

Classroom Management Philosophy

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My classroom management philosophy is based on having procedures and rules set in place. While also creating a sense of community and connection. I will put procedures and rules in place for students to understand the expectation I have for them in the classroom. I will create a sense of community and connection by having a morning meeting where students will be able to feel comfortable sharing their thoughts or feelings. I will have students help create the rules and procedures so that they have choices and a contribution to the classroom. These aspects of having procedures and rules set in place and having a sense of community within the classroom will allow a flowing classroom without distractions and behaviors. While also creating relationships and trust with the students.

Plans for First Days

Day One: On day one I will be greeting students at the door (See Appendix A). I will then have them find their cubbies and explain backpack and cubby expectations. I will then take them into the classroom where they will first sign up for their lunch choice (See Appendix B). Students will then find their desk with their name on it (See Appendix C). I will take attendance for the day. I will talk about myself, letting the students get to know me and explain the year to them (See Appendix D). We will then talk about our classroom rules and create our classroom rules (See Appendix E). We will move on and talk about the bathroom procedure and drink procedure (See Appendix F). Next, we will do a fun get to know each other activity (See Appendix G). After this we will participate in a fun team building activity (See Appendix H). We will then move on and talk about the procedures for lining up (See Appendix I). We will touch on any other procedures that could come about. I will then have instructional lessons for the rest

of the time. Finally, at the end of the day will discuss the procedures for the end of the day and dismissal (See Appendix J).

Day Two: Greet the students at the door. We will review all the procedures/rules from the previous day, and I will assess how students are doing and make any necessary changes that I need to make. The new procedures I will teach on day two will be morning meeting (See Appendix K), daily schedule (See Appendix L), classroom jobs (See Appendix M), and voice levels (See Appendix N). We will then have instructional lessons for the rest of the day. Near the end of the day we will review dismissal procedures.

Day Three: Greet the students at the door. We will review all previous procedures that we have covered up to this day. Today I will introduce the procedures for homework which includes where to turn it in, when assignments are to be completed and grading assignments (See Appendix O). In addition, I will introduce the procedures for receiving supplies (See Appendix P). For the rest of the day we will move onto instructional lessons.

Day Four: I will greet the students at the door. We will complete our morning meeting. We will review previous procedures/rules. I will reteach and rehearse any procedure or rule that needs it. I will make any changes that need to be made. For the rest of the day we will move onto instructional lessons.

Day Five: Greet the students at the door. We will complete our morning meeting. Review classroom rules/consequences one more time. Come back as a group talk about them and make sure that these are appropriate classroom rules and then make our handprints. We will review all procedures and rules. All procedures and rules will be finalized in place at this point. Additionally, students will by now have gotten the hang of the procedures/rules and know what

is expected of them in the classroom. I will keep reinforcing them and be consistent with every student! Lastly, we will go over the procedures for an emergency. For the rest of the day we will move onto instructional lessons.

Connections with Families

To create connections with the families of the students in my classroom I will be sending out a newsletter (See Appendix D) before school starts. This newsletter will consist of a picture of me, some of my favorite things, the schooling I have completed, and my contact information. This newsletter will allow families and students to get to know me as their teacher. In addition to this I will have an open house before school starts. During this time, students and their families may come to meet me and see their classrooms. In addition, I will be handing out important information about the year and express my excitement for the year. Lastly, I will create an app or website where families can access information about the classroom, projects, assignments, reminders, events, etc. This will be a way for families to keep up to date with us in the classroom and check for upcoming events. In addition, I will send out a weekly newsletter on the app or website where families can see what we are covering this week in class and how they can help at home (See Appendix D).

What If's

In my eyes, one of the most challenging aspects in the classroom would be a student who is disengaged and doesn't want to participate. With family members who are uninvolved and has a difficult time at home. My first step will be to recognize that there are additional factors influencing the student's disengagement and participation. My second step is to recognize the underlying problem. My third step will be to get to know the student and recognize their interests

and incorporate them into my teaching. I will work with the student one on one to solve the problem and keeping open communication with that student about the problem. For the uninvolved families, I will encourage them to keep up to date with their student and their progress in the classroom. I will continue to involve them and try to get them into the classroom and a part of their student's education as much as possible.

My what if's for behavior problems could be a range of anything in the classroom. To solve the problem with behaviors I will always refer back to our classroom rules and consequences. I will keep on going documentation of any behavior problems that occur. In addition, I will "catch students being good". Lastly, I will give them choice in order for the student to improve the behavior.

Conclusion

Classroom Management is a set of strategies that help maintain the organization, behaviors, and transitions throughout the classroom. These strategies come in rules, procedures and consequences. In order to support an effectively operated classroom, I have created several rules, procedures, and consequences. These classroom management strategies will improve instructional and learning time for the students. Creating a classroom management philosophy, first days of school plans, plans for connections with families and students and what if's all play an important role in creating effective classroom management strategies.

