ESSENTIAL COMPONENTS OF A STUDENT-CENTERED CLASSROOM
MANAGEMENT APPROACH FOR GRADES 1, 2 AND 3

A Project

Presented to the faculty of the Department of Education
California State University, Sacramento

Submitted in partial satisfaction of
the requirements for the degree of

MASTER OF ARTS

in

Education
(Curriculum and Instruction)

by

Alisha Whitney Patten

FALL
2012
ESSENTIAL COMPONENTS OF A STUDENT-CENTERED CLASSROOM

MANAGEMENT APPROACH FOR GRADES 1, 2 AND 3

A Project

by

Alisha Whitney Patten

Approved by:

__________________________________, Committee Chair

Rita M. Johnson, Ed. D.

____________________________

Date
Student:  **Alisha Whitney Patten**

I certify that this student has met the requirements for format contained in the University format manual, and that this project is suitable for shelving in the Library and credit is to be awarded for the project.

______________________________________________________________________________

Susan Heredia, Ph. D., Department Chair                      Date

Department of Teacher Education
Abstract

of

ESSENTIAL COMPONENTS OF A STUDENT-CENTERED CLASSROOM MANAGEMENT APPROACH FOR GRADES 1, 2 AND 3

by

Alisha Whitney Patten

Statement of Problem

Classroom management is a multifaceted component that can often be overwhelming to teachers as they are unsure of where and how to begin developing an effective management plan. Many teachers are in need of guidance and direction as they enter the teaching field and experienced teachers often find change of pace a positive aspect. Providing teachers with a guide focusing on how to create a student centered classroom in terms of classroom management is needed.

Sources of Data

The information presented in this Project comes from a variety of sources. The Review of Literature contains information from books, articles and online databases. The information in the Appendix has derived by synthesizing written information in books, articles and online databases. It also derives from the author’s teaching
experiences and observations at school sites. The bibliography states a list of the sources used.

Conclusions Reached

This project resulted in the creation of an effective guide specifically designed for primary grade teachers seeking guidance on student centered classroom management. Many ideas presented in this guide can also be adapted for secondary grade levels.

__________________________, Committee Chair
Rita M. Johnson, Ed. D.

_________________________
Date
ACKNOWLEDGEMENTS

I would first like to thank my family for their support, positivity, and encouragement through my school years. I would also like to thank my friends who have been patient and supportive also providing me with encouragement and feedback during this process.

I would also like to thank Dr. Rita Johnson, my project adviser, who graciously offered her consistent guidance, support and time.
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Acknowledgements</th>
<th>vi</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter</td>
<td></td>
</tr>
<tr>
<td>1. INTRODUCTION</td>
<td>1</td>
</tr>
<tr>
<td>Statement of Problem</td>
<td>2</td>
</tr>
<tr>
<td>Statement of Significance</td>
<td>4</td>
</tr>
<tr>
<td>Questions to Address</td>
<td>4</td>
</tr>
<tr>
<td>Definitions of Terms</td>
<td>5</td>
</tr>
<tr>
<td>Description of the Project</td>
<td>6</td>
</tr>
<tr>
<td>Limitations</td>
<td>6</td>
</tr>
<tr>
<td>Organization of this Project</td>
<td>7</td>
</tr>
<tr>
<td>2. REVIEW OF LITERATURE</td>
<td>9</td>
</tr>
<tr>
<td>Introduction</td>
<td>9</td>
</tr>
<tr>
<td>Background</td>
<td>11</td>
</tr>
<tr>
<td>Historical Perspective in the United States</td>
<td>12</td>
</tr>
<tr>
<td>Classroom Management Studies</td>
<td>21</td>
</tr>
<tr>
<td>Classroom Community</td>
<td>29</td>
</tr>
<tr>
<td>The Arts</td>
<td>31</td>
</tr>
<tr>
<td>Assessment of Project Implementation</td>
<td>36</td>
</tr>
<tr>
<td>Summary</td>
<td>37</td>
</tr>
<tr>
<td>3. METHODOLOGY</td>
<td>40</td>
</tr>
<tr>
<td>Introduction</td>
<td>40</td>
</tr>
<tr>
<td>Project Design</td>
<td>40</td>
</tr>
<tr>
<td>Organization</td>
<td>42</td>
</tr>
<tr>
<td>Implementation</td>
<td>42</td>
</tr>
</tbody>
</table>

vii
4. SUMMARY, RECOMMENDATIONS AND CONCLUSION .................. 45
   Summary ......................................................................................... 46
   Recommendations ................................................................. 47
   Conclusion .................................................................................. 49
Appendix. Classroom Management Guide ....................................... 51
References .................................................................................... 110
Chapter 1

INTRODUCTION

Taking attendance, lunch count, sharpening pencils, checking homework, distributing and collecting papers may seem like simple tasks, especially to adults, but in a classroom filled with children all attempting to do the same tasks at the same time, these tasks can be difficult to manage in a timely manner. Having an organized and efficient way of proceeding with these tasks allows them to take minimal time so that the maximum amount of time during the day is devoted to learning activities, and a minimum is spent on behavior problems which result from non-focused time in the classroom.

The way in which an instructor organizes the routine tasks, classroom transitions, student behavior expectations, and builds a sense of community is part of the overall approach to what educators call classroom management. Classroom management is perhaps the single most important factor influencing student learning (Clement, 2010). Although classroom management is frequently associated with behavioral discipline, in reality this is only one aspect of it. According to Marshall (2001), “classroom management is about strategies to make instruction and learning efficient…the way to do this is to teach procedures…procedure gives structure” (p. 205). Oliver and Reschly (2007) agreed, noting that, “highly effective instruction does not completely eliminate problem behavior, but it will reduce such behavior by encouraging higher rates of academic engagement and on-task behavior” (p. 13). When
classrooms have organization and structure, the students take on responsibilities and are constantly engaged in classroom activities, which then reduces behavioral problems.

As a multifaceted area, classroom management varies in what it entails. For purposes of this project, classroom management is defined as the way or style a teacher chooses to run the classroom (Sterling, 2009). More specifically, classroom management ranges from the physical layout of the room, to organization and structure within the classroom, to the establishment of expectations, to effectively using the time given throughout the school day, to relationships between the teacher and students, to behavior issues.

**Statement of Problem**

Beginning teachers often face at least two major levels of challenge. One obvious challenge is curriculum, since they have never taught before. Not only do teachers have to understand the standards themselves, they must also learn how to plan and implement lessons that cover the standards and actually result in student learning. The less obvious corresponding challenge is classroom management. During student teaching, novice teachers gained some knowledge of what managing children in classrooms entails, but a true understanding of classroom management occurs when teachers become responsible for managing their own classrooms. Where is the guidance and preparation at this point? This is reality and teachers need additional support other than what they have been provided with in their limited student teaching experience. As a student teacher, the master teacher was always there to rely on, but in reality the
classroom teacher is solely responsible and needs to manage and problem solve difficult situations in the classroom if and when they arise.

A significant amount of literature has been devoted to classroom management, yet the “issue facing those preparing teachers is what to teach from the vast array of literature” (Clement, 2010, p. 43). Where does one begin when there are so many different theories and ideas that suggest what are best for classrooms?

The purpose of this work is to provide an easy to use reference guide on the effective components of classroom management for grades one, two and three that are focused on a student-centered approach that includes the role of classroom community, which is a combination of Consistency Management and Cooperative Discipline with Student-Directed Learning Theory. Both theories address student-centered approaches in a constructivist way, while each theory addresses additional critical problems. Consistency Management and Cooperative Discipline theory places emphasis on the teacher’s role in comparison to the student’s role, while Student Directed-Learning Theory emphasizes building classroom community.

When a teacher faces a management problem, the guide will be available for consultation much like a mentor teacher would be. A unique aspect of this guide includes the integration of a portion of the Arts standards. Unfortunately, the Arts are often a neglected area of the curriculum due to school district expectations to spend the bulk of the day on other academic areas, but incorporating it into the classroom without creating a separate lesson plan is an added bonus. Fisher and McDonald (2004) state, “the call for curriculum integration with and through the arts is evident within many
elementary school environments [but] what may *not* be clear is how we might begin to integrate our instruction” (p. 240). This guide integrates the Arts and makes its role in classroom management clearly evident. The music, art and dance standards that are integrated in this classroom management guide correspond with all three primary grade levels.

**Statement of Significance**

“Without sufficient knowledge of classroom management strategies, new teachers may begin their careers striving to manage as they were managed,” observed Clement (2010, p. 42). Classroom management techniques have changed and developed over the years, and it would not fully benefit the teacher or students to base classroom management techniques on the teacher’s own personal experiences from twenty or more years ago.

This guide will be developed after reviewing research of related literature. This reference guide will be beneficial by providing realistic, effective guidelines for all primary grade teachers. The focus of this guide will be on student-centered management styles for primary grades, but it can also be adapted for secondary grades. The theoretical foundation derives from Consistency Management and Cooperative Discipline and Student-Directed Learning Theory. The guide will be simplified to an easily readable and accessible format.

**Questions to Address**

What does a well-managed classroom which focuses on Consistency Management, Cooperative Discipline and Student-Directed Learning Theory look like?
Second, how does the development of classroom community play a role in classroom management? Third, how are the Arts integrated through classroom management? This project is specifically focused on determining the essential components of classroom management while acknowledging the significance of incorporating Consistency Management, Cooperative Discipline and Student-Directed Learning and the primary Arts standards. This guide will include the major aspects of classroom management by breaking down the components to the nitty-gritty details a teacher must know.

Based upon the research and very informal conversations between this researcher and other primary teachers, it is anticipated that the major components of classroom management will be addressed, the emphasis on classroom community will be explained, and the role of the Art standards in relation to classroom management will be detailed and integrated.

**Definitions of Terms**

The following are a list of terms that are essential to understanding how this guide fits together.

*Classroom community*: The way the teacher and students work with one another to achieve a goal appropriate for a particular class (Ornstein, Pajak, & Ornstein, 2007).

*Classroom management*: The way/style a teacher chooses to run the classroom (Sterling, 2009).

*Consistency Management*: The teacher’s instructional organization and planning (Freiberg, Connell, & Lorentz, 2001).
Cooperative Discipline: The collaborative effort between the teacher and students to share leadership roles in the classroom (Freiberg et al., 2001).

Morning Meeting: A way of leading and implementing a community in the classroom (Kriete & Bechtel, 2002).

Seating arrangement: How students are assigned to their seats.

Student-centered: A management style where teachers and students share leadership and responsibility and work together to form a community (Garrett, 2008).

Student-Directed Learning: A student-centered classroom placing emphasis on classroom community causes students to become responsible for their own learning and behavior (Kohn, 1996).

Description of the Project

The Appendix contains the actual guide, presented in an easy to use format as laid out in a handbook. Each facet of classroom management will be clearly addressed. Each section of the guide will then further explain how to implement that aspect of classroom management in terms of a student-centered approach and the criteria of Consistency Management and Cooperative Discipline and Student-Directed Learning Theory. The Art standards will be clearly labeled where appropriate in relation to the area of management discussed. The facets will be explained through writing and drawings.

Limitations

There are three main limiting factors in this project. First, the focus on the organization and structure means there is a lack of focus on behavior. The hope is to
have such a well-organized classroom management plan that behavior problems will be reduced without having to specifically address them. The problem with this is that some behavior issues are extreme and students do need to have their behavioral issues be addressed separately. Second, this reference guide is designed for primary grades, although it can be useful for intermediate grade teachers if they wish to use it as a foundation of ideas and make some modifications as needed. Last, the facets of classroom management in this guide are specifically related to Consistency Management and Cooperative Discipline and Student-Directed Learning Theory, which is just one of the dozens of theories there are in relation to classroom management.

**Organization of this Project**

Chapter 1 is the introduction, background, statement of purpose, definition of terms and limitations. Chapter 2 is the review of literature. The history of classroom management is addressed in the first section of the literature review. The second portion of the literature review relates to the organizational and structural facets of classroom management. The individual components, importance and other handbooks relating to classroom management will be addressed. The third portion of the literature review pertains to current and related classroom management studies. These studies detail areas of classroom management such as the connection and need for management in relation to technology, how the behavior and environment influence classroom management, and classroom management with a student-centered approach. The fourth portion ties in the relation between classroom management and the building of classroom community. The final portion explains the role and importance of the Arts in a classroom setting.
Chapter 3 describes the methodology used to create this project and its proposed implementation. Chapter 4 covers the summary, recommendations and conclusions. The actual project is contained in the Appendix, followed by the bibliography of references for the project.
Chapter 2

REVIEW OF LITERATURE

Introduction

Overview

This review will explore classroom management addressing five essential components encompassing the history, the organizational/structural facets, current and related studies, classroom community and the Arts. Each section adds crucial meaning to the overall understanding of a student-centered classroom management approach focusing on Consistency Management and Cooperative Discipline and Student Directed Learning Theory.

