

Classroom Management Final Project

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My classroom management philosophy is based upon each student having the opportunity to learn in an environment that allows for shared learning and is done so through compassion. The ideas of Fay and Funk with *Love & Logic* will be the basis of my classroom management philosophy. There will also be parts of Wong in my classroom management as well when it comes to procedures and routines. The core principles of my classroom management philosophy will focus on my relationships with the students in order to maintain respect of the students, sharing control and thinking with the students, and using empathy and consequences to guide student behavior and understanding.

First 5 Days

My classroom management philosophy is focused around a preschool classroom. The first 5 days will have a lot of teaching, practicing, and reviewing classroom procedures. However, it will also include lots of fun and play so the students can start to form relationships with their peers and me, as a teacher. I want my students to feel welcomed into environment that doesn't seem scary or different to them, but warm and comforting like their homes. Because of this, I plan on having an open house for my classroom before school even starts. It will be a time for students to come in and see what school and the classroom is like. They will get to look around and play with toys and also meet some of their classmates. They can find their hooks and/or cubbies and hang up their backpacks. This will also be an opportunity to drop off any school supplies I want the students to supply for my classroom and a time to meet my student's parents. At this time, I plan on having a letter to give all of the parents with my email and my classroom phone number on it that they can use to contact me, as well as information about what I have planned for the first half of the school year. I want to make sure I meet and introduce myself to each parent or guardian that comes so that they feel welcomed and let them know that I

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want to have an open relationship with them about their child. This all goes back to being able to form relationships with my students. So before my students even start their first day of school, they will have been able to see the classroom and meet me. This will hopefully help them feel more comfortable when they arrive for the first day of school because they will have met me and maybe already feel like they can trust me when their parents leave. It will also help with classroom management because hopefully the students will be less likely to want to explore the classroom because they already have gotten that chance at open house.

Day 1:

- Greet students at the door as they come in.
- Go over classroom expectations and procedures.
- Procedures include:
 - Lining up: stand behind the person in front of you with your hands crossed across your body and bubbles in your mouth. No order for standing in line, unless the teacher puts you in one.
 - Entering the classroom: use walking feet and quietly enter the classroom. Go to your cubby and hang your coat and backpack up on the hook.
 - Bathroom: students can raise their hand and ask the teacher to use the bathroom. The bathroom is in or right next to the classroom and there will be scheduled breaks to use it throughout the day. Also practice going over hand washing at this time: turn on the water, put soap in your hands, rub them together and rinse them under warm water, dry your hand with a paper towel.

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- Getting students attention: teaching students call and response sayings like the teacher saying “mac n cheese” and students respond with “freeze” or clapping and the students clap back that same pattern the teacher did.
- Sitting at circle time or any spot in the classroom: criss-cross applesauce with your hands in your lap and voice off when the teach is talking.
- Go over classroom schedule/agenda for each day.
 - See appendix A
- Spend time exploring the classroom and different centers around the room.

Day 2:

- Greet students at the door
- Rehearse Day 1 procedures
- Look at schedule/agenda for the day
- Teach procedures and rules for the different centers around the room:
 - Discovery center, art center, reading center, dramatic play center, blocks center, toys and selves where they belong, learning center
- Go over classroom supplies and cleaning up work area
 - Each student will have their own work box in a shelf/cubby thing that contains makers, scissors, pencils and glue stick.
- Talk about classroom rules and consequences for breaking them:
 - Treat each other the way you want to be treated. This means no biting, hitting, pushing, yelling/saying mean things.

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Day 3:

- Greet students at the door as they come in.
- Look at schedule/agenda for the day
- Rehearse day 1 procedures.
- Review and rehearse procedures for classroom centers.
- Review classroom rules.
- Go over classroom jobs:
 - Snack helper, door holder, garbage collector, mail deliverer, etc.
- Talk about the student of the week
 - Students will bring home the Read All About Me poster and fill it out and then bring it back to school. (See appendix B) Posters will be hung up all year on a wall so students can come back to look at it. The student of the week will get to move their poster to the special bulletin board to hang up.

Day 4:

- Greet students at the door as they come in.
- Look at schedule/agenda for the day
- Rehearse day 1 procedures.
- Review and rehearse procedures for classroom centers.
- Review classroom rules.
- Talk about classroom voice levels:
 - 0 – No talking
 - 1 – whisper
 - 2 – quiet conversation voice

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- 3 – presentational voice
- 4- outside voice
- Remind students to fill out there Read All About Me poster to bring back the next week.

Day 5:

- Greet students at the door as they come in.
- Look at schedule/agenda for the day
- Reinforce and rehearse procedures from the first few days
- Spend time getting to know the students and let the students get to know their classmates.
- Remind students to fill out there Read All About Me poster to bring back the next week.

