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| Personal Classroom Management Plan  3/1/2012  Anna Hueging  110484 |

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# Introduction

My classroom management plan is highly based on logical consequences by Rudolf Dreikurs. The one main difference is that I believe that respect drives behavior rather than the need for attention. I still agree students need attention but that their reason for attention is because they lack respect of either themselves or others. Promoting responsibility will give students a sense of purpose and will help the student to gain respect for themselves and others.

My classroom management plan was written with high school students as the main focus. Students of this age are very socially driven and need to feel accepted by their peers. They also are at an age where they are experimenting with adult like thought process and behaviors. Because they are starting to behave as adults they need to experiment with responsibility. Providing them opportunities to hold responsibility for certain things under your guidance can help them learn the skills needed to be successful adults. Also responsibility gives them a sense of purpose which can translate into self-respect and respect for their environment.

At this age they are also able to work through their own problems and understand how others my feel because of their actions. This gives you the opportunity to guide them in learning the causes of their behaviors and finding appropriate ways of solving the problem where regaining respect can be the focus. This will teach the students to respect others. It will also help the student to be a positive member of our society.

Another reason I enjoy this management plan is because I feel it fits well with my personality. I am a logical individual and pride myself in the ability to take emotion out of a situation when evaluation it. This would allow me to be able to guide students to the correct logical consequence to a behavior without getting caught up in the emotions of the situation. I also know that I am not a very dominating person so this model allows me to have discussions rather than assert my dominance, which is something I would struggle with. Since the rules are made as a group it will make it much easier for me to enforcing them because enforcing rules that I established on my own would feel too domineering for my personality.

Keeping in mind as you read this plan that respect drives behavior and that a student needs a sense of purpose and responsibility will help you understand the plan. Also remembering that my personality is not a very dominating one will help you too look past some areas where you may personally feel direct control would better suited to the situation. With these things in mind, I feel you will find the plan easy to implement and that a large majority of students will benefit from it. It is a good plan not only for the classroom but in preparing students for making decisions in the real world as well.

# My 10 Beliefs

I believe:

1. I believe that respect drives behavior, a lack of respect will cause behavior problems and this can be respect for one’s self or others.
2. I believe that giving student’s responsibility gives a student a sense of purpose and increases respect.
3. I believe that everyone needs to feel wanted and if they do not feel this then they find ways to be noticed in a misguided way to feel wanted.
4. I believe that structure is needed in a classroom so that students can know what is expected of them and can prepare for upcoming activities mentally before they arrive.
5. I believe in including students in creating the rules/consequences of a classroom as they will respects them more since they created them
6. I believe consequences need to be logical for them to be effective in reducing a behavior because if a consequence is not logical then the student will not see the negative effect of a behavior outside of the context of school.
7. I believe that teachers are responsible for teaching students the behavior appropriate to being members of our society and that classroom management isn’t just teaching behaviors in class but teaching behaviors in life. This should be kept in mind whenever making classroom management decisions.
8. I believe that people are essentially good and only do bad things when they either did not see the negative consequence or feel disrespected and therefore seek revenge(not necessarily on those that disrespected them)
9. I believe that no one likes to feel different and that making it seem that you are treating everyone equal is important to maintaining respect and good behaviors in a class, even when you are not treating everyone equal.
10. I believe that when students are bored they misbehave so keeping students engaged and listening will reduce misbehaviors

# Preventative

1. On the first day of class you lead the students through developing rules and consequences for the rules. Keep the rules short, simple and with added levels when misbehaviors are repeated.
2. Rules should be made with the underlying idea of respecting the people and things in the class.
3. When the rules are established give the students a copy of them
4. Make sure that your lessons are interactive so that you can hold the students attention. Never lecture for more than 20 minutes without some sort of break or activity.
5. Commend students for being good and getting there work done on time by not starting new things early but giving free time or game days to commend good behavior and work.
6. Provide squishy toys for students to play with will listening (help students with attention problem and kinesthetic learners)
7. Allow uses of iPods at all times but establish that the students must be quite and you must still be participating in class (iPod use is a privilege). This will help musical learners
8. More around the classroom while you teach and while students are working to allow time to make connection with the students
9. Always treat students with respect by listening to their concerns, learning their interests and treating them as the young adults.
10. Allow students choice on homework assignments. Give variety of topics or types of assignment to show the same work. Using a menu idea (students need to accomplish assignments that add up to 10 points)
11. Find value in every one of your students and help them to realize their importance in the class.
12. Have a list on the board, as students enter the class, of assignments that need to be handed in, question of the day or/and people who need to hand in assignments so that the students can get on task as soon as they enter the room.
13. Discuss with the class what respectful behaviors look like.
14. Learn the names of the students that they want to be addressed as and make sure you use that name. Use the name of the student a lot when addressing them, this shows respect and prevents you from using less respectful terms when addressing them
15. Always refer to the class as class or grade \_\_, do not use terms like guys/girls.

