

EDU 301 Final Paper

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Classroom Management Final

Classroom Management Philosophy

My classroom management philosophy is based upon fostering positive relationship with my students through engagement in the classroom environment, having high expectations for both student and teacher, and an understanding of empathy and care in a safe learning space. All of this combined with a sense of adaptability will create a classroom in which learning is maximized for the students.

Plans for the First Days

On the first day I really want to focus on making a positive first impression on my students, mainly by working on getting to know them. The first step to doing this is greeting them at the door. This shows that I care about starting the day off with them as opposed to me starting my day separate from them by sitting at my own desk working on whatever it may be. Wong talks about being intentionally inviting, and I feel that that is something that needs to be set up on the first day. As I greet them, I will let them know what they should do with their bookbags and supplies, then I will have them come in and find their seats. After everyone has found their seats, I will get their attention and introduce myself and tell them little fun and interesting things about me. A lot of this first day is going to be getting to know each other. I will then give them sheets to fill out that ask what some of their favorite things are, and ask if anyone wants to share, so that their classmates can get to know them too. After this we will get up and have a fun ice-breaker type activity to get moving around and loosen up.

Then I will have them come back together to discuss some important procedures and rules to make the year go smoothly and fun. The ones I really want to focus on are bathroom, lining up,

entering the classroom, artwork, and pencil sharpening. (I will go into these further in the appendix.) After we have discussed these procedures and have practiced them, I want to talk to them about the classroom and how to use it, which I guess could be considered a procedure in and of itself. This is part of the “fostering positive relationship with my students through engagement in the classroom environment”, that I talk about in my classroom philosophy. I want to show them that the room is here for them and that it is theirs to use, and that I am here for them if they need anything. I will place a huge emphasis on being an inviting presence that they can approach. After this I want to do a short math review lesson just so they can see what it will be like, and so that I can see where they are all at because math is the subject I am most concerned with teaching. After this I will wrap up the day, explain the bus line/car line, and give them packets of information to take home. I will also end the day by saying goodbye to them at the door.

On the second day I will start it much in the same way, with the greeting and having a small bell ringer assignment for them to work on as the day begins. I want to start by having the students come together and try the morning meeting where we tell each other how we are feeling and get into the right mindset. We would review the previous days procedures and introduce new ones. Then I would start my first lesson plan. Since it is the first week, I would want to maybe have a few more “brain break” activities interspersed between subjects than I would on a regular day to ease them into the process. The day would end much the same as it did on the first. From here on out the days would pick up with more content being taught, but we would also be reviewing the procedures, getting to know each other better, and adapting to what I see my students needs are and what they are most responsive to.

Connections to Students and Families

If the school I am working at has a way to get me guardian's emails before the year begins, I would send out a letter to them. It would have a message about my excitement for the school year, information about me, what my plan is for the year, my philosophy, and any materials the students will need for school. I will give my contact information along with a picture and express that they can contact me with anything they want to know, or if there is anything they think I should know about their student. If I can not get access to their emails before the year begins, I will be sending this home with the students on the first day of school. I will also be having a "get to know me" activity for my students on the first day (See Appendix B).

What If?

One of my favorite things I have seen this semester as far as rules is Marzano's idea of getting the students to help (Marzano, 2003, p.17). I feel that if I sit down with the students and guide them in the process of coming up with the classroom rules, they will be more personal and ingrained since they were a part of it. When it comes to dealing with inappropriate behaviors, I can always reference back to the rules that they helped create and sign. Another great what if scenario is if a student is being disruptive and just wont listen to what I am saying, I can use the "letter to the secretary" technique. I feel like this is a really good way to have a student walk to cool down. For most issues that occur in class, I feel like with-it-ness is going to be vital. If you have too many specific concrete rules, you always have to discipline in the same way no matter the situation, or no one will take them seriously. This is another area where I think adaptability and understanding come into play.

