

Classroom Management Final Project

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Classroom Management Philosophy

My classroom management philosophy is based upon Marzano (2003) and Love and Logic (2010). Marzano's use of engagement in the classroom encourages the students to increase their attention and focus, motivating them to practice higher-level thinking, and promote meaningful learning experiences. I will incorporate engagement to keep the students' interest at hand by using games, friendly controversy, and questioning strategies throughout the day. The use of Love and Logic in the classroom will allow each student to feel welcomed by enhancing their self-concept. I will incorporate Love and Logic through choices and encouraging each student to feel they are needed for the group. Each student will be respected, loved for who they are, and have the freedom to be who they want to be, furthering them to grow in their academic ability. They will build their self-concept positively by having independence to contribute to their growth as a student.

Plans for First Days

Day One: I will be greeting my students at the door and welcoming them into their new classroom. Each student will pick an option from the chart posted on the door of the classroom and they have choice of how they want to be greeted (See Appendix A). After the students are greeted, I will show them their cubbies, where they can store their belongings during the school day, and they will also check themselves in on the "Who's Here Today" chart (See Appendix B). Next, the students will go find the desk with their name card on it. The arrangement of my classroom will be focused on the whole group area with desks grouped of threes surrounding the group area (See Appendix C). The agenda will be posted on the board each day allowing the students to see what we will be doing in class. I will take attendance next by asking each student to say, "Here" after I announce their name. After attendance, I will talk about myself allowing

the students to get to know me expanding upon the letter I sent home to them before the school year began (See Appendix D). After I have introduced myself, we will take a tour of the classroom allowing the students to explore what the classroom all entails and where the teacher's area is. After the students are done exploring the classroom, we will go over classroom procedures and guidelines so the students will have an idea of how the classroom will work (See Appendix E). Next, as a class will play a fun dice game that allows the students to get to know each other by rolling the dice and answering the question that is related to the dice roll (See Appendix F). The next activity we will do is I will read them a book about the first day of school to help ease their fears and anxieties about the first day of school. After the book, we will discuss line up procedures which is an important part of the school day as it occurs multiple times throughout the day (See Appendix G). Throughout the day we will address any other procedures that may come up. I will briefly touch on some lessons to introduce to the students, so they have an idea of my teaching strategies. Before the end of the day, we will go over the end of the day procedures along with the dismissal procedure (See Appendix H).

Day Two: I will greet the students at the door just like the first day. We will review all the guidelines and procedures from the previous day, and I will check in with the students and see if there are any changes that I will need to make. The new procedures I will be teaching today will be how to use the mental health check in chart (See Appendix I), classroom jobs (See Appendix J) and voice levels (See Appendix K). After going over the new procedures, I will continue the lessons taught on the previous day. At the end of the day, we will review the end of the day procedures along with the dismissal procedure.

Day Three: I will greet the students at the door just like the previous two days. We will review all the guidelines and procedures from the first day along with the three new ones from the

second day. Once again, I will check in with the students to see if there are any changes that I will need to make regarding the set-up of the classroom or with the procedures in place. Today I will introduce the procedures on homework such as how the homework will be given and where the assignments will be turned in (See Appendix L). After we have discussed the homework procedures and practiced them, we will move onto instructional lessons for the remainder of the day.

Day Four: I will greet the students at the door. We will continue to review the guidelines and procedures learned in the past three days. I will reteach and rehearse any guideline or procedure that may need it or is causing some confusion for the students. I will make any changes that are necessary. After reviewing the guidelines and procedures and adjusting if need be, we will move onto instructional lessons for the remainder of the day.

Day Five: I will greet the students at the door. We will review the guidelines and procedures for one last time while discussing them as a group and making sure each student agrees with the statements, then each student will sign below the guidelines and procedures. After every student has signed the sheet, this means that all guidelines and procedures are finalized, but can be changed and adjusted throughout the school year if needed. After reviewing and rehearsing the procedures from the past four days, the students should now know and understand each procedure and how they will work throughout the school day. Each school day I will continue to reinforce the guidelines and procedures, so the students are reminded that they are still in place. The last set of procedures we will go over are emergency procedures set by the school then we will move onto instructional strategies for the remainder of the day.

Connections with Families

To create connections with the families of the students who will be in my classroom, I will be sending a letter home to the families a week or two before the school year begins (See Appendix D). The letter will consist of a picture of me along with a picture of each of my dogs, some brief information about me, what my favorites are, and my contact information. This letter will allow the families and students to get to know a little about me before the open house and beginning of the school year. In addition to this letter, I plan to send out weekly newsletters through email about what will be going on in the classroom, the homework the students will have, quizzes and tests the students will have if any, and how the students are doing overall in my classroom. I feel it is important to send out newsletters because it will allow the families to be involved in their child's school life by being able to discuss with them what they are going to do/did at school. It will spark the child's mind to talk about the exciting things they are doing at school while spending time with their families outside of school which is important. I want each student to know I care about them and this will help with that process helping them connect their home and school life.