# Corrective discipline

1. Use the rules that were established with diligence and remind them that they agreed to these
2. Have meetings to discuss inappropriate behaviors in class and rules they think should accompany new problems
3. When making spontaneous decisions on management, use logical consequences.
4. Remove a student from the class when wanting to discuss misbehaviors with them and hold an individual conference with them
5. Allow the student a chance to explain themselves using active listening, and use I messages to get them to understand how their behaviors were disrespectful during individual conferences.
6. Come up with logical consequences collaboratively with a student when having an individual conference with them.
7. After a student has been misbehaving try and find a way to give them responsibility or highlight how they are an asset in the class or school. This will help them feel a part of the school/class and gain a sense of respect for it again. Examples could be taking attendance to the office, feeding the class pet, or telling them how they are so important to the volleyball team etc.
8. When giving a student responsibility it must be something that they consider valuable to the function of the school and something they can do the best ie. The student is the fastest in the class so they can bring attendance the fastest.

# Procedures and Routines

1. When students come to class there will be a list on the board of things that need handed in for that day, papers that need picked up, who has not handed in work for a certain assignment and a problem or question of the day.
2. Each class will have their own box to hand stuff in.
3. Papers that need to be picked up will be found near the hand in box
4. Each student will have their own folder that handed back work will be found in and the student can pick it up as well at the beginning of class.
5. There will be an outline of the class on the side of the board. On this board will also say any upcoming due dates and assignments
6. When work papers need to be handed out during class I will give some to the first person in each row/table and then they will pass them back or around.
7. Collecting work during class will just be handed into the hand in box
8. Going to the washroom I feel is something they just need to let me know they are leaving but that you expect them to return within 5 minutes.
9. Put chairs up at the end of the day

# Rules

Rules in my class would be established collaboratively with the students on the first day of class. Below is a list of how I would go about creating the rules in the classroom on the first day of school. I have listed a few consequences that I think would be appropriate.

1. Your expectations of me
   1. Be on time and prepared which means be here when the bell rings and have a lesson prepared with all the necessary materials.
   2. End class on time because you have the right to your break and need time to get to your next class on time.
   3. To treat you with respect
   4. Keep the class in order so that the classroom can be a place of learning
   5. To teach you about \_\_\_\_\_ as the government of Manitoba has specified in the curriculum document
   6. Any others:
2. My expectations of you
   1. To be on time and prepared for class with your notebook, pen and any assignments needed for the day
   2. be present in class and participating throughout the lesson
   3. to be respectful of me and other students in the class
   4. hand in assignments on time
   5. any others?
3. What does respectful behavior and action look like?
   1. Do not call names or hurt others
   2. Using inappropriate language
   3. Not talking when others are talking
   4. Do not take or use property that does not belong to you and when you are allowed to use it, you use it carefully and responsibly
   5. Respect everyone’s right to learn
   6. Others?
4. Create rules
   1. Being on time interferes with others right to learn so when you are late you should have to stay after class or school to make up for the time you missed. 2nd time stay double the time you were late, 3rd time you go to the office, 4th time letter home
   2. Swearing in class is disrespectful and so when you swear you should have to find another word you could have used in place of that word, second offence 5 words, 3rd offence principal’s office, 4th offence letter home. (you would also want to go over what words are/aren’t appropriate)
   3. Break another student or schools property, buy them a new one and apologize. Let them use yours until you can provide them with another one. Depending on the circumstances I may want to have a private discussion with them or get them to talk the principal and/or call home.

Other things I would establish rules on:

1. Talking in class
2. Disrespecting others(calling names, making fun of others)
3. Being unprepared
4. Late assignments
5. I pod and squish toy use in class
6. Cell phone use in class
7. Washroom breaks
   1. Time
   2. Number of people at a time
8. Time outs(if a student needs to leave the class to regain composure or anything)

