

Classroom Management Philosophy

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Classroom Management Philosophy

My philosophy will be based upon the love and logic guidance. I will create a friendly and safe learning environment that every student wants to be in. I will make my classroom a place where students can learn and grow without the worry of being harmed or mistreated. There will be rules every student will know and be expected follow. Not following these rules results in consequences. The students will be aware of these consequences, so they know what will happen when they decided to break the rules. Actions will always be taken when students disobey the rules. Although consequences and discipline will take part in my classroom, I will give them using empathy. “It helps to remember that using anger, threats, and lectures rarely works with children. Missing empathy, the child feels no love and blames others for his/her own mistakes. Every time we replace anger with empathy and caring, we help a child become better prepared to make wise decisions.” (Love and Logic, 2018). I will use strategies from Love and Logic to create a classroom management plan that creates a friendly, safe environment for both my students and myself.

The first few days of a new school year is an important time for classroom management. During the first five days of class I will have fun activities and projects fun the students to do to create a friendly atmosphere and allow the students to interact and build relationships. Using ice breaker activities will be a must the first and second day of school. Also during the first five days, I will also be establishing rules, going over consequences and expectations, and practicing procedures and routines.

On the first day of school I will greet them at the door. I will tell the students that at the beginning of the day each day they will be greeted by me at the door. They will line up outside the hallway and won't be able to enter the classroom until everyone is silent. If we can't be quiet

before coming in we will stay there and wait for everyone to get on board. When they enter the room, I will instruct everyone to find their cubbies with their name and number at the top. I will explain to them that this is where they will put their belongings at the beginning of each day. Once they get situated and find their desk they will be expected to get started on their bell work. I will tell them there will be questions on the smartboard or a sheet of paper on their desk with questions they will be expected to complete every single morning. There will be a timer set up either on the smartboard or on a clock, so they will be able to see how much time they have left to work on it. (On the first day, I will have a piece of paper on every student's desk with an ice breaker asking the student to go and greet two other peers then return to his or her desk.) We will practice walking in, putting our stuff away, and sitting down at our desk quietly twice and then at the beginning of each day.

When they are finished with the ice breaker and every student is back at their desk we will go over where they need to hand in their homework every morning. I liked the idea of have two buckets. One is labeled "finished" and the other is labeled "need help". This way I can get to the students that aren't understanding everything throughout my lessons. I will repeat myself a couple times where to hand their homework in and explain what the buckets mean. Then I will have the students repeat back to me, so I know they all got it.

My seating chart will be in the shape of a "U". I like this layout because then I can clearly see every student in my class and easily walk around to everyone. This set up also allows the students to still work in groups with the peers next to them.

The first major thing I will go over is my big poster full of classroom expectations. I will have the students gather on the rug in front of me for carpet time. But before I tell them to come to the rug for carpet time I will explain what carpet time consists of. When I tell them to gather

on the rug for carpet time that means they will quietly leave their desks, push in their chairs, and walk nicely over to the rug and sit in their number order. We will rehearse this twice and then start with the expectations when they are seated. I will go over each expectation with the students. By the end, the students will know what it means to be for each expectation and how to achieve each one. A lot of examples and visuals will be included when going over the expectations.

My expectations will include:

- Effort
- Caring
- Sharing
- Respect
- Manners
- Socialization

Throughout the day if a student is not meeting one of my expectations, instead of getting upset with them, I will walk over to their desk and remind them what my expectations are and how we can fix it together to achieve the expectation. By using this I will be following the love and logic procedure.

After we establish our classroom expectations I will start going over a few more procedures that will turn into routines. I will have the students remain on the rug and go over my zones of regulation procedure, what calendar consists of everyday, raising hands, and noise level and bathroom guidelines.

I will tell the students after they complete their bell work in the mornings I will excuse them from their desks for calendar time. I wanted to make sure the students had a self-monitoring checkpoint, another love and logic method. Next to my calendar there will be a self-monitoring chart with clothes hangers that have their names on it. I will go through what the

students will do with the clothes hangers and what each zone means. The students will be given time to move their clothes pin to the zone of their choosing. If a student or two puts their clothes pin on frustrated or angry I will talk to that student separately from the class and figure out what is going on that makes him or her feel that way. I want to create an environment where each student feels comfortable and safe sharing their feelings and opinions. I need my students to be able to talk and communicate with me so they know I am there to help them with any problems and to support and motivate them.

After I have finished going over the zones of regulation procedure I will introduce them to my calendar set up. It will have the day, weather, schedule of the day, idiom of the week, sight words, and other details. I will go over each item and explain what they need to do with them. Then I will have a couple students come up and demonstrate what we do. I will then explain that each day there will be a new student that will do the calendar. The name of that student will be in the star because they are the star student of the day. I will reinforce that everyone will need to be in their quiet bubble while we are at calendar. There won't be any talking while someone is trying to complete the calendar or they will be excused to go sit back at their desks.

