Classroom Management Final Paper

Autumn Alt

University of Mary

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Philosophy of Classroom Management

My classroom management policy focuses on having procedures set in place so that students know exactly what they are supposed to do in the classroom. Wong states that, "a vast majority of behavior problems in the classroom are caused by the lack of procedure" (Wong, 2018, p. 140). During these first days of school, it is important that I establish our classroom procedures and practice them with my students, so they understand the purpose behind each procedure. Along with establishing classroom procedures, building relationships with my students is key to managing the classroom environment. I want my classroom to be the students' classroom as well. By building relationships with each student and creating that welcoming environment, all students can have a say in the expectations of the classroom. I will help guide the students, but I want them to be able to have a voice within my classroom.

Planning for the First Week

Establishing procedures in the classroom in the first few days of the school year can determine how the school year is going to go. By putting these procedures in place and practicing them at the beginning of the year, the rest of the year will go more smoothly. In order to minimize behaviors and avoid confusion, students will need to know what my classroom expectations are from day one. This is also an important time to build a relationship with my students. I want to build a gentle, loving, welcoming classroom community. Showing my personality to the students will show them who I am as a person. I will be their guide through the school year, and they will be able to sense this by the way I present myself to them. That is why I want to work on building that relationship with each student to make them feel comfortable and welcome in the classroom.

Day 1
1. Greet students at the door (See Appendix A)
2. Do an icebreaker activity/get to know your student's activity
    a. Snowball Icebreaker Game
        i. Each student has a piece of paper
        ii. Students write two questions on the piece of paper in front of them
        iii. Students crumple their paper into a ball and throw snowballs until instructor tells them to stop.
    b. STEM Activities
3. Introduce Procedures
    a. Cubby Area
        i. Name will be on cubby
        ii. Voices quiet
        iii. Keep belongings here during the day
        iv. Before entering classroom, students should grab the materials they need to be successful for the day
    b. Bathroom Procedures
        i. Have four-bathroom passes; 2 girls, 2 boys (See Appendix B)
            1. When students go to the bathroom, they quietly grab a pass and set it at the spot they are sitting (table spots). When they return they place the pass back on the hook.
            2. Students are not to use the bathroom when I am teaching unless it is an emergency
    c. Lining Up
        i. Dots will be lined up on the floor. These dots will match the color dot that is at their pods.
        ii. Students will be excused in order of the dots
        iii. The dots will change every week
    d. Walking in Hallway
        i. Voices quiet
        ii. Hands at sides
        iii. Facing forward, standing behind the person in front of you
4. Introduce Classroom Policies
    a. Respectful, Responsible, Safe
    b. LISTEN (Appendix C)
    c. This will be hung in the classroom all year
5. Dismissal
    a. Students will be dismissed by dot color to grab their belongings and bring the to the classroom
    b. Line up procedure will be used as students are leaving for the day

Day 2
1. Greet Students at the Door
2. Reinforce Day 1 Procedures
3. Introduce New Procedures
    a. Entering Classroom
        i. Put belongings in cubby

      ii. Grab the "Take Home Folder" from backpack and hand in any homework to the "Homework Tray"
   1. Place folder in bin above mailboxes
      iii. Choose a lunch choice
      iv. Find a spot at the carpet and wait for other students to join
      v. Voices quiet

b. Grasping Attention
      i. Teacher says "Ready to Listen"
   1. Students respond "Ready to Learn"
      ii. Students stop what they are doing and have their eyes on the teacher. They are to wait for further instruction
      iii. Teacher says "Eyes on Me"
   1. Students respond "1, 2, 3"
      iv. Teacher says "Hands on Top"
   1. Students put their hands on their head and say "Everybody Stop"

c. Transitions
      i. When students are reading or are in some rotation, teacher will ring the chimes.
      ii. Students will place their hands on their head and wait for further instruction
      iii. Teacher will instruct students what they need to do.
      iv. Students need to wait until the teacher says "Go"

d. Dismissal
      i. Clean up classroom
      ii. Have homework or any assignments completed put in take home folder
      iii. Wait for teacher to dismiss students by colored pod