References

Wong, H., Wong, R. (2014). *The Classroom Management Book* (pg.272-291). Harry Wong Publications, Inc.: Mountainview, CA.

Wong, H., Wong R. (2018). *The First Days of School*, 5th ed. Harry Wong Publications, Inc.: Mountainview, CA.

Appendix A



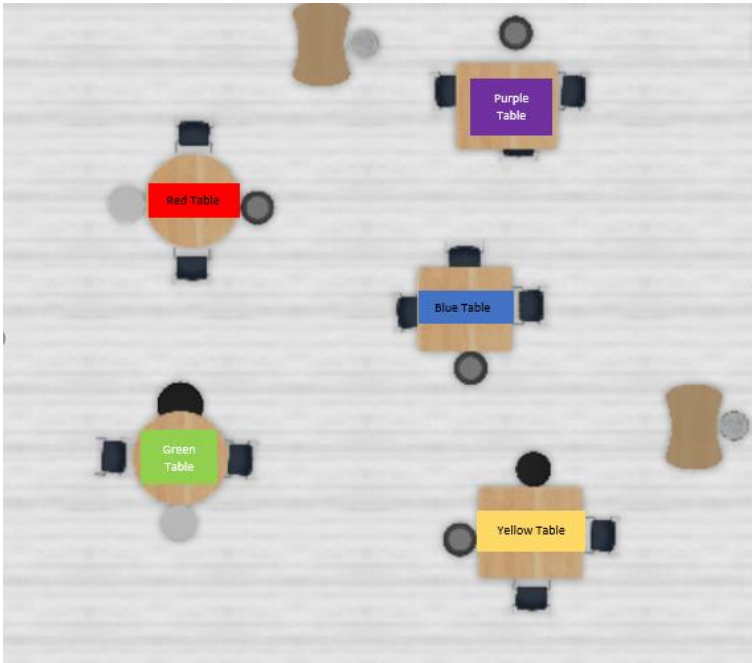
I will have morning greeting choice that will be part of my greeting the students at the door. I will have this hung up by the door and students may choose which greeting choice they would like. This will help me greet the students at the door and create a connection with them.

Appendix B

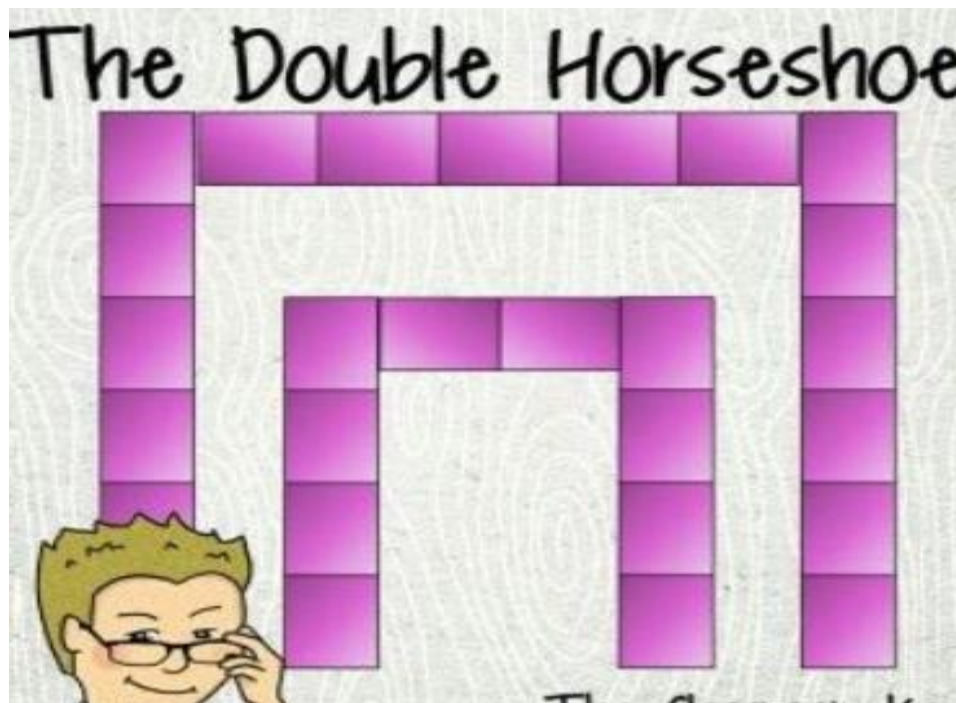


This will be the lunch option board where students will be able to move their marker to which lunch choice they want. I will have a magnet with their picture and name on it where they can move it to their choice. The choices will only consist of hot, cold and home. This will also be how I take attendance for the day. This will just be a simple way for me to chart their lunch choices and attendance.