The beginning will focus on the chronological sequence of the history of classroom management dating back to the 1700s. This describes the student-centered theories that have been founded and how and why they have resurfaced over the years. It also addresses other well-known classroom management theories. This history portion will also highlight and more thoroughly explain Jerome Freiberg’s Consistency Management and Cooperative Discipline and Alfie Kohn’s Student Directed Learning Theory, all of which promote student-centered approaches, which are the basis of this guide. Essentially the combination of these three theories, help explain the derivation of this student-centered guide.

The second portion of the literature review will report on the current and related classroom management studies. A current and the most closely related study focuses on teacher-centered versus student-centered approaches and the relationship it has to good
management. This study relates to this project as it explains the importance and need for a student-centered classroom; however, the deficiency lies in how to implement this type of classroom. Each study makes its own contributions to this project by relating classroom management to a variety of parallel components such as classroom environment and behavior of the students.

Third, this review of literature will provide insight to the organizational and structural facets that break down the main and essential components of classroom management that are necessary to fully implement an effective system. The relevant literature highlights the involvement of students in the classroom from developing expectations at the beginning of the year to what roles students have throughout the year.

The fourth part of this review describes the relation between classroom management and the classroom community. This relevant literature indicates the significance of community in the classroom by explaining the importance of the relationships students develop with the other students as well as the teacher.

The final portion acknowledges the role of the Arts in an elementary classroom setting. Art integration within the system of classroom management is an essential piece of this project. The importance of the Arts as part of a connected curriculum in the elementary school is described, as well as suggestions for implementing this approach linked to classroom management processes.
Background

As a multifaceted component, classroom management has varied in definition. The overall idea of classroom management generally has been the way or style a teacher chose to run the classroom (Sterling 2009). Marshall (2001) stated “classroom management is about strategies to make instruction and learning efficient. Good classroom management reduces behavior problems” (p. 205). Some educators argued that if effective instruction was implemented then there was no need for an effective management since the instruction was designed to engage all learners. However, Oliver and Reschly (2007) believed “highly effective instruction does not completely eliminate problem behavior, but it will reduce such behavior by encouraging higher rates of academic engagement and on-task behavior” (p. 13). As Clement (2010) continued “you will not even get to teach your perfectly written lesson plan if you don’t have a classroom management plan in place” (p. 41). Therefore, it has been crucial and essential to have an effective management plan ready to implement on the first day of school.

In a classroom setting there are generally between 25 to 40 students with one adult, the teacher. When working with such a large group of students the teacher has to find a way to keep organization, reduce behavior problems and meet expectations. The meaning behind classroom management has been to create an environment that helped the teacher and students together achieve their academic and social goals throughout the year while also reinforcing appropriate behavior and reducing unwanted behavior. Over
the years an assortment of theories have been pursued in education to attempt to achieve
the most effective strategies for working in a classroom.

**Historical Perspective in the United States**

Classroom management has been a part of every classroom, dating back to well
before the 18th century. According to Conte (1994) in the 1770s “teachers were given
the parental right to act as they would when responding to disciplinary problems” (p.
308). The parental right meant a teacher could act upon and discipline a child by
inflicting physical pain such as spanking or slapping hands with a ruler as a parent
would at home. Reviews of classroom management in the 1800s suggested little to no
change in management style with similar discipline and management strategies
continued up to the twentieth century. During these times, this parental right (of the
teacher or school administrator) was accepted and thought to be appropriate and at
times necessary.

The biggest change that occurred by the late 1800s was in the number of women
who were teaching. As America expanded westward and there was an increased need
for teachers in more remote areas, education became an accepted profession for an
unmarried woman. There were many one-room schoolhouses across the country with a
woman as the only teacher and students of all ages and ability levels taught in the same
room. At that time, it was rare to have a male teacher. Rousamaniere (1994) explained
that classroom management was the individual teacher’s moral responsibility at that
time, which meant that the type of management the teacher felt was appropriate was the
way things were run in a one-room schoolhouse.
However, female teachers frequently found it more difficult to handle behavioral situations than their male counterparts, as it raised a conflicting issue concerning their given role as a female outside of school grounds. During this time females established the role of nurturers and caregivers to children, so in the classroom it was a struggle with finding a balance between nurturing and disciplining the students (Rousmaniere, 1994, p. 51). As a result, “the focus of teaching was on…rewards and punishments” (Rousmaniere, 1994, p. 51). This allowed teachers a choice in terms of management, but did not offer access to a variety in management styles to choose from, nor look at the perspective from the child/teacher relationship, limiting the way things were done.

**Behaviorism**

In the 1920s, however, a movement toward Behaviorism, developed by John Watson began (Moore, 2011, p. 450). Watson viewed Behaviorism in an objective, scientific manner, “subject matter and [to] rely on experimental observation of that subject matter as its method…it insisted on analyzing behavior at a detailed and, if necessary, sequential level…” (Moore, 2011, p. 451). By 1930, problems such as “spontaneity of behavior…[and]…variability of the behavior” arose which conflicted with some of Watson’s beliefs and theorists sought ways to improve the S-R behaviorism model, S representing stimuli and R representing response (Moore, 2011, p. 451).

**Radical Behaviorism**

In the 1930s, Skinner modified Watson’s approach and created a model known as Radical Behaviorism. In addition to classical conditioning, which was based off the
S-R model, Skinner believed in operant behavior, which refers to rewards and punishments. The essential idea of operant conditioning was that behavior was influenced by reactions to the behavior, such as rewards and punishments in a school setting. When a child displayed appropriate classroom behavior that child should be rewarded, but when that child’s behavior was inappropriate that child should be punished in order to learn from the unacceptable behavior.

**Humanistic Theory**

In the 1960s Carl Rogers founded a person-centered approach as a strong foundation in the Humanistic Theory (Lehman, 1982). Lehman (1982) explained the humanistic approach as a “student-centered classroom” where the teacher is “not someone who imparts knowledge, but a facilitator of learning” (pp. 100-101). The emphasis was on a constructivist approach as children took responsibility for their own learning by deciding what was relatable and meaningful to them, which then allowed for intrinsic motivation to occur (Lehman, 1982). Humanism focused on the students, not on the behavior.

**Logical Consequences**

In 1968, Rudolph Dreikurs took the Humanistic theory and added a focus on student behavior, developing a model called Logical Consequences (Malmgren, Trezek, & Paul, 2005). Although its ultimate goal was to prevent student misbehavior, Logical Consequences was based on the premise that when a child’s basic needs were not met, misbehavior would occur. The misbehavior led to a Logical Consequence given by the teacher. Malmgren et al. (2005) explained, “the application of logical
consequences...are consequences that have a clear and logical connection to the misbehavior and have been discussed and agreed upon with the student before applied” (p. 37). The idea of Logical Consequences made sense to many educators, as the consequence to a behavior be related for the sake of the students learning from that consequence. For example, if a student was constantly calling out instead of raising a hand then they might spend their recess practicing raising their hand versus serving detention in another classroom where they would silently be working on a “keeping busy” assignment. In this strategy, Logical Consequences attempts to prevent this misbehavior, but does not realistically seek the true source of the child’s unmet needs in order to solve the problem, e.g. need for love and attention.

**Kounin Model of Discipline**

In 1970, Jacob Kounin also developed a management theory, the Kounin Model of Discipline, that had as its core preventing misbehavior by being proactive about anticipated problems or situations (Marzano, Marzano, & Pickering, 2003). Kounin identified four “critical dimensions of effective classroom management: a) ‘withitness’, b) smoothness and momentum during lesson presentations, c) letting students know what behavior is expected of them at any given point in time, and d) variety and challenge” in school work” (Marzano et al., 2003, p. 5). These four dimensions addressed the areas a teacher should focus on in order to relate to help prevent behavior that distracted students from learning and caused the teacher to lose instruction time in order to handle a behavioral situation.
**Assertive Discipline**

Similar to Kounin’s approach, Assertive Discipline was presented in the mid-1970s by Lee and Marlene Canter, and it was based on Marlene Canter’s work with children with behavioral problems (Malmgren et al., 2005) Assertive Discipline was created to “train teachers specifically to manage behavior in a classroom setting” and it “[focuses] primarily on rewards and punishment” (Malmgren et al., 2005, p. 36). Four main aspects derive from this theory including:

1. a set of consistent, firm, and fair rules; 2. a predetermined set of positive consequences for adhering to the rules; 3. a prearranged set of negative consequences to be applied when rules are not followed; and 4. a plan to implement the model with students. (Malmgren et al., 2005, p. 36)

The overall intention of Assertive Discipline lay in managing positive and negative student behaviors, which essentially focused on what was wrong instead of what was right; the negative instead of the positive.

**Teacher Effectiveness Training**

By 1974, Thomas Gordon introduced Teacher Effectiveness Training (Malmgren et al., 2005). Gordon saw, “effective management of a classroom as facilitating the shift of management responsibilities from teacher to students” (Malmgren et al., p. 38). The focus was still mainly on behavior, but its direction was geared more towards a student-centered approach in terms of self-regulation. Malmgren et al. (2005) stated, “Gordon’s model de-emphasizes the teacher's role in classroom behavior management and instead promotes ways that the teacher can empower the
students to self-regulate their behavior through modeling” (p. 38). While this model would be most appropriate for secondary students, this model can still be applied to primary grades, but it may take more time, patience and modeling from the teacher.

**Choice Theory**

Dr. William Glasser introduced Choice Theory in 1988, building on the work of Canter, Gordon and others (Zeeman, 2006). Choice Theory, also known as Control Theory, was based upon humanistic values and goals and has been applied to all levels of education, from primary up (Zeeman, 2006). Glasser focused on a person’s being conscious of acting, thinking, feeling and one’s physiology, and that people have choices. In making choices, they are responsible for their self and making their own decisions. He proposed Choice or Control Theory as a person-centered approach promoting seven caring habits: supporting, encouraging, listening, accepting, trusting, respecting and negotiating differences, and encouraging students to take responsibility for their own choices and actions.

**Consistency Management and Cooperative Discipline**

In the late 1980s, Freiberg developed an approach called Consistency Management and Cooperative Discipline. Consistency Management and Cooperative Discipline (CMCD) was a research driven, field tested model which created shared responsibility for learning and classroom organization between teachers and students (Freiberg et al., 2001). Consistency Management (CM) covered classroom and instructional organization and teacher planning, focusing on having instructors “provide flexible, but predictable learning environments, enabling students to feel comfortable,
cared for and at liberty to take intellectual risks” (Freiberg et al., 2001, p. 104).

Cooperative Discipline (CD) extended “the leadership roles and responsibilities of instructional management from solely the teacher’s to shared responsibility between students and teacher” (Freiberg et al., 2001, p. 104). This student-centered approach incorporated five themes: prevention, caring, cooperation, organization, and community.

Prevention meant being proactive about student behavior, caring related to the desired feeling of the environment, cooperation implied student ownership and involvement, organization became a mutual responsibility between the teacher and students, and community addressed the idea of parent and community involvement in a child’s education. In focusing on these aspects, the hope was to turn the students from “tourists to citizens.” Their approach was to take the philosophy of person-centered learning and successfully apply it to enhance classroom practice (Freiberg & Lamb, 2009.) The CMCD management theory encompasses the teacher’s role and the student’s role and how the two form together to create a classroom community founded upon a successful management theory. Even though CMCD is not one of the most current classroom management theories, its theory holds significant and relevant ideas that help create ideas for this student-centered guide.

**Student Directed Learning**

In the early 1990s, Alfie Kohn incorporated behaviorism into an approach that he felt was more suitable for the classroom and introduced Student Directed Learning theory. Kohn (1996) explained that previous management approaches were teacher-
directed because of the rules and consequences for actions and the rewards for positive behaviors. He noted that “behaviorism lives on, not only in stickers and stars but in lists of concrete rules telling children exactly what they must, or must not, do” (p. 70).

The foundation of the Student Directed Learning theory lay in a student-centered approach that allowed for a constructivist classroom while placing an immense importance on classroom community. Kohn (1996) urged the teacher to:

Create a sense of community in the classroom, to construct a place where [students] feel trusted and respected and empowered…students feel cared about and are encouraged to care about each other. They experience a sense of being valued and respected; the children matter to one another and to the teacher. (p. 10)

By developing a community, the students and teacher could establish common goals and work together to achieve those goals throughout the year. Also, the importance of having a constructivist classroom was an important part of Student Directed Learning theory. In a constructivist classroom, students were encouraged to participate in engaging activities that provided them with opportunities to build their own knowledge. Providing children with choices in their learning and by establishing a positive classroom community where children could be a part of a constructivist environment, misbehavior tended to be reduced without having to enforce behavior rules/expectations.

