can feel competent because they understand what they are reading and discussing, and the same goes for every other level of learner in my classroom. When students' instructional needs are met, they will feel competent and therefore confident to answer questions and do well. In order for students to feel competent, rewards and consequences must also be used consistently so that students know when they have achieved something related to behavior or social activities. I will also use positive feedback when necessary so students know how they have done and can use that to build their idea of self-efficacy, which is the expectations students hold for themselves of whether they will be successful in the classroom or not.

Reinforcement Strategies

With having rules and procedures set forth, teachers must also have strategies for how to reinforce appropriate and inappropriate behaviors so that students understand what they are expected to do. Although many teachers frown upon students receiving rewards for behavior they are already supposed to be exhibiting, I feel that our jobs as teachers are not only to teach academics, but to teach behavior and social skills as well. Jones and Jones capitalize on this by stating, "almost all of us do many things because we receive rewards" (366). This includes going to work so that we get paid, or watering our lawns so that they look nice and green! In a different but not completely unrelated realm, students in my classroom have always been rewarded for good behavior. What has worked in the past for me is to have a whole group reinforcement system. I have a 100 square chart that hangs in my room. Each time the whole class demonstrates good behavior at the

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same time, students can earn 1-3 stickers at a time for their chart. Things that I reinforce positively through this system are quiet transitions in and out of the classroom, proper hall behavior, everyone bringing back their homework, all students getting a certain grade or higher on a class assignment, or compliments from specials or substitute teachers. It usually takes about three months or so for my class to fill a whole chart, but it is amazing at how hard they work at helping each other get those 100 stickers. When they get 100 stickers, they get to choose a movie (rated G of course) to watch as a “movie party.” In the school I teach at, most classes are probably of medium structure, using the CHAMPS text term, and this system has worked well for me for the past two years.

When thinking of reinforcing systems, it sometimes slips my mind that reinforcers can also be negative. In Module 4 for our class, we discussed that a negative reinforcer would be something like nagging or threatening. As we discussed this semester, sometimes those negative reinforcers actually create more of a behavior problem for the students who thrive on getting attention from their teachers. For this reason, I will use more positive reinforcers in my classroom. A strategy I can use when a student is exhibiting a characteristic I’m not happy with, like talking during silent reading time, would be to compliment students around that student who are showing the proper behavior (Jones & Jones, 308). Simple things like hugs, high fives, handshakes, and smiles go a long way with elementary students.

Something that seemed like a great idea from our CHAMPS text that related to the concept of reinforcement in my classroom was to have a discussion with the class on what they would like their group reward to be. I think that doing so would put a lot more excitement into the act of “doing the right thing” for many students, because the reward is

something they ultimately chose! Something else I would like to use more in the future are individual student reinforcers. There are always the students who are struggling to keep up like the rest of the class does. I would love to give those students positive reinforcements, like 5 minutes of computer time, or doing a special job for the teacher if they do something correctly. I definitely think that will help those students feel competent; they received a reward for doing something, as well as connected to the rest of the class for doing the right thing, just as everyone is expected to.

Teacher-Student Relationships

Part of students' personal needs being fulfilled means that "they need to experience positive relationships with others (belonging, significance, collaboration, love)" (Jones & Jones, 33). This means that from the moment students step foot in my room the week before school begins for Open House, and all throughout our school year, I will be working on creating a bountiful and supportive relationship with each of my students. In the past, I have tried extremely hard to form a positive relationship with every one of my students, difficult or not. There still always seems to be one, two, or three students who are hesitant to show that they feel belonging or feel like they are contributing. I want to implement some new ways to form a good teacher-student relationship with my students so that all of my students feel they are connected to me, and the rest of the class. It is extremely important that students find a way to connect and establish a relationship with their teachers so that they do not fall into the pattern of conflict with adults (Jones & Jones, 59). The discourse between teacher and student also impacts student motivation. My students

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will be more motivated if they feel a connection to me, if I am empathetic with them, and show interest in my students' lives.

The authors of *Comprehensive Classroom Management* discuss the different types of teacher relationships. As I read through the section on this, this semester, I found myself deciding which category I best fit into. Through my actions and beliefs, I feel that I fit best into the category that is distinguished by: "Openness related to our reactions to and feelings about the school environment, with limited sharing of aspects reflecting our out-of-school life" (Jones & Jones, 64). I definitely feel that my style and philosophy of teaching points itself toward having a positive relationship with my students, engaging them through some personal stories, and allowing them to still come up with their own opinions and ideas so that they can grow into young adults. My style of teaching enhances student's feelings of connectedness, because I always try to use personal anecdotes, fun stories, and other ways to connect to students' lives so that lessons are more engaging.

