Classroom Management Notebook

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**Section 1: Philosophy of Discipline and Management**

Considering the four discipline models I researched when completing the graphic organizer, my experience of teaching preschool at Bobier Elementary School for the past two years with Teach for America, and other texts including, Teaching with Love and Logic, and Classroom Management that Works, I have developed a set of beliefs and goals for how I want to manage my classroom behaviorally and academically. Utilizing principles from Morrish’s Real Discipline Classroom Management Model, Glasser’s Control Theory Approach to Classroom Management, and the Cognitive Approach to classroom management, I believe that it is important to directly communicate to students about what they and I see as appropriate behavior for our classroom, model these behaviors and skills as their teacher, provide ample time to practice these behavior standards, supported by positive narration, and provide feedback to students when they make mistakes, facilitating the student’s attempts to solve their problem. My goal through these practices would be to develop students’ own reflective and critical thinking skills so that they can be independent, metacognitive, responsible, motivated, compassionate, and excited little learners.

To begin with, I drew from Morrish’s Real Discipline Classroom Management Model. Morrish believes that students need to be taught how to be respectful, responsible and cooperative in order to eventually become independent and mature learners where they obtain more choice and freedom in the classroom (Ronald Morrish, 2012). Not all students come in with the same understanding of what it means to be a student and how to act in a way that is appropriate for a classroom, nor is it fair of a teacher to expect this when students come from many different backgrounds. With my preschool class, we spent the first month and a half directly teaching the behaviors we wanted to see. These behaviors included sitting with our hands to ourselves in our own space, walking with voices off on the yellow line, raising our hands to speak, how to clean up materials and so on. In addition, we read age appropriate books about rules at school, such as “Clark the Shark,” before collaborating as a class to determine the three most important rules for our class to function in a calm, respectful, emotionally and physically safe, and academically rigorous manner. After a month and a half of teaching the desired behaviors, giving ample time to practice them and positively narrating these behaviors, my students were mostly independent and acquired much more choice, which is the goal of Morrish’s Real Discipline.

However, there are inevitably moments where students stray from these agreed upon rules. Glasser’s Control Theory Approach and the Cognitive Theory of Classroom Management inform the way that I approach these situations. Glasser articulates that the teacher should help students analyze their behavior. The teacher does this by asking the student to explain what behavior occurred, whether that behavior is aligned to the classroom standards, what will happen if they continue to engage in that behavior and what they plan to do to correct the behavior (Bengoa, 2008). In accordance with this practice, the Cognitive Approach promotes having conversations with children to debrief their behavior, helping students assess their actions, experience the logical and natural consequences of their behavior, and reflect on how they can improve their actions in the future (Responsive Classroom). Both of these approaches allow for flexibility in how the behaviors are addressed and solved, as it is dependent on the student’s personal reflection. According to Marzano, the most effective teachers actually use a variety of strategies to address behavior, regardless of the type of student or situation (Marzano, 2003, p.6). In addition, both of these approaches lead to students growing in their metacognitive and reflective skills, developing internal controls and using the support of the teacher to self-regulate their behavior. Teaching with Love and Logic sums this idea up by stating that students should feel free to do anything as long as it doesn’t cause a problem for them or other students; However, if a student causes a problem, they will be asked to solve it, and if they can’t solve it or choose not to, the teacher will make a decision to keep all students in a safe learning environment (Fay & Funk, 2010). In other words, students are given permission to act freely within clearly set limits and are given the responsibility to creatively solve their problems with the guidance of their teacher. Students should be at the center of solving their problems, given chances to correct the behavior and supported by their teacher as they strive to become responsible and motivated learners.

The ideas found across Morish, Glasser, the Cognitive Approach and other texts, have shaped my beliefs regarding classroom management. Through a combination of direct teaching, modeling, and collaborating about what a class’s rules should be, along with responding to misbehavior in a way that values the dignity and personal responsibility of the student, a classroom is created where students can learn cooperatively, flexibly, reflectively, and responsibly. This was the goal of my preschool classroom and will continue to be the goal of my future K-6 classroom.