# Examples

1. Sandy was working on a science project with Ryan. She was listening to her iPod with both ear buds in and Ryan was getting frustrated because she could never hear him. Using iPods is allowed in class but, like it was established at the beginning of the year, iPod listening must be used in a way that does not compromise learning in the classroom. Since Sandy was disregarding the rules of respect in the classroom the teacher took her outside into the hall and told Sandy, “I feel that you are disrespecting the privilege of using iPods in class. I also feel that you are getting in the way of Ryan’s right to learn by not being able to hear him with your ear buds in.” From here the teacher gets the student to come up with ways of solving the problem. Eventually both the student and teacher agree that not using the iPod while working with the Ryan on a group project is respectful.
2. During lunch hour Tiffany borrows Sarah’s basketball to play 21 with Erin. During the play they change from playing 21 to fouling around and kicking the ball. Sarah gets mad at Tiffany for kicking her ball around. Sarah calls Tiffany a few names before a teacher cuts in and sends them both to the principal’s office. The principal asks Sarah why she is mad and Sarah response, “Because Tiffany is a jerk.” The principal then sayd, “You are mad because Tiffany is a jerk?” “No,” Sarah responds, “I am mad because Tiffany was kicking my basketball.” The principal then discusses with Sarah how her actions were inappropriate and disrespectful towards Tiffany. They come to the conclusion that Sarah should apologize to Tiffany and do one nice thing for her in the upcoming week. The principal then goes through a similar technique with Tiffany and they discuss how Tiffany was disrespecting Sarah’s property and that is why she got mad. It was not right of Tiffany to disrespect others peoples stuff. They then come to the conclusion that Tiffany should apologize to Sarah and do one nice thing for Sarah in the upcoming week.
3. On the day after Christmas the class is extremely chatty. It was discussed at the beginning of the year that when a student was talking excessively in class then the student would get a warning and then have leave the class for 2 minutes. They would then stay after class 2 minutes to catch up on what they missed when they were gone. Since it is a large majority of the class you feel you cannot kick them all outside so you give 3 of the most chatty students a warning. This does not work so you send them to the hall for 2 minutes. This allows the rest of the class to focus and when the students return they are quiet because if they aren’t they know the next step is to go down to the principal’s office and spend a noon hour catching up on missed class time.

# Conclusion

In concluding I feel this plan has a lot of potential to be successful. It has many aspects to it that will help generate successful adults. Teaching students that by treating people with respect and respecting oneself we can all work and live in harmony is a great extension of this plan. It will help students grow to be better members of the community and because it is efficient students will also gain the knowledge they need from class effectively.

This plan is definitely geared towards high school students as the reasoning development of elementary students would not allow them to complete some of the underlying tasks of this plan. Since this plan extensively requires students to think about the consequences of their actions on others, students must have entered the formal operational stage of reasoning. The plan also requires student to understand their own emotions and be able to reflect on them. This also suggests students are reasoning at a higher level than what would be expected in elementary.

Expecting students to be reasoning at these higher levels is one of the problems of the plan. I also feel that there may be some weaknesses when it comes to increasing the consequences of repeated offences but still having them remain logical. Another fear I have is whether the students will be engaged enough on the first day to discuss rules or whether it would be better to do community building activities on that day and rules later on the second day. Unfortunately I believe these are problems I will have to wait and solve once I have an opportunity to implement the plan.

As a whole I feel the plan is strong and will be very effective. I look forward to implementing it and seeing the students react positively to a plan that works collaboratively with them to be fair and respectful. Students will come out of my class with confidence, respect and knowledge that will last them a life time.

# Appendix

## Who am I?

Looking at my personality you can find out a lot about who I am as a person. According to the Myers-Briggs personality quiz I am an extrovert, intuitive, thinking and judging person. If you asked my friends and family they would likely describe me as a determined, thoughtful, energized and caring person. I believe all these things are good ways of describing me. Some are more prominent then others, but what does this all mean when it comes describing me?

Being classified as an extrovert was surprising to me at first. I would normally have thought of myself as an introvert who enjoys the time that I spend with others but when looking at situations in my life I began to realize that being an extrovert is probably right. When I use to waitress, and spent my whole job working with people, I was extremely energized. On the other hand, when I have to work alone on homework and assignments I get extremely bored and tire quickly. I know that within a day of a lot of interactions with people, I need time to spend alone, not to recharge but to allow myself an opportunity to gather myself. A better way of describing me is an extrovert who needs sometime alone.

There is no doubt that I am a thinking person. People often describe me as caring and that I take a lot of interest in helping others through difficult situation in their life. This is sometimes confused with a sensing personality rather than a thinking one. The reason I describe myself as thinking is because I think about how other people feel rather than feel their feelings for myself. This, I think, helps me help others because I can take a logical look at their situation and help them through their problem. It is also a struggle when it comes to reading people. Reading people does not come naturally like it would for someone with a sensing personality. Also being a thinking personality makes developing intimate relationships difficult. I find that when involved in relationships of this nature, feelings are often demanded of you and saying that you don’t know how you feel does not seem to be understood by your partner at first. With all this considered I enjoy having a thinking personality especially now that I am surrounded by people who understand me.

I am a planner and therefor a judging personality. When I do not have a plan for a day, week and month I get anxious. My life is filled with agenda’s and planners on my phone. Along with the written forms of my plans I also run through my metal plan multiple times a day. This is something that limits my abilities to be spontaneous and becomes a challenge when trying to plan things with people who do not share this quality with me. I think this will be a benefit in the classroom because I will always be prepared and have very detailed instructions. My lessons will also be well thought out and have a clear goal. Being a planner will also be my Achilles heel in the classroom. Always being planned will make it difficult for me to change my instruction when the students do not understand the lesson like I think they should. Also if a situation was to present itself, where I could take learning in a new direction, it will be hard for to take advantage of it. I will definitely have to be aware of my judging personality when I enter my classroom and in my interaction with others who are not like me.