What Ifs

Teachers face challenges every day in the classroom and one of the challenges I am the most worried about is a student who does not want to participate in a lesson/activity. I find it important for each student to actively participate in each lesson/activity because it will highly contribute to their academic abilities while interacting with their peers. Also, if each student is participating in the lesson/activity, the students will be able to work on their social skills while collaborating with their peers about the lesson/activity. Not every student learns the same way so it is important to offer multiple ways of learning so each student can grow academically. My first

step will be to recognize if all students are engaged or not. If there is a student or students who are not engaged, my second step will be to see where the problem is occurring. My third step will be to talk to the student individually to understand what is going on and why they are not engaging in the lesson/activity. I will also discuss with the student on what we could do in order to enhance their engagement in the classroom. I will mention a few strategies that we could try such as being more visual, physical (movement), reading/writing, and auditory. It will be beneficial if each student is offered choices on how they want to learn the material because they will be able to choose how they learn best. If one of the strategies I suggested does not work, we will then talk to the student's parents/guardians and see what they suggest would be the best way for their child to learn. After we have found a strategy that may work for the student, I will communicate with the student on a regular basis to make sure the strategy is working for the student, so they are growing in their learning. Each student will have a voice in my classroom; and I hope they feel comfortable enough to use their voice to express their opinions, ideas, wants, and needs to benefit not only themselves, but also their classmates.

Conclusion

My Classroom Management Plan has been created to benefit the learning of students while allowing myself to grow as an effective teacher. Each procedure and guideline that has been set in place will allow my students to achieve optimum learning in a safe environment while having fun. Through my plan for the first five days, connecting with the students and families, and the "what ifs", I want each student to know that I care about them deeply and I will do what I can to optimize their learning while I am learning how to manage a classroom and become an effective teacher. I hope to build a classroom community where each student will learn to love their neighbor as they love themselves.

References

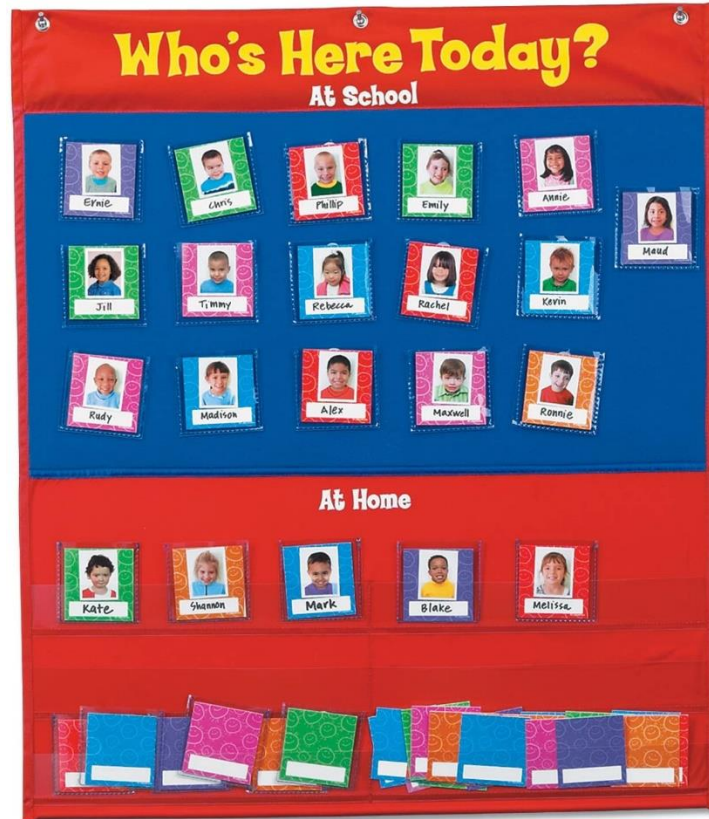
- Fay, J. and Funk, D. (2010). *Teaching with Love and Logic: Taking control of the classroom*. Love and Logic Press: Golden, CO.
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Appendix A