Appendix C



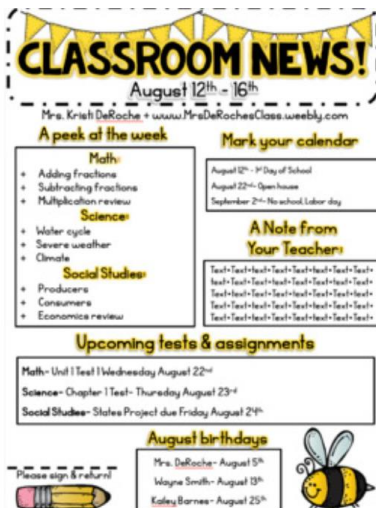
This will be my seating chart for the classroom. Students will be sitting at table with about four students at each table. I will have the spots marked with their names on them for assigned seating. Each table is associated with a color that way if they need to get supplies or line up, I can call by tables. I might also consider the double horseshoe seating arrangement. It will all depend on the materials I have and what works best for the classroom.



Appendix D

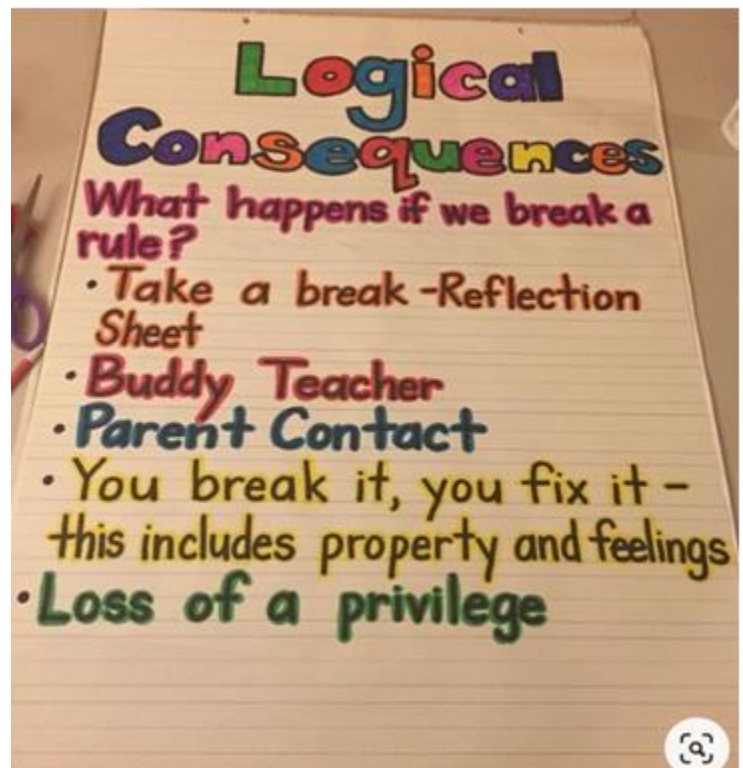
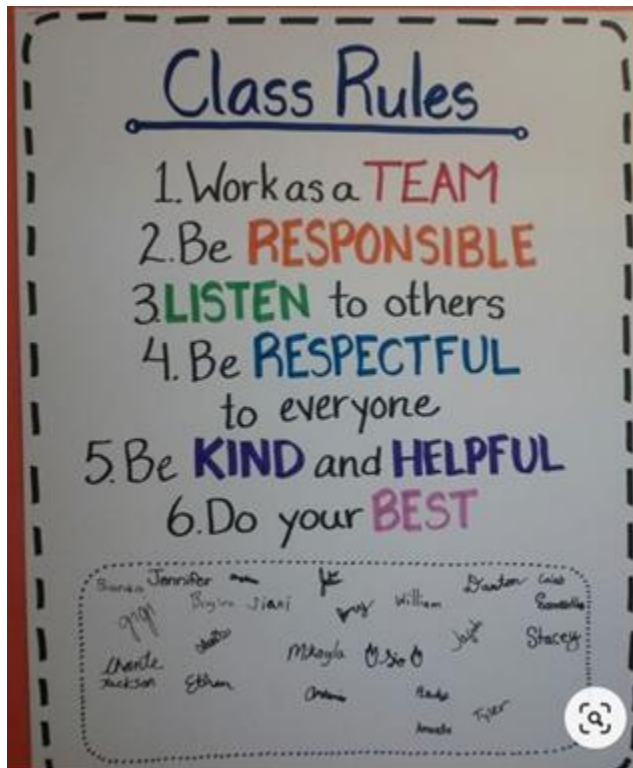


These little sheet with a little about the teacher will be sent out to families for the families and students to discover more about their teacher. Then during class will have a PowerPoint with more about myself for the students to get to know more about me.