Understanding who I am is important so that I am able to take advantage of my strengths and work on my weaknesses. Also knowing what my needs are for my personality can help me maintain self-contentment. I believe that self-reflection is important; though it is not something my personality enjoys doing. I look forward to my life with my personality and using it to find interesting and effective ways of teaching students.

## Who Are My Students

I plan on teaching high school sciences and maths and I hope to get a job in rural Manitoba, preferably in the area surrounding Gilbert Plains. I hope to get involved in student councils and coaching as I have a large interest in sports and event planning. The students I plan to teach and council would range in ages from 14 to 18. This would make them in the formal operational stage according to Jean Piaget. This means they are at their highest level of reasoning. They are able to understand sarcasm, build arguments and think about their own thinking. According to Erik Erikson they are in adolescence stage of their life. They care a lot about peer relationships and are struggling between identity and role confusion. According to Lawrence Kohlberg the students would be straddling between the conventional and post-conventional moral reasoning stages. This mean some students will follow rules for the sake of following rules while others will formulate their own moral compass and use this to guide their life choices.

Finding a management plan to control and guide students of this age is going to be difficult. It would be important to know the history of your students when developing a plan. Knowing whether or not in previous grades they were difficult to manage or if they took well to a certain management style would be important. Then you would want to consider the relationship the students have with each other in the class. Do all the students get along well, if not, what is the reasons for the divisions. Finally you would want to know if there have been any significant changes in the home life of any of the students in your class. If there is some or one student in your class going through some difficult home situations it is important to know this so that you can understand abnormal behaviors in that student(s) and possible council his/her behavior separately. There are many other things you could learn about your students before making a management plan but to me these are the most important.

## Building Positive Relationships with Parents

### Opening Paragraph:

Parents are an essential piece of the puzzle when trying to make a student a successful learner. The problem that we face is that we do not always see the importance of their role until a problem arises in the students learning or the relationship with the parent. Unfortunately, once there is problem it is often nearly impossible to fix them post forming. It is much more effective to use preventative methods. I believe that creating and maintaining a healthy relationship with parents at the beginning of a school year is an effective way of maintain a good relationship and avoiding problems. This would include making a phone call home and sending an email out to the parents addressing who I am, what my plans are for the class and my contact information at the beginning of the year. I would also maintain a website with articles from and about what we are doing in class. In doing these things I would hope to get some feedback from parents and I would use this as a basis to start a positive relationship between them and myself. This would hopefully eliminate any problems in the future, or at least provide a template that would allow any differences of opinion to be dealt with in productive manner.

Anna Hueging

Schools Address

January 17, 2012

Dear: Parents of Grade 11 Biology Students

I, Miss Anna Hueging, am excited to be starting the school year in your school. As you may have heard I am going to be teaching your son/daughter Grade 11 biology. In this course we cover the systems of our bodies. There is a strong connection to be made to their personal health and this will be the underlying focus. We will be doing some dissections, experiments, and I am planning on skyping in people from our world to tell us their story about living with some of the disease we will be talking about in our class. This will hopefully develop the student’s interest and help them understand how certain health decisions can affect their bodies.

My goal in the class is to provide an open and safe environment to learning. I believe strongly in the idea that as a teacher I am here to guide the students down a path for learning. My classroom will be highly student centered and conducted in a way that by the end of the term the students will be in control of guiding their own learning. This will provide the students an opportunity to gain the knowledge needed to complete this course but in a method that is meaningful to them.

I truly believe school is not only responsible for academic growth but personal growth as well. I will definitely be aware of this as I meet your child and the rest of the students next week in class. I will then begin to construct methods to provide scaffolding that will allow personal growth in their lives.

In concluding I hope that this letter has given you an idea of who I am as a teacher and my goals for the class. I invite you to contact me to discuss any concerns you may have or just to talk about your son/daughter. My contact information is found below so please feel free to email, call or set up an appointment to meet with me at the school.

Look forward to hearing from you and making you a part of your child’s learning.

Sincerely,

Miss Anna Hueging

[anna\_hueging@hotmail.ca](mailto:anna_hueging@hotmail.ca)

Home: (204) 461-2561

School: (school phone number)

Class website: www.Grade11ScienceRocks.com

### First Phone call:

1. Introduce myself: “Miss Anna Hueging, (students name) grade 11 biology teacher.”
2. Ask for their name, if you do not know them and make sure that it is the students care giver. (jot down the name of the person you talked too)
3. Tell them:
   1. We will be covering body systems this term, with a focus on health
      1. You will be doing many
         1. Dissection
         2. Experiments
         3. Skyping in some people who have been living with some disease that we will be talking about in class
   2. In my class I believe in gradually giving the students more control over their learning because I believe this makes learning more meaningful to them. To do this I will give them more choices about assignments and ways of presenting the information that they gather.
   3. I also believe that schools are not only responsible for academic growth but personal growth as well. This is something I will assess when I meet the students in a couple of weeks and see where I feel they may need some help.
4. I hope you have a better idea of who I am as a teacher.
5. Do you have and questions?(if ask answer them otherwise try some of the ones below to get a conversation going)
   1. Is there anything that you would like me to be aware/or watch for when meeting (students name)?
   2. Are there any concerns you have?
   3. What are some of the things that interest (student’s name)?
6. Well I thank you for your time (parents name), I invite you to contact me by email or phone. You can find the information on the class website [www.Grade11ScienceRocks.com](http://www.Grade11ScienceRocks.com), or by contacting the school. Unless you have a pen ready I can give you my email/telephone now.
7. Thank you again, I look forward to speaking with you again.
8. Bye