Many educational theorists have developed and implemented educational theories throughout the past century, but the foundation of many keep circling back to
person-centered approaches. As previously mentioned there are: Carl Rogers and the Humanistic Theory in the 1960s, Thomas Gordon and Teacher Effectiveness Training in 1974, William Glasser and Choice Theory in 1988, Jerome Freiberg and Consistency Management and Cooperative Discipline in 1986-1987, and Alfie Kohn and Student Directed learning theory in 1996. Each one of these focuses on the student-centered approach, but uniquely contributes and introduces new and different ideas formulated around the essence of a person-centered approach.

A half century of research on person-centered, pro-social classroom management provides some basic approaches to classroom management that are effective. Benefits arise from the person-centered approach including “higher achievement…more positive learning environments with strong teacher-student relationships” (Freiberg & Lamb, 2009, p. 99). Turner (2011) agreed, noting that person-centered/learner-centered environments “help students make connections between previous knowledge and newly acquired knowledge…incorporate students’ strengths and interests into activities and learning experiences..[reengage] reluctant learners…[help] educators pay close attention to the skills, knowledge, abilities and attitudes students bring to the classroom” (p. 125).

Freiberg and Lamb (2009) explained:

Teachers develop four pro-social classroom management dimensions that foster person-centered classrooms: (a) social-emotional emphasis- teachers demonstrate caring for students’ social and emotional needs, and for who they are as people; (b) school connectedness- teachers ensure that students feel a
strong sense of belonging to the school, their classroom, and their peers; (c) positive school and classroom climate - students feel safe in school, developing trust for their peers and their teacher; and (d) student self-discipline - students learn through responsible consequences and a shared respect and responsibility. (p. 100)

These four dimensions allowed teachers to take a step back and become facilitators in the classroom leaving room for students to collaborate and actively participate in their own learning, share leadership roles with their students, co-create a positive classroom environment, and allowed students to achieve self discipline. Freiberg and Lamb (2009) shared, “A person-centered classroom creates a balance between the wants of the teacher (the W) and the efforts and needs of the students (the E), formulating a collective classroom WE, including all persons in a classroom (p. 100).

The person-centered approach enhanced ideas allowing students to become active learners, learn self-responsibility, and feel a strong sense of ownership in the classroom by establishing leadership roles and relationships with the other people in the classroom. With the facts promoting a person-centered environment, a student-centered guide is a key to the foundation of a resourceful classroom management guide.

**Classroom Management Studies**

In 2008, Garrett formulated a mixed methods study at a suburban elementary school that contained 615 students, grades K-6. The overall study focused on three teachers having student-centered instruction that conjoined with student-centered
management styles. Garrett indicated that the three participating teachers all saw themselves as having a student-centered instructed classroom with student-centered management, but facts from his observations proved otherwise. Two of the teachers were student-centered in both instruction and management, while the third teacher had a teacher-centered management style. The third teacher met the goal of student-centered management, but during instructional periods the teacher chose what seemed to worked best for learning to occur. Based on his observations of the three teachers, Garrett (2008) explained:

[the] goal in student-centered classrooms, based on constructivist principles of learning is to create a learning environment where knowledge is constructed by the teacher and students rather than transmitted directly by the teacher…such a shift requires teachers to adopt a person-centered, rather than a teacher-centered, orientation toward classroom management, which features shared leadership, community building, and a balance between the needs of teachers and students. (p. 34)

Garnett noted that the shift towards a student-centered classroom requires that teachers set up instruction time in a fashion for student collaboration and discussion to occur while the teacher monitored, redirected and helped students understand what they were discussing. This can be difficult for teachers as it is generally easier to give students the information they need to learn rather than let them discuss and figure it out first.

This study is essential to this project because it provides evidence that it is possible to have a well-rounded student-centered classroom while the teacher also acts
upon the major role as classroom facilitator. The teacher is a leader who guides the students in all ways that will strengthen and empower themselves allowing for the classroom to be organized in a student-centered fashion. The ideas of this study highly reflect the views of Consistency Management and Cooperative Discipline, while also mentioning the role of community building activities, which reflect the views of Kohn’s Student Directed Learning Approach. While Garrett’s study parallels the perspectives reflected in this project, the following study places more emphasis on behavior and the classroom environment.

Guardino and Fullerton presented a case study in 2010, about a fourth grade inclusive classroom in a troubled urban school in the southeast. The participating teacher reported numerous accounts of disruptive student behavior on a daily basis that affected her teaching ability. The participating teacher recorded problem behavior and engagement before and after an intervention took place. The intervention included rearranging of assigned seats and seating arrangements, making supplies more available and adding colorful, instructional posters around the room. After the intervention, Guardino and Fullerton reported that student engagement increased while problem behaviors decreased. The findings of this study give reason to believe that modifying the classroom environment will positively influence student behaviors by diminishing the number of student distractions during instruction time.

Guardino and Fullerton (2010) proposed that “a well organized classroom…[reduces] the probability that challenging behaviors will occur” if the teacher is aware of the students and their reactions within the classroom environment,
reviews the options for how to minimize the behaviors followed by implementing it and then reflects on the outcome (p. 9). However, Guardino and Fullerton (2010) also pointed out that one challenge teachers face is in finding “classroom management strategies that are proactive, preventative, and relatively easy to implement, and which provide minimal disruption to the classroom” (p. 8).

These preventative strategies are not handed to teachers as they enter the classrooms, in fact, teachers are responsible for implementing their own management plans based off of the little experience they receive from their education and student teaching experience. This is essential to this project seeing that teachers need knowledge and guidance in areas classroom that relate to classroom management, specifically the environment and student behaviors.

A third study by Roach e and Lewis (2011) was conducted in Australia, with a survey of 3500 primary and secondary students and 145 primary and 363 secondary classroom teachers. Roache and Lewis (2011) state, “Lewis discusses various approaches to classroom management” that were addressed in the questionnaire as well as how much responsibility students had in the classroom (p. 133). Roache and Lewis (2011) cited three models: (a) teacher-oriented involving a clear set of expectations for student behavior and using a range of appropriate rewards and punishments to reinforce these expectations; (b) ‘student-oriented’ model, believing students can only develop responsible behavior through a self-regulatory process, not via obedience; and (c) ‘group-oriented’ model, which involved student groups in decision-making processes with the teacher guiding the group and following through with the agreed-upon rules
and regulations (p. 133). The overall findings of this study suggested that management resulting in a harsh, threatening manner increases misbehavior whereas a combination of rewards and punishments, involvement and trust encourages responsible, desired student behavior.

Most students either believed that their teachers were coercive in nature or they attempted to build relationships with their students. Building relationships in the classroom “assists in the development of stronger student-teacher relationships, while also having a positive effect on both academic and non-academic student behaviour” (Roache & Lewis, 2011, p. 134).

This extends upon the findings of the study when it explained that desired behavior derives partly from a sense of trust and involvement. Additionally, results of this study reinforce that teachers should be building positive relationships with their students if they want to seek ways to minimize unwanted behavior. Teachers need to be aware of how their management approaches and handling of situations can affect their students, as students are constantly learning how to from their surroundings and how to respond to negative and positive feedback from the teacher.

A 2009 study challenged a norm that generally applies to classroom management. Dixon, Egendoerfer, and Clements took part in the study, “Do They Really Need to Raise Their Hands? Challenging a Traditional Social Norm in a Second Grade Mathematics Classroom.” This study challenged the idea of requiring students to raise their hands in math class because they believed that more learning can occur with whole group participation and discussion (Dixon et al., 2009). In this study’s findings, it
was found that as students collaborated with one another they were able to gain knowledge from one another and feel important in their own personal contribution to learning amongst their peers.

The idea of raising hands would classify under a teacher-centered classroom whereas having the option for classroom discussion and interaction without requiring students to raise their hands is student-centered. Although this study strictly discussed raising hands in math class, it could be applied to all subject areas. Dixon et al. (2009) mentioned,

research indicates that learning opportunities arise as students participate in whole-class social interactions [and] learning that occurs in the context of interactions between students and teacher could be defined as developing a community of learners engaged in creation of mathematical knowledge. (p. 1068)

Extending this point beyond mathematics, would mean that student discussions lead to more acquired knowledge. As Dixon et al. (2009) further explained, “allowing for and ultimately promoting more student involvement and opportunities, teachers can create and maintain a more active role for students” (p. 1068), which essentially gave them ownership in their own classroom. The challenge of one simple facet in the classroom such as raising hands and arguing for the importance of student interaction is important as it gives reason for teachers to believe that it is necessary. Ultimately, if teachers understood how simple classroom management components, such as raising hands
versus whole class discussion could lead to more learning then it could help pave the way for a student-centered classroom.

A closely related study dated back to 1980, by Emmer, Evertson, and Anderson, set out to determine the underlying principles of how effective teachers started the school year. The researchers compared and contrasted the difference in teaching styles of effective teachers versus less effective teachers. The researchers studied twenty-seven third grade teachers in eight very diverse elementary schools starting at the beginning of the school year.

One of the main findings of this study stated that both effective managers and poor managers could provide safety and fair treatment towards their students, effective managers were able to allow for maximum productivity time throughout the school days. When there was an effective management plan in place, the students benefited from the teacher’s organization and were able to use the time given in the school day for more learning to occur.

Another main finding of this study presented the idea that the “more effective managers had a workable system of rules and procedures, which they taught to their students during the first several weeks” (Emmer et al., 1980, p. 230). It was obvious that the teachers were well-prepared for the first day and the following weeks by having rules and procedures pre-determined and then clearly explained to the students. “Examples and reasons” of the rules were established and sometimes “pupils were asked to suggest rules” (p. 225). Even though the inclusion of selecting students to suggest rules was not a main idea of the study, it does suggest the idea that including
students in the decision-making process helped foster a student-centered classroom environment.

Emmer et al. (1980) also explained that this study “suggests that such a system, augmented by the teacher’s ability to monitor, to respond to pupil concerns, and to use basic communication skills will facilitate classroom management throughout the year” (p. 231). It was essential that the teacher spend the first few weeks clearly establishing classroom rules and procedures, but most importantly teaching the children what those rules and procedures mean. “The teaching of content was important for these teachers, but they stressed, initially, socialization into the classroom system” (p. 225). It is evident from this study that the first few weeks of school are essential to developing a positive, effective classroom management plan can be carried out throughout the school year.

Evertson, Emmer, and Worsham (2000) developed a how-to guide titled *Classroom Management for Elementary Teachers*. In this how-to guide they explained how to address certain areas pertaining to classroom management such as seating arrangements and rules and procedures. Marshall (2001) added to this guide by contributing ideas about discipline, drinking fountain procedures, passing out and collecting materials, absentees, sharpening pencils, and homework assignments. These sources have provided a foundation for this guide as it references important structural and organizational facets to address within this project. This project will address these facets in a way that is most appropriate for a student-centered learning approach based
off the views of Consistency Management and Cooperative Discipline and Student Directed Learning approach.

Sterling (2009) noted, “effective teachers are prepared. They plan the classroom environment, set up the materials, are ready to teach before class starts, and continually analyze how to make their teaching more productive” (p. 1). But where do teachers even begin in this process? What needs to be considered? How is the classroom set up? There are a million questions to consider as a teacher. There are a countless number of nitty-gritty components related to classroom management and in this project these components are fully addressed in a student-centered matter. For now, this portion of the review highlights some components that will be later explained in the actual guide.

**Classroom Community**

Classroom community is an essential part of a student-centered classroom. Based on the explanations in the research, classroom community can be explained as the way a teacher and students work together to achieve a goal/goals determined within the classroom (Ornstein et al., 2007). Watson and Ecken (2003) described the foundation of classroom community as “a solid, trusting student-teacher relationship” (p. 30). The relationship takes time to develop, but should start at the beginning of the year, day one. It is the teacher’s responsibility to allow time for relationships to develop and grow and generally “caring teachers often say that ‘providing opportunities for student growth’ is most important and they define success in terms of ‘building a classroom community” (Ornstein et al., 2007, p. 111). As a teacher it is crucial to remember that “a caring person, though, an educator must first be a person” (Kohn,
As a person one understands and relates to empathy; therefore, can create an atmosphere where a successful community can develop.

Community building activities such as “Getting to know your classmates” should be a daily part of the classroom where students and the teacher are able to learn, connect and share with one another. This helps formulate positive relationships in hopes of creating a bond within each other that creates a classroom where all people can celebrate their diversity and share their similarities, but most importantly creates an atmosphere of respect for one another. Ornstein et al. (2007) added, “students who perceive the atmosphere as friendly, satisfying, focused on goals, and challenging and who feel the classroom has the required materials tend to learn more” (p. 103). If students are learning then teaching is taking place. Watson and Ecken (2003) believe that “creating a classroom in which students and teacher alike feel trusted and cared for takes time. But it is that atmosphere of mutual trust and care that will lead to a naturally well-managed and disciplined classroom” (p. 3).

