

Classroom Management Final Project

Kaitlyn VM. Schaner

University of Mary

Classroom Management Final Project

Philosophy of Classroom Management

My classroom management philosophy is based upon having procedures so that students know exactly what they are supposed to do in the classroom. Wong says, “the basis of classroom management lies in procedures that form a management plan to produce the successful achievement of learning goals” (Wong, 2014, p. 6). Throughout the week, I am going to go through and practice the important procedures with the students. I also believe that you need to build a relationship with your students and allow them to have a say in the expectations of the classroom. I will share the thinking and control with my students to let them have a voice.

Plan for the First Five Days

My first five days are going to focus on learning procedures and building a relationship with the students. Using this time at the beginning of the year will allow the rest of the year to go more smoothly. The students need to learn your expectations from day one in order to avoid conflict or confusion when a student is doing something that you may not like. The students also need to learn procedures so they know how to maneuver in your classroom and throughout the day. This is also an important time to build your relationship with your students and build a community in your classroom. Your student’s first impression of you will affect how they feel about you for the rest of the year. I believe that it is important to make your students feel comfortable and welcome in your classroom.

Day 1

1. Greet the students at the door
2. Do an icebreaker activity/get to know your students activity
 - a. Beach Ball Icebreaker Game
 - i. Use a permanent marker to write questions on each panel of the beach ball
 - ii. Students throw the ball to someone else in the circle
 - iii. When a student receives the ball, they answer the questions that their left hand is on

- b. STEM Activities
- 3. Introduce procedures
 - a. Cubby Area
 - i. Name on their cubbies
 - ii. Quiet Voices
 - iii. Keep their belongings there throughout the day
 - iv. Students should grab all of the materials they need to be successful for the day before leaving the cubby area
 - b. Bathroom Procedure (See Appendix A)
 - i. Give the silent hand signal and wait for the teacher's response
 - ii. Give the Silent Hand Signal and Wait for the Teacher to Respond
 - 1. *If the teacher says no, they will write down your name and allow you to go at an appropriate time.
 - iii. Place Hand Sanitizer on your Desk and Apply Hand Sanitizer after you Return
 - iv. Return Hand Sanitizer to the Correct Location and Return to your Seat to Continue Working or Wait for Further Instructions
 - c. Lining Up
 - i. Colored dots on the floor that match the color of the chairs at the student's pods
 - ii. Students will be excused in the order of the dots to line up.
 - 1. For example, if the red dot is first, the red pod will line up first.
 - iii. The dots will change order every day.
- 4. Introduce class promises and have all the students sign the poster (See Appendix B)
 - a. This will hang up in my classroom all year.
- 5. Dismissal
 - a. Students Gather their Belongings and Bring Them to Their Desk
 - b. Use Lining Up Procedure to Dismiss Students by Pods

Day 2

- 1. Greet Students at the Door
- 2. Reinforce Day 1 Procedures
- 3. Introduce New Procedures
 - a. Entering the Classroom
 - i. Walk in Calm and Quiet (May be asked to try again)
 - ii. Put Belongings in Cubby Area
 - iii. Take "Take Home Folder" and Other Materials Necessary for the Day to their Desk
 - iv. Turn in Assignments completed From the "Return to School" side in "Homework Tray"
 - v. Take Attendance/ Lunch Count Using Active Slide on SmartBoard
 - 1. Students put their number in either hot lunch, grab-and-go, or cold lunch spot.
 - 2. The numbers that are not placed should be the students that are absent

- vi. Put Note From Home and Homework in Appropriate Location (Discussed on Day 3)
- vii. Begin Bellwork
- b. Getting Student's Attention
 - i. Teacher says "Class, class, class"
 - ii. Students Respond "Yes, yes, yes"
 - iii. They immediately stop what they are doing, look at the teacher, remain quiet, and listen for instructions
 - iv. The teacher may also raise their hand and start counting down from 5
 - 1. Students will also raise their hand and stop what they are doing, they will remain quiet, face the teacher, and wait for instructions
 - v. The teacher will say "Flat Tire"
 - vi. Students Respond with "Shhhh" (noise of a flat tire)
 - 1. Students will stop what they are doing, look at the teacher, remain quiet, and listen for instructions
- c. Dismissal
 - i. Fill out planners using agenda on the board
 - ii. Make sure your area is neat
 - iii. Gather belongings and bring them to your desk
 - iv. Make sure everything is in your backpack with all coats, hats, gloves etc. on before you walk out the door (if needed depending on weather)
 - v. Wait for the teacher to dismiss your pod
 - vi. Push in your chair and walk to necessary location calmly and quietly
- 4. Multiple Intelligence Test
 - a. Know your students learning preference and style
- 5. Dismiss students and reinforce the dismissal procedure