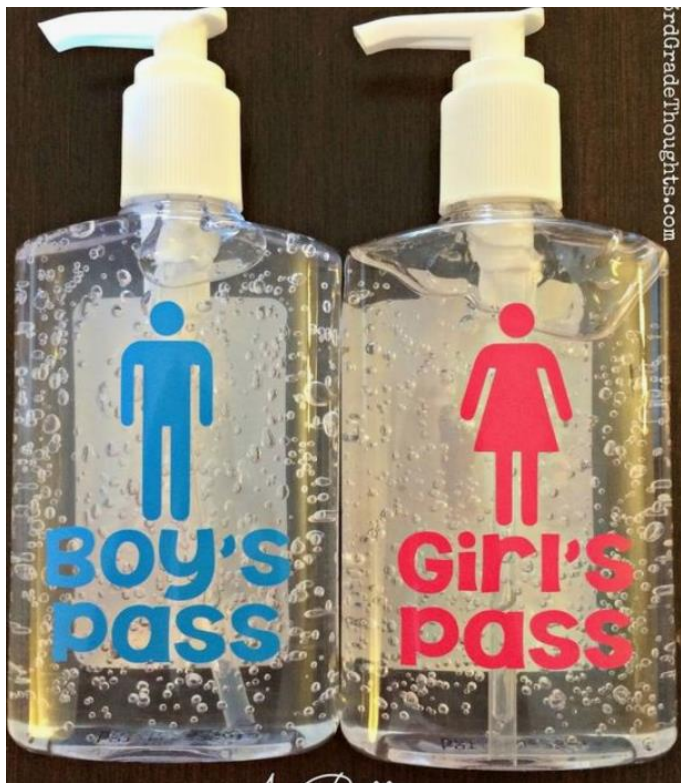
I will also send out these weekly newsletters to parents for them to be able to see what is happening in the classroom this week and any ways they can help at home. Also, will be a reminder for upcoming events.