The students will be expected to raise their hands always before answering a question or saying something to me. I will have a talking ball. With the students, I will go over that whoever has the talking ball may speak and everyone else who doesn't have the ball is expected to be listening respectfully to the person talking.

For noise levels, I will have a light up system. Whatever light is on by the noise level, the students will know what noise level they need to be at. I will switch the lights and call on students to tell me what level we should be at and then we will practice being at that noise level. This way the students will have a clear understanding of what each noise level sounds like.

Procedures for going to the bathroom will be signing their name on the white board by the entrance of the room and putting the hand sanitizer bottle on their desk, after the student asks me to go to the bathroom. This way I will know who is gone at the moment and where they are at.

When going over my classroom rules with the students I want them to help create them. I will ask them what they should expect of themselves and others. Since they are helping me create the rules list the students will feel even more expected to follow them because they created them. If they forgot any of the main rules I want to have on my list, I will add them. Listen to our peers, walk in the classroom and hallways, never give up, be respectful, raise your hand, treat others kindly, be responsible, do your homework, listen and follow directions the first time, no swearing, no cell phones, and always do your best will all be included on my list. I will print these out on a colorful contract. Once they are printed out we will go over all of them again. All of the students will be expected to sign this contract. I will go over what it means to sign a contract so they know what happens if they break it. The students will know then if they break the contract they signed there will be consequences. These consequences will start with me talking to the student one on one. I will show empathy, with the student while making sure they know what they did wrong. Yelling at the student in front of everyone will only make the situation worse. When showing empathy, the student will take responsibility for their action and not fight you when their consequence is given. When they know what they did wrong and you talk to them calmly about it, the anger they have turns into guilt. “When children actually see the connection between their behavior and what happens as a result of that behavior, they learn!” (Love and Logic, 2018). After I talk to the student about what they did wrong and why they think they got in trouble, I will have them fill out a reflection sheet. This will be for the student to look

back on the rule they broke and why they broke it. They will be expected to explain what they can do next time so they don't break the rule again. If the student is to break a rule more than twice there will be a loss of a privilege. Some privileges that could be taken away are electronic use, buddy time, participating in certain activities, and recess. If it happens after a privilege is taken away, parent contact will be made and they will be sent to the principal's office.

Over the next few days we will be rehearsing these routines over and over again.

Rehearsal and modeling them is the best way to remind the students.

When connecting to families I think it is super important to have multiple ways they can contact you. I will give them my email, phone number, and address. That way they will be able to email, call, or mail me anything they want or need to. At the beginning of the school year I will send home a parent letter that needs to be read. Attached to it will be an "All About Me" sheet that will need to be filled out with the student and returned back to me. This way I can get to know the student a little better. To keep the parents up to date with what we are doing in school every day I will use an app that allows me to upload pictures and comments so every parent can feel connected throughout the day.

If a student won't get ready and start their bell work or refuses to work on it during the designated time I will talk to the student one on one and figure out why they aren't completing it. If it is simply because they do not want to, I will tell them they either have to work on it now or work on it during recess with me. I will tell the student I don't want them to fall behind and I am only doing what's in their best interest.

If there are a couple students that can't handle sitting by each other, I will give them two warnings. After the first two warnings if they are still being disruptive to the class I will move

them away from each other. If the seating chart isn't working at all, I will move the desks around into pods of 3 or 4.

If a student isn't completing their homework and not putting it in the buckets I will sit down with the student and find out why they aren't doing the work. Depending on why the homework isn't being completed, I will do my best to make sure the student completes it at home. If there is another issue with it getting completed at home I will contact the parents. If it can't be completed at home, I will come up with a plan for the student to do his or her homework during all the free time we have throughout the day and if that isn't enough, he or she will need to stay in for recess to finish it. This will be in the students' best interest so they do not fall behind in school.

If a student isn't asking or signing in or out to use the restroom there will be consequences. There will be two warnings given. If the student continues to leave the room without permission or signing out they will lose their bathroom privileges for a week.

If a student isn't cooperating with others, throwing a fit or temper tantrum, or being disruptive or harmful to anyone in the class I will have the student go and sit in the designated quiet space. I will give them an amount of time they need to stay there. When the time is up, I will talk with the student one on one and figure out what the problem is and why it happened. Together we will find a solution so it won't happen again. After we talk about their actions and they know why it is wrong and what they can do instead, they will fill out a reflection sheet and give it to me.

All About Me! 

Name: _____
Age: _____
Grade: _____ Date: _____

Questions:
Do you have any brothers or sisters? _____
Who lives with you in your house? _____
When is your birthday? _____
What are three words you would use to describe yourself?

When you go out to eat, where do you like to go?

If you won a million dollars, what would you buy?

What is your favorite sport or game to play?

Fill in the blanks
My favorite food is _____
My favorite book is _____
When I get home from school I like to _____
When I grow up I want to be a _____
I'm most proud of _____
My favorite subject in school is? _____
My best friend is _____

References

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