### Parent teacher interview:

1. Meet them at the door and welcome them, introducing yourself and hopefully knowing their names or asking for it.
2. Then take them on a walk around the room showing them some of the activities that you have been doing in the class. (Even if it is just a visual outline of the units we have covered, something to show the parents so they can grasp what has been going on).
3. Then offer them a seat and say some positive things that you have noticed about their son/daughter.
   1. Explain what assignment type they like and excel at.
   2. What areas seemed to intrigue them
   3. Their positive interactions with others in the class and to the class environment.
4. Then explain what area the student could work on
   1. In school
   2. Or mannerism in class
   3. Even if the student is a very good student it may be helpful to tell the parents that it would be good to try and get her examine topics deeper or try some other methods of presenting information. (for examples)
5. Mention what you have tried in regard to what you want the student to work on
   1. How successful is what you are trying
   2. What you might try next
   3. What you feel the parents could try
6. Ask the parents if they have any concerns.
   1. Ask them how they feel their child has been doing in school this year both with biology and school in general
   2. Have they noticed any changes in their child this year? (Attitudes, friendships, maturity) offer your opinions as well.
7. Ask if there is anything else they would like to talk about
8. Mention that they are always free to contact you.
   1. Give them/offer them a “business card” with you contact information on it
9. Thank them for coming.

## 8 Models Assignment

### Behavior Modification

# Underlying Assumptions

* Human beings have no will. They simply respond to environmental stimuli.
* Human beings are essentially responders to external stimuli. They are regulated by environmental influences that satisfy basic needs.
* For students to behave appropriately, they must receive guidance from their teachers.
* Students cannot learn to be responsibly self-governing.
* They must be managed by someone who can arrange reinforcers appropriately.
* If the behavior of humans is not managed, we can expect an increase of discipline problems, crime, poverty, war and other social ills.

# Important Aspects of Classroom Application

# Corrective Disciple

* + You ignore unwanted behaviors because not giving them attention is therefore not rewarding them
  + Praise positive behaviors therefore giving attention and reward to the things you want in varied intervals

# Preventative Disciple

* + Give specific expectations about behaviors and rules to students at the beginning of school year
  + Setting out what rewards will be

# Strengths

* It is simple to use.
* Results are immediate.
* It accommodates most teachers’ desire to maintain control.
* Students can feel successful while they obtain rewards.
* Standards of behavior are uniform, consistent, and clear to all students.
* Time does not have to be spent in class discussing rules of students’ conduct.
* It can be readily employed with all students regardless of age. The procedure has been well researched and found to work consistently.

# Weaknesses

* The results may not last long.
* Students may not perform as desired when rewards are terminated.
* Students may not learn how to govern their own behavior.
* To some teachers, this approach seems too much like bribery.
* It ignores any underlying problems caused by influences at home, in society, or at school.
* To use so much control in a democratic society may be unethical.
* Students do not get an opportunity to clarify emotions, weigh alternatives, decide on solutions, or develop their intellect.
* Rewards undermine intrinsic motivation.
* Rewards may promote a loss of interest in learning.
* Rewards may reduce the quality of the work children do in school.

# Other Important Points

* You can use other types of rewards but the main focus is to praise positive behavior in hopes to change the negative behaviors to positive.
* Primary reinforces are the essential to life
* Can give edible or activity or material rewards to
* Students will often give you a hint to what reward they want, it may be surprising but go with it.
* You can give reinforcements in variable intervals rather than all the time, this way it promotes the good behavior even without reward and is more likely to make the behavior stick once the rewards are gone

### Assertive Discipline

# Underlying Assumption

* Students must be forced to comply with rules.
* Students cannot be expected to determine appropriate classroom rules and follow them.
* Punishment will cause students to avoid bad behavior and engage in good classroom behavior.
* Good behavior can also be encouraged by positive reinforcement.
* For proper classroom management, parents and school administrators must help to enforce rules.

# Important aspects in class

## Corrective Discipline

* + Track misbehavior
  + Use punishment to enforce limits
  + Consistency is key

## Preventative methods

* + Establish positive student-teacher relationships
  + Establish rules or expectations
  + Implement a system of positive consequences
  + Establish strong parent support
  + Being assertive

# Strengths

* It is simple to use.
* The personal desires of the teacher can be enforced.
* It involves parents and administrators in the discipline process.