Something reassuring and helpful that I read through our coursework this semester was that students actually prefer teachers who have clear rules, are calm in responding to disruptions in the classroom, and allow students to explain their side of a story, should a problem arise (Jones & Jones, 61). This goes back to above, when I described the process for setting up classroom rules. Students will be involved (contribution), and I will also be very clear that students understand consequences and reinforcers for their behavior in following those rules. When my students happen to make mistakes in following rules, and I give them warnings and eventually consequences (each student's name is on a clothespin, and they move down a step if they make a mistake more than once), I always tell my students that they can talk to me at an appropriate time if they feel they need to explain

their side of the story. Students always seem to respect this because I may have misunderstood a situation, i.e., a student was talking during a lesson persistently, but come to find out it was because she was telling the student next to her to stop bothering her. Jones and Jones also cited, "Students say that if a teacher sets a steady example of fairness and respect, they respond positively whether or not they like a teacher personally" (61). Students *want* structure; with that comes rules, procedures, expectations, and consequences.

Teacher-student relationships can be helped along by a variety of activities in and out of the classroom. I always start the year out with a letter being sent home before Open House, greeting my students and their families and inviting them to stop by our room during Open House. Jones and Jones state that this is a great way to establish a positive relationship with one's students (72). Once school starts, the first two weeks will have time set aside for community building; of course, not only does this mean peer to peer relationship building, but teacher to student relationship building. I really would like to incorporate the activity described in our text called "Arranging Interviews". In this activity, students are allowed to interview their teacher so that they see her as not *just* a teacher (Jones & Jones, 72). I've always created a poster about me to share at the beginning of the year, too, so that students can see my creative side and learn about my favorite things to do. I plan to make it a goal to eat lunch with students more often in the coming school year than I have in the past. In the past, I have eaten with my students once per marking period (so, four times a year), but I can see so many ways that eating lunch with students fulfills their needs. First, spending that extra time with students shows that students are connected to me in some way. We will share interests, make connections, and learn about

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one another. Second, students' need for contribution will be fulfilled, because they'll be able to contribute to our discussion without feeling put on the spot. After all, Jones and Jones recommend that the lunchtime be used not as a time to discuss schoolwork or conflicts with behavior, but to share personal interests (71-72). Another way I will encourage positive relationships between my students and myself is to utilize a suggestion box, much like the one that is described in our text. Students will have a place to put ideas on how to improve our classroom community and share concerns with events in the classroom. Then, we would debrief during a classroom meeting. Jones and Jones state that "our willingness to request, accept, and respond to students' suggestions can be an effective method for improving teacher-student rapport" (72).

The last way I would like to improve my relationships with my students has to do with positive communication. I would like to improve not only on my verbal skills (speaking with students, listening to what they have to say), but my nonverbal skills (body language, listening skills). Jones and Jones describe a concept known as the "positive relationship bank account," where students have so many interactions throughout a day, some negative, some positive. Some students come to school with many deposits already made in their positive relationship bank account. Others have a conflict-filled life at home, and come with burdens on their shoulders (Jones & Jones, 79). This increases the need for stating inviting comments, and using positive teacher statements with my students. My goal will be to follow the rule of the rate that states for every one corrective comment or reprimand, there should be three positive and reinforcing statements (Jones & Jones, 76). Next, I would like to make a goal to use better listening skills when listening to my students' stories. So often, I have a million things on my mind – what lesson comes next,

what other students are doing, and so on. I would like to practice and use the following procedure in the coming year when a student wants to share something with me at an appropriate time (taken from Jones & Jones, 87-88):

- Restate what the student has said, using a remark like, “You think...” before.
- Do not show approval or disapproval.
- Show concentration on what the student is saying – use eye contact!
- Describe the feelings or attitude involved with what the student said.
- Do not add or take away from the student’s message.
- Try to understand what the student’s feelings and message are saying to me.

Using these listening strategies will not only make my students feel heard by me during a busy day-to-day schedule, but will enhance their feeling of connectedness. How often do students feel heard by their parents or siblings at home in this busy time?

