


creating a DISCIPLINE PLAN FOR ASPIRING TEACHERS

**Classroom Discipline
vs.
Classroom Management**

- **Classroom discipline** highlight on individual behavior rather than of the whole class and only connotes negative behavior.
- **Classroom management** focuses on the whole class and highlight positive behavior and is involve in making activities necessary to create and maintain an orderly learning environment



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Focus of the Week's Assignments

Creating an interactive discipline plan that engages and motivates students to adhere to pre-established classroom rules

Lesson Time

Initial lesson will allow for 120 minutes of exploration with the class with the Makey Makey devices, with remainder time spent working independently prior to assignment submission

Materials Required

Laptop, draft of initial discipline plan based on age group from prior unit assignment, Makey Makey kits (provided by instructor), construction paper, stickers, glue, pipe cleaners, and any other materials the student would like to use to make their discipline plan creative (instructor provided).

Lesson Overview Pre-Generated for Students

Now that we have learned about the importance of establishing a solid communication system with parents and students, it is time to shift our focus to creating a Classroom Discipline Plan that will align specific goals and objectives for the classroom. If you have never attempted to make rules and regulations for your classroom, do not feel that this is a daunting task! The best advice for creating rules is to keep them simple, concise, and appropriate for your age demographic.

It also may be easy to misconstrue the difference between Classroom Management and Classroom Discipline. Any easy way to differentiate the two is to remember that management refers to the overall process of facilitating the direction of the class and each element of how the classroom is ran; while on the other hand, discipline refers to the teacher's prescribed rules and regulations within the classroom. The discipline plan is just another part of the overall management system, and it can be catered to the specific needs of the student age demographic.

Reading Material Overview

Checklist of items to be read prior to this Unit's on ground class meeting:

1. Read Michigan State University's Professor Christopher Dunbar's take on the importance of establishing a Classroom Management Plan at [here](#). Pay close attention to his sample list of rules that a

teacher could implement in the classroom. What do you notice about his rules? How would you change these rules for your students?

2. Many education professionals advocate posting simple rules visibly in the classroom so students can constantly be reminded of what their responsibilities are within the classroom. Check out Secondary Education Expert, Melissa Kelly's article on Classroom rules [here](#). Please make sure to also review her embedded video on how to establish a set of rules for your classroom, and why it is important to keep these rules to a limit of 3 to 8.
3. Take a look at the National Education Association's (NEA) list of articles that describe why it is important to establish classroom rules and a management system. Choose ONE (1) article that you enjoyed and be prepared to discuss this article in class. You can find the link to this list [here](#).
4. Watch the video entitled, "Maintaining Discipline" by Kelly Blondin [here](#). It is a remixed video using old and new principles.
5. Read Mishra, P., & The Deep-Play Research Group (2012). [Rethinking Technology & Creativity in the 21st Century: Crayons are the Future](#). TechTrends, 56(5), 13-16.
6. What type of disciplinarian are you? If you are not sure, or have never been placed in a position of authority then you'll want to examine the dynamics of how you plan to implement your discipline to students. Take Columbia University's quick survey regarding your traits and explore the findings [here](#). Are you Preventative, Corrective, or Supportive?
7. Read Chapter 2 in Effective Classroom Management by Carlette Jackson-Hardin.

Lesson Sequence

Week 2 Meeting on Campus (8 AM-3 PM)

1. Students will discuss readings with their peers and assess why they are important in creating an effective discipline plan.
2. Students will discuss the pitfalls and challenges of traditional discipline plans and how technology could make implementation easier to facilitate.
3. Discuss various perspectives from an educational technology standpoint that could shape their pre-existing plans.
4. Discuss the results of the survey on disciplinarian style. Have each student share why the results are accurate or inaccurate.
5. Explore Makey Makey kits. Kits will be provided for each student that have the basic controller, 8 alligator clips, USB, and stickers. Provide demonstration of how it is set up, and allow for at least 45 minutes of play individually and with peers.
6. Break to discuss insights from Makey Makey kit exploration. Have each student to discuss how they explored their kit and any observations from the usage.
7. Discuss how the kits can be implemented into a classroom discipline plan. Plans can be creative in nature, and no project has to be the same in terms of implementation beyond making it relevant for the desired age group of students.
8. To begin, students will create a Makey Makey "classroom mascot" with attached "great job" and "let's work on this" flags as a drawing that will make a sound when they complete a specific activity. They are free to use the materials provided in class (construction paper, etc.) or they can draw their own representation that matches their discipline plan. For example, if the student breaks a rule he or she will tap the "let's work on this" flag. The mascot is totally up to the teacher on how they would like to create it, but the Makey Makey kit should incorporate some element of SoundCloud to illicit some type of musical tone that is appropriate to each flag.
9. Begin preliminary planning and combine with existing rough draft brought to class.
10. Instructor will assess and help each student to problem solve any issues encountered, and will also provide context to ensure that desired plan is feasible with implementing a discipline plan.

