

**Documentation and Communication Plan**

Old Dominion University

TLED 360: Classroom Management

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When considering my future classroom, I want to create a strong community within my classroom and with student's families. It is also important that I instill healthy practices that will combat the cradle to prison pipeline (CTPP). A way I can do this is to effectively communicate with parents and students and establish a plan for what I will document in my classroom. In this essay, I will outline my plans for establishing Rules and Consequences in my classroom, as well as draft a Documentation and Communication plan.

### **Rules and Consequences**

At the beginning of the year, I will establish classroom norms with my class. I will segue with a discussion about classroom expectations and procedures and how they may differ between classes and even real life situations (Marzano, Marzano & Pickering, 2003). I think that starting off with a discussion will open up communication and allow them to start brainstorming norms that they think would be appropriate for class. Next, they will be allowed to brainstorm in groups and share out with the class. I will write our completed list on a paper that I can keep in the classroom to refer back to later.

As far as consequences, I want to stay away from punitive discipline that contributes to the CTPP and instead use more restorative discipline (Milner et al., 2019). With that being said, I want my expectations to be clear and thorough. I will create no more than 4 rules for my class. Rules can be broad, so after listing each one out, I plan on asking my students what they think it means. For example, one of my rules may be to not disrupt the class. I would ask my students what they think counts as being disruptive. After hearing their answers, we can have a short discussion as a class during which I will clarify my meaning of the rule and what the consequences for breaking them would be. When it is time to give consequences for breaking rules, I plan to give no more than three warnings during class. After that, I will place a sticky

note on the desk of that student that will let them know that they have not been following the rules and that they will need to briefly meet with me during a transition or after class. I think this will be effective because I will not be publicly shaming the student or allowing them to miss instructional time.

### **Procedures**

Procedures are another important aspect to any classroom. It is important to be consistent when it comes to classroom procedures and provide students with a sense of comfort and structure. Additionally, without set procedures, a class can quickly become chaotic and time will be wasted (Marzano et al., 2003). The first procedure I will discuss is entering the classroom. I will allow the first 5 minutes of class to be “free” time for my students to settle in before class. However, there will be certain things that need to be done before that time is up. If a SMARTboard© is available to me, I plan on displaying the timer to the whole class. During the 5 minutes, students should read the objectives and agenda on the board, take out any assignments they have to turn in, and sit down and start working on the warmup. When the timer goes off, students will know that they must be in their seats and finishing up their warmup. Next, because I will be teaching English and having a lot of class discussions, I will create procedures for completing group work. Ideally, I will be able to already have students’ desks arranged in groups every class. If not, students will pick up their desks and assemble them into groups of four or so. This is a transition that I expect could get chaotic, so I will need to practice with them beforehand to be able to execute it smoothly. An idea I have about this is using a call-and-response method to initiate the transition- for example, I would say something such as: “Avengers Assemble!”, and that would cue the students to pick up their desk and move it into its designated spot for group work. As stated before, this would require lots of practice; I would

start practicing at the beginning of the year and time the transition until it can be done efficiently. During group work, I will also have students assign themselves roles such as recorder, who will write, organizer, who will be responsible for materials and collect the group's paperwork, and reporter, who will share with the class. The choices for roles will be the same each time so that students know what to expect, and I will provide autonomy by allowing them to choose amongst themselves for roles.

### **Documentation Plan**

When it comes to consequences, establishing a plan for documentation can also be beneficial. With a good documentation system, it can make it easier to track students' behavior throughout the year, and possibly -make it easier to notice when a student is acting out of character. Additionally, I plan on sharing my documentation with parents during conferences or emails after each quarter about their student's progress. My draft of my documentation plan is as follows:

September		
Date	Student Name	Behavior

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I will make a log like this for each month of the year, and use it as a resource where I can quickly see information about my students all in one place. The way I will document the behavior problem is based on my class's listed rules. If a student breaks a rule after their three warnings, I will tally it in the "Behavior", column along with the number of the rule that was broken. In addition to my procedure of conferencing with students after misbehavior, I will also reach out to parents monthly and update them on student behavior, along with how things are going in the classroom. I will make sure my students also know that I am keeping track of their behavior- not only for consequences, but so that I can monitor when something is out of the ordinary.

As mentioned previously, I plan to write home monthly regarding my students. These emails will serve as a sort of "Class Newsletter", where I will provide personal updates to each parent or guardian about misconduct and progress, but also share praise for good behavior, what we are studying in class, and important reminders for things like tests as well. Something that I want to establish in my classroom is contacting home for good behavior as well. That is why I plan to use my behavior documentation log so that I can notice when a student has not had any misconduct for a long period of time. I also plan to contact home with praise when a student brings their grade up, and even if they aren't doing well, I will acknowledge when a student is trying their absolute best and offer resources so that folks at home can provide support on the material.

As far as students, I plan on using the technique of restorative conferencing (Milner et al., 2019). I will use this to resolve disputes between students and also to address adverse behavior. I plan on conferencing with my students at least once every quarter or 9 weeks. I will schedule a

class period and assign each student 5-10 minutes. During this conference, I will ask them to share with me things that they found difficult during the unit, what they enjoyed, and something that they learned. Additionally, I will use this time to learn about how my students are feeling emotionally about school and other classes, for example, they may be stressed about another class or staying late for sports practices. This will help me to better understand my students and all that they may have on their plates.

These procedures will allow me to cultivate relationships with my students' parents or guardians which will be a great source of support for me as a teacher. Also, by taking the time to involve my students in classroom norms and conferencing with them, I will be able to build trust and reduce the amount of misconduct in class.

## References

Milner IV, H. R., Cunningham, H. B., Delale-O'Connor, L., & Kestenberg, E. G. (2018) *These kids are out of control*. SAGE publications.

Marzano, R. J., Marzano, J. S., & Pickering, D. (2003). *Classroom management that works: Research-based strategies for every teacher*. ASCD.