Classroom Management Final Project

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Personal Philosophy

Classroom management is something that needs to begin even before the students arrive on the first day of school. Teachers must be proactive and think of everything they must do in any situation so that they can have strong classroom management. Every piece of the classroom needs to be set up in a way to promote strong classroom management. In addition to being prepared for the first day, teachers must be prepared for every lesson and think of any possible things that could go wring during the lesson and how the teacher will handle those situations.

Being prepared for any situation thinkable is a great way for a teacher to have strong classroom management from the first day of school to the last day of the school year. Teachers need to have a plan in place for teaching routines and procedures and allowing students to come up with the rules for their classroom. This creates a sense of ownership and will keep the students accountable for their behavior. The students must feel ownership of their classroom and what goes on in the classroom from day to day, especially regarding their own behavior.

I also believe that teachers should use the Love and Logic method when disciplining and managing student behavior. It is essential that a teacher establish a relationship with every student early on so that there is a level of trust and understanding between the teacher and students. Trust is an essential factor when handling different situations, especially situations regarding challenging behavior. If there is no trust between a student and teacher, attempting to correct the misbehavior and prevent it from happening again will not work. If the student has not trust in the teacher, it is likely that they do not respect the teacher and will not care to correct their own misbehavior.

In short, I believe that the two most important factors to having strong classroom management is for the teacher to be prepared for absolutely anything and for the teacher to build a positive and trusting relationship with each and every student. If a teacher beings his or her classroom management plan with these two aspects in mind, I believe that he or she will be able to have strong classroom management all the way through the year.

Plan for the First Days of School

*The Classroom Management Book* by Harry K. and Rosemary T. Wong has many beneficial tips, ricks, and ideas for the first days of school. In their textbook, they provide scripts plans, and many other resources for new teachers to be ready for the first week or so of school. I have created my own 5 day classroom management plan/script for a lower elementary classroom based off of Wong’s suggestions in *The Classroom Management Book* on page 287.

**Days/Weeks Leading Up to First Day of School**

Each student will have a designated space to keep their backpack and coats with their names on it, a desk with their name on a name tag on the desk, a box in the classroom mailbox with their name and/or number on it, and a place to keep their school supplies in or near their desks.

There will be a PowerPoint presentation made with the classroom procedures and some basic classroom rules and expectations. When the students come to school on the second or third day, the students will be able to help come up with other rules that they think should be part of the classroom.

**Day One**

* As students arrive in the classroom, I will greet each child with a “Hello”, “Good morning” or “Welcome back!”
* I will ask the children to find the cubby with their name on it, hang up their backpack, and find and sit down at the desk with their name on it.
* Once at their desks, they will begin to color a coloring page that has been provided for them.
* After each student has been seated and I have regained their attention, I will explain the PowerPoint that is displayed on the board.
* On the PowerPoint will be pictures and words to explain the rules, procedures, and expectations of the classroom.
* PowerPoint taken from pg. 287 of *The Classroom Management Book*
  + Lining up
  + Backpacks
  + Cubbies
  + Attendance
  + Bellwork and Workshop
  + Bathroom Passes
  + My Time/Your Time
  + Class Jobs
  + Math Timed Tests
  + Weekly Assignment Sheets
  + Home-Learning
  + Getting ready to go home
  + Dismissal

**Day Two**

* After students come into the classroom, hang up their backpacks, and get seated at their desks, they will begin to work on bellwork that reviews what was taught the day before. This will be used to bridge the lesson from yesterday to today’s lesson.
* Review procedures
  + Bellwork
  + My Time/Your Time
* Teach new procedures
  + Marble Jar
  + Planners

**Day Three**

* Review procedures
  + Bellwork
  + Marble jar
  + Weekly assignment sheet
* Teach new procedures
  + Late work
* The students and I will get together and discuss what rules we should have in the classroom. We will come up with between 3 and 5 rules that the students will agree to follow.

**Day Four**

* Review procedures
  + Bellwork
  + Math Timed Tests
  + Home Learning
* Teach new procedures
  + Friday folders
  + Missing assignments

**Day Five**

* On Friday (Day 5), we will briefly review all rules and procedures and the students will be able to ask questions and ask for clarification
* We will also review any procedures that the students may be having a difficult time learning
* Teach new procedures
  + Friday folders
  + Returning Friday folders
  + Friday personal space clean up

Connections to Students and Families

Creating a relationship between teacher and student as well as teacher and parent is an essential piece to having strong classroom management. Teacher must know their students well so that they know what they like or dislike, what “sets them off” and what makes them happy or embarrassed. It is also helpful having a teacher and parent relationship because it is important for the parent to be able to know and trust the person caring for and educating their child. A good way to get to know the parents and students better is to send out a questionnaire for both the parent and the student to fill out at the beginning of the year. There is an example of a questionnaire that I have created in the Appendix that goes along with the Welcome letter for parents.

