

Miss Lindquist's Classroom Management

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Success for a teacher begins with good classroom management. My second-grade classroom management philosophy is based upon Love and Logic where I will demonstrate empathy and make sure that every student feels valued. “The effective teacher administers consequences with empathy and understanding as opposed to anger and lecture” (Fay 36). It is important in my classroom environment that every student feels comfortable and safe so they can learn at their full potential. I will help my students feel more comfortable by building a trusting and healthy relationship with them and having consistency in my classroom. Maintaining a comfortable learning environment can also help keep students interested. “If students sense that they are not welcome, accepted, or supported in the classroom, it is unlikely that they will engage in classroom activities” (Marzano 6). As an elementary teacher, I am there to help my students learn, help them develop life skills, and help them learn to make good decisions. To make my classroom run smoothly, especially with young elementary students, I need to put procedures and expectations into place. It is so important to have a plan and be prepared.

Much preparation will be needed before I am ready, such as making procedures and creating classroom necessities. I will need to create classroom posters, name tags, class jobs, bathroom passes, and several other things. I would set up a seating arrangement that fosters community as shown in Appendix D. Another item I need to have ready are welcome bags. I want to give each student their own welcome bag with special items such as an eraser which represents that everyone makes mistakes and that is perfectly okay, a star that represents the student shining and doing their best, and several other items as stated in Appendix A (Wong 57). I think this is important because they are coming into a new classroom and it will let them know that they are already valued on the very first day. I also need to have my connection to parents ready. I will create a letter, found in Appendix B, for students and parents that tells a little about

me and my plan for the year. To keep in contact with parents throughout the school year, I would create a google doc that has a calendar, important upcoming events, what the students are learning, and anything else the parents should be informed about, as shown in Appendix B. This way it is easy for the parents to check in and see what is going on. This also allows parents to connect with their children and discuss what they're learning. The most challenging part of preparing will be planning the order of introducing procedures for each day of the first week.

The first day back to school for elementary students is filled with energy, excitement, nerves, and chaos. The first day and every day to follow, I plan to stand outside my door to greet each student. I will have a chart next to the door with greeting options, as in the example in Appendix C, that the student may choose, such as a high five, a handshake, a fist bump, or a hug. "As you greet your students each day, you connect with them. You show that you care that they are in your classroom" (Wong 53). This will help build a relationship with my students. Before introducing procedures, I need to explain what a procedure is and what it means so they understand them and the purpose for them. My plan of action for the first day of school is to demonstrate to my students the proper way to hang up their backpacks and jackets. Next, students will be shown how to enter the classroom, which is quietly with their hands to themselves. During this process, everyone will sit at the desk with their name on it. After everyone has properly entered the classroom and sat down, I will introduce myself. I will have a power point about myself, my family, hobbies, and interesting facts. I will then allow the students to introduce themselves to the class and tell us something interesting. This will help build relationships through the entire class. Then we will all gather in a circle for a morning meeting. At this time, we will talk about how each student is feeling that day and everyone will get a chance to share. We will compare our feelings to the movie, *Inside Out*, as seen in

Appendix E. This will help the students build social skills and understanding of each other.

According to Zirpoli, talking about feelings and giving the students a chance to talk about how they feel teaches them that their feelings are real and part of being a person (Zirpoli 85). This also helps students learn how to respect others and their feelings. Another important procedure to teach on the first day is how to do bathroom breaks. I will show the students the signal for needing to go to the bathroom, which will be holding a fist in the air. If I see this, I will respond to the student by nodding my head yes or saying "go ahead". Then I will explain to them that they will move the bathroom magnet to "out", put the hand sanitizer on their desk, then they may go to the bathroom. When they come back, they will use a drop of hand sanitizer, put it away, and move the bathroom magnet to "in". The first day will mostly be about making the students feel comfortable in their new classroom.

The second day when students arrive they should now know how to hang up their belongings, how to enter the classroom, and where to sit. We will review the procedures of the first day and move onto new ones. After reviewing, I will introduce my attention getters. The first attention getter is a rain stick. When the students hear the rain stick they will be quiet and have their eyes looking at me. The other attention getter is using common phrases such as the McDonald's slogan where I will say "bah dah bah bah bah" and the students will respond, "I'm lovin' it". Other phrases would be "Red Robin", "Yumm", and "Holy Moly", "Guacamole". After the students complete their response the room should be silent and attentive. Day two is when I will introduce the agenda. The agenda will be on the board and I will go through each part so the students understand what it means and how to read it. This agenda, in Appendix F, will help with consistency in the classroom so students know what we are doing and when. Agendas help students feel more comfortable because they know there won't be any surprises or

activities that catch them off guard. “Students want to come to a school where there are no surprises. Trust comes from the surety of consistency” (Wong 13). A very important procedure that needs to be introduced within the first couple days is the procedure for emergencies. I will demonstrate the proper actions to take when there is a fire drill, a lockdown, or any other emergency. The class will then walk through these together and continue it until everyone does it properly. This will wrap up the procedures for day two.

