

Classroom Management Philosophy

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Classroom Management Philosophy

My Classroom Management Philosophy is based upon Love and Logic (2010) and Wong (2018). In my classroom, students will come first and know that they are valued. Knowing that all students learn differently, I will ensure that my lessons are understandable and beneficial to all my students. I will set clear, specific, attainable goals for my students and myself. Students will walk into my classroom and know that it is an environment filled with encouragement, empathy, trust, respect, and love. Every student is an individual and should be treated with dignity and respect. I will learn from my students as they will learn from me; learning never stops, it keeps growing. I will always strive for the best version of myself; getting feedback and improving my teaching skills and strategies will benefit me and my students. I will give my students time to cool down when they get overwhelmed. I will have a calm down area in my room so students can use it to regroup. A visual timer will be there also to let the student know when they should start to come back to begin learning again. I will use logical consequences that aligns with the wrong behavior used. I will have rules and procedures in place so the students understand the expectations I have for them and myself in this classroom. I will build positive relationships with my students to create more effective classroom management. I will learn my students' names and greet them every day. I want to learn something about each of my students. When students are frustrated or hurt, I will show empathy for them by acknowledging their feelings and listening to them when they need to be heard. I will have reasonable and non-threatening choices for unnecessary behaviors.

Plans for First Five Days

I am basing these days for a Kindergarten Classroom.

Day One: On the first day and every day after, I will greet my students at the door (See Appendix A). I will help them find their cubby spaces. When they walk in the classroom, I will have them pick their lunch. On the wall, will be a spot for lunch choices, their name tag will be beside the lunch choice and whichever lunch they want they will put their name on it (See Appendix B). I would tell them what the lunch is for day so they what to choose when their table is called to move their name for lunch. After they have made their lunch choice, I will have them find their desk. Every desk has a name taped to the top, they will have to find theirs (See Appendix C). I will take attendance using lunch count after every one has found their seat. I will start out with introducing myself to the class and explain day and year with them. I will explain the classroom rules and guidelines (See Appendix D). We will have logical consequences for those who cannot follow the rules correctly (See Appendix D). Guidelines: 1. We line up at the door in number order. Every student has a class number that corresponds to their last name in my grade book. 2. We walk in a straight line whenever we leave this classroom, we walk quietly and keep hands and feet to ourselves. 3. We raise our hand if we have something to say. 4. We listen to all of the directions before doing anything. 5. We clean up after ourselves. 6. We will have carpet time and every student has their own carpet spot. I will choose their spots and remind them where to sit. At the carpet, students sit crisscross, hands in their lap, and no talking. 7. For the bathroom, we will use hand sanitizer one for the boys and for the girls, one goes at a time, they put the hand sanitizer at their desk when they go, it is found on the counter by the sink in our classroom (See Appendix E). We will do a fun get-to-know you activity to end the day (See Appendix F). They will all be given a take home folder to bring back every day. This take home folder will have their

name on it. I will hand that to them on the way out and they will put it in their backpacks. They will line-up with their backpacks and I will walk them to the front of the school where the parents are waiting. I make sure every student goes where are they are supposed to and wait with them until their ride comes.

Day Two: Greet students at the door. I would have them choose their lunch, then sit in their desks. Go over rules and procedures from day before. Assess how they do with the rules and procedures and remodel the them if necessary and make changes if necessary. We will learn that every day we will have a morning meeting and a daily schedule (See Appendix G). For morning meeting, I would have the students sit in a circle and welcome them to the day and tell them a little bit about the day. I would give them a question to get them engaged. Then I would have them share one thing about their weekend or the previous day. I would have them take turns by calling a name from a picking a stick. We will also learn about classroom jobs (See Appendix H). For classroom jobs, I would assign the students a job every week. The jobs involve: line leader, caboose, librarian, lights, attendance, paper collector, door holder, clean up, lunch count, and mail helper. These jobs help the students learn responsibility. The students will also learn about voice level and how it is used appropriately (See Appendix I). I will learn about behavior and making sure to reinforce the positive and promptly deal with negative in an empathic way and giving wait time. I will have a calm down corner for those who need that space to cool down (See Appendix J).