**Section 2: Preventative Measures**

**Structuring the Classroom Space**

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Shown above is a classroom layout graphic I designed. The way this graphic is organized is how I would like to set up my own TK/K classroom. In this layout, the desks are arranged in rows of paired seating. Having students sit in rows of two facing the front of the classroom has numerous benefits. These benefits include minimizing distractions for students when looking at the white board/teacher as they are already positioned facing forward, allowing me easy access to any of the students as I can weave in and out of the rows, and providing students with a buddy for partner work. Doug Lemov emphasizes the benefits of rowed seating by articulating that “it socializes students to attend to the board as their primary focus” without having to look over distractions, and prevents teachers from having to interrupt their lessons to be where they want to be (having to push in chairs, saying excuse me, stepping over backpacks) (Lemov, 2010, p.68). This in turn allows teachers to hold their students to high behavioral and academic standards.

In addition to the desks, I arranged the other centers of the room that are typically included in a TK/K classroom. On one side of the room is the dramatic play area and the blocks/manipulative area. These areas are usually louder which is why they are on a side together. On the opposite side of the room is the library area, large carpet gathering area and the art/writing center, which are typically quieter spaces. Having these loud and quiet spaces separated gives students areas they can go to to either have quiet, alone time or time interacting with peers to get energy out. Lastly, I positioned a round table with bean bag chairs in the back of the room to have space for small group instruction, which allows for flexible grouping throughout the day.

**Daily Schedule, Routines and Procedures**

Sample Kindergarten Schedule

|  |  |
| --- | --- |
| **Time** | **Activity** |
| 8:30-9:00am | Arrival and Morning Meeting/Activities |
| 9:00-9:40am | Writers Workshop |
| 9:40-10:30am | Reading |
| 10:30-10:45am | Snack and Recess |
| 10:45-11:45am | Math |
| 11:45-12:15pm | Lunch and Recess |
| 12:15-12:35pm | Quiet Time |
| 12:35-1:30pm | Exploration (science/social science) |
| 1:30-2:20pm | Free Choice Time (kitchen, blocks, manipulatives, library, art) |
| 2:20-2:40pm | Clean up and End of Day Routine |
| 2:40pm | Dismissal |

Daily Routines

1. **Morning Greeting/Meeting**: Teacher will greet every student at the door with a special handshake, high five or hug. When the students have greeted the teacher, they will put their things in their cubby, and they will find their name tag and put it in the “Here Today” pocket chart. These name tags will be color coded so they can be used to make patterns later in the day. Once all students have done this and have sat down on the carpet, they will begin the morning meeting. The morning meeting will consist of students greeting each other, an open ended or guided sharing time, and participate in a team building activity. Lastly, we will review the schedule for the day. As a dismissal from this circle, they will be asked to put their feeling stick in the jar that corresponds to their feeling. This is the initial placement of the stick, which can be changed throughout the day.
2. **Transitions**: Transitions from circle times will be used to further learning and recall. They can include being dismissed by colors, number of syllables in their name, generating a rhyming word, spelling their name, or by the first letter/sound of their name. Transitions during rotating small group activities will involve the lights being turned off, and students putting their hands on their head, reciting the chant, “Hands on top, that means stop.” This will allow them to quietly listen for directions.
3. **Quiet Time**: This time follows the students’ lunch break and is used to refocus and re-center students from an active time. This time could look like students laying down, while the teacher reads quietly or plays soft music. It could also look like group yoga time, including taking deep breaths to cool down.
4. **Free Choice Time**: This time is a time allotted for students to explore the other areas of the classroom freely. While they will need to follow the limit of only 5 people in an area at one time, over time, they will be able to use timers themselves and regulate trading spaces independently. During this time, students can play in the block area, manipulative area, library area, dramatic play and art center with their peers while the teacher monitors and scaffolds learning through play. The main focus of this time, however, is to enhance their social/emotional well-being.
5. **End of Day Routine**: During this time, students and the teacher will collectively reflect on their day, sharing what their favorite part was and what they would like to improve for tomorrow. A fun song or game might be used to end the day altogether on a positive and joyful note.