Assessment

Students will be assessed both formatively and summatively throughout this assignment. Students' active participation during the in-class discussions regarding required reading and viewing materials, providing their results of their survey, and actively participating during the exploration process will be their primary forms of formative assessment. They will also have two online discussion board forums where they will be required to enhance their research and studies. Their final completed discipline plan (complete with a Makey Makey component) will serve as the summative assessment for this task. Students will be graded based on the rubric below which details the grading process:

Classroom Discipline Plan Rubric

Unit 3	100	<p>1. 85-100- Classroom Discipline plan is clear and features a solid plan of action in leading an effective teaching environment. Clearly written, no grammatical errors.</p> <p>2. 70-84- Classroom Discipline plan is somewhat clear and features a plan of action in leading an effective teaching environment, but some ideas could be clarified. Few grammatical and spelling errors.</p> <p>3. 0-69- Classroom Discipline plan is not clear and there is a lack of direction in leading an effective teaching environment. Ideas need to be clarified. Numerous grammatical errors.</p>
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Discussion Boards

A description of each of the weekly discussion board questions can be found in the student portal under the specified unit for the week. Students are expected to contribute thoughtful contributions to the initial discussion board posts, and each post should be a minimum of 200 words.

Students are also expected to provide insightful feedback to their peers that will extend the conversation about the specified topic. All initial replies should be at least 100 words and students should reply to at least two (2) of their peers for each discussion question. The discussion board rubric is posted below as a reference guide:

Points Available	Responses Required
15	Provide an initial response of at least 200 words, student replies to at least 2 or more peers on the discussion board with adequate responses of 100 words or more that advance the conversation
10-14	Provides an initial response of less than 200 words, student replies to 2 or more peers with a response of less than 100 words and provides some conversation to advance the conversation
5-9	Provides an inadequate initial response that does not meet requirements and has minimal interaction with peers
1-5	Student provides minimal information for initial response and does not interact effectively with peers by advancing the conversation

Lesson Rationale

The purpose of these types of interactive and personalized assignments for aspiring teachers is to illicit creativity from them in their teaching styles. As we have seen over the course of time studies have shown that personalized learning environments that incorporate multiple modalities have more positive long-term benefits for students. Personalized learning environments can alleviate the symptoms of these issues and provide a constructive yet individualized solution to the pitfalls of traditional education systems.

The needs of the students could change and evolve with the teaching curriculum so while the plan to create a discipline outline for students is established, it is open to interpretation and change over time. Since a large majority of today's educational system is shifting to adapting more technology in the classroom, this assignments blends both traditional methodologies and current ones. Hsu (2012) contends that these acts allow for continued adaption as the material is continuously personalized and modified to the ever-changing needs of the student (pg. 210).

As we review the course content of this hypothetical course for aspiring teachers, notice that all of the assignments, readings, and viewings incorporate various elements of our senses. They allow kinesthetic, auditory, visual, and combo learners to engage in the material with variety. This also must be present within the lesson

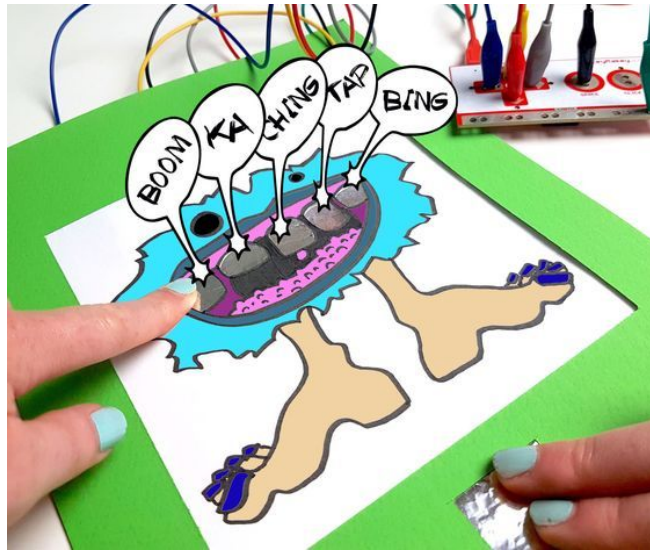
plan so that students are also afforded the opportunity to engage in the material in a way that makes sense for their own learning styles.

Ideas for Students

Since the ideas are left up to the student on how they can create a unique assignment, the instructor's goal is to help problem solve and provide insights on how the kits can be used to promote positive behaviors in a fun manner. Here are some basic steps to get started:

1. First, sketch or create your classroom's mascot
2. Make sure you have the appropriate materials: construction paper, markers, alligator clips, pencils, paper, stickers, and any other items that are relevant to your creation.
3. Visit <http://makeymakey.com/how-to/classic/> for a brief tutorial on how to connect the clips and get started to ensure that your mascot will work with the tools.
4. Once your project is put together place alligator clips on each "flag"
5. Download music or sounds by visiting <https://soundcloud.com/> or <http://soundbible.com/free-sound-effects-1.html>. You can also use other sites that are relevant to your particular age group/mascot
6. Place sticker on each "flag" of your choice

Ideas from Other Inventors



Interesting right? Just an Idea from Pinterest of how you can make your mascot your own! There are no limitations! You can find this mascot idea at https://www.pinterest.com/pin/469781804863171632/?from_navigate=true



Another idea of how to make a mascot what you feel is appropriate. There could be "happy" and "not happy" mascots and you could add elements like this where the student could grab a homework pass or candy out for a job well done! This demonstration can be found at https://www.pinterest.com/pin/469781804860121130/?from_navigate=true

References

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