Appendix E

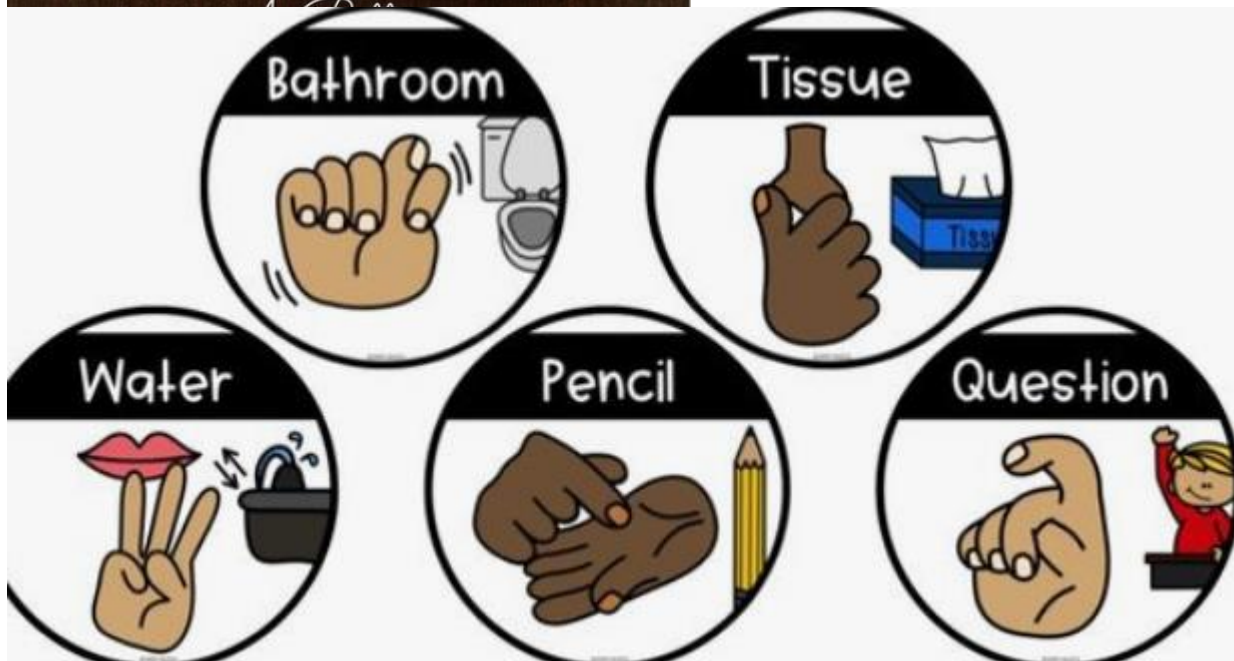


For the classroom rules I will allow the students to have choice in them by having them help create them. I believe that having students partake in the decision making will help them understand the rules better. They are also the individuals who will be following the rules therefore I believe it's important that they have a say in these rules. Of course, I will guide the decision and make sure that I am okay with the rule as well. As a class we will discuss our top rules and then I will write them on a post-it notes and hang it around the room. I will then have students use a sticky note and vote on which they like best. As a class we will then create some logical consequence if the rules are broken. Instead of having the students sign the rules I will have them paint one of their hands and make a handprint and then print their name on top of their handprint. This way will make it more individualized.

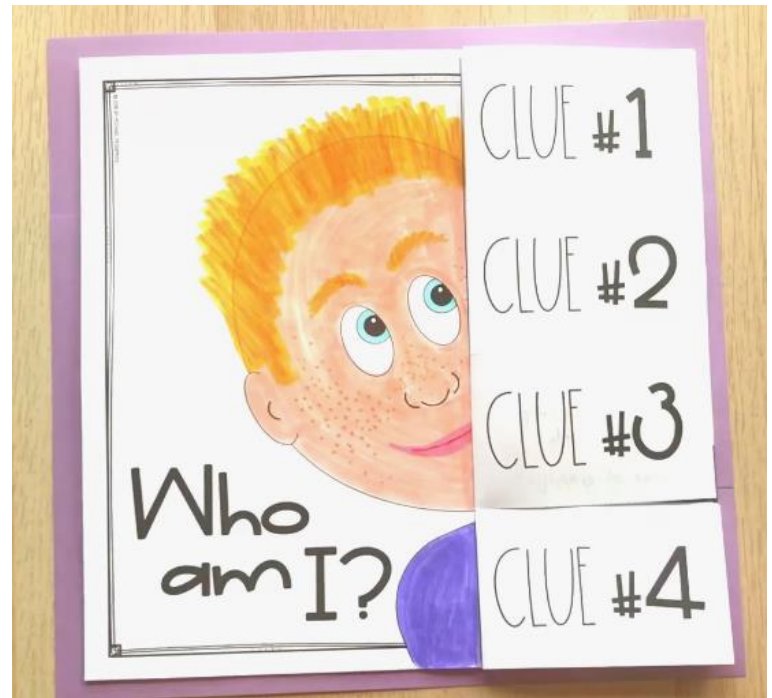
Appendix F



This will be the bathroom procedures that I will use in my classroom. For getting my attention to go to the bathroom the students will simply raise their hand and show me the sign language for bathroom, and I will “name of the student you may go”. They will then have to take the hand sanitizer and put it on their desk. They then go to the bathroom and when they return, they will use two squirts of hand sanitizer and return it back.



Appendix G



I would like to do something like this for a get to know your students as well as classmates. For the puzzle each student will have a piece and can draw anything they would like on it that represents themselves and their interests and then we will take them all and create a whole puzzle. Another get to know you tool is the who am I project. They will come up with 3 clues (characteristics of themselves) and then switch around with other students and have them try to figure out which student they have. I would also maybe have them share it with the whole class so we can all get to know each other.

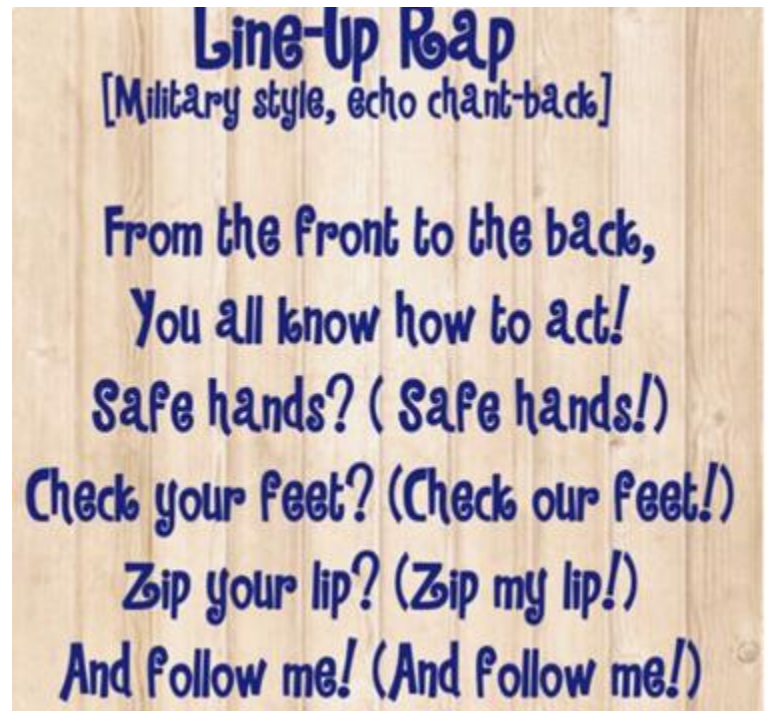
Appendix H



For some team building for the first day I will create a scavenger hunt for the students to work together and find things throughout the classroom and school so they become more familiar with the building. I will also have the students participate in the hula hoop activity where they can't break the link but have to make the hula hoop go around the whole circle.