**Rules of Norms of Behavior**

The first few weeks of school will be used solely to focus on establishing rules and procedures. This investment will be made so that the class runs smoothly and calmly for the rest of the year, maximizing later learning time by minimizing disruptions and confusion. During the first few weeks, students will be read age appropriate books on rules at school, such as, “Clark the Shark.” This book specifically has rhymes for different class rules, making them easy to remember and fun to say. After a couple of weeks of reading different books about rules and singing songs about following rules at school, the teacher will facilitate a class brainstorming session to come up with 3-5 rules for their class. Having student input on these rules is important for creating student buy in when following these rules. In addition to creating a list of these rules, each rule will be justified by having students share why they think that particular rule is important for their class to adopt. Marzano states that “the more successful teachers took pains to explain both the rule itself and the reason behind it to the children. This was important in helping the children see the need for the rule, and therefore to accept it.” (Marzano, 2003, p.16). Once these rules are agreed upon, a poster will be created with visuals, naming each rule. Space at the bottom will be allotted for each student and the teacher to sign in agreeance and commit to following these rules. A sample list of rules might look like the following:

1. Follow all directions quickly
2. Listen when someone is speaking
3. Love one another
4. Treat materials, the school and your peers with respect

**Section 3: Supportive and Corrective Measures**

**First Steps- Redirecting and Warning**

When a student is off-task, there are a few steps to take first to help remind a student of what they should be doing. The following is the order of steps I would take to help redirect a student (Lemov, 2010, p.172-173).

1. Positive narration: Narrating the students who are on task by describing what behaviors they are exhibiting. This reminds the rest of the class of the expectations and gives students a chance to self -correct. (ex. Yarely is sitting crisscross applesauce with her hands in her lap.)
2. Nonverbal interventions: using nonverbal cues, such as making eye contact, a light tap on the shoulder or moving closer to the student act as gentle reminders to get on task.
3. Positive group correction: Quick verbal reminder to the class about what they should be doing. (ex. We are listening to the speaker.)
4. Anonymous individual correction: a quick verbal reminder that still does not call out the specific name of the offender but is explicit in that not everyone is following directions. (ex. We need two people to join us at the carpet.)
5. Private individual correction: Walk to the off -task student, lean down to their level and use a quiet and firm voice to tell the student what they should be doing.
6. Public individual correction: If used, it should be quick and followed up with a positive statement about their correction or the rest of the class’s positive behavior. (ex. Emmanuel I need your eyes. Looking great front row.)

**Consequences**

Lemov states that the “goal is to address behavior quickly- the first time it appears and while its manifestation is still minimal and the required response still small,” so that the behavior is less likely to persist (Lemov, 2010, p.175). In addition, the consequence should be logically related to the behavior so that students can make a clear connection between their behavior and what happens as a result (Fay & Funk, 1995, p.165). Consequences should also involve the student in the solution, be administered in a peaceful manner, be given consistently to all students, and allow students to feel empowered to change their behavior (Fay & Funk, 1995, p. 168-169). Consequences could include moving students away from the place of misbehavior, sending students to a buddy classroom to calm down, or having them generate a way to help a peer feel better after an interpersonal conflict.

**Incentives**

Incentives should be used to strengthen the student’s internal motivation when possible. They should also motivate the student to excel behaviorally and academically. Examples of incentives might include having classmates give individual students class cheers for exemplifying positive behavior or superb work, or having a pom pom jar to fill up when the whole class is on task that can result in a class reward (lunch party, early recess, etc.).

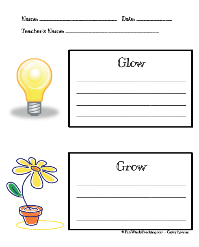
**Student Accountability**

“Doing it again and doing it right, or better, or perfect is often the best consequence” (Lemov, 2010, p.192). What Lemov is articulating is that students should be held accountable for meeting the high behavioral and academic standards you as the teacher set. The best way to hold a student accountable is by having them do the desired behavior again when they don’t do it correctly the first time. Utilizing the “do it again” technique will be the main way in which students will be held accountable for achieving excellence behaviorally and academically.

**Section 4: Working Effectively with Diverse Students and Families**

**Home School Communication Philosophy and Plan**

How I will Contact Parents:

1. I will provide an introduction letter about me and my goals for the students at the beginning of the year. Attached will be a feedback form for parents to share information about their child and their goals for the year.
2. In addition to the feedback form about their child, parents will receive a survey to gauge their interest in and capacity to volunteer.
3. Parents will receive a bimonthly call with a glow and grow about their student to normalize parent communication.
4. Over school breaks, parents will be provided with a letter of activities to do with their child that correspond to learning goals in our classroom.