# Weaknesses

* The practice of warning students by putting their names on the board may entice some students to misbehave who otherwise would not.
* Students angered by warnings and sanctions may go further in their rebellion than they ordinarily would.
* Students may be embarrassed by having their names on the board.
* This approach fails to promote self-direction in students.
* It fails to deal with the underlying causes of discipline problems, such as emotional illness, divorce, poverty, racism, and so forth.

# Other Important aspects

* Must be consistent
* Have to be an assertive person
* Rules must be fixed and the outcome is the same every time the rule is broken
* Punishment goes up on a known scale for continued disobedience
* Punishment and rewards have to be meaningful
* Important that parents know what the expectation and rules are, along with the consequences.
* Rewards and punishments need to be immediate so students can draw the connections easily.
* Physical punishment may lead to aggressive abusive people
* Mild consistent punishment is just as effective has harsh ones
* Increase in aggression needs to be sudden…quiet person says quiet loudly. But if gradual increase in tone then do not notice
* Frequent/catch the behaviors.
* Need to make the consequence relate to the negative behavior….punishment is unrelated

### Logical Consequences

# Underlying Assumptions

* Inappropriate behavior is motivated by a need to gain attention, exercise power, exact revenge, or display inadequacy.
* If the motive for attention is satisfied, inappropriate behavior associated with other motives will not be manifested.
* Inappropriate behavior can be terminated by helping student find legitimate ways to satisfy their needs.
* Children can learn to understand their own motives and consequently eliminate misbehavior by having teachers help them explore why they behave as they do.
* Students behave more appropriately in the classroom when they suffer the logical consequences of their behavior.
* Presenting students with a choice between two alternative behaviors offers a sufficient basis on which they can learn to be responsible.

# In class stuff

## Corrective discipline

* Avoid power struggles
* Give positive attention to positive things
* Class meetings
* Logical consequences to an action either come up by teacher or class
* Not give punishments
* Teachers attempt to understand students’ motives.
* Students are helped to understand their motives.
* Students are helped to exchange their mistaken goals for useful ones.
* Students are encouraged to become committed to their new goal orientation.
* Students are taught to apply logical consequences.
* Group discussions regarding class rules and problems are held.

## Preventative

* Class meetings
* Knowing birth order
* Giving attention to all students in positive manners
* Ensure that everyone’s needs for attention and acceptance are met.
* Avoid reinforcing or provoking misbehavior
* Develop a trusting relationship between you and your students
* Find value in each of your students
* Be flexible enough to maintain a positive attitude about every student
* Engage students in planning logical consequences
* Allow students to work at their own pace, be spontaneous, be enthusiastic, explore personal interests, and accept responsibility for themselves.

# Strengths

* Promotes a degree of autonomy for students.
* It incorporates a preventative approach to discipline.
* It helps students to understand why they behave as they do.
* It helps students to learn correct behavior.
* It promotes mutual respect between teachers and students.
* It relies on logical consequences instead of arbitrary punishment and systematic reinforcement.
* It helps teacher focus on causes for behavior before they take action.

# Weaknesses

* Teachers have trouble determining the actual motives of their students.
* Students may not admit their real motives, either because they believe that their motives are unacceptable or because they do not know what they are.
* Teachers may find it difficult to respond to students in a non-controlling way.
* Teachers may have a problem dealing with the complexity of engaging in a dialogue with their students.

# Other important

* 4 kinds of attention seekers, active/passive constructive/destructive, …read about them more if you forget.
* 4 stages- attention seeking, gaining power, gaining revenge, inadequacies…you will know by how you feel in each situation.

### Democratic Discipline

# Underlying Assumptions

* Students of various ages can learn to express themselves in caring ways and develop good relationships with their peers and teachers.
* With the help of their teachers, students can organize learning experiences of higher caliber, which have acceptable content and an appropriate level of sophistication.
* Students can learn to satisfy personal and social needs effectively while internalizing critical human virtues and academically achieving at their highest potential.
* Student’s natural way of learning is to constructively engage in inquiry in an effort to solve problems with which they are confronted

# In the classroom

# Corrective discipline

* Discipline “problems” are handled at class meetings
* When the group is functional, groups are self-monitoring and self-correcting.
* Teachers do not overtly monitor students nor impose punishments or consequences
* Teachers should lead, guide, and support students through discussions to deal with discipline problems.

# Preventative

* Preventative discipline should start with class input into the rules/norms for behavior. The list might need to be reviewed and revised as issues come up in the classroom and as students become more familiar with this type of learning.
* Maintaining a very high level of engagement in learning
* Planning elements of a successful learning community
* Working with students on the development and maintenance of relationships within the classroom

# Strengths

* Learning communities provide a valid way for satisfying students’ needs.
* Learning communities provide an authentic format for teaching students how to live successfully in a democracy.
* Learning communities can enhance student relationships and prevent bullying.
* Learning communities accommodate students’ natural inclination to be self-governing.
* Learning communities are compatible with constructivism, the most accepted learning theory.
* Learning communities provide for authentic assessment of student achievement.
* Learning communities provide a way for students to satisfy their legitimate interests, become intrinsically motivated, and achieve at higher levels.
* Learning communities help student acquire skills in solving critical personal and social problems.
* Students can become more able to validly regulate all activities in the classroom and protect the learning environment.