Student-Student Relationships

All students have a need to feel accepted by others (Jones & Jones, 31). At the beginning of the year, and throughout the year, it is important to nurture relationships between and among students. Jones and Jones put it best when they say, “unless we create classrooms and schools that meet students’ basic personal and social needs, efforts to improve student achievement will never be as successful as we would like” (100). Some teachers view the time spent on creating and maintaining peer relationships as time wasted from instruction, but if the classroom community is not healthy, the teacher will be spending more time on fixing it, rather than teaching. Students experience a sense of belonging and competency when there is mutual respect among students.

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Because school is a highly interactive environment, it is important to start the school year out with helping students become comfortable with one another and find common interests. Something that I have done in the past, and we read about during the semester, is to have students sit in a circle and play “The Name Chain.” It starts with a student saying his or her name, and I add in a twist where they say something they like that starts with the same letter as their name. Then, the student to the left repeats what that student said, and says something about themselves. It continues on and on, until the last person (me) has to remember everyone in the order they went, name and item they like. It can get tricky and difficult, but ultimately, it is a fun way to learn names and break the tension of the first day of school. The part of this activity that was new to me, and something I will include in my plan, is to have students take a paper and pencil, change seats, and see if they can write down and remember everyone’s name and characteristic. Then, someone lists their answers as students check over their answers (Jones & Jones, 106).

The activity described above is only one part of my plan for students to get to know one another. I love the idea of using a “Know Your Classmates” survey, where students walk around the room and find someone who fits a certain characteristic, such as “A person who is left-handed,” then gets his or her signature in the appropriate spot on their paper (Jones & Jones, 107). I also want to plan a time when my students can interview a classmate and then have them report to the class about the person they interviewed. Jones and Jones state that after these first day or first week activities, new friendships bloom and there is more friendly and open communication in the classroom (Jones & Jones, 108). Of course, when there are more friendships and open communication, instructional activities

will be much easier, and I can plan more group work activities to help fulfill students' needs for competency (succeeding in a group), connectedness, and contribution.

One of the neatest ideas I read about this semester pertained to maintaining a positive, team-oriented classroom. Because we obviously spend a whole nine or ten months with the same people in our small space, it is extremely important to me to keep things positive whenever possible. Students can easily get dragged down, especially in the winter months. I would like to motivate my students this coming school year by creating "class spirit" (Jones & Jones, 112). To do this, my students and I will discuss ways to make our classroom function as a team, or group. We will make a list of things to identify ourselves by: class animal, name, song, color, game, book character, movie, sport, book, and so on (Jones & Jones, 112). Then as the time goes on, we will vote on our favorite and use these things as themes throughout the school year. This will ultimately enhance our classroom community because each student will have something to connect themselves with the rest of the class. It also helps students feel that they contributed something special to our classroom community by suggesting and voting on each part of our class spirit campaign. Through it all, it will motivate students to continue positive behavior in the classroom.

Above all, in creating a positive climate for learning, student-to-student relationships play a key role. As stated above, if students cannot get along, or harbor negative feelings toward other students in our classroom, their focus will not be on learning what has to be learned during a lesson. To motivate my students to do well, I need to first establish "a learning atmosphere in which students and teachers feel respected by and connected to one another" and also by developing a positive attitude toward learning

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(Jones & Jones, 227). Throughout the school year, I will continue my practice of utilizing the “Compliment Bin” in my classroom, where students can write nice things about the students who have helped them out in the classroom, and I will hold class meetings to ensure that conflicts get resolved and students continue using positive communication strategies.

Parent-Teacher Relationships

Of all categories of my classroom management plan for the coming school year, I truly feel that this one is one of the most challenging, yet important, parts of my classroom management. Being a young teacher who has only been in my school building for one year so far, I have found many parts of parent relationships to be roadblocks that are difficult to overcome. From phone calls to and from my classroom, to parent-teacher conferences, to face-to-face meetings in and out of school, this is one area of my management I feel I need the most work on. Jones and Jones state that “Especially for young teachers, interactions with students’ family members or other caregivers can create considerable anxiety” (136). However, I do realize that once I have parent or family support from each of my students’ families, the learning environment and teacher-student relationships will be changed for the better. Therefore, my classroom management plan will definitely help me become better in this area.