How Parents Can Get Involved:

1. Come to family playdays. These afternoons are held once a month and provide different activities for a specific learning goal.
2. Volunteer in our classroom.
3. Brainstorm learning opportunities they want to see incorporated in our classroom.
4. Add to our class photo album.
5. Communicate with me in their preferred language using the Remind app.
6. Help their child do the activities suggested in the letters provided over break.

Why our Partnership Matters:

“It takes a village” is a common phrase used to communicate the idea that it takes multiple different people to raise and educate a child. Education is a partnership between me and the parent, their child and our community. We all have unique strengths that are needed in helping your child succeed. Children learn best when what is taught in school is reinforced at home and vice versa. Together, we can support the student and help them reach their fullest potential.

**Cultural Considerations with Discipline**

The cognitive approach to discipline, and principles from Morrish’s Real Discipline and Glasser’s Control Theory will be utilized to manage students’ behavior. This approach relies on the student’s ability to use reason to identify and assess their actions, incorporates counseling approaches and uses logical consequences to help students make amends for their behavior. This approach allows for the incorporation of students with IEPs or cultural differences because it takes each instance of misbehavior as individual and unique. The teacher is looking to the student to help assess and solve the situation together through their lenses, which respects the dignity and background of each child.

**Legal Issues Regarding Students with Special Needs**

The General Education Code and IDEA are two legal imperatives that each address the principle that educators need to establish and maintain supportive learning communities that will protect all students from physical and emotional harm. To begin with, Title 1 of the General Education Code, Article 3, entitled Prohibition of Discrimination, states that “no person shall be subjected to discrimination on the basis of *disability*, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation or any other characteristic that is contained in the definition of hate crimes…” (Prohibition of Discrimination, 1998). To ensure this, Article 5 articulates that the state board of education is required to adopt policies that would create an inclusive school environment free from discriminatory attitudes and practices, and acts of hate violence (Hate Violence Prevention Act, 1998). Curriculum is to be revised to include human relations education, and training programs should be designed to equip teachers and administrators to prevent and/or respond to acts of discrimination. Lastly, it is the teacher’s job to instill these inclusive, loving and equitable values to their students, as they are to instruct them in the manners, morals and principles of a free government. Title 2 of this code further emphasizes the imperativeness of following these guidelines by outlining the terms for which a student may be suspended or expelled if they do not keep the learning environment safe physically and emotionally for themselves, their peers and their school community (Student Suspension and Expulsion Provisions, 1983).

In addition, IDEA continues to elaborate on the protections of students. IDEA specifically outlines the protections for students with disabilities, by ensuring special education and related services, and an individualized education program (IEP) to meet the unique needs of each child with a disability (US Department of Education). IDEA, therefore, aims to establish supporting learning communities for this particular subgroup of students by stressing that these students should, to the maximum extent possible, be educated with children who are non-disabled, so as to reduce emotional harm and to increase the compassion, inclusiveness and acceptance among all school children.

All of these pieces of legislation will impact how I create and maintain a supportive, equitable and inclusive learning environment. Modeling acceptance of all students through my words and actions is key in informally teaching my students how to interact with their peers. When I am accommodating to my students with IEPs or even students who are having a difficult time at the moment, it models how other students should respond to them with kindness, compassion and a willingness to go out of their way to assist their peers. In addition, direct teaching on these values through cooperative learning projects, reading narratives which discuss these values and different cultures/abilities, and allowing students to share their unique selves through “talking sticks” or a Friend of the Week sharing time, are all ways to directly increase a positive classroom climate where every student feels valued and appreciated. Lastly, responding with restorative justice techniques when students emotionally or physically harm each other will be helpful in protecting the rights of both the aggressor and the student harmed.