# Weakness

* Promoting learning communities requires teachers to make adjustments in their behavior and teaching practices (Hmmm? Why is that a weakness?).
* Considerable effort is required to make necessary adjustments to the teaching practices (Hmmm? Is this different than the first one?)
* Forming a learning community requires considerable time and commitment.
* Opposition can be expected from those who prefer schools to continue to function as they have traditionally.
* Employing learning communities may run counter to individual teachers’

# Other Important points

* Inquiry is important teaching method, make learning communities
* Very students centered
* Classroom meetings are student run with the teacher acting as another “person in the class”
* As long as students are interested than they do not misbehave

### Reality theory and Choice theory

# Underlying Assumptions

* Human beings are self-regulating.
* Children learn to be responsible by examining a full range of consequences and making value judgments about their behaviour.
* Avoiding an exploration of motives will help children accept responsibility.
* Human behaviour consists of an effort to resolve needs for: love, power, freedom, and fun.
* Each person has a unique way to satisfy needs.
* Children cannot be forced to change what they believe about how to best satisfy their needs.

# In class

# Preventative

* Set goals as a class
* Set rules together
* Set norms for operations together
* Everyone needs to commit to making it work.
* Decide together what the consequences will be, if someone doesn’t conform to the mutually agreed upon rules.
* IDEA ON PPL DO THINGS TO SATISFY NEEDS=love(belonging), freedom, power and control and if these satisfied then will not do something wrong

# Corrective Discipline

* 5 Step Process:
* Identify inappropriate behaviour
* Identify the fully range of consequences
* Make value judgment about the best solution
* Create a plan
* Help students to stick to the plan

# Strengths

* Reality therapy and choice theory promote a high degree of autonomy and responsibility for students.
* They help students see a wide range of possible consequences for their behaviour.
* They allow students to determine solutions to their own discipline problems.
* They help students understand their needs and how to satisfy these needs legitimately.
* They help teachers avoid promoting rebellion.
* They delineate clearly what a teacher needs to do for every misbehaving student.
* Problem behaviours can be handled in classroom meetings involving the entire class, which helps all students understand the various discipline problems and what to do about them.

# Weaknesses

* It is difficult for teachers to help students satisfy their need for control without feeling threatened themselves.
* It is difficult to react properly when communicating with students about their inappropriate behaviours.
* It is difficult to avoid giving responses that encourage students to make excuses for their bad behaviour.
* It is difficult to help students experience the true sense of autonomy implied by control theory if outside influences dictate what is taught in school and how children should be disciplined.
* Classroom meetings may consume more time than is desirable.
* It may be difficult to help students who do not want to be in school to make plans to improve their behaviour.
* Students may not have the necessary skills to make plans that will help improve their behaviour.

# Other important points

* Do not ask the student why they think they are doing something
* Ask questions in whys that force students to take responsibility for their actions
* I DO NOT LIKE HIM from his video but chris brown does.

### Teacher effectiveness training

# Underlying Assumptions

* Human beings are self-regulating and can thus learn to manage their own behavior.
* Students commonly rebel when their teachers actively regulate their behavior.
* Rewards and praise may undermine intrinsic motivation.
* Students can solve their own problems when teachers listen to them.
* Students will alter their misbehavior when teachers deliver appropriately constructed I-messages.

# In class

# Preventative

* Conducting open-ended discussions in the classroom to address student concerns.
* Preventative I-messages

# Corrective Discipline

* Sometimes, students will need you to intervene and help them solve a problem.
* When that happens:
* Define the problem.
* Generate possible solutions.
* Evaluate each solution.
* Make a decision.
* Determine how to implement the decision.
* Assess the success of the decision.

# Strengths

* It promotes autonomy and self-regulation for students.
* It promotes good student-teacher relationships.
* It allows students to deal with personal problems and feelings.
* It helps teachers communicate their needs to students so that students can appreciate how their behaviour affects others.
* It helps students understand that teachers have needs and feelings just like they do.

# Weaknesses

* Teachers may find some difficulty changing their role from directing and controlling students to actively listening.
* Teachers may have difficulty accepting value differences between themselves and their students.
* Transmitting I-messages instead of you-messages will be understandably difficult for teachers to master.
* A more comprehensive preventative discipline approach may be needed to help teachers avoid having to deal with the number of possible problems likely to surface.

# Other important points

* Misbehavior is just a definition adults give to behavior they do not like,
* Students do things to fulfill a need
* I messages can’t be argued
* Active listening(repeat back what person says) make sure you hear right, they know you listen, they can filter it.