Day 3
1. Greet Students at the Door
2. Reinforce Day 1 and 2 Procedures
3. Introduce New Procedures
   a. Daily Agenda
         i. Show students where the agenda will be posted each day (See Appendix D)
         ii. Show students how to read the agenda
         iii. Explain that the agenda will be explained in detail in the morning when they arrive
   b. Bell Work
         i. Opening assignment to begin the day will be written on the board (See Appendix E)
         ii. Students will complete quietly on their own upon entering the classroom
         iii. Students will turn into the turn in spot when completed
   c. Cafeteria Procedures
         i. Keep a quiet voice
         ii. Keep hands and feet to yourself
         iii. Do not play with food – keep you food on your tray
         iv. Stay in your seat

            v.   Raise hand if need help
4. Art Project
    a. Students will create a piece of art that describes them
          i.   Favorite (color, animal, food, activity)
         ii.   Hobbies (reading, sports, collections)
       iii.   Students must have at least five objects on their paper that describes them.
5. Dismissal
    a. Reinforce procedures

Day 4
1. Greet Students at the Door
2. Reinforce Day 1-3 Procedures
3. Introduce New Procedures
    a. Homework
          i.   Students will receive a "Take Home Folder"
            -   One side of the folder will say "Leave at Home" while the other will say "Bring Back to School"
         ii.   Any homework will be placed in their mailboxes and placed in their folders at the end of the day to take home.
       iii.   Students should take this folder home every night and bring it back to school the next day
    b. Notes/Forms
          i.   There will be a notes and forms tray near the teacher's desk
         ii.   Students should place these notes or forms in this tray as they enter the classroom
4. Get to Know you Activity
    a. To continue to build a close classroom community, we will do a get to know you activity
    b. Students will go on a scavenger hunt to find someone in their class who…
          i.   When they have completed their scavenger hunt we will come together as a class
5. Dismissal
    a. Reinforce procedures

Day 5
1. Greet Students at the Door
2. Reinforce Procedures from Days 1-4
3. Introduce New Procedures
    a. Emergency Readiness
          i.   Discuss the importance of being quiet and listening for instructions during emergency procedures
         ii.   These procedures will help keep us safe
       iii.   Teach evacuation procedures and routine
            1.   We are to leave as quickly and as quietly as possible
            2.   Students should not be waiting for their friends
            3.   Remain on right side of hallway
            4.   Last person in line shuts off the lights and closes the door

5. Each student will have a partner. Their job is to make sure their partner is present
   b. Class Jobs
       i. We will be working together to keep our classroom clean and ready for us to learn.
       ii. Each student will have a job – these jobs will change every week
       iii. There will be a job list that students can refer to when they need to know what needs to be done or what job they were assigned
   c. Line Leader/Caboose
       i. Each week we will have a line leader and caboose
       ii. This will go in number order
           1. One week number 1 will be the leader, the second week number 2 will be the leader and number 1 is the caboose. The following week number 3 is the leader and 2 is the caboose.
   d. Absent Tray
       i. If students are gone one day, they are responsible for going to the absent tray to see what was done while they were gone
       ii. Throughout the day, any assignments we do as a class will be added to the absent tray
       iii. Students will place this work in their mailbox so at the end of the day they can put it in their take home folder
           1. If there is time to work on this work and ask questions during the day, they may do so
           2. Peers are encouraged to help explain what we did to their friend that was gone
4. Bring the week to a close and review
5. Dismissal
   a. Reinforce procedures

Classroom Policies

Building upon what we have talked about and practiced during this first week of school, policies will be set in the classroom to help build a safe, comforting, and successful classroom. I want my students to become responsible human beings, and in order to do that, we will have certain policies in place. If these policies are not followed, there will be logical consequences. The whole purpose of having these policies in place is to create order within the classroom. For example, in Appendix C, you will find that I created a policy called LEARN. I want the policies in my classroom to be displayed somewhere where my students will be able to refer to them. On

the first couple days of school, all of the information they take in can be overwhelming. I want to lessen this anxiety by having a place they can refer to when necessary.