Connections to students and families

Having positive relationships is one of the key principles of my classroom management philosophy. I plan on developing my student's self-concept, which is a basic part of *Love & Logic*, through compassion and respect (Fay & Funk, 1995). Each week I will take time at the end of the day to visit with the student of the week about what every they want to tell me about. During this time, the student will have my full attention and I will not interrupt them or talk about myself. I will just listen to whatever they are talking about and give them feedback on that. When it comes to my students' parents, I plan on checking in with them once a month with a newsletter about what happened that month in my classroom (similar to appendix C newsletter, minus the classroom blog). I hope to check in every two weeks as well the let parents know how their students is doing, good things and struggles, either by phone call or email. I want my parents to know about the relationship I am forming with their child and what I am continually working on with them social-emotionally. I want to focus a lot on my students social-emotional skills in order to help them become respectful individuals or society.

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What ifs

The strategies I will use when scenarios arise that deals with conflict or inappropriate behaviors will focus on three basic rules: 1.) use enforceable limits, 2.) provide choices with limits, and 3.) apply consequences with empathy (Fay & Funk, 1995). For example, if a student hit another student, I would first separate the children. I would have them use calming techniques and then talk to them about why their actions were wrong. If the student that hit was not listening, then I would provide him with the choice of using the calming technique and then apologizing or taking time to sit out from the group. If that does not work, I would have to make the student go to an area that is separate from the other students to calm down and say “I know you are upset, but I cannot talk to you until you have calmed down.” This is just one way to apply these three steps to a situation with an inappropriate behavior in my classroom. I would try to apply these steps to any other situations that may occur in my classroom.

Love and Logic

I want to incorporate the four main principles of *Love & Logic* into my classroom management as well. The four principles are: 1.) whenever possible maintain the dignity of the student and teacher, 2.) whenever possible share the control, 3.) whenever possible share the thinking, and 4.) use empathy/consequences to guide student’s behavior and self-understanding (Fay & Funk, 1995). These are strategies that I plan to implement on my own, but not make known as much to the students because it is more for my own use. I want to use these strategies to help make positive relationships with my students better and to let them feel like they have some control in their learning.

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Conclusion

My classroom management philosophy focuses on the principles of *Love & Logic* as well as the importance of procedures and routines from Wong. Each of my students will have the opportunity to learn in an environment that will allow for shared learning and that fosters their self-concepts. I plan on forming positive relationships with all of my students through compassion and respect. The core principles of my classroom management philosophy focus on my relationships with the students in order to maintain respect of the students, sharing control and thinking with the students, and using empathy and consequences to guide student behavior and understanding.

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References:

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

Love and Logic Press: Golden, CO.

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

Inc. :Mountainview, CA.

Appendix A




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Appendix B

Read All About Me!

by the one and only _____



This is a picture of me!



COOL!

Fascinating Facts About Me!

- I am _____ years old.
- My birthday is _____
- I live in _____
- I am in this grade: _____
- My teacher is _____
- I get to school by _____
- These are the members of my family:

- When I grow up I would like to be _____

WOW!

These are a few of my favorite things!

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- Color: _____
- Animal: _____
- Food: _____
- Book: _____
- Sport: _____
- Thing to do in school: _____
- Thing to do at home: _____

I am a star because ...

I show others I care by ...


Write three super-cool facts about yourself here!

1	2	3
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SCHOLASTIC

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Appendix C



Olson's Owls August 22-26

<h3>Important Dates</h3> <p>September 2nd- Scholastic Due</p> <p>September 6th- LABOR DAY HOLIDAY</p> <p>September 7th- T-shirt Money Due</p> <p>Monday: Hamburger, French Fries, Baked Beans, Plum, Milk</p> <p>Tuesday: Chicken Nuggets, Mac & Cheese, Green Beans, Applesauce, WW Roll, Milk</p> <p>Wednesday: Fish Patty on Bun, Sweet Potato Fries, Beans, Pineapple, Dessert</p> <p>Thursday: Corn Dog, Broccoli, Potato, Watermelon, Cinnamon Roll, Milk</p> <p>Friday: Pepperoni Pizza, Salad, Pears, Pasta Salad, Milk</p>	<h3>Classroom News </h3> <p>This week we will begin learning about the colors red, yellow and blue. We will also be learning about the shape circle.</p> <p>Our focus this week is to continue establishing our center rotations & begin learning to trace and write our own name!</p> <p>I'd like to order shirts for our Pre-K class to have . They can be ordered in Long Sleeve or Short Sleeve & in Yellow or Green. If you'd like to order for yourself & child please send a note with your payment. Shirts will be ordered on September the 7th. For more info check the attached flyer.</p>
<h3>Birthdays</h3> <p>Maleni- August 6th</p> <p>Caden- August 15th</p> 	<h3>What We're Learning</h3> <p>Reading: "Chrysanthemum"- Kevin Henkes</p> <p>Math: Beginning Calendar Skills, Shape:Circle</p> <p>Writing: Learning to Trace and Recognize our Name in Print</p>
<p>Check out our blog to see what's going on inside our room!</p>	
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