Day 3

- 1. Greet Students at the Door
- 2. Reinforce Day 1 and 2 Procedures
- 3. Introduce New Procedures
 - a. Agenda
 - i. Show students the location where the agenda will be posted each day
 - ii. Show students how to read the agenda
 - iii. Explain that the agenda will be explained in detail during the morning meeting which will also allow them time to ask questions if they have any
 - b. Cafeteria Procedures
 - i. Use a quiet voice.
 - ii. Keep your hands and feet to yourself.
 - iii. Do not touch other student's food.
 - iv. Keep your food on your tray. DO NOT play with your food.
 - v. Stay in your seat.
 - vi. Raise your hand if you need help.
 - c. Bellwork
 - i. Opening Assignment Written on the Whiteboard
 - ii. Student's will complete quietly and on their own unless directions state otherwise

- iii. Students Should Look in the Same Spot Each Day for Assignment
- iv. Direction will State if Students Turn it in or it Stays at their desk
- 4. Student Self Portrait Art Project
 - a. The border should be made up of things that relate to the student's life (School Appropriate)
 - i. Favorite (food, color, sport, animal)
 - ii. Hobbies (sports, books, an object that represents the hobby, collections)
 - iii. Anything else the student may think of
 - iv. Students must have at least 5 different objects (labeled with a picture).
 - v. They will present them to their class describing the objects/images they used for the border.
- 5. Dismiss students and reinforce the dismissal procedure

Day 4

- 1. Greet Students at the Door
- 2. Reinforce Days 1-3 Procedures
- 3. Introduce New Procedures
 - a. Classroom Tardies
 - i. Students should first report to the office to get a pass to come to class
 - 1. The pass will explain the reason for them being tardy.
 - ii. Students need to enter the class quietly and place their belongings in the cubby area and the tardy note in the “Notes from Home/Forms” tray.
 - iii. Students should go directly to their desk, check the agenda, and get to work.
 - iv. If they have any questions, they may raise their hand and ask the teacher.
 - 1. They should not interrupt other students that are working.
 - b. Collecting Notes and Forms
 - i. Show students “Notes from Home/Forms” tray near the cubbies.
 - ii. Go over the list of permissible items.
 - 1. Absence excuse, permission slip, fundraiser form, lunch money, a written note from a parent or guardian.
 - iii. Students should place these items in the tray before leaving the cubby area.
 - c. Organizing Homework
 - i. Students will receive a “Take Home Folder.”
 - ii. The homework will be written in their planner at the end of the day. This will go in the side that says “Return to School.”
 - iii. Once the students have completed the work, they should mark it as complete in their planners and return it to the “Homework Tray” the next day.
 - iv. On the other side of the folder, it will be labeled “Keep at Home.” This will contain graded assignments or anything that does not need to be returned to school.
- 4. Create Class Word Clouds using Get to Know you Questions
- 5. Dismiss Students and reinforce the dismissal procedure