Another policy I plan to incorporate within my classroom is "ask three before me". Of course, depending on the grade level, I might adjust this to asking one or two students before coming to me. I want to implement this as a policy because it gets the students interacting with one another, promotes problem solving, and builds their independent skills.

Classroom Procedures

Similar to policies, having procedures set in place are what helps the classroom run smoothly. That is why I have a five-day plan set in place to go over these procedures. Establishing and practicing these procedures will give the students and idea of what I expect from them in my classroom. My ultimate goal in the classroom is to create a positive learning environment. By informing students about the reason I have procedures for lining up, grasping their attention, transitioning, etc., they will understand that it is to help the classroom run smoothly for their own educational benefit.

I think it is also important to get students' minds ready for the day by having an opening assignment for them to complete. This will be called bell work. The bell work assignments will never be something I grade, rather it is a way to refresh their memories on topics we have been learning about and keeps them from running around the classroom not knowing what to do. Once students have finished working on their bell work, they will hand it in to the basket labeled as such.

There will also be a procedure that deals with the seating organizational aspect within my classroom. Focusing my classroom procedures on a lower elementary level, my students would be arranged into pods with different colored dots as displayed in Appendix F. These dots will be

used for dismissing purposes. The first week of school can be intimidating to some students, especially if they are new to the area. I would want them in pods to make the classroom feel more comfortable and more collaborative rather than having the desks set up in rows. When discussing different classroom rules and procedures, it would be easier for the students to discuss with one another within the pods, plus this way they get to know each other's likes and interests.

Classroom Expectations

To make the classroom a welcoming environment as well as a place where the students have a say, we will work together to come up with classroom expectation (See Appendix G). After coming up with these expectations as a class, I would have them sign their name at the bottom to show that they agree to uphold these expectations. I think this is important to do because it gives the students a responsibility. It is something that we can refer to if needed.

Expectations of the classroom often go hand in hand with procedures. Getting student input can be helpful in establishing both of procedures and expectations because what if the expectations set in place aren't working? That is why it is so important to make sure that my students have a say in the expectations and procedures because it is their classroom as well. I want my classroom to feel like another home for them. By giving them a say, I am allowing them to have a voice in a way that is going to benefit their education.

Discipline

Being classroom management is critical within the educational setting, it is important to establish a discipline plan as well. Discipline is behavior management, not classroom management (Wong &Wong, 2018, p. 198). Policies relate to how the rules of the classroom are going to be implemented. It is key that my students understand the importance of classroom rules and why they are in place.

"The function of a rule is to prevent or encourage behavior by clearly stating the expectations you have of students" (Wong & Wong, 2018, p. 202). I want my students to know the expectations I have for them. These expectations will be established, and I will continuously address these expectations that I have for my students because I know each of them is capable of doing great things in life. Being rules are used to focus on encouraging behaviors, there will be general rules and specific rules that the students will be expected to follow. General rules will refer to respecting others, being polite, helping others, and so forth. Specific rules on the other hand will focus on being in class on time, keeping our hands to ourselves, and using polite language with others.

In addition to the rules that will be established, positive reinforcement will be what I focus on. Students like to be rewarded and recognized for when they do something good. By using positive reinforcement, the student will be recognized for his/her good works, which would then produce the ripple effect where other students would begin to follow that example because they strive for that recognition as well. With each set of rules comes its advantages and disadvantages; however, as a class and as a teacher we will learn from each of the rules set in place and work through them together.

Having a discipline plan that addresses the class as a whole I believe is important because it holds everyone at the same standard. However, sometimes students need an individual plan that stems from behaviors exhibited within the classroom. In Appendix H, you will find that I have created a Positive Behavior Support Plan that documents when the student exhibits the behavior, during what subject/activity, and how many times the behavior occurs that day. This is a tool I would use, with parent permission, to see if I could find a consistent pattern in which the

student's behavior is occurring. This way I can work with other team members to create a discipline plan specifically for his/her needs.