Lash’s 2008 study, “Classroom Community and Peer Culture in Kindergarten,” explained the impact of peer culture with kindergarten students. As he explained, “peer culture is identified when the children construct and share a set of common activities or routines, artifacts, values, concerns and attitudes” (p. 33). The overall intention of the study was to discover “the children’s perspectives” on “their evolving classroom community and peer culture in response to the teacher, classroom and school environment” (Lash, 2008, p. 33). This five month long study observed five and six year olds in a morning kindergarten classroom in a small Midwestern university town.
with a diverse population of students. Social constructivism was the foundation of this study’s framework promoting “the idea that individuals, including children, actively build and create their social worlds” (Lash, 2008, p. 34). He reported that a high sense of peer culture was successfully developed specifically through the teacher’s rules, clean-up time, the use of classroom materials and competition with the afternoon kindergarten class. As he explained “the research elucidates how the children’s peer culture works in concert and in opposition to the teacher’s promoted classroom community” and “even with the current national emphasis on academics and accountability, children’s peer culture will evolve and important elements to the children’s lives will make a place in the classroom” (p. 38). It is evident through this study, that the positive effects coming from this kindergarten peer culture study imply the importance of having a positive, caring culture within the classroom environment.

The Arts

The unique aspect of this guide is the implementation of the arts within classroom management. Singing and dancing, and drawing intertwined with a classroom management plan? In the 21st century the arts are pushed aside as unimportant subject matter for children to learn in school due to the focus on reading, writing and arithmetic. In “The Arts refer to Dance, Music, Theatre and Visual Arts.” Oreck (2006) explains:

One obstacle to studying the use of the arts by teachers in the classroom is the lack of a simple definition of what constitutes art…In the simplest sense, arts activities are often separated into two categories—creating/art making activities
(e.g. singing, painting, dancing, acting) and observation/exposure activities (e.g. listening to music, visiting an art exhibition, watching a video tape). (p. 3)

It is essential to know what the Arts are so that teachers can incorporate it into their classrooms and feel confident in what they are doing relating to the Arts.

Fisher and McDonald (2004) stated “the call for curriculum integration with and through the arts is evident within many elementary school environments…what may not be clear is how we might begin to integrate our instruction (p. 240). Fisher and McDonald (2004) stress “the importance of linking arts instruction in meaningful ways to other curriculum content areas (p. 240). The arts will be meaningfully linked to aspects of classroom management in this project. Diket (2003) further explains that “the arts under the initiative (No Child Left Behind) are expected to contribute to student learning in general” and this is administered within classroom management (p. 174). Furthermore, “through arts education, young people gain knowledge, skill and understanding…[it] helps [students] understand themselves and their surroundings (Diket, 2003, p. 175). It has been explained that through the arts children grow developmentally. Integrating the arts in other subject areas is common, but this guide will describe how to integrate the arts within an area that teachers may not even have even considered, and that is art integration through classroom management.

Patteson (2002) formulated a case study in Canada, “Amazing Grace and Powerful Medicine: A Case Study of an Elementary Teacher and the Arts.” In this study, Patteson followed the teaching life of one teacher who participated in Teachers as Artists program and the lasting impact and influences her art related teaching had upon
her students. Results of the study supported the idea that teachers who took the time to impart the knowledge of the arts to their students found not only internal gratification for themselves, but could see how the arts expanded their students’ knowledge and creativity.

The teacher, Heather taught at an average school in eastern Ontario where the children faced many challenges including cultural, learning and behavioral issues. Heather was not an arts specialist, in fact, there were no arts specialists at her school; she gained experience with the arts in the Teachers as Artists program. It was stated that, “her passion, confidence, and skills in the arts took years to truly take root and to blossom,” but it did and her students gained from the experience (Patteson, 2002, p. 285). For example, Heather found that something as simple as playing a guitar in the classroom helped inspires to become interested and want to learn how to play the guitar too. Her students gained insights to the arts through experiences such as the guitar playing because they were exposed to the arts, which does not always happen in classrooms due to teaching to the academic standards and lack of time. This study emphasized, “even teachers who are committed to the arts in education…are likely to face barriers in infusing the arts into the curriculum. Current mandated curricula leave little time for arts activities; chronic shortage of arts materials and spaces for arts activities” (p. 271).

Patteson’s (2002) study emphasized the importance of teachers contributing and exposing children to the arts, however, it does not explain or provide teachers with the knowledge of how to go about doing that. This project will provide teachers with the
insight of how to at least integrate the arts into the classroom, through a student-centered arts-infused classroom management system.

Research by Oreck (2006) contains more information relating to how teachers sought ways to incorporate the arts on a daily basis, while also similarly explaining the importance they perceived the arts integration to have on the teachers and the students. His work focused on six New York City teachers in grades K-12 from eleven different school districts in five regions of the country. A simple basic question was raised, what is art? According to Oreck “arts activities are often separated into two categories—creating/art making activities (e.g. singing, painting, dancing, acting) and observation/exposure activities (e.g. listening to music, visiting an art exhibition, watching a video tape)” (p. 3).

Oreck’s (2006) mixed-methods study “Artistic Choices: A Study of Teachers Who Use the Arts in the Classroom,” provided teachers with reasons to support the need for arts in the classroom, but most importantly it provided examples of how to do that. The findings of the study focused on the teachers’ personal attitudes and desire to teach or incorporate the arts on a regular basis. It was found that teachers who personally desired and valued the importance of the arts for students’ needs discovered ways to implement the arts within their classrooms. These teachers faced the same pressures as other teachers in relation to teaching to the standards, but still allocated time to teach the arts. The teachers’ personal views towards the arts allowed for the children to be influenced and impacted by artistic experiences. According to Oreck, “for
these teachers the arts offered an opportunity to express their passions and interests in
the world and their commitment to children and teaching” (p. 9).

Oreck explained that the “strongest motivation to use the arts was their
awareness of the diversity of learning styles and needs among their students” (p. 1). It
was suggested that a part of the teachers’ desires came from and were reinforced by the
engagement of their students. The most helpful and beneficial piece of this research
article was that it provided readers with examples of including the arts in the classroom.
As Oreck explained, “singing, painting, dancing, acting…listening to music, visiting an
art exhibition, watching a video tape” were all ways to incorporate the arts in the
classroom (p. 3). Taking it a step further, the arts constitute more than these basic
artistic forms that most are familiar with. Characteristics regarding the arts also include
“1) attention to form and qualities…2) connections to feelings, memories and personal
experience…3) sense of wholeness or completeness of experience…4) the ability to use
multiple forms of expression…5) the transformation of a symbolic object or objects” (p.
4). Creating, implementing, and extending activities to fit these artistic standards
allowed more wiggle room for teachers to determine what activities fit into these
definitions of the arts, allowing more variation and creative ideas to occur in the
classroom.

It is interesting to point out that the two art studies seemed to focus and explain
in detail how the teaching of the arts influences a teacher’s life. It would make more
sense if the studies explained the impact and influences the arts had on the students.
However, an underlying assumption can be made to justify the reasoning behind the
need to explain the teacher’s feelings. When a teacher, the classroom role model, is excited and passionate about a topic then the students are more likely to be engaged and willing to learn from the teacher’s eagerness. Therefore, teachers who are passionate for the arts help motivate students to become eager to learn as well.

**Assessment of Project Implementation**

When implementing a classroom management plan the teacher must envision a goal. What is expected from a classroom management plan? In terms of this project the teacher should envision a plan that allows for a decrease in student behavior, a decrease in reminders concerning repeated offenses, smoother transitional periods, and elicits measurable student feedback.

One main desire of an effective management plan would be to minimize undesired student behavior that serves as a distraction to oneself, others and the teacher. With this plan in place the teacher should be able to monitor student behavior with tally marks throughout the day to record how often inappropriate behavior occurs. As the year continues the hope is for the tally marks to decrease.

Another decrease should be seen in student reminders. How often does the teacher need to stop instruction and remind students of the classroom rules/expectations? This can also be monitored daily with tally marks as well.

A third assessment could be in monitoring time taken to transition from one activity to another. The main daily transitions occur from the time students enter the classroom to the time that they begin on their morning assignments. How long is this taking? If there are clear and established morning routines then as a class the students
should be able to minimize the time spent getting started. A second transition occurs when students are seated and are asked to switch their materials from one subject to another. A third transition occurs when students are seated and are asked to move from this position to a new location such as the carpet or lining up at the door. All three of these transitions can be monitored for the time taken and should be expected to improve with practice and routine. Last, student feedback is essential to discover how students are feeling within the classroom environment. Teachers can monitor the classroom ‘atmosphere’ using something as simple as having students circle a picture of a happy, ok, or sad face to having a short questionnaire with a three point Likert scale. This can be done on a monthly basis. The teacher can use their named or anonymous feedback to see how things are going. Sample assessment activities are in the Appendix (see Figures 12 & 13). These four areas can help a teacher assess the effectiveness of this project overall goal.

**Summary**

The review of literature has provided background and valuable information covering the five main areas of this project: historical perspective in the United States, classroom management studies, classroom community, the arts and the assessment of the project’s implementation.

The historical perspective has sought to inform readers of the various, alternate theories on classroom management that have been researched and developed over the years. Two basic trends in classroom management were evident: teacher-centered and
student-centered. The importance of having a student-centered focus in order to build responsible, caring students who can be part of a classroom community was discussed.

The classroom management studies section revealed information relating classroom management to other sectors in the school environment. From these studies numerous ideas were established. It was determined that well-rounded classrooms were possible when student input was sought and students were asked to take responsibility. Overall classroom organization was shown to be critical and increased the effectiveness of the teacher. Additionally, the role of student accepting responsibility for their classroom behavior and their learning led to a sense of ownership where learning could occur in whole group settings.

The section addressing classroom community established the importance of building and creating an environment where students feel safe and comfortable in this community of people with fellow students and the teacher. It should be noted that the development of classroom community does not just happen; it must be created through various experiences and activities.

Incorporating the arts into classroom management was described, as this is an unusual aspect of this project. It has more common to find the arts incorporated into subject areas, but not into something which threads throughout the day like classroom management. The arts are very rarely taught as a stand-alone subject in schools due to the focus on academic achievement and standardized testing. The arts can help children grow developmentally and motivate and inspire many students to want to learn.
Lastly, the assessment of project implementation plays a major role in the successful implementation of this guide. Qualitative data: student opinions, and quantitative data: transition time, tallies regarding student behavior, etc., should be gathered and used to monitor the effectiveness of the guide.

Based on the history of classroom management, the related student-centered studies, importance of classroom community and necessity of the arts in school, a classroom management guide that encompasses all of these concepts will be created to better serve teachers to improve or seek a management plan that is appropriate and best fitting for our 21st century classrooms. With a guide focused on CMCD and Student Directed Learning Theory teachers will have an accessible resource to apply to their primary grade level classrooms. The classroom should run more smoothly based on the effective ideas implemented for classroom management. With a guide focused on including the Arts in the classroom teachers will have a reliable resource to help incorporate the Arts in a way that does not require time allotted specifically for Art-related lessons/activities. The classroom will meet multiple Art standards, which has been difficult for teachers to achieve in the years past. Following this guide, teachers can work toward achieving effective, realistic classroom management whose outcomes will be positive and encouraging, both academically and socially.
Chapter 3

METHODOLOGY

Introduction

This project is a student-centered classroom management guide that incorporates the Arts, specifically designed for teachers to use in the classroom setting. It is intended for the primary grade levels although secondary grade level teachers are encouraged to consult this guide for ideas and modify them as needed. The guide includes a series of classroom management components that teachers can effectively implement in order to create a sense of shared responsibility between teacher and students in the classroom. This guide is also beneficial for teachers to integrate numerous Arts standards within the classroom management plan. This is a unique way of integrating the Arts in the classroom.

The intent of this guide is for teachers to have a realistic, effective classroom management plan that can be implemented in the classroom on the first day of school. Ideally, this effective management plan will allow maximum time for learning opportunities, a decrease in behavior issues and will help create a sense of ownership for the students that will serve as the foundation for a positive classroom community.

Project Design

The basis of the design for the project resulted around the researched literature and observations. This researcher obtained a variety of sources concerning classroom management and classroom community from books, articles, journals, online databases and other handbooks. Once the sources were collected this researcher began to sort
through the literature to determine what was current and relevant. The information from the sources was then synthesized. In order to synthesize this researcher had to note the similarities and differences among the found research, determine what seemed to work well versus not as well, and review explanations for why certain ideas and suggestions were offered for the components of classroom management. Other guides and handbooks were also consulted in order to seek out additional components of classroom management to include, if not already included.