Day 5

- 1. Greet Students at the Door

2. Reinforce Procedures from Days 1-4
3. Introduce New Procedures
 - a. Emergency Preparedness
 - i. Discuss how important it is to be quiet and listen for instructions during emergency procedures and why it is important to go over these procedures because they save lives.
 - ii. Teach evacuation procedures.
 - iii. Show the students the evacuation route.
 - iv. Make sure they know to remain on the right side of the hallway, in a single file line, and keep moving.
 1. They should not be waiting for friends.
 - v. Student at the end is responsible for turning the lights off and shutting the door.
 - vi. When we get to our designated location, start a class count going from the back of the line to the front. When the teacher gets there, she will ask the person at the front of the line for the class count.
 - vii. Each person will be designated a partner for an emergency. It is their job to make sure their partner is present. They should report to the teacher if their partner is not present.
 - b. Class Jobs
 - i. Explain that we are going to be working as a class to keep our environment clean, welcoming, and ready for learning.
 - ii. Each student will be given a job. Jobs will change every week.
 - iii. There will a “Job List” by the Job Wheel that the students can refer to when they need to know what needs to be done and when for the job they are assigned.
 - iv. I will review the job duties for each class job.
 - v. I will read each student’s name and the job they will be assigned starting Monday at the end of each week during the wrap-up and review.
 - c. Absent Folders
 - i. When a student at your pod is absent, someone from the pod should get an Absent Folder and place it on their desk.
 - ii. Throughout the day, the pod will be responsible for getting an extra copy of assignments and placing them in the student’s absent folder.
 1. Students should keep the assignments in order by placing them under the last page.
 - iii. The students will leave the Absent Folder on their partner's desk until they return or a family member comes to get it.
 - iv. When the absent student returns, they will find their missed work in the folder. They should not put any work that is handed out that day in the folder. It should only contain the missing work.
 - v. Students will have 2 days for every day absent to complete the missing work.
 - vi. When all the work is complete, they may turn the Absent Folder into me. This allows me to know that the work is from a previous day and I will not consider it to be late.

4. Wrap Up the Week and Review
5. Dismiss the students reinforcing the dismissal procedure

Connections to Students and Families

I have incorporated a lot of fun activities that allow me to get to know my students during the first five days, and I plan on continuing to do these types of activities throughout the school year. I would like to have a morning meeting with my students every day. This will allow us time to go over the plans for the day and for the students to share stories or ask questions. I plan on allowing my students to have a say in my expectations or rules in the classroom. However, my classroom promises will be non-negotiable. I plan on building a relationship with my students by using tactics from Love and Logic. I would like to post the 4 Key Principles of the Love and Logic Philosophy in the Classroom because they are all very important to me. I am going to allow them to share control in the classroom by feeling comfortable sharing their opinion about the expectations. I will be willing to negotiate within reason and as long as they have a good explanation and support for changing it to what they want. I am also going to use the Love and Logic approach to consequences by using compassion, empathy, or understanding, instead of getting angry or upset (Fay, 2010). I will allow students time for a break before approaching them if I can see that they are frustrated and talking to them would make the situation worse. I want to be a “Magic Person” for my students and make them feel like they are loved for who they are. I would continue to build this relationship with my students and their families by going to extracurricular activities outside of school hours, making house visits, and having a Facebook page to communicate with my parents daily. I would include videos, pictures, important messages, Daily Top 3, and reminders on my Facebook page. I will also notify the parents when there is something important going home such as grades, field trip information,

homework, or fundraiser information, so they may ask their students for them and make sure they look at it. Parents will be an important part of my classroom, and I am hoping to get them involved as much as possible. The parents will receive a letter from me before the school year starts where I will introduce myself, list important dates such as when there is no school, and list my classroom policies. I will have parents volunteer to chaperone field trips, read to the class, help with art projects, or help cut out lamination for parents that may be working during the day. I will also hope to host a few family fun nights at the school. Supper will be provided and the families will get to play games, do art projects, or have a movie night while I am walking around communicating with the parents and getting to know the students and their families better.

What if?

If I find that the procedures are not working or a child is not adjusting very well to my classroom management style, I will make adjustments and ask for suggestions from my students to make the classroom a better place. If a procedure is not working, I will reteach it to the students and have a few students demonstrate the expectations before trying to come up with a new procedure. If I need to, I will come up with a backup plan for my procedures when seen necessary and discuss it with my students to see if they think it would work better. If I have a student that refuses to do any work, I will start by giving them a little task that I know they will do such as taking a note to the office. Then, I will take little steps to lead up to the larger task I want them to do. Once we get there, I will be able to say that the student has been having a good day and was able to do all the little tasks for me, so I believe they will be able to finish the last task as well to complete the great day they have been having. If I have a student that is aggressive, I will have a cozy corner with bean bags, blankets, pillows, a futon, and a little tipi where the student can go and take a break. I will approach them when I see that they have

calmed down and looked ready to talk. They can return to their desk when they are ready to join the rest of the class. If the student is unable to calm down and becomes dangerous, I will set up a procedure with the rest of my class when an event occurs. The students will grab a book and go to the room next door, sit on the floor in the back of the room, and read until the situation is taken care of.