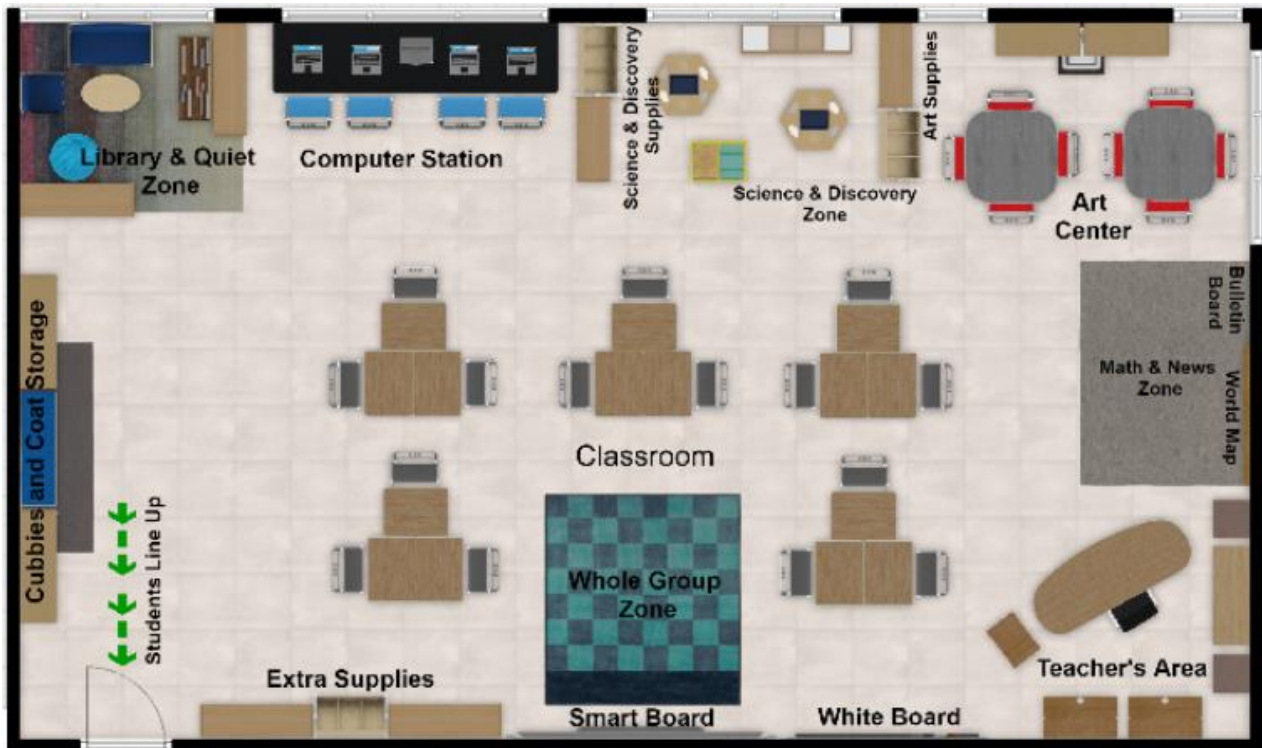
I will have morning greeting choices for the students to choose from that will be part of my greeting the students at the door. I will have this hung up either on or by the door so the students will see the chart each morning when they come to the classroom. This will help me greet the students at the door and create a connection with them.

Appendix B



After each student enters the classroom or places their things in their cubbies, they will put their card with their name on it in the at school section on the chart. This will allow the students to have some responsibility of remembering to move their card when they come in the classroom. It will also help me visually see who is at school for the day and who is not after greeting each student at the door.

Appendix C



I created this Second- Grade classroom environment design in Developing Classroom Environments earlier this semester. This is how my classroom will be arranged. There will be a great amount of room throughout the classroom for the students to move around and to be engaged within each zone. The students will have an assigned seating chart throughout the year, but the seating chart will be changed often so the students can learn in different areas/seats instead of the same one. Each group of desks will have a letter or color so when it is time for group work or to line up, I can call that group to make it easier instead of individually calling each student. This will also help the students learn patience and self-control while waiting to be called on.



Appendix D

Meet the Teacher!

Dear Families,

Hi! My name is Ms. Rebecca Brydl and I am excited to be your child's teacher this school year! I cannot wait to get to know your child and watch them grow in their learning over the course of this school year.

Contact information

If you have any questions, please do not hesitate to contact me at my email: rjbrydl1@umary.edu and I will respond to all emails within 24 hours.

My Favorites:

Food: Pasta

Drink: Snapple

Movie: Star Wars

Music: Country

Sports Teams: Minnesota Twins and Minnesota Vikings

Color: Blue

Hobby: Anything outdoors

About Me!

I graduated from the University of Mary in Bismarck with a Bachelor's degree in Early Childhood and Elementary Education. I grew up in Dickinson, North Dakota and I love to go home when I can! In my free time I love to hunt, fish, hike, help out on the family farm, water and snow ski, and anything else outdoors! I have one older brother and two dogs. My oldest dog (Buddy) is a Springer Spaniel who is nine years old and a Golden Red Lab (Duke) who is three years old.