On the third day, students will hopefully be feeling more at home in the classroom so we can go through procedures focused more on their school work. I will assign students their class jobs and explain the procedures for each job. This gives each child the sense of belonging in the classroom, the feeling that they are contributing to the whole, and making the class run smoothly. Another contribution to a smooth sailing class is knowing how to hand in papers. I will have bins for their papers with labels such as, “in class assignments”, “homework”, and separate mailboxes with each individual’s name for take home papers. Students also need to know what they should do if they finish an assignment early in class. They are to quietly get up and hand it in or put it on the corner of the desk (depending on the directions) and then get out a book to read while waiting for the rest of the class to finish. They are expected to respect their classmates and not disrupt them while working and learning. A huge factor of managing the class is transitions. For transitions, I will have a song playing and as soon as it stops, the students should be ready for the next activity. After day three, students are full of proper procedures and they will be learning even more in the next two days!

The fourth day of class involves demonstrating more procedures. Teaching elementary students the proper way to line up is important for management. We will discuss how we should line up which will be quietly with hands at our sides and standing on the colorful dots that will

be lined up on the floor. They are to stay on their dots until I give permission to leave. We will practice walking down the hallway quietly and respectfully until everyone does it right. Another procedure that needs to be explained is how to treat our classroom objects, belongings, and technology. Students are to carefully handle laptops, iPads, books, and other objects. They should not throw them, drop them, or damage them in anyway. Although, it is understandable that accidents do happen. This ends day four.

The last day of the first week has finally arrived and students continue practicing the procedures that they have learned. A few more procedures can be learned such as the process of taking tests. Before beginning a test, students should have a sharpened pencil and an eraser on their desk. They are to put up their desk buddies (cardboard dividers) before the tests are handed out and should be completely silent. Also on the fifth day, I will discuss and demonstrate how to do “pair and share”. Students will turn to a classmate and share their thoughts and ideas with each other. This wraps up the first week of school!

It is important to have guidelines in the classroom so students know what is expected of them. Instead of rules or guidelines, I would use “classroom promises”. My number one classroom promise is to respect or be kind to everyone around you. Other class promises would be, raise your hand if you have something to say, listen to the teacher, follow directions, use inside voices, walk in the classroom, and always try your best. Some examples are seen in Appendix G. My students will help create classroom promises and we will talk about why each promise is important. Another behavior aspect is positive reinforcement, which is a must in my classroom. Letting students know what they are doing right and encouraging that behavior is so important and could potentially help avoid some behavior problems from other students. Although, every teacher knows that sooner or later inappropriate behavior will happen and this is

where Love and Logic discipline methods come into play in my classroom. I will handle most behaviors with empathy. This means that I will give the student time to calm down before approaching the issue. Love and Logic methods hold students to a higher standard of behavior, allows the students to think about what they did wrong, come up with their own solution, and teaches kids to take on responsibility (Fay 7). When a student misbehaves, I will stay calm and stop the behavior so it does not disrupt the class but then I will address it later and discuss with the student privately. In these situations, it is important not to embarrass the student in front of his or her peers which is why I would talk to them later and not in front of the entire class. This helps me keep that strong relationship with students and does not break trust. When a student breaks a classroom promise, I will have them read our list of promises and explain to me why their behavior was wrong. The student and I will then discuss what the consequence should be, this way it allows the student to recognize that they are responsible for their actions, gives the student opportunity, lets them make their own judgements, demonstrates problem solving, and allows the child to feel empowered.

In conclusion, my classroom management philosophy is based on Love and Logic, where I will foster a safe, welcoming, comfortable learning environment where students feel valued. My classroom will be a place that they can learn to their full potential and develop life skills. My style is heavily based upon empathy, but if my empathetic methods are not working with a class, I will have alternative strategies that will focus more on engagement and keeping them focused to avoid inappropriate behavior. I will tweak my management methods to whatever works best for the students. It is important that students are in the best environment that works for them. I think the most important thing is to help them understand that they are so valued, important, and that they belong in this world and in my classroom.