Appendix I



This will be our line up and hallway

procedures. I will already have this

created for the students and review it

every time we line up. We will also use

this line up song to quickly go over the

rules and make sure that the students

are prepared for

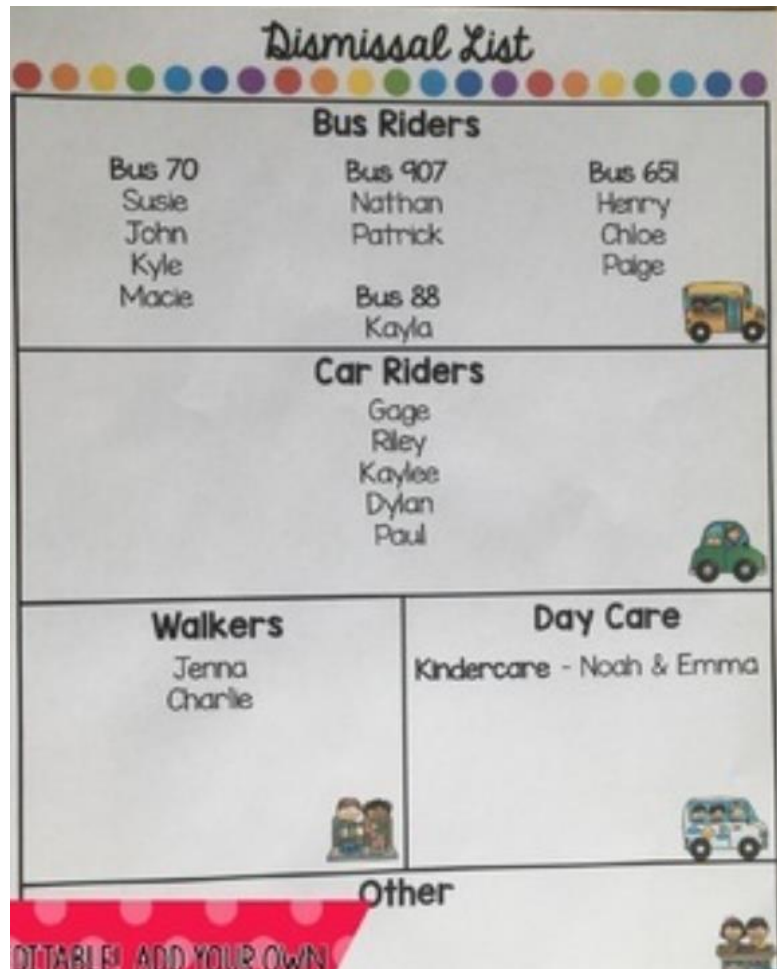
the hallway. In addition, I will have these colored dots placed on the floor with enough space

between students. This way students know where to stand and this is enough room for everyone.

Based on students classroom job that will be associated with a number and which every number

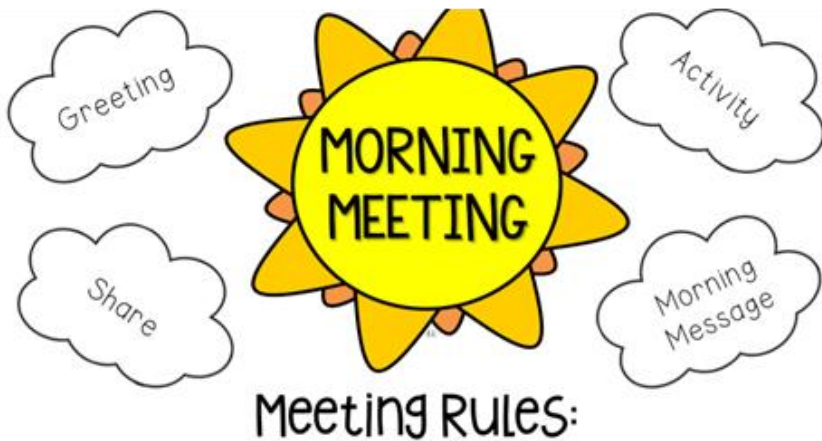
they have for that week they will line up on that number.