Day Three: I will greet students at the door. Daily schedule will be found on the board. We will review the procedures from previous day and introduce the homework procedure. The students will not necessarily be given homework to be taken home and done but will have work that is done in class and turned in. The work that is required to be done at home would include a reading log list, which is reading a book every night and writing it down on a list; studying sight

words; finding objects around the house that begin with the letter we would be learning that week but nothing that would be required to be turned in (See Appendix K). The work that is done in the classroom would be given to every student and they would have time to finish it. When they are finished with that work there would be a hand in tray, located at the back of the classroom for them to hand in their papers (See Appendix L). The art work that is finished in art class would be displayed around the classroom or by their cubbies for a couple weeks then would be brought home. The student will also learn about book boxes and how they can choose their own books to put in them. We have a class library that the students can choose from books to read or look at during Daily 5. Each student will have their own book box to be able to put up to six books in it (See Appendix M). They will be able to choose their own and will switch out the books every week. The pencils, markers, crayons, scissors, and glue they brought with will be at their desk for easy use. The extra supplies will be located in a cupboard and any student is welcome to use them (See Appendix N).

Day Four: Greet the students at the door. Review rules and procedures from the days before. We will rehearse and reteach any rules or procedures if needed and make changes if necessary. We will go over daily schedule and complete a morning meeting. For the rest of the day we will move into instructional lessons.

Day Five: I will greet the students at the door. Students will pick a lunch choice, check attendance, then go over daily schedule, and complete a morning meeting. Review classroom rules and procedures. Talk about the rules and procedures as a class and make sure that they work with our class. We will finalize the classroom rules and procedures and the whole class will sign it to say they all agree to follow them (See Appendix O). We have gone over the rules and procedures all of the five days and will keep going over them and have reminders for the students. I will keep

reinforcing the rules and procedures and be consistent with every student. We will also go over emergency procedures; like fire, tornado, and lock down drills. For the remainder of the day we will move to instructional lessons.

Connections with Families

To create connections with families of the students in my class, I will be sending out a letter before school starts. (See Appendix P). This letter will include a picture of me and facts about me. It will also include ideas about the upcoming school year for their child. There will also be an open house at school before the first day, so the parents and children can come meet me and see their classroom. At the open house, I will hand out important papers about the school year and express my excitement for school year. Instead of sending emails every day, I will have little slips of paper letting the parent/guardian know how their child did at school each day (See Appendix Q).

What If's

One of the most challenging aspects in the classroom would be having a student who is very defiant and will not participate in anything and having family members who are not involved can make it even more difficult. My first step would be knowing and recognizing that these issues they are having is not about me, it could be a variety of things. My second step is to recognize or find the underlying problem. My third step would be get to know the student on a personal level and let them they are safe with me and incorporate their interests into the lessons so they will learn and so we can solve the problem together. I will offer choices so they don't feel limited or cut off. For family members who are uninvolved, I would try to encourage them to keep up with the papers and their child's progress they are making in the classroom. I will try to involve them in the classroom as much as I can to be a part of their child's education. I would also encourage just to

communicate with their child. Just talking to their child about what's going on in their life will help keep them involved as well.

My what if's for behavior problems in the classroom could be anything. Knowing that I could utilize other professionals inside the school will be a big help. The social worker, the counselor, the special education teacher, and the instructional paraprofessionals will all be a major help when it comes to those students with major behavior problems and I know that I can always ask them for ask help. I will also keep documentation of any behavior problems that occur in my classroom (See Appendix R). Offer choices for those students with behaviors will help because sometimes they just get bored and need a new activity to do. I will also praise positive behavior.