Conclusion

I hope to make my students feel welcome and safe in my classroom. I want to get to know each one of my students and their families by creating opportunities for us to be together and going to my student's afterschool activities. I believe that procedures will be necessary for my classroom to run smoothly. It allows for consistency in the classroom and helps the students to develop a routine. I also believe that procedures make things easier when there is a guest or substitute teacher in the classroom. Although this individual may not know what to do, the students will be able to guide them through the day and help it go smoothly. Students will have a voice in my classroom. I will approach a problem with the tactics of Love and Logic to show my students compassion and empathy. In this classroom, we are a team, and we will work together to build a community and accomplish our goals.

References

Fay, J. and Funk, D. (2010). *Teaching with Love and Logic: Taking control of the classroom.*

Love and Logic Press: Golden, CO.

Love and Logic PowerPoint Slide 2

Wong, H. and Wong, R. (2014). *The Classroom Management Book.* Harry Wong Publications,

Inc.: Mountainview, CA.

Appendix A- Bathroom Procedures

Bathroom Procedure

Step 1: Give the Silent Hand Signal

Step 2: Wait for the Teacher to Respond

*If the teacher says no, they will write down your name and allow you to go at an appropriate time.

*If the teacher says yes, continue to Step 3.

Step 3: Place Hand Sanitizer on your Desk

Step 4: Apply Hand Sanitizer after you Return

Step 5: Return Hand Sanitizer to the Correct Location

Step 6: Return to your Seat

Step 7: Continue Working or Wait for Instructions



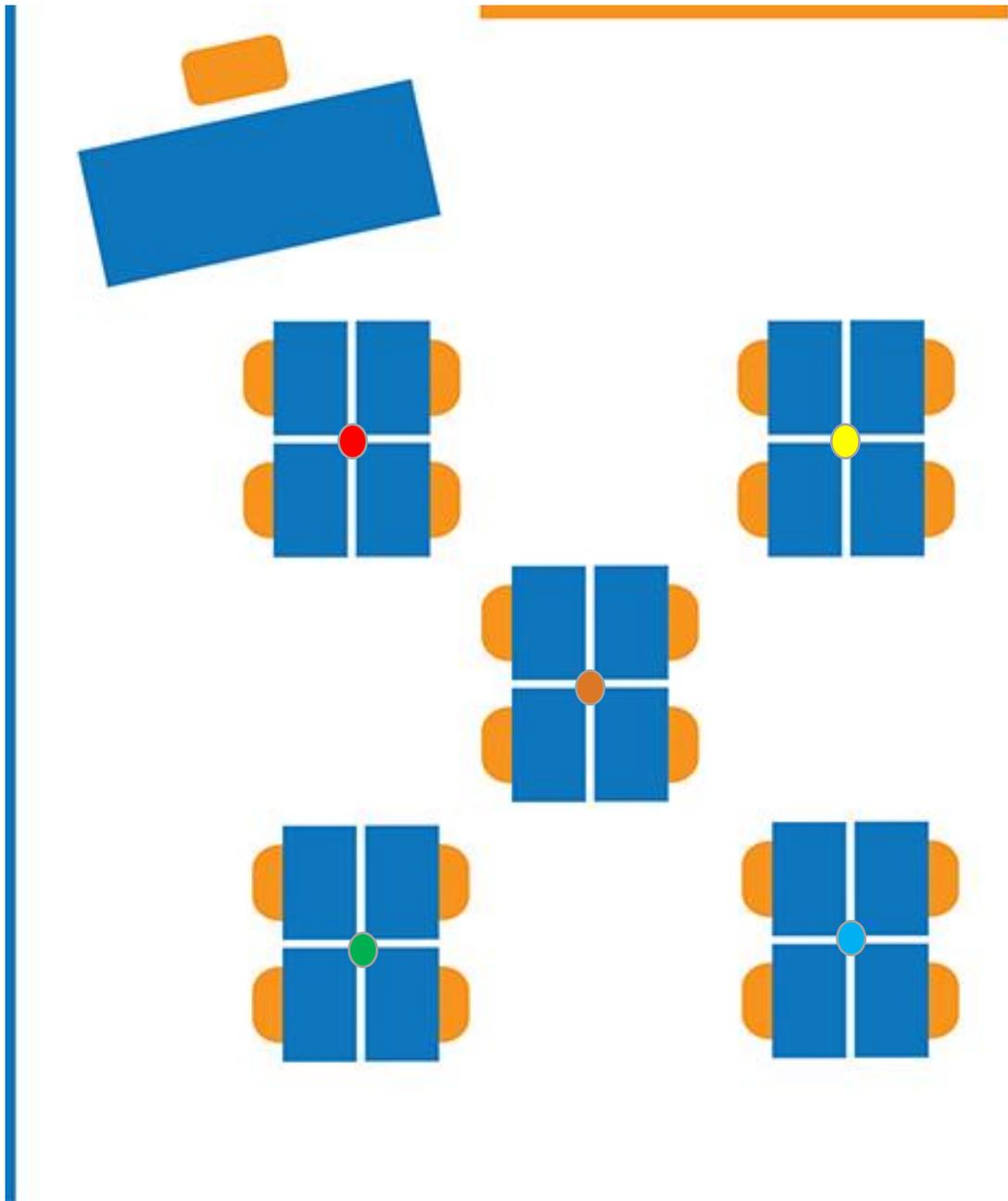
bathroom



Appendix B- Class Promises



Appendix C- Seating Arrangement



*Pod colors are labeled with the colored circles.

Appendix D- Classroom Agenda

DAILY INFO

MATH -pg. 125, Dreambox

READING -Read to self