References

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

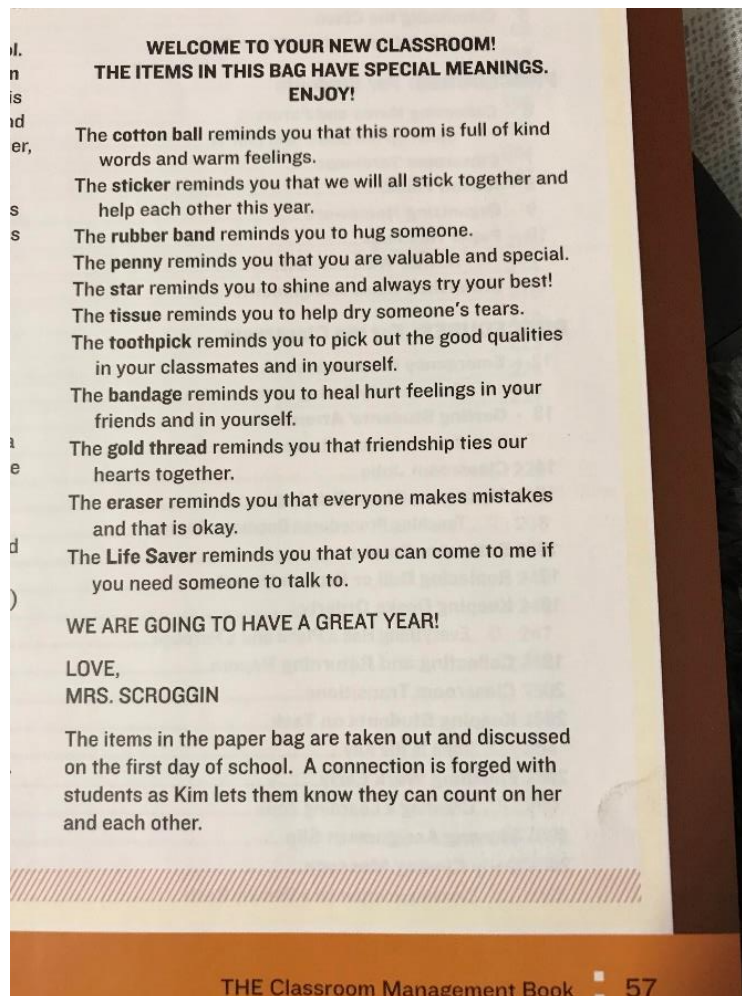
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Wong, H. and Wong, R. (2014). *The Classroom Management Book.* Harry Wong Publications, Inc.: Mountainview, CA.

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Appendix A



Appendix B

Letter for students and parents:

MEET THE TEACHER

Miss Lindquist

Hello! I am (insert student's name) second grade teacher! I am so excited about this school year and cannot wait to get to know my students better!

About Me: I was born in Nebraska then my family moved to North Dakota. I earned my elementary education degree from the University of Mary in Bismarck, ND. I love to be with my family, go camping, and learn new things.

2018-2019 School Year:
My classroom is a place where students feel safe, comfortable, and valued. We will foster a learning community where every student can learn to the best of their ability. I can't wait to see each student learn and grow!



Parent Connection Google Doc Example:

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Normal text Arial 11 B I U A - FA

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Month of _____

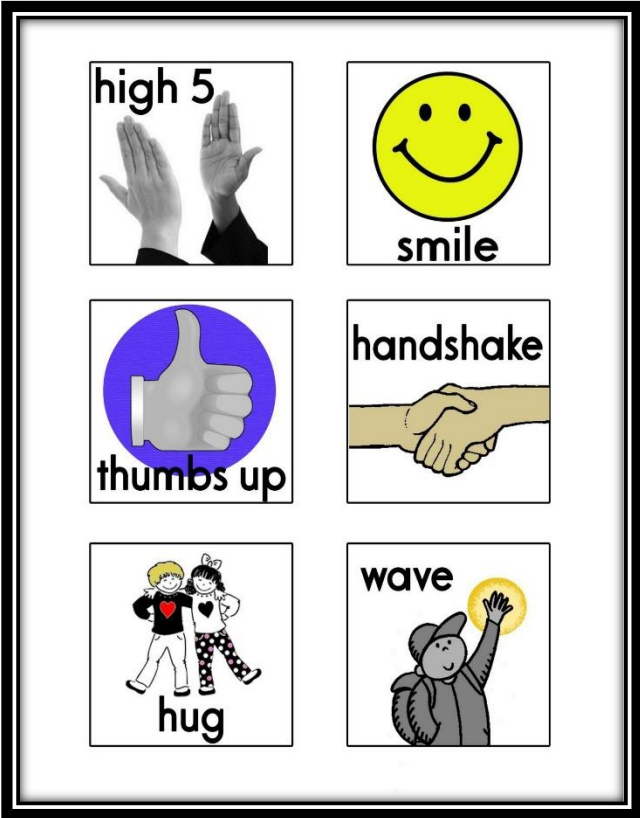
| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
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Upcoming Events: Christmas concert, December 15th