Conclusion

My Classroom Management Plan has been created to overlook a structured environment with emotional support for every student to know that they are valued in this classroom. I will be there to offer choices, materials, and support to my students. My procedures and rules I have put in place along with using Love and Logic in my classroom will allow for a safe and comfortable environment where the students can achieve their highest academic level. I want them to know it is okay to make mistakes, not everyone is perfect, we all make mistakes even the teacher. I want them to know we can learn from our mistakes and taking the time to practice. Through making these first five days, creating connections with families, and the what if's; it helped me see my classroom in a clearer light and that I really need to put in a lot of work because I want to be that effective teacher with the effective classroom management plan. Doing this activity, really helped put the days and planning into perspective.

References

- Wong, H., Wong R. (2018). *The First Days of School*, 5th ed. Harry Wong Publications, Inc.: Mountainview, CA.
- Fay, J. and Funk, D. (2010). *Teaching with Love and Logic: Taking control of the classroom*. Love and Logic Press: Golden, CO.

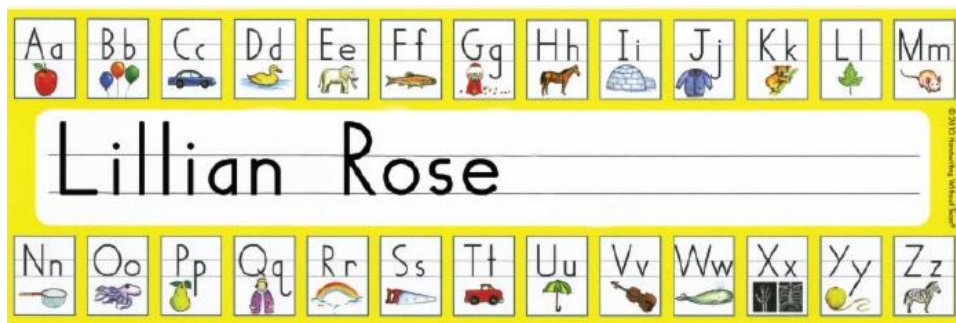
Appendix A

I will greet my students with their choice of morning greetings. I will have a sign on the door that shows the choices; a hug, a high five, a fist bump, or a hand shake. This shows the student that I care that they are there and helps build that relationship with them.



Appendix C

The desks will have their names on them so they know where they sit and who they sit by. The seating arrangement will last a week or two weeks. I would like change it some because then the students can build relationships with other students too.



Appendix D

The rules I will have for my classroom, should be for all classrooms. They are simple and easy to follow. Rule #1: Always be kind and respectful. Rule #2: Raise your hand to speak. Rule #3: Clean up after yourself and keep classroom clean. Rule #3: Listen to others when they are talking to you. Rule #4: Look at the person who is talking to you. Rule #5: Be quiet when you are supposed to be. Rule #6: Share your things with others when necessary. Rule #7: Keep your hands and feet to yourself. Rule #8: No running or yelling in the classroom. Rule #9: Always be nice to each other. Rule #10: Have Fun. If for some reason, a student cannot follow the rules and procedures we will have logical consequences for that student.

Logical Consequences

Behavior

- A student writes on a school desk.
- A student destroys another's property.
- A student refuses to complete assignments during class.

Logical Consequence

- The student must clean the desk.
- The student (not the parent) must pay for the property.
- The student does the work during recess or before/after school.

Classroom Rules Posters

<p>Rule #1</p> <p>Always be KIND and RESPECTFUL</p> 	<p>Rule #4</p> <p>LOOK at the person who is TALKING to you</p> 
<p>Rule #6</p> <p>LISTEN to others when they are talking to you</p> 	<p>Rule #5</p> <p>CLEAN UP after yourself</p> 
<p>Rule #8</p> <p>SHARE your things with others</p> 	<p>Rule #7</p> <p>Be QUIET when you are supposed to be</p> 
<p>Rule #10</p> <p>Keep your HANDS and FEET to yourself</p> 	<p>Rule #9</p> <p>Always be NICE to each other</p> 
<p>Rule #2</p> <p>Put your HAND up if you want to ask a question</p> 	

Appendix E

Bathroom passes will be used whenever someone needs to go to the bathroom. The hand sanitizer will be placed on that person's desk when they are in the bathroom and when they return they will use some before putting it back. It will be located on the counter by the sink in the classroom.