**Section 5: Strategies for Dealing with Challenging Students and Situations**

**Hierarchy of Interventions**

As detailed in Section 3, the diagram below reflects the hierarchy of interventions to be used in my classroom management approach to discipline. Majority of off task or disruptive behavior should be able to be resolved by drawing little attention to the negative behavior. Ways to accomplish this include positive narration to remind students of the instructions (i.e. “Omar is walking with his hands to himself”), nonverbal cues (i.e. making eye contact or increasing physical proximity to certain students) and group or anonymous corrections (i.e. “We are waiting on two friends to walk quietly”). If there are still students who do not respond to the first three levels of interventions, a private or public individual correction can be used (i.e. walking over to the student and whispering in a firm but calm voice, “Cynthia, the directions are to walk quietly with our hands to ourselves” or publicly saying, “Cynthia, I need you to walk quietly. Looking great Steven!”). If, however, the student continues to perform the disruptive, off-task behavior, consequences will need to be implemented. However, as stated in Section 3, consequences need to be logically related to the behavior, given in a calm manner, and be helpful in teaching positive behaviors. A consequence may include removing the student from the situation and having them think of a solution to the situation. Lastly, if a student does not respond to any of the previous 5 levels of interventions, outside assistance may be needed, which could include involving the student’s parents, a counselor, the principle or the class in a class meeting or restorative justice circle.

Outside Intervention

Consequences

Private/Public Individual Corrections

Group + Anonymous Individual Corrections

Nonverbal Interventions

Positive Narration

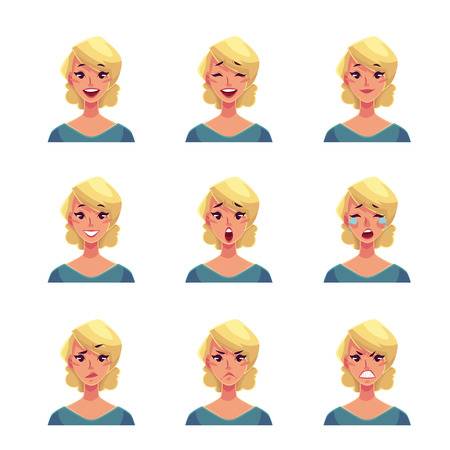
**Strategies for Building Relationships**

1. Get to Know You Activities:
   1. One “getting to know you” activity that begins in the first week of school is having students make an 8”x11” All About Me poster sheet to be put into a class “All About Us” book. This book not only goes in the class library, but is used for sharing once a week, where a student gets to share their special page and answer questions from their peers. The teacher also makes a page so her students can get to know her/him as well.
   2. Another simple “getting to know you” strategy is greeting students at the door every morning. Students start the day off by knowing that their teacher cares about them through a handshake, high five or hug.
   3. Finally, Morning Meetings will be utilized to help students feel comfortable and known in their class. These meetings consist of students greeting each other by name, sharing a personal answer to a question, engaging in a team building activity and reviewing the day’s schedule. By doing this every morning, community is built and students enter the day feeling heard and values by their peers and teacher.
2. Verbal Recognitions:
   1. In addition to the three “getting to know you” strategies, simple verbal affirmations of students can also go a long way towards building a positive classroom culture. Giving class shout outs through class cheers when students are performing positive behaviors can help students be recognized for on task, productive behavior.
   2. Teacher’s should also make a conscious effort to point out the interests of their students to their students in order to build positive relationships. During the first few weeks of school, teachers should try to make six “I noticed…” statements to each student. Teachers should say, “I noticed…” and then fill in the blank with something personal about the student. For example, “I noticed that you are interested in cars.” These statements have been shown to help teachers build better relationships with students (Fay & Funk, 1995, p. 21).
3. Lastly, group or class incentives can be used to increase a sense of classroom community and build positive relationships with students. Marzano suggests interdependent group contingencies, where the whole class earns a reward if they all perform a desired behavior (Marzano, 2003, p.38). For example, the class can earn points if they all properly clean up that day or all raise their hand before they speak. By making success communal, positive relationships are established when they earn their reward together (lunch party, early recess, pajama day).

**Techniques to Break the Cycle of Discouragement**

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Student exhibits negative behavior

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Student has unmet esteem needs

Teacher responds negatively

The cycle of discouragement begins when teachers respond to negative student behavior with a negative response, such as humiliation or punishment. When a student receives negative reactions from their teacher, they experience a lack of success, diminished self-esteem and unmet needs. This in turn, leads to more disruptive or negative behavior on behalf of the student, prompting the cycle to continue. To break the cycle of discouragement, the teacher must change their response to the student. Several strategies on behalf of the teacher can be useful in creating a positive environment for all students.