Appendix J



For dismissal procedures I will have both of these signs hung near the students cubby/door. Making sure that students are checking them every day before they leave. Students are supposed to first clean up their desk make it organized and then pick up anything underneath or near their desk. Students will then stack their chairs. Grab their backpacks and pack their stuff always taking their mail home. Thank a classmate for something nice they did for them and then stand behind their desk and wait for teacher to dismiss them (this will avoid the clutter by the door!)

Appendix K



1. Come to the rug hands free.
2. Sit "criss cross applesauce," hands in your lap.
3. Listen to the speaker.
4. Raise your hand to speak.
5. One person talks at a time.



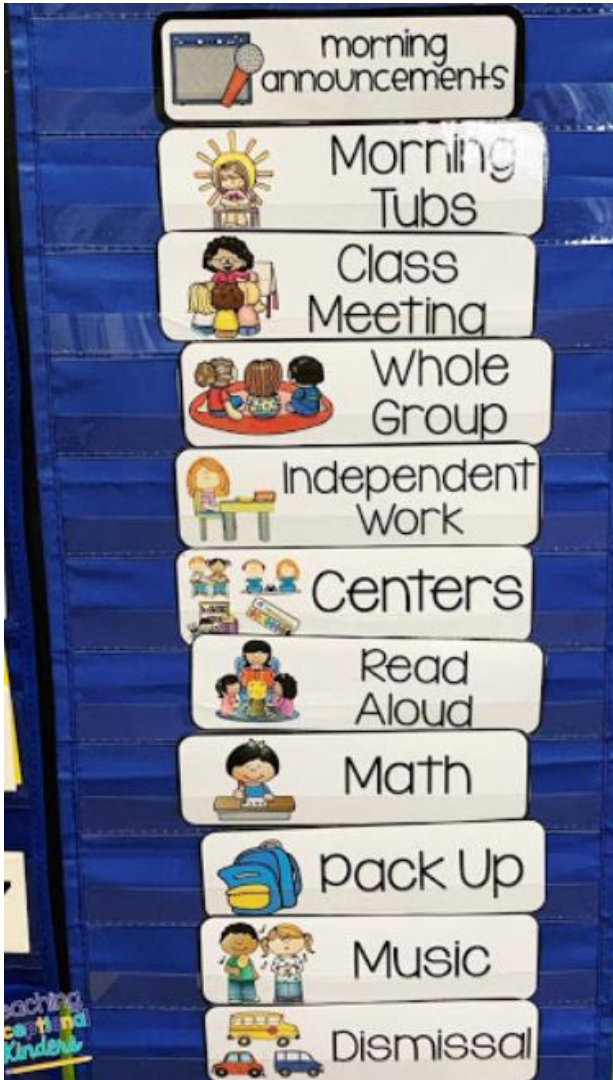
This will be our morning meeting rules and expectations.

I will already have these rules created for students. We will just introduce them and practice them. If students are having trouble, we will refer to this chart and keep practicing. Students will come to the rug. They will sit criss cross applesauce with their hands in their laps. They will be expected to listen to the speaker and raise their



hands to speak. One person speak/shares at one time. If students do not follow these rules during morning meeting, they will get two reminds of what the expectations are and the third time they will have to go sit in their desk and share from there. Morning meetings will just consist of simple questions or sharing about their weekend. These meetings will be used for me to access how the students are and how they are feeling.

Appendix L



Every day I will have a daily schedule posted that will allow the students and myself to stay on track and have a point of reference for the day. This schedule will climate any questions like “what are we doing today” and I can simply just look at the schedule and students will know where to look. I will include the times each task will take to help stay on track.



Appendix M



Right beside my daily schedule I will have classroom jobs for the students. We will change these jobs every week and will go through them to make sure each student knows their job for the week. Each job will have a number associated with it for example chair stacker will be number 3 and then whoever has the job for the week will line up on the number 3. Each student will have a classroom job. Therefore they each play an important role in the classroom.