Appendix F

This is a simple way to learn about the students. They can either write in the areas or color them.

They can do this with the other students in their group. I will be walking around to help.

Eye Color



All About ME

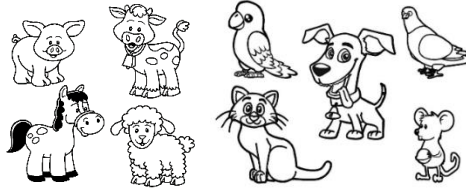
Hair Color



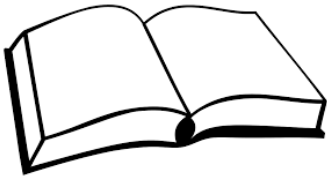
Name:



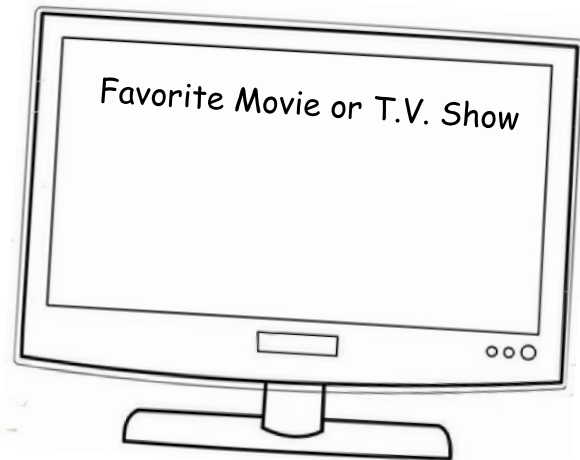
Favorite Animal



Favorite Book



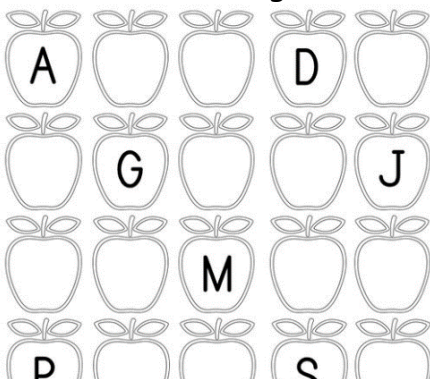
Favorite Movie or T.V. Show



Favorite Toy



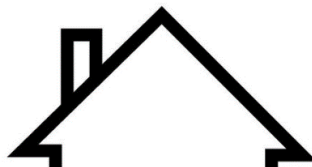
Do you know your ABCs?
Fill in the missing letters.



How high can you count? Fill
in the missing numbers.

1		3	4	
6	7	8		10
	12	13		15

My Family



Appendix G

During morning meeting, we will share about our weekend or the day before. We will take turns talking, eyes will be on the speaker, and we will sit in our spot. I will call on students using the sticks. I will go over agenda, the daily schedule for the day.



Today's Schedule		
8:15 <small>AM</small>		Reading
9:00 <small>AM</small>		Math
9:45 <small>AM</small>		Writing
10:30 <small>AM</small>		Recess
11:15 <small>AM</small>		Lunch
12:00 <small>PM</small>		Social Studies
12:45 <small>PM</small>		Music
1:30 <small>PM</small>		Science
2:30 <small>PM</small>		Gym






Appendix H

Each student will be assigned a classroom job and they will change weekly. The students will learn responsibility and how to do each job. The jobs are assigned by their class number which is by their last name.



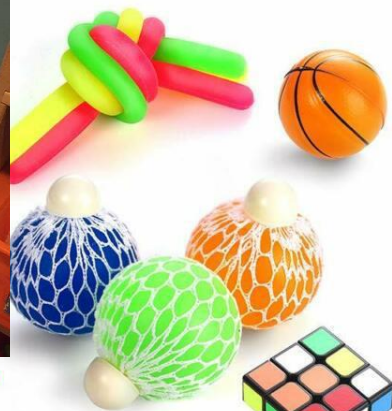
Appendix I

The voice levels are to help the students know when to use different levels of their voices at the appropriate times. This poster will be hung up in the classroom so the students can see it at all times.