In my school building, we have an Open House during the week before school begins, and then a Parent Information Night about halfway through the first week of school. The time invested in getting to know parents and family members may feel tedious at times, and can be a lot of work. However, I have learned through my first two years of

teaching, and reading information in this course, that it is not time to be considered wasted. “When parents feel good about their children’s teacher and school, the youngsters are more likely to receive encouragement and reinforcement for desirable school behavior” (Jones & Jones, 137). It is vital to show a positive and considerate demeanor during that first meet and greet at Open House before school. I always strive to have my classroom look ready for the first day of school, to appear organized and relaxed, and to have a big smile on my face, ready to invite the parents and students inside to check things out. During Parent Information Night, I will need to continue obtaining parent support. This will be done by introducing parents to myself, my teaching style, and the curriculum we will cover during the school year. Jones and Jones state that our first contacts with parents should be positive, so that if anything negative must be brought up throughout the school year, everyone will be much more comfortable discussing the problem and solution (138).

I will use several methods to obtain and maintain parental/familial support in the coming school year. First, I plan to send an introductory letter home to parents to include information about myself, invite parents to attend Open House and Parent Information Night, and include information on how to contact me (Jones & Jones, 139). When parents attend Open House, I will have a questionnaire for them to fill out regarding their child’s behavior, learning style, allergies, and/or any concerns they may have about the school year ahead. This will help parents understand that I fully intend to keep the lines of communication open, and that I want to get to know them and their child on a personal level. Once I have this piece of knowledge from each parent or guardian, then I will know how to best approach teaching my students with their various personal and academic needs. Jones and Jones also suggested something that was immensely helpful for me to

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take into consideration: they encourage teachers to ask parents for what the best way to reach them would be, rather it be work phone, cell phone, email, and so on. This would ease the stress of trying to contact a parent and help keep lines of communication flowing, as well.

Something that I have not really done in my first two years of teaching, but would like to make a goal for myself, is to make more positive parent contacts throughout the school year. Usually, the first time I have to contact a parent, other than during conference time, is to let them know that their child had a problem at school during the day. This will establish a positive relationship with the parents and if and when it comes time to give bad news, it will hopefully alleviate some of the tension and stress that comes along with that communication. I found it reassuring to learn that “Parents appreciate knowing that their child’s teacher cares enough to make a phone call, and the most critical parents will frequently become supporters of the teacher who takes time to call” (Jones & Jones, 150). This information will help reduce the worry and pressure I feel when having to call home to communicate something negative.

Other ways I plan on communicating and nurturing my relationships with my students’ families include using a daily planner, sending home weekly newsletters, and sending progress reports home once per marking period. Although I have always invited parents to chaperone field trips and volunteer at class parties, I would love to use parents as supporters in the classroom for other reasons, as well. Jones and Jones suggest inviting parents to volunteer in the classroom to do organizational work, or to work with small groups of students on certain tasks. A reason why I plan to utilize parent volunteers is because when parent volunteers see a teacher in action, and that teacher shows respect,

the parent will become a strong supporter of the teacher (Jones & Jones, 150). Not only will I be getting an extra set of adult hands to help out, but I will be making a connection with a parent, and that connection will help out both the parent and his or her student, as well.

Lastly, I want to incorporate a preconference parent questionnaire, similar to the one on page 157 of *Comprehensive Classroom Management*. Using a tool that has parents think about the school year and their student's progress before the conference will not only give me a game plan for what to discuss, but also help the parent(s) feel connected and heard by me. It will also allow for us to gain more value from the conference in order to help the student succeed in my classroom. Sometimes, things go on at home and when a parent communicates that to me, it helps me make academic decisions to help that student out.

Classroom management is a complex, yet entirely important piece of a school year. Without it, a classroom is chaos with no direction and nothing to keep the class under control so that learning can happen. With the tools and ideas I have gained through teaching experience and CEP 883, I have learned that there is more to classroom management than just rules. Students have needs that must be fulfilled even before learning can occur. They need to feel respected, significant, and competent in their daily interactions at school. Lessons must be planned that help students feel that what they are doing is valuable, not only to them, but to the classroom as a whole. Expectations must be communicated by me so that students know what to strive for. Lastly, relationships and communication must be nurtured so that they are maintained and a positive atmosphere for learning is created. Through these tidbits of knowledge, I can create wonderful circumstances for learning.

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