### Judicial Discipline

# Underlying Assumptions

* School is an appropriate place to prepare students for living in a democratic society.
* Students can learn to responsibly use their personal freedoms as guaranteed by the Charter of Rights and Freedoms.
* Students can learn to regulate their personal behavior so that it does not violate compelling school interests.
* Students can help create valid rules for the classroom.
* Consequences provide a better way to improve the classroom behavior of children than punishment.

# In class

# Preventative

* Rules made by charter of rights and freedoms
* Make rules based on charter
* Class meetings to establish norms

# Corrective discipline

* 7 questions
  + What needs to be learned here regarding the situation?
  + What is my role as a mentor/educator in resolving the problem?
  + What additional information is needed about the student and the events surrounding the situation?
  + What strategies can I use to get this student to talk about the problem?
  + How will the student perceive what I am trying to do – help with the recovery or punish the misbehaviour?
  + How will the problem’s resolution affect the other members of the school community?
  + How can I keep the mutual respect needed for a strong professional relationship intact as important issues of the problem unfold and workable solutions take form?
* Consequences might include: an apology, cleaning up the mess, returning stolen property, restitution, community service, counseling, parent conference, re-writing the assignment

# Strengths

* It provides students a more valid sense of how violation of their rights may be addressed after they leave school.
* It helps children understand how the legal system works in a democratic society.
* It helps students learn to balance their rights against compelling school interests.
* It helps students get a truer picture of their rights and responsibilities in a democratic society.
* It provides a format for students to become actively involved in school and community affairs, including learning the operation of the legal system.

# Weaknesses

* It takes considerable time for students to become involved in the school wide aspects of judicious discipline.
* The application of personal rights and compelling school interests may be confusing to students when they exit the school at graduation.

# Other important information

* Teacher lead meeting, students are not obligated to participate

### Jones Model

# Underlying Assumptions

* Children need to be controlled to behave properly.
* Teachers can achieve control through nonverbal cues and movements calculated to bring them closer and closer to students physically.
* It is appropriate to pressure students to behave by reducing the time they are allowed to spend in preferred activities.
* Reinforcing good behaviors will increase their frequency.
* The involvement of parents and school administrators in classroom discipline helps the teacher gain control of students’ behavior.
* Stopping instruction to deal with discipline problems helps eliminate these problems

# In class

# Preventative

* Seating arrangements – arranged so that the teacher can easily access each student’s desk
* Student-Teacher relationships – warm, open, trusting, teacher should share openly with students and should invite information from students, teacher should model learning
* Discipline shouldn’t take up too much time either in planning or in execution. Make it quick and simple.
* Teach rules like you would any other subject.
* Rules need to be periodically re-taught throughout the school year.
* To enlist the support of the students, they should be involved in a discussion about:
* what characterizes a good classroom,
* what their role should be,
* obligations and responsibilities for teachers and students
* what kinds of behaviors can ruin a class.

# Corrective Discipline

* Having eyes in the back of your head
* Stop teaching, deal with discipline
* Turn directly toward the student, make eye contact, and say the student’s name
* Move towards the student until your legs are touching the edge of the student’s desk
* Don’t say anything, remain relaxed, remain in control
* Stay until the student has returned to work, lean over and thank the student by name then return to your work
* Place palm flat on the student’s desk and use a verbal or nonverbal prompt to get the student back to work.
* If that doesn’t work, place both palms on the student’s desk, lean in, maintain eye contact.
* Do not say anything, wait, breath normally
* Ignore anything that the student says during this time, wait for compliance
* If it still doesn’t work, drop from your palms to your elbows. If someone else joins in, you might need to move to a location where you can be close to both students.

# Strengths

* It specifies a set of steps to follow in dealing with discipline problems.
* It tells exactly how far to go in applying discipline techniques.
* It defines the role of the teacher as well as the role of administrators in discipline.

# Weaknesses

* It does not promote autonomy in students.
* It is difficult for some teachers to apply the techniques as specified.
* Some teachers are uncomfortable getting as physically close to students as the procedures dictate. Close physical proximity may also produce violent reactions in students, causing some parents to intervene on behalf of their children.
* PAT may be less educational than Jones supposes.
* Jones’s insistence that instruction should be stopped when discipline problems arise is contrary to what many educators would recommend. Many classroom disruptions are encouraged when teachers terminate instruction to focus on discipline problems.
* Allowing the misbehaviour of individual students to penalize the entire class may cause some students to be overly submissive and others to rebel.
* Jones’s approach, through some of its backup systems, promotes a ‘tattling’ relationship between teachers and parents and can stimulate hostility between parents and teachers or the school.
* It encourages teachers to be aggressive and controlling instead of helpful and supportive.

# Other important information

* Praise prompt leave, to stop spending to much time helping one student
* Say see do, little sequences
* Omission of some students from the PAT
* PAT= positive activity time when students are good they get more and less if bad