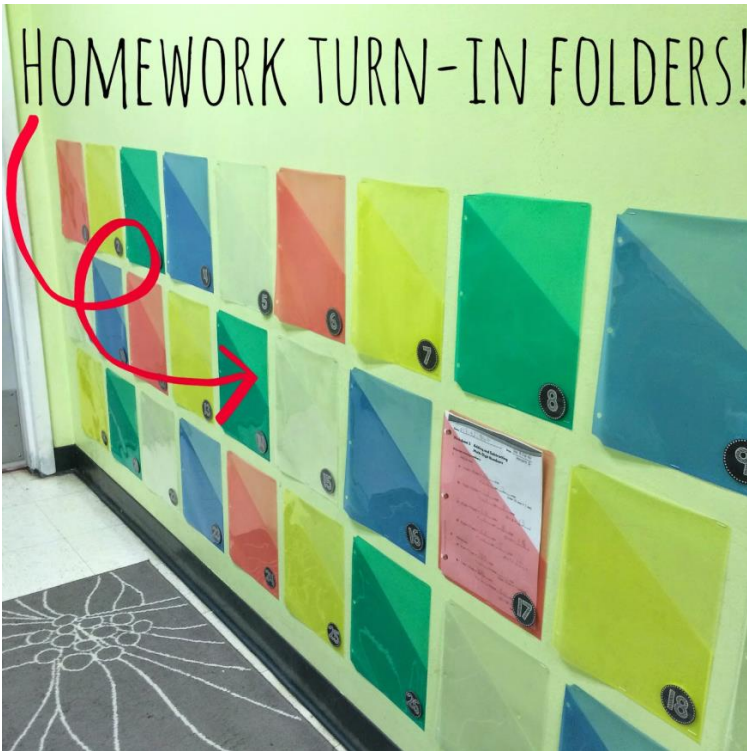
Appendix N



To control voice levels in the classroom I will use these visual representations to show what voice level is expected a different time and during different activities. I will simply just turn on the light that I want students voices to be at.



Appendix O



First Grade Homework Policy

Your students will have a take-home folder where the right side is labeled return back to school and the left side is labeled take home. All papers that are the right side labeled return back to school side are for homework, teachers note, papers that need parent signatures, etc. Please make sure that this side of the folder is being checked every single night and is returned to school. All papers on the left side that is labeled take home will consist of past projects, past homework, flyers, notes, etc. These items may stay at home. Please make sure that your child's folder is being checked every single night.

As your students are only in first grade, I am not too big on homework. Any homework that your child will receive will take no longer than 20 minutes. Students will not be required to finish homework for the next day, they will have 2-3 days to complete their assignments. If your child is struggling with their homework please write a note on the homework and I will meet with your student individually to figure out a plan.

Homework assignments will consist mainly of spelling and reading with an occasion of math. Spelling homework will consist of students practicing their spelling words for 10-15 minutes. Your students may practice longer if they would like but are only required to practice for at least 10-15 minutes. All spelling practice is to be completed on the worksheet that I have given your students each Monday. That worksheet is then to be returned to school to be turned in on Friday. Reading homework will consist of students reading their assigned books. Students are required to read for only 10 minutes each night Mon.-Thurs. Each student will have a weekly log where they can keep track of all the reading they have completed. This is to be turned in each Monday. Math homework will consist of a worksheet with a few problems. With math

For homework I will create folders where each student will have their own turn in spot. This will help avoid any clutter or mess that would come about with turning in homework. I will also have the scan the code for students who aren't completing their homework this will just help with documentation of non-completed homework in case of a problem coming about. I have also created a homework policy for the classroom that I will send out to the parents so that they are able to understand what homework is about and what their students are supposed to be completed. I will also go over the homework policy with the students.

Appendix P



For basic supplies I will have these table caddies that will be stored on a shelf and anytime the students may need them the table captain will go grab them and bring it back to the table for them to share. In addition, I will have storage bins for each student to store their belongings like folders, notebooks, pencil box, etc. This way we won't have to have the big desks with cubbies in them. These storage bins will also help the room stay organized. For more complex supplies like paint, paper, clip boards, brushes, etc. I will have these items on the back table and will have tape along the floor for student to be able to follow from their tables to get the supplies. This will help the transition for getting supplies run smoothly. For getting their bins I will class each color separately to reduce the clutter and make the transition go smoothly.

Appendix Q

9 FUN ATTENTION-GETTERS	
TEACHER	STUDENTS
1,2,3 EYES ON ME!	1,2, EYES ON YOU!
HOLY MOLY!	GUACOMOLE!
ALL SET!	YOU BET!
HANDS ON TOP!	THAT MEANS STOP!
READY TO ROCK!	READY TO ROLL!
MACARONI & CHEESE!	EVERYBODY FREEZE!
HOCUS POCUS!	EVERYBODY FOCUS!
CHICKA CHICKA!	BOOM BOOM!
SH! SH! SH,SH,SH!	SH! SH! SH,SH,SH!



These are some attention getters that I will use in my classroom. I will use a few of those saying to grab attention and I will use the rain stick for attention. For lessons I may use different topics or bring forth some unusual objects that will grab the students attention.

Appendix R



I will have these “I’m Finish Now What?” signs around the room for students who finish their work with time to spare. These will eliminate the question of what I should do now and will eliminate students not doing anything. These visual representations will help students understand what their next task is.

Appendix S



For students who are absent I will have this chart hanging in the room for students to be able to check it and then come to me with any questions. This allows students to be able to catch up on any missed work.