Observations also played a key role in the creation of this guide. The majority of the observations conducted were obtained from a local elementary school where this researcher obtained a part time teaching job and had the opportunity to sub in multiple classrooms and various grade levels. During this time, observations were constantly gathered and recorded. Of course there was diversity of classroom management styles within each of the classrooms, but there was also consistency, which led this researcher to believe that certain approaches worked better than others. This researcher considered the fact that some of the management choices may be the easiest for the teacher, which is why they were chosen, and even though sometimes that seemed to be the case, after a few informal conversations with other staff members this researcher quickly learned that the teachers had the students best intentions in mind.

Through additional general “teacher talk” conversations among the teachers at the elementary school and between family and friend educators, ideas and suggestions were passed on to me, as they knew this researcher was putting together this classroom management project. While this researcher appreciated and respectfully considered all
suggestions and feedback, these ideas were not always used. Their considerations were factored in, but the observations and the literature was used to support the final guidelines.

**Organization**

The purpose of the organization is to supply teachers with an easy to access and easy to follow format. This guide is organized in a fashion that attempts to help teachers recognize how this classroom management plan needs to be conducted chronologically. The chronological organization mostly concerns what the teachers need to prepare before the school year begins and what occurs within the first day and first few weeks of school. The rest of the components are continuously addressed throughout the year. The organization of those ideas are ordered and presented beginning with things that occur daily, generally from morning to afternoon. For example, attendance needs to be taken in the morning near the start of school so that will be one of the first components addressed versus Reflection Time, which would need to happen towards the end of the day to reflect on all that occurred throughout the day.

**Implementation**

This guide would be most effectively implemented by several teachers at a single school site, although an individual may use it successfully on his/her own. This researcher would attempt to put this guide in action by meeting with familiar school site principals and briefly explaining the value in adopting this guide. With the hope that the principal sees the importance in having a reliable resource guide, the researcher can move forward with the implementation.
At the end of the school year the principal, with the researcher present, would introduce and pass out individual copies of the guide for each participating teacher’s use. The researcher would take a few moments to explain the overall objective of the guide and include a few examples from the guide itself. The principal would then ask the staff to review the guide and determine if it is something of interest to them. The researcher and interested teachers would then meet in the fall prior to the start of school after the participating teachers have had the summer to review the guide. At this meeting, the researcher should lead discussions on how to implement the guide and allow the teachers to have an opportunity to discuss the ideas and their thoughts on implementation.

As the year continues, the researcher should schedule monthly check-ins, email/telephone is fine, with each teacher/participant and encourage the creation of an on-site support group for teachers who are implementing this at the same school. Although it is not necessary for the researcher to be involved in the on-site support group, the researcher should be available for consultation/clarification.

In addition to monthly check-ins, the entire group should meet midyear as well as at the end of the year. Mid year allows them to assess how the first portion of the school year went, foreshadowing the upcoming months. If changes or modifications need to be occur, then these should be discussed and altered. The end of the year meeting is a reflection time of the entire year. The teachers can discuss commonalities of what worked best and what needs improvement. The end of the year meeting could also include bringing in new teachers who are interested in learning about the guide. As
teachers and principals begin to adopt this guide, it would be important for principals to inform other principals as well as district officials in the value of this guide. From there, districts could adopt this guide as a beneficial resource to provide incoming teachers.

If more than one teacher at a school is using this guide, the teachers can be a support system to each other. Whether alone or working with a fellow teacher, the teacher should set aside a designated time once a month to review the guide and look for areas that need to be more clearly addressed in his/her own classroom and work on making those changes.

An assessment of the overall effectiveness of the guide needs to occur as well. This assessment should be focusing on the overall main goals of the guide as previously mentioned in chapter two. Any additional goals agreed upon by all participating teachers should also be monitored and regularly recorded as part of the assessment.
Chapter 4

SUMMARY, RECOMMENDATIONS AND CONCLUSION

The purpose of schooling is for people to receive a well-rounded education that enables them to become a successful citizen in the future. Children come from many different cultural backgrounds including race, religion, and family lifestyles. Their perspectives and experiences all differ bringing an immense amount of diversity to classrooms. As they come together in a group, the teacher must work to establish a way to bring the diversity of the students together to become a community of learners aiming for similar goals. Much of the work to set this foundation is done through classroom management. The overall structure and organization of the classroom/community is critical to setting the foundation for social and academic success. Theories of classroom management have had drastic changes over the years, however, there are some theories whose theoretical basis continues to resurface over a period of time.

An effective teacher has to have an effective classroom management plan. According to Sterling (2009), “effective teachers are prepared. They plan the classroom environment, set up the materials, are ready to teach before class starts, and continually analyze how to make their teaching more productive” (p. 1).

McCormack (1997) reported that, “classroom management is the most common concern cited by pre-service, beginning, and experienced teachers as well as being the focus of media reports, professional literature, and school staff room conversations” (p. 102). Oliver and Reschly (2007) suggested ongoing professional development in classroom management for all teachers, novice and experienced. Not only are new
teachers in need of a foundation to get them started in an effective manner, experienced teachers need to be updated and willing to try what is recommended as best for teachers and students. It takes a lot of work on the teacher’s behalf to develop a management plan, but this guide can be a start for those who have a student-oriented focus.

This focus on student-centered learning can help the teachers seek to empower and strengthen their students’ sense of responsibility for their own academic and social success in the classroom. The teacher can encourage students to self-regulate their behavior while fostering social skills through community building activities. This finalized guide can effectively pave the way for teachers to succeed in a student-centered classroom that also fosters a positive classroom community.

Summary

The overall intent of this project is to supply educators with a detailed understanding of what classroom management entails with a student-centered perspective. Classroom management is often only associated with behavior and discipline, but in reality this multifaceted component encompasses a much more in-depth understanding of the many dynamics going on in a classroom.

This project was also completed to provide educators with a realistic classroom management plan that can and should be implemented into primary grade classrooms for the benefit of both teachers and students. The reason for this structured management guide was to provide new insights and knowledge on management that allow educators to have an action plan to serve as a starting point and a reference. The lack of knowledge student teachers and soon to be teachers receive does not fully prepare them
for their real world teaching job. Oliver and Reschly (2007) noted, “the ability of teachers to organize classrooms and manage the behavior of their students is critical to achieving positive educational outcomes” (p. 1). Again, this is only possible if the teachers have the knowledge to create a management plan, which is the reason for the development of this guide.

A student-centered classroom management guide that incorporates a combination of three management theories, Cooperative Discipline, Consistency Management and Student Directed Learning theory has suggested ways for teachers to implement a plan that allows students to feel a part of the classroom, essentially building towards that ideal vision of a positive, safe classroom community. When students feel a sense of ownership and responsibility in the classroom they care more, which encourages them to do their best. In addition to the guide development, an intent of this project is to provide teachers with unique ways to incorporate the arts into the classroom. Art integration with other subjects such as language arts or science is common, while the Arts combined with classroom management is not.

With high hopes and expectations, this guide will be the solution to maximizing learning time and minimizing problem behavior. Using these ideas, teachers can feel successful and motivated to teach while providing their students with a feeling of empowerment and a sense of belonging in their classroom.

**Recommendations**

Chapter 1 suggested that this guide is ideally meant for all teachers who have an open mind towards student-centered management. There are two types of teachers –
experienced and novice. Novice teachers would generally be more open to ideas and suggestions this guide offers because they need resources to help guide their way through the year as they get the hang of things. It is suggested that novice teachers are given this guide over the summer before the school year begins in order for them to read through it and visualize and help organize their classrooms using the suggested ideas. It is crucial that they see and read through the guide individually, but then also have at least one other person to discuss it with, whether a novice or experienced teacher. The point of the discussion and collaboration would be to clarify any aspects and make sure they are “on the same page” in order to best prepare for an effective management plan.

While experienced teachers generally have their own ideas and plans for what works and what does not based upon their recent and past classes, it would be recommended for experienced teachers to be given this guide as a resource to consult for improving their own already implemented ideas and reflecting on what they could change or add as a new incorporation since effective teachers are constantly reviewing themselves and striving for being the best that they can be.

Further development of this guide can be most effectively completed when a group of same grade level teachers at the same school choose to implement this suggested management plan within their classrooms. As a grade level they can essentially modify the suggested ideas to fit their specific grade level. However, since this guide is created for all primary grade levels, it would also be appropriate for any teacher in any primary grade level to pair or group with other primary grade teachers. These teachers could meet at the beginning of the school year, in the middle of the year
and at the end in order to discuss what works and what does not and make adjustments from there. Also, these ideas may help inspire teachers to come up with new ideas and as a group they may find it works better than what was suggested, which means they can apply the changes to best suit their needs.

**Conclusion**

As teachers we strive to be the best we can be to prepare our students for the future, academically and socially. Guidance along the way is acceptable, needed and encouraged. As we move forward in the 21st century we need to understand that change is inevitable. This guide has been created in ways that best strive towards creating an effective, manageable classroom environment where the teachers and students who spend seven hours out of the day together can come to a cordial understanding of mutual care and respect for one another that lead to a classroom where maximum learning can occur.

The combination of effective management with student responsibility helps prepare students to become educated citizens who have been exposed to and learned social interaction and cooperation amongst a group of people. Not only are students receiving an educational background, they are learning social skills that are life-long necessities in order to communicate and get along with other people. It is hoped that the ideas presented in this guide broaden the perspectives of the teacher. New is not always better, but in terms of the desire to be an effective teacher, change is bound to occur and it is encouraged.
This project was developed with the intent that teachers would be provided with a foundation or a new perspective on becoming an effective leader in respect to classroom management. Remember, “there is no one correct way to establish classroom management and discipline,” but the key is in keeping an open mind, welcoming new ideas and reflecting upon yourself as a teacher (Clement, 2010, p. 43). Your ability to become a more effective teacher is there, if you continue to be open to changes and grow as an educator.
APPENDIX

Classroom Management Guide
APPENDIX TABLE OF CONTENTS

Section 1  Beginning of the Year Set Up ................................................................. 53

Section 2  Daily Routines ......................................................................................... 67

Section 3  Class Policies............................................................................................ 100

Section 4  Assessment ............................................................................................... 107
APPENDIX SECTION 1: BEGINNING OF THE YEAR SET UP

1. Student Contact Prior to the Start of the School Year ....................... 54
2. Wall Décor .................................................................................. 56
3. Teacher’s Desk ........................................................................... 57
4. Teaching Table ............................................................................. 58
5. Student Number ........................................................................... 59
6. Student Folders ............................................................................ 60
7. Student Files .................................................................................. 61
8. Seating Arrangement ..................................................................... 62
9. Assigning Seats ............................................................................. 66
BEGINNING OF THE YEAR SETUP

Student Contact Prior to the Start of the School Year

Before the school year officially begins, contacting your students is an essential step in forming the student-teacher relationship that will establish how you desire the year to unfold. It is a method that teachers should use to reach out to their incoming students to showcase a sense of care and excitement of having them be a part of the class. Additionally, it is the foundation that the teacher must establish to welcome students in the beginning the new school year. In this letter the teacher should include a welcoming greeting and make it clear that you, as their teacher for the school year have much excitement in meeting him/her and their family. Short and sweet is acceptable. Use the following template (see Figure 1) as an example:

Dear______,

Welcome to ___ grade! I am looking forward to meeting you and your family this year. We are going to have tons of fun while learning many new and interesting things. I hope you are excited for your first day of school. Enjoy the rest of summer and I will see you soon!

Sincerely,

Mr./Mrs. _________

Figure 1. Welcome Letter.
This general letter can be used for every student, but the teacher should
handwrite in the student’s name and sign his/her name. Also, to create an appealing
appearance and satisfy an art requirement this letter should be decorated with a colorful
pattern. It is up to the teacher to decide the colors in the pattern and the shapes used.
For example, it could simply be red, green and blue stars around the border of the letter.
The teacher can create one sample letter and fit two to a page. It is necessary to print
off in color, but only about 15 copies need to be made since two fit on one page.

**Visual Arts Standards:**

**Grade 1:** Describe and replicate repeated patterns in nature, in the environment, and
in works of art.
Wall Décor

This can be fun and entertaining or long and dreadful, so make the choice to make it fun! It is the responsibility of the teacher to choose the classroom theme as well as the setup of the classroom before the first day of school. Pick a theme that you like and think the students will like too. For instance, an ocean theme can be created while incorporating pictures and quotes from the popular 2003 children’s movie, Finding Nemo. Another example is a Hollywood theme where a red carpet area of the wall can be used to display student work.