1. To begin, a teacher needs to maintain emotional objectivity when addressing student misbehavior. Marzano defines emotional objectivity as the ability to respond to students in a “business-like, matter-of-fact manner even though you might be experiencing strong emotions” (Marzano, 2003, p.73). When a teacher responds in a calm manner, it diffuses the frustration the student might be experiencing.
2. Another strategy suggested by Marzano is to reframe negative thoughts about a student with positive thoughts and expectations. Marzano elaborates that before class, a teacher should mentally review each student, particularly the ones who are anticipated to have behavioral or academic problems. The teacher should then imagine these students succeeding. When the teacher goes to interact with these students, they should hold these positive expectations in their mind (Marzano, 2003, p. 73). It is important to combat negative perceptions of students because of the tremendous negative impact they can have on a student’s behavioral and academic performance. Case Study 3 revealed that teachers call less on low performing students, fail to provide them with constructive feedback, demand less work and effort from low performing students and criticize low performing students more often than high performing students (Pearson, 2018). Over time, students come to learn that their teacher does not expect success from them, which in turn causes their motivation to excel to drop, and their academic and behavioral performance to decline. Thus, teachers are responsible for communicating positive expectations to all students which starts with reframing their thoughts about students.
3. Other ideas to break the cycle of discouragement include communicating to all students that you believe they can learn the material, involving all students in learning tasks and privileges such as class jobs, monitoring your nonverbal behavior towards all students, calling on all students, allowing wait time and cues to help each student successfully answer your question, and having another teacher provide feedback on whether you are presenting any biases (Pearson, 2018).

**Section 6: Utilizing the Support of Other Educators and Caregivers**

**Identifying Needs**

Combining the results of anecdotal records and more formal assessments, the teacher can determine whether the student might need support for behavioral or academic issues. Based on these measures, students may need IEPs, behavioral intervention plans or in class accommodations. In terms of what factors might indicate that a child needs additional support, the following chart provide indicators for both learning and behavioral delays.

|  |  |
| --- | --- |
| Learning Disabilities | Behavioral Disabilities |
| * Difficulty with reading and/or writing * Problems with math skills * Difficulty remembering * Problems paying attention * Trouble following directions * Poor Coordination * Difficulty with concepts related to time * Problems staying organized.   (NIH, 2016) | * Easily getting annoyed or nervous * Often appearing angry * Putting blame on others * Refusing to follow rules or questioning authority * Arguing and throwing temper tantrums * Having difficulty in handling frustration   (Psychguides, 2018) |

**Documentation**

“Teachers working with Title 1 students must document how they meet students’ needs” (Malburg, 2015). Teacher’s can do this in the following ways (Malburg, 2015):

1. Keep a log/record of parent-teacher interactions, including phone calls, emails and parent-teacher conferences. The date, time and a short description of the interaction should be recorded.
2. Make copies of papers, tests and journals that give insight into student needs or the student’s situation.
3. Make a log for students who attend student tutorial sessions.
4. Document each type of intervention made to help meet a student’s needs (accommodations, corrections offered).
5. Anecdotal records of any unusual or strange behavior or comments should be created.

**Referral Process**

1. **General Education Interventions:**
   1. In conjunction with documentation of student assessments and behavior, a teacher should begin to consult with other teachers to discuss the issues the student is presenting and gain an objective perspective (Malburg, 2015).
   2. Additionally, the teacher should meet with the student to elicit what the student needs to succeed and create goals with the student.
   3. Finally, the teacher should meet with the parents, providing them with the documentation taken so far, and collaborating on an action plan to be implemented at school and at home.
2. **Section 504 Plans:** When in class interventions are proving to be not enough support for the student to succeed, a student support team with other faculty might need to be created. This team can create a 504 plan for the student to lay out additional accommodations and modifications (KU Medical Center, 2018).
3. **IEP:** The last tier of interventions is scheduling a special education evaluation, which could result in an IEP if it is determined that the student’s needs cannot be met through general education and the accommodations specified in the 504 plan. An IEP is an individualized education plan that creates goals, modifications and services to be provided to the student (KU Medical Center, 2018).