Strategies

In creating that welcoming environment, I think it is best to have a plan on how I am going to manage my classroom in a way where students will be able to interact and share their ideas with one another. The seating arrangement in pods is one way of doing so, but having a cooperative learning plan set in place is a way to get my students moving and interacting with students other than those in their pods. This strategy comes from Kagan and is all about promoting cooperation and communication in the classroom (Kagan Publishing & Professional Development, 2019). In Appendix I you will find a plan that I created using one of the Kagan strategies to promote this type of learning.

Along with fostering an environment where students collaborate with one another, I also plan to incorporate collaborative problem solving within my classroom. This is a great planning tool for me as a teacher and is a way for me to work with the student on solving the problem. There is a planning tool that is available to help identify specific triggers that lead to a behavior (Collaborative Problem Solving Assessment and Planning Tool, 2018). After planning, I would be able to talk with the student and work with him/her on finding a solution. I could do this through another process referred to as motivational interviewing that gives the student feedback, responsibility, advice, menu of alternative goals, empathic counseling, and self-efficacy (Fleming, Michael, Miller, William, n.d.). This is referred to as FRAMES. In Appendix J there is an example of a script with a student using the FRAMES motivational interviewing strategy.

Conclusion

My ultimate goal throughout managing my classroom is to make my students feel welcome and feel safe. Getting to know them as individuals will help me create this warm learning environment by adjusting my teaching strategies to meet their needs and interests. I believe that having procedures in place will be necessary to help the classroom run smoothly. It gives students consistency throughout their day and it helps them develop a routine. I don't want my classroom to just be my classroom. I want my classroom to be our, meaning mine as well as my students, classroom. Students will have a voice so I can help foster a welcoming but collaborative learning environment. When problems arise, I will approach the problem with tactics of Love and Logic as well as the FRAMES strategy to show my students problem solving skills and compassion. Together, we are a team. We will work together to build a supportive community to accomplish our class and personal goals.

Resources

Collaborative Problem Solving Assessment and Planning Tool. (2018). [PDF file]. Retrieved

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Tool-YOUTH-LIKERT-4.2019.pdf

Fleming, Michael, Miller, William. (n.d.). Retrieved from http://lib.adai.washington.edu/dbtw-

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&QY=Find+AccessNo=5&RF=Full+Display&DF=Full+Display&NP=3&RL=1&DL=0

&XC=/dbtw-wpd/exec/dbtwpub.dll&AC=QBE_QUERY&CS=0

Kagan Publishing & Professional Development. (2019). Retrieved from

https://www.kaganonline.com/free_articles/dr_spencer_kagan/281/Kagan-Structures-A-

Miracle-of-Active-Engagement

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CA. Harry, K. Wong Publications, Inc.

Appendix A

Appendix B

Bathroom Procedure

➤ Can go to the bathroom when I am not teaching or if it is an emergency
➤ Get out of desk and grab a pass
➤ Place pass on table spot
➤ When return, grab pass from table spot and put it back on the hook for someone else to use

In the Bathroom

➤ Go to the bathroom
➤ Wash your hands
➤ Dry your hands
➤ Return back to the classroom right away

Appendix C

CLASS POLICIES

Listen to Instructions

Enter & Exit Prepared

Always Try Your Best

Respect Yourself & Others

No Excuses!

Appendix D

Appendix E

Appendix F

Seating Chart Example:

*Students would be seated in a way where the teacher is able to see each student to make sure they are on task.
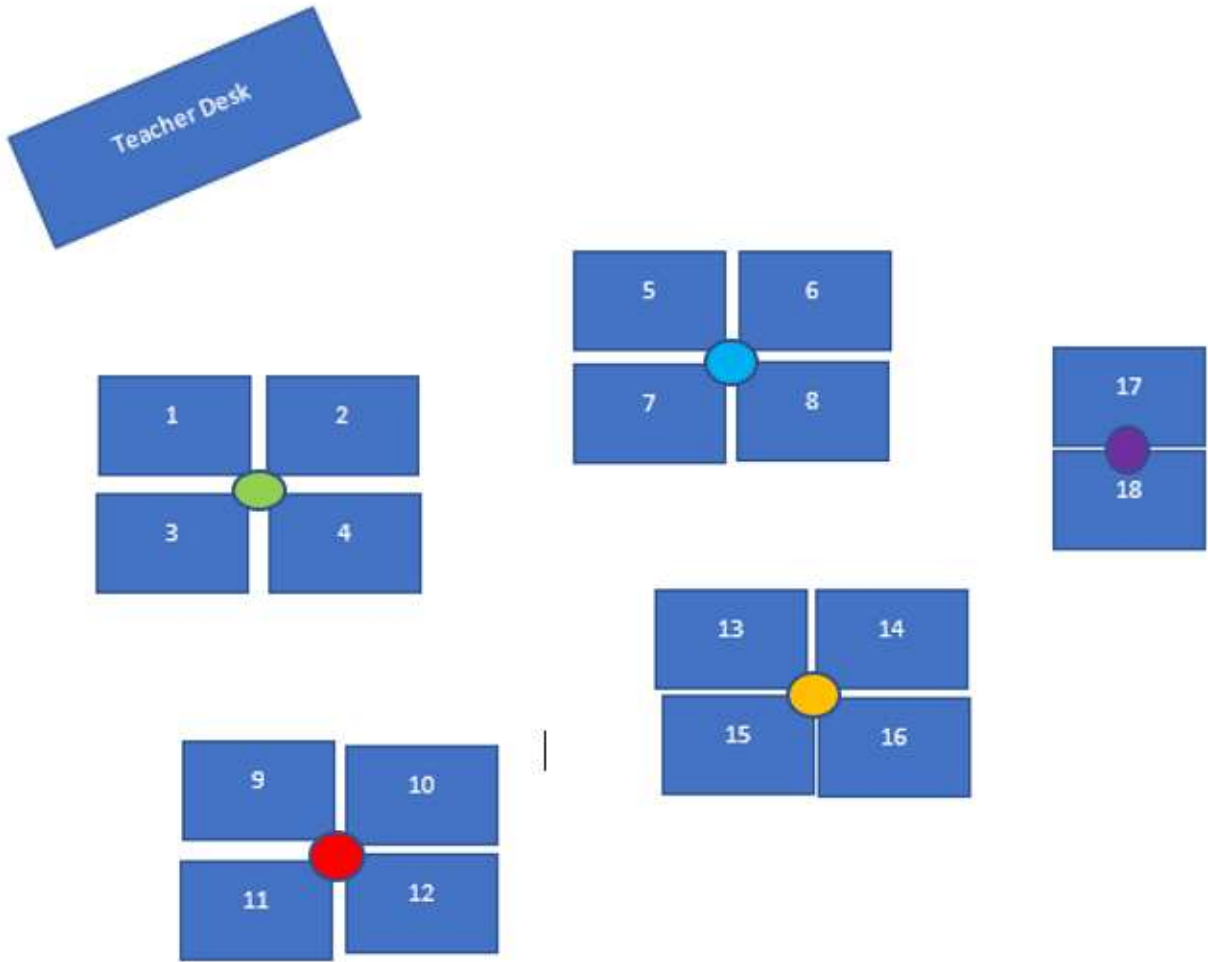
Appendix G

Classroom Expectations

1. Be Respectful

2. Be Responsible

3. Be Safe

4. Be Kind

5. Have Fun!

Appendix H

Positive Behavior Supports Plan

Student: _____   School: _____

Grade: _____   Date: _____   Teacher(s): _____

Behavior of Concern: _____

Subject	Activity	Time	Day of the Week					Total
			Monday	Tuesday	Wednesday	Thursday	Friday	
Total								