This letter will state some information about me for my students and their families to get to know a little about me before the school year begins. This letter will be mailed to each student a week or two before school starts. On the first day of school, I will show the students a PowerPoint with more about myself so they can learn more about me and see who I am as a person/teacher.

Appendix E



The classroom procedures and guidelines in my classroom will be developed by me with the assistance of my students. They will be able to come up with ideas about what they think is appropriate for guidelines and procedures to ensure the classroom will be safe while having fun learning. Allowing the students to participate in the process will help them understand the procedures and remember them. As we are creating the guidelines and procedures, I will be writing them out on a paper easel board so all the students will be able to visually see them and refer back to them because they will be hung up in the classroom. We may also develop some consequences if the guidelines and procedures are broken. After they are created, each student will sign the sheet with a writing utensil of their choice.


Appendix F







back to school GETTING TO KNOW YOU

Name: Ian Date: September 10 Think GROW Giggie

Rock and Roll!

Directions: When time begins, take turns rolling the die. Use the coding below to share information all out you with your new classmates. Respond to the question prompts or share your own information on the topic! The only speaker is the student who rolled the dice.



I rolled . . .	I will share . . .
	Tell us about your family! Do you have brothers and sisters? Pets? Grandparents that live close by?
	Tell us about school! What is your favorite subject? Who was your teacher last year?
	Tell us about your interests! Are you on a sports team? Do you have a favorite hobby?
	Tell us about your favorite food! Do you cook? What do you like to eat?
	Tell us about your reading life! Do you love series books? Who is your favorite author? What did you read this summer?
	FREE CHOICE What do you want to . . .

This game will allow the students to get to know one another while having fun. Each student will get a turn to roll one die and the number it lands on is the question they answer. It will be a fun way for the students to get to know one another while interacting with their peers building positive relationships.

Appendix G



This will be our line up procedure chant each time we line up and will be rehearsed during each line up time. Each student will be assigned a spot with a number on it there are not issues relating to students wanting a certain number. This will allow for easy line up and there will be no issues regarding the students, and they will know where to go when it is time to line up. Using the lineup chant will allow the students to quickly focus on what we are doing and where we are going. The spot number each student is assigned will be on their desks next to their name tags, so the students remember their spot number for lining up.

Appendix H



For the end of the day procedures, I will have them hung up by the door and the students' cubbies, so they know what to do at the end of the school day. These procedures will be rehearsed at the end of each school day until the students are able to remember what they are supposed to do, but it will be posted throughout the school year. The students will first clean up their area on and around their desks. Second, they will grab the materials they need to take home and put them in their backpack. Third, they will line up in their spots. Lastly, they will say "goodbye" after the students are dismissed for the day.

Appendix I



The mental health check in chart will be quite beneficial in classroom for a few reasons. Each sticky note will be placed anonymously on the chart, but the students will have the option to write their name on the back if they want to. The first reason is for me to see where the students are at physically and mentally which allows me to address the situation by checking in with them and talking about if they desire to. The second reason is for the students to be able to identify the emotions they are feeling. This is important because some students may not know what to call an emotion so this chart will help them register the emotion(s) they are feeling in their brain allowing them to connect the emotion with its correct term.

Appendix J



The classroom jobs chart will be posted next to board so the students will be able to know what their job is. I will assign new jobs each week allowing each student to have a chance at each job. Each job will have its own pocket for a popsicle stick to go in with a student's name on it. This will help identify which student has what job.

Appendix K



To control the voice levels of the students in the classroom, I will have this chart hung up indicating each voice level. Before doing an activity, I will address the class and tell them what the voice level will be. If the students go above the voice level I told them to be at, they will receive one warning and if they go above the level again, it will be an automatic voice level of zero.

Appendix L



Homework is a great way for students to learn responsibility by finishing the assignment and handing it in to the correct tray/basket. I will assign homework throughout the school day for each subject and the students will be given some class time to work on the assignment. If the students do not finish the assignment in the given time, it will be homework. There will be some days where the students may not have class time to work on the assignment depending on what is going on during the day and will have to work on it at home. Each basket will be marked with a subject indicating that the math assignment should go in the math hand in basket and the reading assignment should go in the reading hand in basket. Each subject will have its own basket to help keep each subject organized and to also help keep track of what students handed in the assignment. At the end of each day, the students will have to do an exit slip pertaining to the content they learned that day which they will hand to the teacher before leaving the classroom. The exit slip is not a part of their homework or being graded but is assigned for the students to think about what they learned during the day and answer the questions given to retain the knowledge from the school day.