**Section 7: Legal Issues Regarding Discipline**

**Mandatory Reporter**

The Child Abuse and Neglect Reporting Act is a body of California laws intended to protect children from abuse and neglect (Wallin & Klarich, 2018). All mandatory reporters are required to report known or suspected abuse or neglect by informing local law enforcement or child welfare services, as well as completing a written report within 36 hours of receiving the information about the incident (Wallin & Klarich, 2018).

**FERPA**

FERPA is a federal law that protects the privacy of student education records. Generally, schools must have written permission from the parent or eligible student in order to release any information from a student record (US Department of Education, 2018).

**Compelling State Interests/Duty of Care**

The duty of care includes the general principles that teachers “must take reasonable care to ensure that their students do not meet with foreseeable injury or harm,” that the care is that of a “reasonably prudent parent,” and that there is an “effective system of supervision in operation” during school hours (Citizens Information, 2015).

**Student Rights**

In *Tinker v. Des Moines Independent Community School District* (1969), the court declared that students and teachers do not “shed their constitutional rights to freedom of speech or expression at the schoolhouse gate” (Tashman, 2017). The following are rights that students retain in schools:

1. **Speech Rights**: The First Amendment protects the rights of students to freely exercise their speech rights, without fear of punishment, even if school personnel disapprove of what they are saying (Tashman, 2017).
2. **Dress Code**: School dress codes must not be used to discriminate against girls, people of color, transgender and gender non-conforming students. Schools must prove that a certain kind of dress they are prohibiting is disruptive to school functions (Tashman, 2017).
3. **Immigrant Rights**: Undocumented students or students with limited English Language Proficiency may not be denied the right to a free public education (Tashman, 2017).
4. **Disability Rights**: Students with disabilities cannot be denied equal access to academic courses, field trips, extracurricular activities, school technology and health services (Tashman, 2017). In addition, they must be provided with the necessary medical accommodations (Tashman, 2017).
5. **LGBT Rights**: Public schools must grant students the right to be “out of the closet” at school, cannot threaten to “out” students to their families, must respond to incidents of harassment, cannot force students to wear clothing inconsistent with their gender identity, and must allow LGBT-themed clubs or attire (Tashman, 2017).
6. **Pregnancy Discrimination**: Schools cannot deny pregnant students or students with children access to education. Schools must ensure that pregnant students have access to the same accommodations that students with temporary medical conditions are given, such as the ability to make up missed classwork and learn in a safe environment (Tashman, 2017).

**Teacher Rights**

Teacher’s hold rights in the following categories:

1. **Freedom from Discrimination:** The Equal Protection Clause of the 14th Amendment protects public school teachers from discrimination based on race, sex and national origin. In addition, they are protected from workplace sexual harassment (FindLaw, 2018).
2. **Academic Freedom:** While teachers have freedom of expression, there are limitations in that this expression must be relevant to the teacher’s responsibilities and not in line with any personal or political agenda (Findlaw, 2018).
3. **Freedom of Association:** Teachers have the right to join professional, labor and other organizations. Participation in public office, though, must be independent of school responsibilities (Findlaw, 2018).
4. **Freedom of Religion:** Teachers are protected from religious discrimination; however, they are restricted against teaching religion in the classroom (Findlaw, 2018).
5. **Privacy Rights:** Teachers have limited privacy rights, as the school may take action when private acts disrupt their effectiveness at school (Findlaw, 2018).
6. **Age:** Teachers over the age of 40 are protected from age discrimination (Findlaw, 2018).
7. **Pregnancy:** Pregnant teachers cannot be dismissed or demoted on the basis of their pregnancy (Findlaw, 2018).