It is an important part of the first day of school that students are welcomed in and the fact that they feel safe as they walk into your classroom. Throughout the year, students’ work should be added to the wall décor and their classroom artwork and projects should be proudly displayed. This is an opportunity for students to see that what they do matters as the teacher validates it with putting students’ works on display. Intrinsically, the hope is that students will have a sense of ownership and in return will care for their classroom, their peers and most importantly their education. For example, one of the first student assignments that the teacher should put up on display is an “All About Me” worksheet or artwork they created that depicts themselves. Students’ work should be displayed on the walls throughout the year and their work should be changed about every three weeks.

Visual Arts Standards:

**Grade 1: 2.8 Create artwork based on observations of actual objects and everyday scenes**
Teacher’s Desk

The teacher’s desk is different than the teaching table. The teacher’s desk should resemble the teacher’s personality by incorporating personal things such as pictures as a way of expressing themselves to the students. The teacher’s desk is an off limits area to students unless otherwise given permission to borrow materials or anything of an appropriate nature. The teacher’s desk should be well organized to set an example for the students. It would be essential for the teacher to have his/her computer here, an organizer for mini supplies such as staples, paper clips, etc, a pencil/pen holder. A lesson plan binder or folder would be appropriately found on the desk as well so that it is easily accessible. The overall idea of the teacher’s desk is viewed as an organized, easy to access materials location.
Teaching Table

A teaching table is a table in which the teacher can organize and lay out the materials that are needed daily. This table generally has the teacher’s manuals, textbooks, worksheets and other materials that are on the planned agenda for the day. Essentials such as pens and pencils should also be placed on this table. Electronic devices such as an ELMO are generally placed on this table so that the teacher can easily display and explain the worksheet or assignment that will be passed out.

The teaching table should be placed in a location where the teacher can easily see all students and can quickly and easily access this table. It would be appropriate to be placed front and center with younger students so that your presence is established as you teach. For older kids it is acceptable to position this table closer to the teacher’s desk or in an off centered position.

Similar to the teacher’s desk, the teaching table is generally off limits; however with teacher permission the students can access materials on the teaching table or place items on the table if and when appropriate.
**Student Number**

Each student in the classroom should be assigned a number. This number assigned to each student should correspond with the order of the students in the computer’s grading system. When the teacher enters grades into the computer, based upon the way papers are collected, it will help the process go quicker and smoother. Also, other materials in the classroom such as textbooks and workbooks generally have numbers on them and those numbers are passed out according to student numbers. This is a way to keep all materials organized and to keep track of what materials belong to individual students.
Student Folders

There are two options for student folders. First, student work can be organized by providing students with folders that are color coded by subjects. It would be essential that each student have a separate folder for language arts, math and writing at these grade levels. If there are other main subjects or units being taught then it would be appropriate to designate a folder for that as well. The folders per subject area are then color coded by subject. For example, every student has a yellow language arts folder, a green math folder and a blue writing folder. When teacher asks for a certain folder to be taken out or put away the teacher can announce it by the color and easily see which students are following this task.

Another idea for student folders would be to have two, a “Work in Progress” and a “Completed Work” folder. Papers in these folders are not organized by subject matter, but they are organized in ways that students know what still needs to be completed versus what is completed.

Lastly, a homework folder is vital either way. When the folder is opened the left hand side should be labeled “Work to be completed” and the right hand side should be “Work to be Returned”. Anything that is assigned for homework or passed out during the day that needs to go home should be placed in the “Work to be completed”.
**Student Files**

A filing organizer should contain individual folders that can contain student files. Generally a crate designed to hold folders should suffice. Each folder should contain the name of each student and their assigned number. All class work, graded papers and any other paper materials the teacher feels necessary to keep track of should go in their individual folders. At the end of every week, the teacher can gather the collections of papers and staple them to the weekly progress reports to send home with the students. Modifications can be made to how often work is sent home, but the teacher should not wait more than three weeks. Generally, sending work home every week or every other week allows students to reflect on their work and allows parents to review their child’s recent work.
Seating Arrangements

The teacher should design the seating arrangement. The seating arrangement is the physical layout of the desks. The teacher should strategically plan for the desks to be in a position where the teacher can easily monitor student work, have access to all students at their desks and access walkways. The students should be able to easily access their desk, see the main board and easily access walkways.

In a collaborative environment where relationships are encouraged between the students it is important to keep the students either paired or grouped. Here are some examples of seating arrangements (see Figures 2 & 3 & 4).
Figure 2. Cooperative Learning Groups.
Figure 3. Horseshoe.
Figure 4. Modified Horseshoe.
Assigning Seats

One way of empowering students of their choice in the classroom is to allow them to pick their own seats. It is the teacher’s responsibility to enforce the student’s decision by reminding them to make a good choice meaning they should be able to see the board and will not be distracted to talk to the person next to them. Students should initially choose, but the teacher is responsible for making adjustments if students are not able to follow through with their seating choices.
APPENDIX SECTION 2: DAILY ROUTINES

Morning Routines ............................................................................................................. 69

1. Greeting Students at the Door .................................................................................. 69
2. News of the Day ......................................................................................................... 70
3. Morning Messages ...................................................................................................... 71
4. Thought of the Day .................................................................................................... 72
5. Lunch Count ............................................................................................................... 73
6. Attendance .................................................................................................................. 74
7. Morning Meeting ........................................................................................................ 75

Procedures .......................................................................................................................... 79

1. Student Jobs .............................................................................................................. 79
2. Drinking Fountain ...................................................................................................... 81
3. Bathroom ..................................................................................................................... 82
4. Pencils ......................................................................................................................... 83
5. Passing out Papers ...................................................................................................... 84
6. Collecting Papers ........................................................................................................ 85
7. Returning Student Work ............................................................................................ 86
8. Lining Up ..................................................................................................................... 87
9. Transitions .................................................................................................................. 88
10. Attention Getters ....................................................................................................... 90
11. Homework .................................................................................................................. 92
Motivational Routines ........................................................................................................ 95

1. Participation.................................................................................................................. 95

2. Extracurricular Activity Time ...................................................................................... 96

3. End of the Day Positive Reflection Notes ................................................................... 99
MORNING ROUTINES

Greeting Students at the Door

A smile goes a long way. When someone welcomes you and greets you, are you more inclined to smile back and have a positive attitude? This same idea applies to kids as well. As students enter the classroom teachers should greet each student individually and personalize what is said to each of them. Paired with each greeting should be direct eye contact and it is of utmost importance that the teacher welcome each student by name. The teacher can also choose to shake their hands, give them a high five, or anything else of a similar nature that is suitable for you and your students. Even gestures that may seem silly such as touching elbows or an air high-five are different ways to interact with students individually while also helping prevent the spread of germs. The students also have responsibility in this as they learn how to give the teacher back the same respect by acknowledging and greeting the teacher.
News of the Day

Most students love to share stories however there is never enough time for the teacher to listen to each and every student. “News of the Day” is where the teacher selects one student to share something important or personal about them to the class. It is important to note that this should be done at the beginning of the day. This should be done at the beginning of the day. This can be done verbally with the student standing where he/she feels comfortable whether it is in the front of the room, at desk, etc. If the teacher chooses to create a designated spot on the white board, chart paper, etc this students’ News of the Day can also be written identifying the student and his/her news in a shortened version in a proper sentence format.
Morning Messages

Morning messages are indirect written messages presented on the board from the teacher to the students before the students enter the classroom. The purpose of these is to provide guidance to the students as they come in, unwind and get prepared for the day. This structured schedule will eliminate students’ constant questioning of what they should be doing and have them take self-responsibility. If the messages are clear enough the students should know what their job is when they enter the classroom and what to do if they are finished following the directions. However, it is important to remember that the students should look forward to reading these daily messages. An example of a morning message could look like this:

“Happy Monday 2nd graders! Hope everyone had a wonderful weekend. Please get ready for the morning by sharpening pencils, putting loose papers in your folders and getting started on the worksheet on your desk.”

Another example could look like this:

“Good morning! Please take out your homework from last night. THINK about what animal you would want to be if you could be any animal in the world for one day. At 8:30 please form a circle around the room for Morning Meeting.”
Thought of the Day

“Thought of the Day” should have its own designated spot in the room where students can easily see it to read it. This is one way to incorporate social objectives in the classroom. This thought should always be positive and encouraging. The teacher should address the Thought of the Day each morning and allow for a short period of time for it to be explained and clarified if necessary. At the end of the day the teacher should ask the students if they were able to use the Thought of the Day. Here are some examples of Thoughts of the Day:

- “A smile goes a long way”
- “Meet and greet someone you do not usually talk to”
- “Treat others the way you want to be treated”
- “How I look is not as important as how I act”
- “As humans we all make mistakes”
- “Try before you give up and ask for help if you need it”
- “It is okay to be different than others”
Lunch Count

Lunch count places great responsibility on the students. There are a couple ways lunch count can occur. First, if there is room on a white board in the classroom the teacher can write or make magnetic signs that say “Hot Lunch” and “Cold Lunch” to create a T-chart. There should also be magnetic signs with the kids’ names on them or if they are assigned numbers the numbers can be on the signs as well. Upon entering the classroom the students move their name/number onto the T-chart. Each student is responsible for himself/herself. The lunch count helper and/or teacher are there to remind those who have not moved their name/number. The assigned lunch count helper then records the number of students getting hot lunch and takes the record sheet up to the office. This version of lunch count takes responsibility away from the teacher and incorporates student involvement.

Another way of counting lunch that does not involve as much independent student involvement, but it still places responsibility on the students. The lunch helper stands up in front of the class with teacher guidance and asks who is having hot lunch today. The lunch helper counts the students who have their hands raised by recording tally marks on the board after calling each student’s name and once their name is called their hand is put down. This helps ensure students are not counted more than once. The teacher is also double-checking the counting discreetly so ensure accuracy.
Attendance

A great attribute of the Hot and Cold Lunch T-chart is that attendance can be taken this way. Attendance is taken depending on the students’ names/numbers that have not been placed in either column. However, it is important to remind students to move their names/numbers so that a student is not marked absent.

Another way to take attendance would be for the teacher to ask the students to look around their tables or seating areas and raise their hand if the person next to them is absent. Having the students help the teacher is reaching out for student help, but it also reinforces that the students know and are aware of who their classmates are. This can be tricky depending on the seating arrangements, which is why a Hot and Cold Lunch T-chart is the ideal way to go, but just know there are other options that are still student-centered. The teacher has responsibility in filling in the students who are absent online so that it gets sent to the office, which accurately reflects on a shared responsibility between the teacher and the students.
Morning Meeting

What is Morning Meeting? In simple terms, Morning Meeting is a time allotted during the day for the teacher and all students to develop positive relationships with one another where they have the opportunity to build and create a classroom community.

The teacher and students have different responsibilities during Morning Meeting. The teacher is responsible for planning Morning Meeting daily, keeping the class in control, yet allowing students the structure they need to lead it themselves. Morning Meeting is a great opportunity for students to share classroom responsibility, but the teacher should intervene if necessary. Students should be warm and open to others, listen and engage in topics their classmates have to share. Most importantly, students are responsible for actively participating and being respectful of others.

Before Morning Meeting can take place in the classroom, a list of expectations must be established and reviewed with the students’ input and acceptance. The teacher should lead the students in a discussion of what a Morning Meeting session should look like, sound like and feel like. This is an ample opportunity to use the following Looks Like, Sounds Like, Feels Like chart (see figure 5).

<table>
<thead>
<tr>
<th>Topic</th>
<th>Looks Like</th>
<th>Sounds Like</th>
<th>Feels Like</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Figure 5. Looks Like, Sounds Like, Feels Like Chart.
Once the list of expectations has been created, a few more things need to be discussed before Morning Meeting can take place. A discussion among the teacher and students must address the reason why Morning Meeting takes place in a circular formation, whether standing, sitting in chairs or on the carpet. It is important that the students understand the reason behind the circular formation and that they agree to sit in chairs or on carpet or standing. The circular formation allows all students to easily see one another and slightly turn their heads to the people closest to them.

Finally, the purpose and goals of Morning Meeting need to be established. This can be done in the same fashion as the expectations list. The teacher should know the main purposes of Morning Meeting in order to scaffold questions to guide the students’ thinking. Morning Meeting sets the tone for a positive, safe classroom environment that extends beyond the meeting time, it addresses two basic human needs of feeling significant and being able to have fun. It also serves as a way for everyone to get to know each other, not just their best friends, caring and respect for others is practiced, different experiences and ideas are shared and respected whether one agrees with them or not and last, but not least, this is an activity where everyone can have fun together.