Appendix A

I want my classroom to be open and inviting. I want a section along the wall where my students can put their belongings during the day. I will have my desk somewhere near the board and carpet so that my area is somewhere near the front of the class to make setting up for direct

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nstruction easier, and to have my desk be more approachable since it isn't hidden in a far corner. I want there to be flexible seating in an open array so that students can rotate around and see how they learn best. This would be monitored, however, so that it is not abused. I would have some plants that the students could care for so that they can have a sense of responsibility and further connection to the classroom. I would want to have natural elements in my classroom, such as prisms, to refract light and add curiosity and wonder. I will have posters in my classroom that rotate out depending on the time of year or what we are learning, just so new visuals are introduced for students to look at and learn from. I also want my students to express themselves, and I know how

powerful of a medium art can be, so I would have plenty of supplies for them. Probably my favorite part is the idea of a “reading nook”. This would be a quiet area for students to relax during free time and do things like read or draw. This could all change based on the size of classroom I am working with and my budget of course, but for now this is my plan and I will try to come as close to it as possible.

One of the procedures I want to discuss in the bathroom. There are a lot of ways this can be achieved, but the best one I have seen is the hand sanitizer bathroom pass. If a student needs to go to the bathroom, they take the pass, which is a bottle of hand sanitizer, and put it where they are sitting. They go to the bathroom, and once they get back, they return the bottle of sanitizer to its regular spot and use it to clean their hands.

Another procedure I feel is important to establish is pencil sharpening. It can always be a little annoying if students are constantly going back and forth loudly sharpening pencils during a lesson or quiet time. It can also be a spot where students gather and talk during class as they “wait for the pencil sharpener to be free”. To avoid this I will have a student who is the pencil sharpener, and they are in charge of sharpening the pencils for the week when we have jobs towards the end of the day. Students can leave their pencil in the can if it needs to be sharpened and take a sharp one from the other can. Of course, they can also feel free to use their own mechanical pencils, but if they choose to do it this way there will be less interruption.

A fun way to approach lining up, depending on the age I am teaching, is to treat the students like ninjas. I would have little ninja feet on the floor facing the door so that they have a visual guide to remind them which way to face. Then I would remind them that ninjas are stealthy and quiet, so that the enemy does not notice them! When we walk through the hall I would whisper and pretend like the other people around can not see us and hopefully they would get into it and enjoy the silliness of it all. At the same time, I think the roleplay would be entertaining and productive in getting the students to be silent when transitioning and not causing a huge distraction to others.

Another procedure I want to have is for student artwork. I see a lot of teachers put an emphasis on posting student artwork in the classroom, which I love. It makes the classroom feel more like it actually belongs to the students and is a great way of expressing creativity, improving dexterity and coordination, and simply having fun. For my classroom I want more freedom when it comes to art. I will have a dedicated “art board” in my class where students can put up their

masterpieces until they decide to take them home. I will tell the students that they can post any of the art that they want on this board for either me or the class to see so that we can admire it. It can only stay up there for 3 weeks though, so it doesn't get too crowded. At the end of the three weeks I will encourage them to take it home with them. If they do not want to, I will tell them I will gladly add it to my collection. At my current job I try to encourage art as much as possible. At first some of my kids were embarrassed to display their work, but it is something I really wanted them to be proud of. Because of this, I started to make my own art and display it, and the students quickly followed suite because they saw that anyone can do it and they wanted to join the fun. This is something I will incorporate into my class. I will share my love of art with them to hopefully encourage them to express themselves too.

Finally, I want to talk about the procedure for entering the classroom. I want to have personalized hooks on the wall where students can place their coats. Under those hooks will be individual cubbies for backpacks and whatever other items students could have. After they do this, they will be expected to turn any homework into the proper subject bin I will have at the back of the classroom. I will then have the students collect whatever they need at their desk and complete the bell work before the morning meeting.

Appendix B

References

Marzano, R. (2003). *Classroom Management that Works: Research-based strategies for every teacher*. ASCD: Alexandria, VA.

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