**School/District Policies**

1. **Dress Code**: Students are prohibited from wearing clothing that reveals undergarments, looped or dangling earrings or chains attached to clothing, beach attire including clothes that show a student’s midriff, makeup and false nails, sandals or flipflops, sagging pants, clothing with vulgar and profane language or symbols, hats and hoods, and skirts or shorts that do not reach mid-thigh (Bobier Family Handbook, 2018).
2. **Prohibited Items**: Items prohibited at school include skates or shoes with wheels, toys including trading cards, candy, gum, hot Cheetos, makeup, aerosol hair sprays, perfumes, and colognes (Bobier Family Handbook, 2018).
3. **Locker Searches**: N/A for elementary school
4. **Tardies/Absences**: When students are absent, they are required to have a note the day they return with a specific reason for the absence and a parent signature. Excused absences include illness, doctor or dentist appointment, or to attend a funeral of an immediate family member. Three unexcused absences will be considered as a truancy. Students who arrive to school after 8:00am will need to get a late pass before going to class (Bobier Family Handbook, 2018).
5. **Cell Phone Use**: Cell phones and electronic devices are to be turned off in the classroom. Students may use these devices before or after school outside of the front gate and children may not take pictures of other students with their devices (Bobier Family Handbook, 2018).
6. **Hazing/Bullying Policies**: This particular school’s handbook states that there shall be “no physical aggression or horseplay,” “no threats of violence or aggression,” “no gossiping, bullying or profane and discriminatory language” (Bobier Family Handbook, 2018). These actions are “absolutely prohibited” and result in the student being referred to the administration where the student might be asked to write a reflection, call their parent, participate in an afterschool detention or in school suspension for the day, create a specialized behavior contract, be referred to counseling services or have an at home suspension (Bobier Family Handbook, 2018).
7. **Cheating, Plagiarism, Forgery Policies**: This particular school’s handbook states “Do your best academic work-no copying, cheating or plagiarism” (Bobier Family Handbook, 2018).

**Section 8: Professional Dispositions and Growth Plan**

**Area of Strength and Improvement**

After taking the professional dispositions survey, which assesses values and professional ethics that impact an educator’s growth, and the growth and well- being of the students and families they serve, I have identified a strength and an area of improvement. My area of strength is the Committed to Lifelong Learning Disposition, which includes seeking ongoing understanding of current issues and trends in the education field, proposing multiple solutions to issues and evaluating their effectiveness, and describing realistic plans to increase his/her knowledge. In the past two years of teaching preschool with Teach for America, I have sought out workshops, books and colleague counsel on behavior management, reading interventions, circle times and more. I enjoy learning from other teachers about research proven methods for behavior and academics, and can’t wait to learn more from the student teaching experience, so that I can continue to understand the best practices for my students.

The area of improvement that emerged from this survey was the Believes all Children Can Learn Disposition. This disposition includes looking for strategies to engage all levels of student abilities, encouraging students at all levels to take risks, and holding high expectations for all children. While I feel like I have held all of my students to high expectations, especially my English Language Learners, I am not as confident in engaging and assisting students with special needs (Autism, ADHD, ODD). I would like to develop a tool box of strategies to assist students with behavioral or academic needs by observing and asking my master teacher about strategies during my student teaching experience. During my student teaching experience, I will create a notebook of these strategies or interventions so that I can use this during my first year of teaching as a resource and guide for how to assist this group of students.

**Importance of Improvement Goal**

It is important that I grow in the disposition of believing all students can learn because each and every learner is my responsibility first. While students with behavioral or academic disabilities may have an aid or a pull-out teacher, they are first and foremost my students. This means that I am responsible for their success behaviorally and academically, and their acceptance in our classroom community. In addition, most students in TK or Kindergarten, which is the grade I hope to teach, are just in the process of receiving IEPs. This requires that I will be the first one providing resources and will need to learn how to accommodate them throughout the entire process, with or without an IEP. Ultimately, I would like to have a list of behavioral and academic strategies for students with ADHD, Autism and learning delays so that I can easily apply them when needed, and can feel calm and confident with all of my learners.

**Relevance to Classroom Management**

Both my strength and my area of improvement are necessities for successful classroom management. Being committed to lifelong learning will allow me to stay up to date on the most effective, culturally responsive and socially/emotionally beneficial classroom management practices. Trying new strategies to help my students stay on task, be respectful, cultivate internal motivation and grow in their self-management/regulation, will help me to be flexible and responsive to my students’ needs. In regards to my area of improvement, believing all students can learn is crucial to creating a classroom of motivated, focused and well -behaved students. When all students feel challenged and supported, they are more likely to thrive behaviorally and academically, which is a key goal of effective classroom management. Being able to work with students from different academic, cognitive, linguistic and cultural backgrounds is needed in teaching in such a diverse city and will help foster a strong classroom community.

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