I think that it is important for the teacher to be transparent when getting to know the students and their families. It is ok for the students and families to know where the teacher has come from, what they like or dislike, what makes them happy or sad. I would answer every question that I asked the parents so that they would feel more comfortable.

An open line of communication should be encouraged and utilized in the classroom. I am planning on creating an atmosphere that students and parents will feel comfortable coming to me and speaking with me about anything – what they like or dislike about my teaching methods, and any other questions or concerns. There should be a level of comfort and openness within the classroom community.

Having a back to school night and/or parent’s night can help to make connections to students and families. This gives the parents a chance to get to know the teacher, see the classroom, and get a gist of what the school year will bring. It also gives the teacher a chance to meet all or most of the parents and get a feel for the families that he or she will be working with all year long.

What If?

I hope to teach in a school that has a school wide philosophy of classroom management. I believe that schools that have a set of school wide rules and expectations have a stronger sense of classroom management. Students have the same expectations and rules in 5th grade that they did in Kindergarten. I think that growing up with the same expectations allows the students to always know what is expected of them and gives them a little less wiggle room to misbehave.

If I do teach in a school that has a school wide philosophy of classroom management, I will ensure that I am fully aware and that I understand all of the rules and procedures that the school has already set up. If there is something that I do not understand, I will be sure to speak with the principal for clarification. If there is ever a problem or a procedure isn’t working the way it should, I will bring it up in a meeting and try to revise the procedure with the issues with my colleagues and principal.

If I work in a school that does not have a school wide classroom management philosophy, I will either request to make one or work with my colleagues teaching the same grade so that the entire grade is on the same track. I think that it is important for the school and/or grade to have at least a few of the same rules and procedures. There is great power in consistency, especially when working with children and the behavior of children. Classroom management is more than an individual’s preferences; it is a team effort.

Appendix

Seating Chart for a Classroom of 20 Students

In this example of a seating chart, I have decided to place the students into 5 pods of 4 students. This ensures that everyone in the classroom is able to see the board. It also helps with several different grouping strategies and will help with collaboration. The large circle in the middle represents where the large group carpet will be. This will be utilized during the introduction of lessons, large group activities, and when the students are being read to throughout the week. It is also a good spot for the teacher to stand as he or she is teaching because it is near the board and every student is able to see from where they are sitting.

BOARD

Dear Parents and Guardians,

Welcome to Kindergarten!

I am so excited for this new school year! I can’t wait to get to know your child and help them to learn and grow in Kindergarten!

Allow me to introduce myself. My name is Abby Smith and I graduated from the University of Mary in Bismarck, North Dakota in December of 2017. I was born and raised in Denver, Colorado and I am the oldest of 12 children. I have worked in child care and respite care for 10 years and I have always had a love for children. During my college career, I worked as a Direct Support Professional and an Autism Interventionist for the Anne Carlsen Center in Bismarck. I enjoyed working with children with autism and their families to help the children reach different social and academic goals. I learned to celebrate the small achievements and to work hard every day on the small goals to achieve the bigger goals. I graduated with my bachelor’s in Early Childhood, Elementary, and Special Education.

My goal for this year is to help you child learn and grow both socially and academically. In my classroom, we celebrate the little things leading up to the overall goal. Mistakes will happen, projects will not be done perfectly, and some days will be harder than others. I see all of these negatives as a learning opportunity and to turn them into a positive.

Please let me know if you have any questions or concerns at any point during the year. I am always willing to meet with you in order to help your child receive the best Kindergarten experience possible. I will list my contact information below. Please do not hesitate to contact me at any time! I will return all emails and phone calls as soon as possible.

This may be the first time that your child has been a student in a school setting. Because this change can be scary, unknown, and intimidating, I want to make this transition as smooth for you and your child as I possibly can. Below I have attached a questionnaire for both you and your child to fill out so that I can get to know you and your child better. Please return them by **Monday, September 1.**

I am so excited to begin this journey with you and your child!!!

Abby Smith

Email: abbysmith@school.com

Phone: (555) 222-3456

Parent Questionnaire

Name:

My child likes to be called:

My child loves:

My child dislikes:

My child responds best to:

Does your child have any allergies? No Yes

If yes, please list allergies:

When upset, my child

Anything else you would like me to know?

Parent contact information

Parent: Parent:

Email: Email:

Phone: Phone:

Student Questionnaire

Name

My favorite color is

My favorite show/movie is

My favorite book is

When I grow up I want to be

For fun I like to

My favorite thing I did over the summer was

I am excited about

I am nervous about

Something I want Ms. Smith to know is

References

Wong, H., & Wong, R. (2014). *The Classroom Management Book.* Mountain View, California: Harry K. Wong Publications, Inc.