Appendix I

Cooperative Learning Plan

Inside Outside Circle

- What is it?
  - This is a Kagan strategy to get students to learn from one another by having them rotate in concentric circles to face new partners for sharing, quizzing, and/or problem solving.
- How does it work?
  - Depending on the grade level, for this plan I could either have a large circle laid (taped) to the floor for the students to use, or I could have them find a partner and have them form a large circle and a smaller circle (each facing your partner).
  - This isn't mentioned in the Kagan strategy, but I would like to incorporate music within this strategy. I would like to have the inside circle rotate while the music is playing, and whenever the music stops, they have to talk to whomever is standing in front of them. Once again, depending on the grade level, the inside student could ask a question to the outside student using a question card prepared, where the outside student would then answer, or I could ask a general question and indicate if the inside or outside circle is answering. Whoever does not answer the question MUST PROVIDE FEEDBACK TO THE OTHER STUDENT. This way they are engaging in a conversation and sharing ideas and concepts with one another. This is something that I would make clear to my students as I am explaining this to them.
  - After each question is asked, partners switch roles. I could also change this to after two questions are asked to switch roles. Again, depends on the grade level. I really enjoy this strategy because it gets the students talking, interacting, and sharing ideas with one another. It also gets students communicating with classmates that they might not talk to on a regular basis. I think this is a great way to get students hearing other ideas and answers form their classmates.
- How will I use it?
  - This is a strategy that I think would be very beneficial to use in any subject for any grade. This is a great way for students to get up out of their seats and move a little to keep them engaged and interested within the lesson.
  - As previously stated, I think I could use this for a multitude of different subjects. I think my main purpose for using this strategy would be as a review opportunity for the students. That way, they can share their knowledge with their classmates and perhaps even help them understand a concept better.
  - I could also see myself using this as some type of brain break. If I notice that my students are starting to get tired, I could have them stand up, form the two circles and do an activity with them. By doing this as a brain break, I would definitely need to have an idea or set of questions ready before hand just to make sure that I am prepared.
- Teaching Students the Structure
  - Basing this strategy for K-3, I would want to remind the students of how they should be acting when standing next to their peers. For the first time teaching this activity, I would have them raise their hands and tell me some classroom procedure that we need to keep in mind such as:
    - Hand to yourself
    - Walking feet
    - Don't talk out of turn
    - No pushing/shoving
    - Whatever the students list and I add, I would make some type of anchor chart to serve as a reminder for the students whenever we do this activity. The anchor chart could also be used for other activities depending on everything that we have listed. I think it would be a neat idea to have something created within the classroom that they helped put together because it shows I am taking their thoughts into consideration.
  - When teaching the students about the inside-outside circle I would first explain to them what this strategy is all about. I would also have a visual showing them how they should be lines up just to make sure they understand the structure of how this activity is done. Below (on page 3) is an example of a visual that I would provide for my students. The visual could also be something that I include on my anchor chart if I were to make the chart specific to this learning plan.
  - If students are choosing to not follow directions, I would use positive reinforcement with them, thanking those who are doing what they were asked. I like using positive reinforcement or the ripple effect because students like to receive that recognition.

Appendix J

FRAMES

Feedback – Kevin, I can see you do have a lot going on right now. What are your priorities right now? Is it the on again off again relationship or are you focused about getting good grades to move on to a higher education?

Responsibility – How do you recommend we go about changing the situation?

Advice – You have some options here. You can break up with your girlfriend, or you can prioritize and focus on your schoolwork.

Menu – What we need to do is take a look at the big picture. If you still are trying to work things out with your girlfriend, maybe it would be a good idea to spend a little time with her, but more time focusing on school. Your girlfriend should be there to support you, which should also be taken into consideration. Is it a healthy relationship for you?

Empathy – Decisions like this are never easy. I understand this is a lot of stress and anxiety you are dealing with, but you have to think of what is best for you. This is an adult decision that will take some time to think about. Maybe it would be beneficial to make a pros and cons list to figure out what is going to be best for your future.

Self-efficacy – Even though this is a difficult situation, I know you will end up making the right choice. You're a smart kid and I believe you will choose whatever is going to be best for you. We have some options laid out and discussed, and I would just like to check in with you again sometime next week to see how things are going.