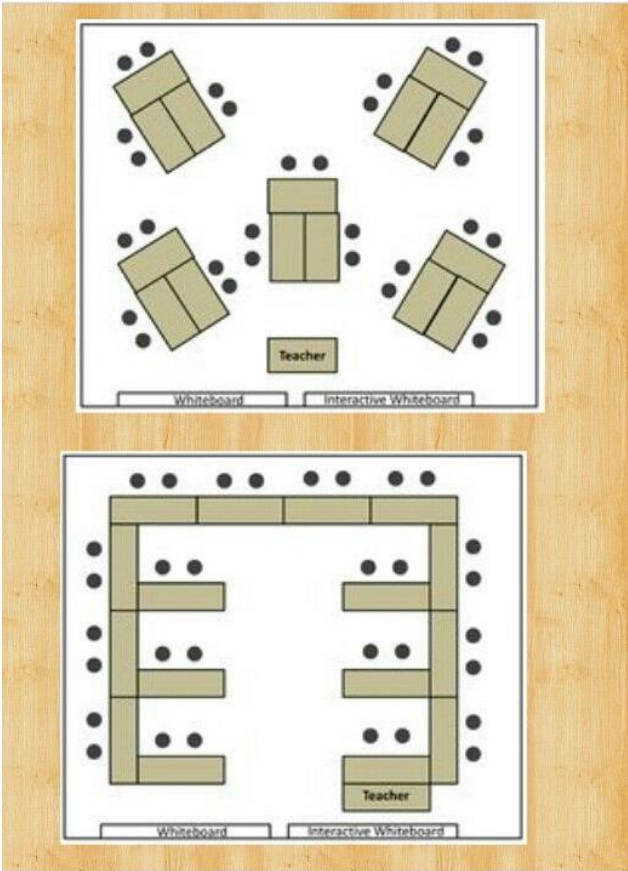
This week we are learning about: fractions

Editors Cancel Create

Appendix C




Appendix D



Appendix E


| What Zone Are You In? | | | |
|---|---|--|---|
| Blue | Green | Yellow | Red |
|  |  |  |  |
| Sick Sad Tired Bored Moving Slowly | Happy Calm Feeling Okay Focused Ready to Learn | Frustrated Worried Silly/Wiggly Excited Loss of Some Control | Mad/Angry Mean Yelling/Hitting Disgusted Out of Control |

Appendix F



Miss Lindquist's Daily Schedule

7:55-8:10 Announcements/Morning Work
8:10-8:30 Calendar & Number of the Day
8:30-9:30 Math {Whole Group & Stations}
9:30-9:50 Recess & Restroom
9:50-10:00 Snack Break
10:00-11:05 Writer's Workshop
11:05-11:15 Clean Up/Lunch Prep/Restroom
11:15-11:45 Lunch
11:45-12:00 DEAR {Drop Everything and Read}
12:00-1:15 Literacy & Intervention Block {Daily 5, Café, Guided Reading}
1:15-2:00 Specials {Teacher Planning & Collaboration}
2:00-2:40 Science/Social Studies
2:40-2:55 Communication Report/Agenda/Read Aloud



Opening Assignment: Write your first name in cursive.

Learning Objective: We will be able to write our full name in cursive.

Appendix G

Class Promise

I promise to treat my classroom,
And it's people with respect.

I promise to solve problems
And always try my best.

I promise to tell the truth
And take responsibility.

I promise never to give up
And be the best person I can be.

I promise to participate,
And have fun with what we do.

I promise I will learn a lot
And help others learn lots too!

We promise to:

- make good choices.
- share with our friends.
- not hurt someone.
- follow directions.
- be nice to others.
- be a good listener.
- not throw things.
- play with each other.
- do our best work.
- help each other.

Drew Emily
Christian
Zach
Aaron Anna
Daniel
Jordan
Alyssa