-Edu

LANGUAGE - Essay - Word Search
- Genius Hour

SCIENCE

SOCIAL STUDIES - Compare/contrast
Lms

Monday, November 5, 2018

8:30 - 9:00

Morning Meeting

9:00 - 9:30
9:30 - 10:00

Math

10:00 - 10:30
10:30 - 11:00

Reading Block

11:00 - 11:30
11:30 - 12:00

12:00 - 12:50

Recess/Lunch

12:50 - 1:00

Read aloud

1:00 - 1:45

Social Studies

1:45 - 2:30

IE Time

2:30 - 2:55

Reading Block

2:55 - 3:05

Planners/ Dismissal

Appendix E- Letter to Parents



MEET THE TEACHER!



THE BASICS!

Hi! My Name is Mrs. Kristi DeRoche! I am 25 years young! I will be your child's 5th grade Math teacher for the 2014-2015 school year! This will be my 4th year teaching at W.S. Lafargue Elementary and I am excited to make this my best year yet!



MY CHILDHOOD!

I grew up in Bayou Blue, Louisiana where I attended Bayou Blue Elementary for Kindergarten through 6th grade. I then attended Evergreen Junior high for 7th-9th grade before graduating from H.L. Bourgeois High School in 2007.



MY FAVORITES!

- Food: Bagel Bites
- Movie: The Help
- Book: "Heaven is for real"
- Color: Pink
- Drink: Pepsi or an ICEE!
- Season: Fall
- Sports: Cheerleading + Football
- Fast Food: Raising Canes
- Singer: Eric Church
- Hobby: Embroidering
- Subject: Math
- Store: Target
- Dessert: Red Velvet Cupcakes
- Candy: anything sour!
- Restaurant: La Casa
- Flower: Daisy

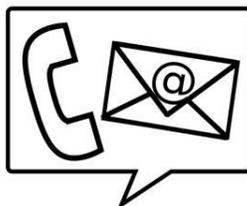
MY EDUCATION!



In December of 2011, I graduated with a Bachelors of Science in Elementary Education 1-5 from Nicholls State University. I am currently enrolled at Nicholls, pursuing my Master's Degree in Educational Leadership in Technology. My graduation date is set for December 2015!

CONTACT ME!

Email: kdaigle@Lafourche.k12.la.us
 Secondary Email: Kristi_DeRoche@gmail.com
 Class Webpage: www.MrsDeRochesClass.weebly.com
 School Phone Number: (985)447-9292
 You can also write a note in your child's agenda!



Appendix F- Procedure Reinforcers