Voice Levels		
4		Outside
3		Table Talk
2		Partner Talk
1		Whisper
0		No Voice

Appendix J

The calm down area/safe place area is for one student at a time to go there for a few minutes to regroup and reenter to learn and focus again. There will be a visual timer, some sensory toys, and some emotion posters to help the student calm down.



Appendix L

A turn it in spot will be located at the back of the room with a basket labeled finished work.

The students will be able to hand in their work at any time when they are finished with it.



Appendix M

The book boxes will be located in the library on a shelf. The boxes will have the students' name along with their number on them. The book boxes will be used for silent reading, daily five, and for down time usually after they have finished work and need to wait for rest of class.



Appendix N

The students will have their own pencil box to keep their supplies in. There will also be a sharing box of supplies on their desk. The extra supply shelf will be located in the back of the room.



Appendix O

Our classroom rules will be hung up for everyone to see and follow every day. The students and myself have signed it so we know the rules and to follow them always.



Appendix P

This letter will have been sent home before the first day of school letting parents and families know about me and the school year ahead.

Meet the Teacher... Ms. Neff

I live in Bismarck with my dog who is 7 years old. Her name is Sophie and is everything to me. Sophie's favorite thing to play is tug-of-war with her toys. I have three sisters: Megan, Rachel, and Mariah. I

Welcome: Soon your child will be in Kindergarten! We will have _____ girls and _____ boys in our class making a total of _____ students. I have been working in our room, getting it ready for school. School will be begin on August 25. You are invited to attend an Open House the night of August 24 from 2:00 to 7:00. At that time, I would like you to bring all your school supplies for our first day. It will also be a good opportunity to meet you and your parent. If you are not registered, please have them do that as soon as possible or the day of our Open House.

***Please contact me if you have questions or concerns about anything.**

Phone: _____

Email: _____



View of Classroom Expectations: It is my purpose to create a unique environment that is inviting and comfortable for students so that they feel a sense of belonging, a sense of security, and a feeling of love. My wish would be to develop problem solving skills, encourage innovation and positive change in themselves and others. When students feel safe and loved their chances of reaching their highest potential is much more likely. Knowing that all children learn differently and at different paces, I want to offer limitless opportunities in diverse ways using flexible learning materials to ensure that each student is successful.

We have 4 basic classroom rules and expectations that are discussed with the students on the first day of school and taught throughout the school year. 1. Keep hands, feet, and objects to self. 2 Raise your hand to speak or for help. 3. Respect others, yourself, teachers, and our school. 4.Listen and follow directions. We will have classroom consequences for breaking the rules: 1. Warning 2. Time-out 3. Letter home. These consequences might seem basic, but the student and teacher will talk about what has happened and how to resolve that problem with various choices, if possible. These are the very basic rules and consequences that will be followed. Depending on the situation or behaviors the rules and consequences can be decided accordingly. I will have the classroom be included in making Classroom Promises that I will also expect all the students to follow.

What you need for Kindergarten: 1 box of 8 or 16 crayons; 1 box of markers (basic colors); 1 bottle of glue; 1 glue stick; 2 pocket folders; 4 pencils; 1 eraser; 1 scissors; paint shirt (oversized shirt); phy ed shoes (with clean, white soles); pencil box to store supplies; book bag *Each day please bring a snack for snack time. *Please label everything, even the individual markers and crayons. Thank you for providing these items.






















Appendix Q

Here is a list of students in our Kindergarten Classroom:

I will send a slip of paper every day with the child to have the parents/guardian see how

their child did at school. Every parent/guardian likes to know what and how their child was when they do not see them all day. This will be a simple and easy way to show them without having to write emails to every parent.

Name: _____ Date: _____

Subject	Behavior	Notes
	  	
	  	
	  	
	  	
	  	
	  	
	  	

Additional Notes:

Appendix S

I will be needing the student's attention for transitions and other times to get them engaged. These are some attention getters I will be using. In addition, to these I will also be using chimes for transitions.