The ideas of morning meeting derive from Kriete and Bechtel in *The Morning Meeting Book*. There are four main parts to Morning Meeting including: Greeting, Sharing, Group Activity and News and Announcements. The greeting consists of the teacher and students acknowledging each other by name in different ways such as a handshake or high five. Sharing consists of students having the opportunity to share news that is important to them and their classmates are able to respond to the news of
choice. You can ask the students about their favorite part of the weekend, what they like best about the class they are in, what they would do if they won the lottery, etc. Or this idea can be captured through “News of the Day”.

The group activity is simply an activity that the whole class participates in to build and increase respect and positive relationships with one another. “A Warm Wind Blows for…” is an example of a group activity. Students need to move their desks towards the walls of the classroom and bring their chairs to the center of the empty floor space and form a large circle. The teacher can and should participate in this activity by starting it off. To start it off, the teacher stands in the center of the circle and says something he/she likes or has done in the form of “A Warm Wind Blows for anyone who likes the color blue”. All students who share that commonality stand up and find a different chair, including the person in the middle. There will always be one less chair than the number of participants so the person without a chair is now the new person in the middle.

The news and announcements specifically relates to a written message that has been posted on the whiteboard, Smartboard, Elmo or a place where students can easily see and read it. This message reveals information about what they should expect during their day at school. It also helps them develop language skills as they read the message together and then discuss it. For example, it could say, “Today is library day. Please remember to return your library books to the Library Bin so that you can check out a new book today.” Or this idea can be captured through “Morning Messages”.
These four components make up the standard Morning Meeting; however, modifications can be made due to needs of you and your students, lack of time available throughout the day, etc. For example, this researcher has chosen to complete parts of this standard version instead of all four components in one session. This means one of the four components are selected such as a group activity to complete one day of the week while news and announcements are presented on days when there is a special occasion or something the students need to be reminded about. Selecting one component does not take up a huge chunk of time, keeps the attention of the students and constantly changing what morning meeting consists of allows for increased anticipation.

To increase student ownership and likability of Morning Meeting, it has been observed that students enjoy creating a name for this in place of “Morning Meeting”. For example, students have come up with ideas that are unique and creative such as “The Mystery Circle” or “The Cheerios Circle”.
PROCEDURES

Student Jobs

Student jobs are responsibilities given to students on a weekly basis to help promote their ownership and responsibility in the classroom. Student jobs should be assigned weekly and all students should have an opportunity to have a job before jobs can be assigned to students again. The job listings should be clearly displayed in the classroom. Ideally, some sort of pocket chart makes them easily readable and changeable. Here is a list of student jobs and what the job entails.

- **Attendance Monitor:** Stands at desk to overlook classroom for absent students; checks to make sure other students are paying attention to accurately identify if student next to them is absent or not. This student can take the attendance sheet to the office for substitutes and accompany lunch count helper to cafeteria.

- **Lunch Helper:** Assists in counting for lunch depending on the teachers preferred way of getting lunch count. Takes lunch envelope to cafeteria at the beginning of day. Before lunch time this student can select a friend to help wheel the basket of cold lunches to the lunch room.

- **Pencil Patrol:** Can come in before school and/or stays in for the first 5 minutes of recess to sharpen the “dull” pencils.

- **Paper Monitors:** Two monitors should be selected for this position. They pass out and collect papers.
- **Door Monitor:** Holds open door, closes after last person is out, makes sure it is locked if needed. This person also answers the door.

- **Light Monitor:** Turns lights off when leaving the classroom and turns on when getting back into classroom. If appropriate this student can also help turn on/off the use of electronics such as an ELMO, overhead, TV, etc.

- **Messenger:** Distributes materials to destinations around school campus and assists students to office.

- **Pledge:** Leads the Pledge of Allegiance by saying, “Please stand for the Pledge of Allegiance. Salute. Pledge.”

- **Librarian:** Organizes books on bookshelves in the classroom. This person also collects and takes books to the library.

- **Student of the Week:** This student fills in for other helpers if students are absent. They also assist teacher with any additional tasks that randomly come up.
**Drinking Fountain**

Students can self-monitor their use of the drinking fountain through the teacher’s guidance at the beginning of the year. The teacher should teach students that appropriate times to get a drink of water are only during independent work times.

The amount of time spent getting a drink of water can be monitored by saying “1, 2, your drink is through”. At the beginning of the year the teacher can help the kids learn this saying at an appropriate pace so that the students can begin to recite it in their head as they get a drink of water without the teacher directly monitoring.

Getting a drink of water after recess is up to the teacher. Most students do not remember to get a drink of water at recess and especially on hot days it is appropriate and caring of the teacher to allow time for a drink of water in class. Depending on how you feel as the teacher, you can also allow your students to get a drink of water in the classroom after recess. If this is okay with you, this would be an excellent time to use a musical transition. By the time the song is over everyone should be seated in their own seats.
Bathroom

The human body knows when it needs to use the restroom, so as adults we go. When a student has to use the restroom, they should go. It is not worth them having an accident in the classroom. Here are a few things that need to be prepared and taught to students at the beginning of the year. First, you need to make or buy hall/bathroom passes to place by the door. Secondly, you should leave the classroom with the whole class and walk to the nearest restrooms so students know which restrooms they need to go to when on their own. Lastly, a silent signal needs to be created with the class so that when a student needs to use the restroom they can silently ask with the signal instead of interrupting the class.

It is important to be aware of how often students are asking and going to the bathroom because if it is a noticeable habit then it needs to be stopped. Students should be constantly reminded to use the bathroom and get a drink of water at recess in order to prevent them asking during instructional times. However, when a student needs to use the restroom he/she should always take the hall pass that is hanging by the classroom door. The silent signal can be something such as crossed fingers, pointer and index, so that it is easily visible to the teacher, yet not confused with a raised hand.
Pencils

There should be two designated pencil containers labeled “dull” and “sharp”. It is the teachers responsibility to make sure the “sharp” container is full of pencils so that when a student breaks the tip of his/her pencil they can place their pencil in the “dull” container and grab a new “sharp” pencil throughout the day when needed. The students should be taught that it is okay to get up and switch their pencil only if their pencil is completely broken. However, students need to be taught that switching out a pencil while the teacher is giving directions is not acceptable because then they will not hear the directions. Often times kids will want a new pencil because theirs is not as sharp as they would like it to be, there are “cooler”, “better” ones in the “sharp” box and sometimes they will break their pencil’s tip just because they want a new pencil. It is important to keep an eye out for these occurrences because that is not what the “dull” and “sharp” pencil containers are meant for. The Pencil Patrol Monitor and the teacher should be the only two people in the classroom using the pencil sharpener as it is unnecessary and often times a distraction.

Students should not have to ask to get a new pencil throughout the day because overall it is a distraction and if the teacher and Pencil Patrol Monitor keep up with their responsibilities then this system works out well. The only time a student should ask to get a pencil is during a test since most students are asked to remain in their students during this time frame.
Passing out Papers

Passing out papers is a job assigned to the Paper Monitors. All papers should be handled by the designated Paper Monitor students. While the students are passing out papers the teacher is preparing the activity and/or getting ready to give instructions.

The only time the teacher takes over this responsibility is when certain items such as report cards, student pictures or letters to the parents of a certain child need to go home to individuals because they are personal. Also, the teacher needs to make sure these items are getting to the right students.

Any extra papers should be placed in the “Extra” basket.
Collecting Papers

Students need to know their assigned numbers like they know the back of their hand.

Students should be taught to line up in order spreading out around the room starting with number one. Once everyone is in line the students place their paper upside down in the teacher’s designated collecting spot. For younger students it may be easier to line up starting with the last number so that students can just place their paper on the countertop face up. This way the last number will be on the bottom and number one will be on the top. The collection of these papers allows the teacher to be able to quickly look through the stack and see what numbers are missing.

Once collected in number order the papers should be placed into the basket corresponding with the related subject. The suggested baskets to turn work into would be: Language Arts, Math, Science, Social Studies and Writing. This may seem like too many baskets, but it is appropriate for keeping student’s work and papers organized. It also helps keeps consistency with the students by letting them know where work should be turned in.
Returning Student Work

Returning student work can be done in a few different ways. First, students assigned to the Paper Monitor job can help hand back papers. If more than two students are needed to return papers, have the monitors each pick a helper.

Secondly, if you have “cubbies” or “mailboxes” in the classrooms papers can be returned in them. The cubbies or mailboxes should be clearly labeled with student’s names below their individual box. If students are asked to place papers in the cubbies they should know that the names are below, which means the papers belonging to that student are placed above the name.

Lastly, the teacher can be responsible for handing back the graded work to students. Depending on grade level, the amount of competition among grades and discussion students express concerning their grades versus another students, the teacher must choose if it is appropriate for the students to pass back the papers or if it needs to be done by herself/himself.
Lining Up

When lining up students should be in two single file lines. The general consensus of students walking throughout campus in schools is quietly, usually meaning no talking. This takes practice during the first few weeks of school meaning time should be allotted specifically for practicing lining up procedures. If you teach your students how to quietly line up and walk throughout campus then it is appropriate to be lenient with the how they line up and walk from one location to the next. You should explain to students that if they prove they can handle the leniency you have given them then it can continue, but if they take advantage of it they will have to line up without talking.

Student placement in line should vary depending on whom the teacher dismisses first to line up. If the students were given a designated spot in line it would not be fair that the same students are always in the front of the line while the same are always in the back.

The exceptions to having a designated spot in line would be the Door Monitor and Helper of the Week. The Door Monitor should be in front so he/she can easily access the door to hold it open for the class. This is a special time for the Helper of the Week to have an opportunity to be in the front of the line every day during the week.
Transitions

Transitions should be conducted in a very clear manner. The teacher should first get the class’ attention by using an attention getter and wait until the students are in “freeze” position. The teacher needs to clearly give directions on what is expected of them in order to move on to the next lesson. Having a student repeat the directions will help clarify and repeat the directions. While the students are transitioning the teacher can create a musical transition in two ways. First, the teacher can choose a song to play that the students know and by the time the song is over the students know they should be ready to move on to the next lesson depending on what the teacher’s instructions were. For example, by the time the song is over the students should have their colored pencils and glue sticks put away and have their math books out on their desk. Students can sing along with the song, which is one way of discouraging students from talking to one another instead of transitioning.

Another musical transition could serve as an anticipatory set. Whether the students are cleaning up materials or coming back into the classroom from recess the teacher can play a song that gets the students mindset geared toward that subject while also allowing the students to get prepared for the upcoming subject depending on the song. For example, the teacher can play science songs related to the subject matter being learned while students are singing along and getting out their science materials.
Music Standards:

**Grade 1 and 2:**
2.1 Sing with accuracy in a developmentally appropriate range.
2.2 Sing age appropriate songs from memory

**Grade 3:**
2.1 Sing with accuracy in a developmentally appropriate range.
2.2 Sing age appropriate songs from memory, including rounds, partner songs and ostinatos
Attention Getters

Attention getters serve as a way to get students attention without having to raise your voice or ask the students numerous times to do something because not everyone heard you at once. After using the attention getter the last thing the students need to be asked to do is to place their hands on their head or show both hands in the air and this is called the “freeze” position. This allows the teacher to see if everyone has given their full attention to the teacher. Here is a list of attention getters:

- (Teacher): “1,2”...(Students): “eyes on you”...(Teacher): “3,4”...(Students): “Teacher has the floor”
- (Teacher): Makes a clapping pattern and students repeat it
- (Teacher): “Class-a-_____”...(Students): “yes ___ yes”
  - Example: “Class-a-classa”...(Students): “yes-a-yes-a”
  - Example: (Teacher): “Class-idy-class”...(Students): “yes-idy-yes”
- (Teacher): “Class”… Students: “Yes mam” (change the tone variation from high to low to squeaky, to funny to angry, etc.
- (Teacher): “If you can hear my voice ______” (Students): Complete action.
  - Example: “If you can hear my voice reach your hands up to the sky, hands on your shoulders, on your hips, on your knees, to the floor, etc.”
Dance Standards:

**Grade 1:**
1. Create shapes and movements at low, middle and high levels
2. Imitate simple movement patterns

**Grade 2:**
1. Create a simple sequence of movement with a beginning, a middle and an end, incorporating level and directional changes
2. Name and perform rhythms from different cultures (e.g., through clapping, stamping, using whole body movements)

**Grade 3:**
1. Demonstrate the ability to start, change and stop movement
2. Create a wide variety of shapes and movements, using different levels in space
Homework

Assigned homework should be clearly written in a consistent spot that is easily visible to the students for the students old enough to write down the homework in their agendas. The teacher should itemize the assignments by subjects and announce each assignment as the students write it down.

