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Annotated Bibliography: Classroom Management Plan

Ben-Peretz, M., Eilam, B., & Yankelevich, E. (2013). Classroom management in multicultural classes in an immigrant country: The case of Israel. In *Handbook of classroom management* (pp. 1131-1150). Routledge.

This article aims to discuss the problems of class administration and discipline in a multicultural environment. The world is changing tremendously because of globalization. This requires teachers to adapt and focus on better ways of controlling their class discussions and managing discipline in the centralized education system. Similarly, the authors concentrated on modern-day Israel because the country has faced significant immigration in the past, making it a great case to be used as it has several multicultural societies and schools. The article is essential in research because it indicates the classroom environment and varying types of individuals involved and accountability and class rules and norms.

Kohn, D. B. (1999). *Practical pedagogy for the Jewish classroom: Classroom management, instruction, and curriculum development*. Greenwood Publishing Group.

Kohn concentrated on teaching and giving instructions in the Jewish classroom. Sitting in the Jewish classroom is one of the great encounters of their tradition because it will leave every participant challenged and thoughtful. The class rules and norms are traditional because they begin with the blessing and allow everybody to join in unison. The closing meditation at the end of the class provides a varying positive impact. The article is relevant because it will enable Jewish education class's norms, practices, and beliefs. While time management is a critical factor because of the fantastic experiences brought by the meditation process at the closing, the duties of individuals are essential.

Hill, C. E. (2014). *Elementary Christian school teachers are utilizing biblical concepts in classroom management.* Liberty University.

This paper aims to evaluate biblical perceptions used by essential Christian institutions educators in classroom organization in two academic institutions in Virginia. Hill finds that classroom management is a vital tool for efficient teaching because it produces a favorable environment for learners. The study found that Christian schools develop classroom management on a biblical basis and teach students to apply God's word in real-world problems. Also, the rules and norms, and procedures are developed to align with the biblical teachings. The article is vital in creating a classroom environment and behavior accountability. Moreover, goals of the classroom and ways of punishing students are also developed based on the biblical perspective; this makes students align with the proper procedures and do what is needed.

Capizzi, A. M. (2009). *Start the year off right: Designing and evaluating a supportive classroom management plan.* *Focus on exceptional children*, 42(3).

This article aims to provide a worksheet to guide to help teachers to create a helpful and effective classroom environment. Therefore, teachers need to develop and assess a management plan every year because of the diversity of students in class. Also, this will help educators enhance their confidence and assist administrators in realizing the elements of collectively supportive management plans. The article is relevant in research because it provides the methods of developing an effective classroom management plan, including the essential details of an effective management plan such as the rules, procedures, classroom décor, layout, structure, managing, and monitoring behavior.

Garrett, T. F. (2015). *Misconceptions and goals of classroom management.* *The Education Digest*, 80(5), 45.

Garrett is a former elementary educator and a professor at Rider University and specializes in education. The author concentrated on providing three misapprehensions that teachers have on classroom management. The first misapprehension is that classroom administration is equal to discipline, and thus, she suggests that class organization is critical in evading many behavioral issues. Another misconception is that a quiet classroom is the outcome of classroom management and argues that learning is an active procedure that involves speaking, sharing, and testing. Finally, is the belief that efficient class management comprises rewards and punishment; however, it contains sticker charts, class stores, and marble jars.

Manning, M. L., & Bucher, K. T. (2013). *Classroom management: Models, applications, and cases*. Pearson.

The purpose of this book is to provide essential knowledge on events that will prepare educators and school administrators to establish and use individualized classroom management viewpoints. Therefore, utilizing the models' methods, the authors describe the theories and ideas of classroom management, how to handle the emerging issues of institution misbehaviors such as bullying, and provides a comprehensive explanation on diversity and class management. The article is relevant because the majority of the sources used are less than ten years ago and will aid in helping teachers in establishing and using individualized classroom management ideas on their own and can be used directly in the class.

Garrett, T. (2014). *Effective classroom management: The essentials*. Teachers College Press.

Garret focused on developing an efficient resource that will aid the K-12 educators in becoming a more operative classroom managers. The first thing to realize is for the managers to realize classroom management goals; this will eliminate the misconceptions available. The purposes of classroom management comprise developing and maintaining a positive and

productive ecosystem that will sustain and foster a safe classroom to keep students focused. The book is relevant in my research because the resources provided comprise classroom management goals, classroom participants and their roles, organization of the class, rules, and procedures, and handling discipline problems.

Oliver, R. M., & Reschly, D. J. (2007). Effective Classroom Management: Teacher Preparation and Professional Development. TQ Connection Issue Paper. *National comprehensive center for teacher quality*.

This article aims to deliver recommendations for educators' quality and efficiency, especially addressing the classroom management part to enhance general and particular education results. The authors state that concentrating on classroom organization, structure, and behavior control is essential as a defensive method for learners in great danger of poor educational results because of poverty, disability, and language. The article is relevant in my research because it provides essential information concerning educators' preparation and technological growth in class association and supervision. Controlling students' behavior is an efficient method of teacher preparation, including class attendance.

Rawlings Lester, R., Allanson, P. B., & Notar, C. E. (2017). Routines are the foundation of classroom management. *Education*, 137(4), 398-412.

Classroom organization plays a vital part in influencing students' understanding and the education process. However, routine is always the basis of classroom management because learners need a structure in their life. Routine makes students have procedures in their academic life, including time management such as the arrival and dismissal from school, changing from one activity to another such as class activities and physical exercise. Therefore, routinely offers a classroom with an ecosystem for learning. The article is vital in research because it provides

some guidelines helpful in class management planning, such as the structure and routines in class and the approaches of monitoring and preserving classroom behavior.

Sayeski, K. L., & Brown, M. R. (2011). Developing a classroom management plan using a tiered approach. *Teaching Exceptional Children*, 44(1), 8-17.

This journal aims to showcase how to create a classroom management plan by utilizing the three-tiered method. Sayeski & Brown understands that the biggest problem in the classroom environment is students' behavior; therefore, it must be countered first to ensure efficient class management. The three-tiered model of class behavior comprises the response to intervention utilized in accepting a multilevel stoppage and intervention procedure. The first tier is joint support for every learner, concentrating on prevention; the second focuses on a target group support comprising evidence-based practices and monitoring. Finally, personalized support is founded on personalized evaluation procedures.

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