

## Classroom Management Campus Wide by Kimberley Beth Hanssen-McLean, Michele Kloiber, and Kim Duffy; Saint Leo University

**WebQuest Description:** Providing a safe harmonious environment that fosters continuous learning for all students is the first step in becoming an effective school.

**Grade Level:** College / Adult

**Curriculum:** Professional Skills

**Keywords:** classroom management, positive reinforcement, discipline, special needs, disabilities, manifestation determination, rules, procedures, policies, safe, environment, learning

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### Introduction

Essential Question: How does a school “crowded with people, tasks, and time pressures” (Hoy & Hoy, 2009) manage its diverse student population effectively allowing for the continuum of learning? Classroom and school management is crucial for learning. According to Hoy and Hoy (2009), “no productive activity can take place in a group without cooperation of members”. Cooperation is vital to academic achievement. Key factors in obtaining student cooperation are healthy social and mental health of the student population. According to 6B-1.001 Code of Ethics of the Education Profession in Florida, 1. “The educator values the worth and dignity of every person, the pursuit of truth, devotion to excellence, acquisition of knowledge, and the nurture of democratic citizenship. Essential to the achievement of these standards are the freedom to learn and to teach and the guarantee of equal opportunity for all. 2. The educator’s primary professional concern will always be for the student and for the development of the student’s potential. The educator will therefore strive for professional growth and will seek to exercise the best professional judgment and integrity. 3. Aware of the importance of maintaining the respect and confidence of one’s colleagues, of students, of parents, and of other members of the community, the educator strives to achieve and sustain the highest degree of ethical conduct.” Educators must also adhere to 6B-1.006 Principles of Professional Conduct for the Education Profession in Florida: “Obligation to the student requires that the individual: a. Shall make reasonable effort to protect the student from conditions harmful to learning and/or to the student’s mental and/or physical health and/or safety. b. Shall not unreasonably restrain a student from independent action in pursuit of learning. c. Shall not unreasonably deny a student access to diverse points of view. d. Shall not intentionally suppress or distort subject matter relevant to a student’s academic program. e. Shall not intentionally expose a student to unnecessary embarrassment or disparagement. f. Shall not intentionally violate or deny a student’s legal rights. g. Shall not harass or discriminate against any student on the basis of race, color, religion, sex, age, national or ethnic origin, political beliefs, marital status, handicapping condition, sexual orientation, or social and family background and shall make reasonable effort to assure that each student is protected from harassment or discrimination.” In addition to the above Code of Ethics and Professional Conduct Codes, teachers must also adhere to IDEA in supporting students with disabilities. Supports include behavior intervention plans (BIP) maintained and updated regularly to be administered by classroom teachers, special area teachers, and other support persons. The law requires that students with disabilities cannot be disciplined in the same manner as their non-disabled peers if their actions are related to their disability. There are exceptions for serious offenses (Heward, 2009).

### Process

In this training you will divide into four cooperative groups. Each group will be responsible for one task. Your focus will be to answer the Essential Question presented in the Introduction. We will rejoin after all groups have completed their task to discuss what we have learned and propose a plan for implementation.

### Tasks

**TEAM 1:** What would be the effect of having consistent classroom management strategies campus wide? What does positive reinforcement look and sound like? What are effective strategies for building positive classroom environments? How does being proactive compare and contrast to being reactive? What should the steps of discipline look like? Are there techniques that don’t work at all? What is Positive Behavior Support (PBS)?

**TEAM 4:** The role of the teacher or staff in providing a safe learning environment is an important area. It is important to foster a learning environment in which students feel safe, relaxed, and willing to take risks, especially for learners who may have had negative experiences in traditional classroom environments (Literacy Online, n.d.). In this section we would like you to come up with a list of

ways that you can support all students including students with disabilities in a safe learning environment. We also would like for you to describe how you are going to implement the strategies in your classroom and throughout the school.

## Evaluation

Criteria Ratings Needs Help Satisfactory Very Helpful Excellent Introduction  
 1-3 4-6 7-9 10 How did you find the process to break up into groups?  
 1-3 4-6 7-9 10 In the What tab on Classroom management did you find the resources helpful in finding the information to answer the questions that were asked?  
 1-3 4-6 7-9 10 In the How tab on the rules, policies and procedures for all students including students with disabilities were you able to use the resources to come up with your school wide classroom management plan?  
 1-3 4-6 7-9 10 While working on the When tab on placement and determination how were the resources in answering the questions on the two questionnaires?  
 1-3 4-6 7-9 10 In the Who tab were the resources valuable in being able to make a list of the ways to support all students in a safe learning environment?  
 1-3 4-6 7-9 10 Overall Scores

| Category and Score |  |  |  |             | Score |
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## Conclusion

Congratulations! Your teams have made it through the various tasks of this webquest. Your efforts were commendable as you worked through each task on the subject of classroom management plans. Today you discovered that there are rules and policies to follow for all students with or without disabilities, procedures for placement changes and how manifestation determination hearings function, and in addition the role of teachers and staff's dedication to fostering the learning environment for all students. Hopefully, you will embrace the webquest in your own classrooms throughout your curriculum to reinforce and present topics that are unknown.

## Teacher Page

This webquest is directed toward teachers and staff to conquer the What, How, When, and Who of classroom management plans. The what is the actual classroom management plan and staff members maneuver through a series of questions to determine what this entails. The How is specific to the rules, policies and procedures for all students including students with disabilities. The when discusses the procedures for change of placement and manifestation hearings. The who as indicated, takes on the roles of teacher and staff providing a safe environment for all students.

### Standards

### Credits

### Other

As you discover the What, How, When and Who of classroom management plans through teams as a staff think of how useful webquests may be in your own classrooms as a teaching tool across the curriculum.

Reference: Alber, R. (2011) Twenty Tips for Creating a Safe Learning Environment. Edutopia. Retrieved from <http://www.edutopia.org/blog/20-tips-create-safe-learning-environment-rebecca-alber>  
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