Homework must be turned in or checked daily. It is suggested that homework is not graded, but it should be checked to see if attempted and completed. If not, you should have a discussion with the students and then parents if this is a continual problem. This should be recorded daily so that the teacher can send out a weekly report to the parents at the end of the week or by the following Monday. Since the teacher takes the time to plan the homework assignments it is the students’ responsibility to attempt their work and do their best to reinforce the concepts that are being taught throughout the school days. The following pages provide you with an example of a way to keep track of daily homework assignments and what should be provided in the weekly report sheet that gets sent home (see Figures 6 & 7).
<table>
<thead>
<tr>
<th>School Year</th>
<th>Teacher’s Name</th>
<th>Date (Point Value)</th>
<th>Date (Point Value)</th>
<th>Date (Point Value)</th>
<th>Date (Point Value)</th>
<th>Date (Point Value)</th>
<th>Date (Point Value)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Name</td>
<td>Assign.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Name</td>
<td></td>
<td>Assign.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Name</td>
<td></td>
<td></td>
<td>Assign.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Name</td>
<td></td>
<td></td>
<td></td>
<td>Assign.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Name</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Assign.</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Name</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Assign.</td>
</tr>
<tr>
<td>7</td>
<td>Name</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Name</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Name</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Name</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Name</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Name</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Name</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Name</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Name</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Name</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>Name</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>Name</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>Name</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>Name</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>Name</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>Name</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>Name</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>Name</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>25</td>
<td>Name</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>26</td>
<td>Name</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>27</td>
<td>Name</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>28</td>
<td>Name</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Figure 6. Homework Check List.*
Weekly Report  
(Teacher’s Name) _____ Grade

For the week of: ______________

Student’s Name: ________________________________

All of your child’s homework was turned in last week

The following assignments were not turned in last week:

____________________________________________________

____________________________________________________

____________________________________________________

____________________________________________________

Your child’s behavior was satisfactory or better last week.

Additional comments on behavior:

____________________________________________________

____________________________________________________

____________________________________________________

____________________________________________________

Parents, please sign below and have your child return to class.

Date _________    Parent Signature ______________________________

Figure 7. Weekly Report
Participation

Participation can occur in a few different ways. You have the option of drawing sticks, having students volunteer by raising their hands or calling out. A combination of these three options would be ideal, but students need to know when it is appropriate to call out versus raising hands. This is something that needs to be taught to them. One way of consistently addressing this to the class is by letting them know when you say the word “Everybody” then it means you expect everybody to respond or repeat something.

Drawing sticks decreases teacher favoritism and the simplicity of calling on students who repeatedly raise their hands. It allows for students who are not quite comfortable with volunteering to share their answer, read something, etc. As an option when using sticks teachers can allow students “the right to pass” if they are not comfortable with something then their declining of the spontaneity of the drawing sticks is respected. However, students should be encouraged that their opinion, responses and ideas are important, useful and encouraged in the classroom because every voice matters.
**Extracurricular Activity Time**

Extracurricular Activity Time can incorporate the arts by using a color wheel to keep track of students’ earnings. You should display an example of a full color wheel such as Figure 8.

![Color Wheel](image)

*Figure 8. Color Wheel.*

By displaying this you are showing students how the colors gradually change to a different color clockwise around the wheel.

In order to fully address the art standard that accompanies this color wheel, the teacher can have some art fun with the students. The teacher will need the primary and secondary paint colors, and black and white as well. Also, paintbrushes, water cups and paper are essential items. Each student can make their own color wheel, while one is made for the class with student involvement. First, the teacher and class can discuss the primary and secondary colors by also painting them on the paper and presenting them under the ELMO. The teacher can then actively involve the students by allowing them to help mix the primary and secondary colors. Observations, student input and comments are encouraged as the students observe the color changes and process. Once the secondary colors are made, one at a time black is added and then white is added to create the other shades of the colors that belong on the color wheel. An example should
be created as a whole class and the example should be used as the extracurricular activity time color wheel. Depending on the amount of parent help and student’s ability, the teacher can decide to have the students create their own personal color wheels as they create the example together or have them create their own after the example is completed.

Each color of the color wheel should be its own piece. The pieces need to be cut out into the same shapes. They can be magnets that get added to the board when earned. When the class has earned a color, start with the red and add pieces clockwise when students earn it. How to earn one color should be discussed and decided at the beginning of the school year by the students and teacher. Each week the students should have a goal of what they are striving for when making the pieces of the color wheel complete. The goal of what the kids are aiming for should be written next to or above the color wheel. For example, a complete color wheel may mean they get “Fun Friday” time, which means time at the end of the day on Friday for extracurricular activities such as playing silent ball or going outside to play on the structures.

The teacher can add and also take away colors depending on how well the students are working throughout the week. The Student of the Week can be responsible for adding or taking away the color wheel pieces.
Visual Arts Standards:

**Grade 1:** 2.2 Mix secondary colors from primary colors and describe the process.

**Grade 2:** 2.2 Demonstrate beginning skill in the use of art media, such as oil pastels, watercolors, and tempera.

**Grade 3:** 2.2 Mix and apply tempera paints to create tints, shades, and neutral colors.
End of the Day Positive Reflection Notes

At the end of the school day it is the teacher’s responsibility to reflect on how the day went. You should think about the students who were consistently on task and students who took part in something that stuck out in your mind. At the end of the day, you can personalize a note to two students that is handwritten and letting them know you were thankful, appreciated or noticed something particular about them that day. For example, you can say “Thank you (Student’s name) for helping your partner pick up his materials when they fell on to the floor” or (Student’s name) I noticed that you are asking questions when you do not understand something and that is a good skill to have!” These notes should always be reflecting a positive characteristic about the student. It has been found that students are often proud of this short and sweet positive comment by taping it to their desks so it validates the importance of taking part in this.

Also, it is fun for the teacher to personalize sticky notes, in which can be used to write these positive reflections. For example, the sticky notes can say “From the desk of (Teacher’s name). You can search online for “personalized notepads” and choose a website of your liking that will help you create your own personal notepads.
APPENDIX SECTION 3: CLASS POLICIES

1. Expectations ........................................................................................................ 101

2. Parent/Guardian Communication ......................................................................... 103

3. Grading .................................................................................................................. 104

4. Substitute Procedure ............................................................................................ 105

5. Absent Procedure .................................................................................................. 106
**Expectations**

Expectations are the classroom “rules”. It is crucial to use the term “expectations” rather than “rules” because it conveys a more positive connotation. Teachers often prepare and write classroom rules on poster size papers and have the rules posted before the first day of school. One of the most important things to remember with expectations is to be consistent. If these are daily expectations then they are expected to occur. If a child is constantly choosing not to follow the expectations, then there should be consequences directly correlated with the expectation that is not being met. The consequence should be a direct correlation in order for students to learn how to meet the expectations. In a student centered classroom students input should help in the establishment of classroom expectations. It is the responsibility of the teacher to help scaffold questions and comments to the students that gear them towards thinking of classroom expectations the teacher sees appropriate. Giving the students an opportunity to share their ideas with a partner is necessary as their can validate their suggestions with one another. Then, as a whole group the teacher should lead the discussion and list the ideas students offered. Once the expectations list has been created, the teacher can transfer the list to a poster size paper and post the Expectations in the classroom.

Also, creating an Expectations T-chart (see Figure 9) for teacher to student expectations and student to teacher expectations is another type of expectations poster to appear in the classroom. While the students work with a partner or small group to determine their expectations for the teacher, the teacher should create a list of
expectations for the students. The teacher should then share his/her list and ask the students if this is fair and appropriate. If the students agree, check it off and move down the list. If not, discuss it with the students until it is agreed upon. The students then share their expectations for the teacher and everyone should participate in a whole group discussion about the appropriateness of the expectations for the teacher. It is then the responsibility of the teacher to transfer the expectations to a T-chart titled “Expectations” with one side labeled “Student to Teacher” and the other “Teacher to Student”. Here is an example:

Expectations

<table>
<thead>
<tr>
<th>Student to Teacher</th>
<th>Teacher to Student</th>
</tr>
</thead>
</table>

Figure 9. Expectations T-chart
Parent/Guardian Communication

Parent information is extremely important in case of an emergency, a situation that needs to be handled right then and there, or simply because parents help out and volunteer in the classroom. Having a Parent Communication Binder is suggested. At the beginning of the year a form should be sent home to each household that asks for Parent/Guardian information such as their names, house phone and cell phone numbers, email address and any medical concerns related to their child. The forms should be filed alphabetically by students first names. It is often easier to find a student quickly by their first name than it is their last. The following form (see figure 10) would be suggested for use.

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Home Phone:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent/Guardian ____________________</td>
<td>Parent/Guardian ____________________</td>
</tr>
<tr>
<td>Cell Phone: ________________________</td>
<td>Cell Phone: ________________________</td>
</tr>
<tr>
<td>Email: ____________________________</td>
<td>Email: ____________________________</td>
</tr>
<tr>
<td>Medical Concerns:</td>
<td></td>
</tr>
<tr>
<td>_________________________________</td>
<td>_________________________________</td>
</tr>
<tr>
<td>_________________________________</td>
<td>_________________________________</td>
</tr>
<tr>
<td>_________________________________</td>
<td>_________________________________</td>
</tr>
<tr>
<td>Medications:</td>
<td></td>
</tr>
<tr>
<td>_________________________________</td>
<td>_________________________________</td>
</tr>
<tr>
<td>_________________________________</td>
<td>_________________________________</td>
</tr>
</tbody>
</table>

Figure 10. Emergency Contact.
Grading

Standard grading consists of 100-90= A, 89-80=B, 79-70=C, 69-60=D, and 59 and below=F. Any number ending with a 7 or higher, such as 87 would be considered the letter grade and a “plus”. Any number ending with a 3 or less would be considered the letter grade and a “minus”. With younger grades a letter grade is not always appropriate, however it can be used. Standard grading would be most acceptable for projects, quizzes and tests.

A different system would consist of using: +, ‡, or -. A “+” would represent an A meaning the work needs to be complete and accurate, the “‡” would represent a B meaning the work is mostly done and fairly accurate and a “–” would represent a C meaning the work is incomplete and mostly inaccurate. This system allows the teacher to quickly go through students’ work files and see what the majority of the work represents. This system would be most acceptable for homework assignments and class work.
**Substitute Procedure**

When a substitute is needed it is the teacher’s responsibility to make sure detailed, explicit plans are left along with all the materials the substitute will need. It is recommended to put everything in a tub in order of what will be needed with the daily plans left on the top. The substitute should not need to make any copies or look around the classroom for materials. Leaving detailed plans help prepare the sub for the day ahead. Also, it is very important to let the substitute know that the students are actively involved in the classroom so it is okay to ask the kids for help or let the kids explain how to do something. However, as the teacher you should clearly explain to your kids that the substitute may do things differently because he/she is not normally in the classroom so they do not know exactly how things are normally done.
**Absent Procedure**

If a student is absent it is the responsibility of the students who normally sit around that person to let the teacher know of the absentee. It is the responsibility of the Paper Monitors to pass out all papers to even the empty desks so that the absentee can receive the missed class work when they come back. It is then the teachers responsibility to double check the absentee received all class work assignments and also make a list of any homework assignments that they need to complete when they come back to school. These papers can either be paper clipped and left on the student’s desk, but keep in mind papers often get “lost” with so many students in the classroom. You can also paper clip them and use a magnet to put them on the whiteboard to directly hand them to the student when they return to school.

Depending on how many days of school they missed it is up to your discretion of how long they have to complete the missed assignments. If they miss one day of school then it is suggested they have an additional night to make up the missed assignments and so forth, two days, two additional nights. It is important to remember that they are being asked to do this work because they missed out on these concepts in school so you do not want to overload them with assignments. Most importantly, you want them to do the work, but also in a timely fashion.
APPENDIX SECTION 4: ASSESSMENT

1. Checklist for Assessment ................................................................. 108

2. Student Feedback ............................................................................. 109
**Checklist for Assessment**

*Can be used as a bi-monthly self-assessment teacher tool*

<table>
<thead>
<tr>
<th></th>
<th>Date</th>
<th>Date</th>
<th>Date</th>
<th>Date</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Misbehaviors- <em>tallied</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No. of Student Reminders- <em>tallied</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transition Time- <em>min.</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Start of Morning:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transition Time- <em>min.</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Changing activities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>seated:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transition Time- <em>min.</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Changing activities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>moving seats:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Figure 11. Checklist for Assessment*
Student Feedback

Sample A

1. I am like being in this class.

2. I like coming to school.

3. I am learning new things every day.

Sample B

1. I like being in this class

2. I like coming to school.

3. I am learning new things every day.

Figures 12 and 13. Student Feedback Samples.

Suggestions:
- Student feedback should be received on a monthly basis
- Can be anonymous but does not have to be
- Done independently
- Teacher should read questions aloud as students follow along and circle their response
- Sample A is recommended for first and second grade
- Sample B is recommended for third grade
REFERENCES


