

Classroom Management

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## Classroom Management

### I. Philosophy of Classroom Management

Every student you will have as a teacher should be treated equally. There are no special treatments. This is where classroom management becomes a success. I believe that in order to have a classroom that is composed, you have to show your students that you believe in them and care about each one no more nor less than another student. Love is a strong word, but it's something your students should feel within their environment. I believe that if we make our students feel loved, they will show us teachers respect and give us their best efforts. A teacher who does not show love and care to a student should not expect that student to respect them. These are children we are teaching. Our job is more than just showing them how to do a math problem.

In our book *The Classroom Management Book* by Harry and Rosemary Wong they make a good point that "students must trust you before they will trust what you plan to teach" (Page 13). This stood out to me because it's a quote that represents how to be the best teacher you can be. If you can develop that trust with your students, you will conquer the teaching world.

### II. Plan for the First Day

On the first day of school there is a lot I want to have prepared for my students. First and foremost, I want to contact the parents before school starts and send out a letter or email briefly introducing myself. It can be terrifying sending your child to school especially if you do not know anything about their teacher. I then will focus on how my classroom looks and make sure it is organized in a way that is easy for me to keep track of and also my students. As far as the set up goes for my classroom, my desks will be set up in a way where I can see all of my students and they will most likely be in groups as there will be a lot of group work going on in my class.

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I plan to have a variety of seating other than just chairs. To see a visual of what my desks will look like and the organization of my room as a whole, refer to Appendix A as it has things I thought would work well. Next, I will make sure to have my name outside of my door so they know what classroom it is and I will be outside to greet them every day not just the first day. Students will be excited and anxious to get started on the first day so I will have a “Get to Know Me” type of survey for them to complete right as they walk in. It is important for me to tell the students about myself as well so they feel like they can have a connection with me. A power point will be shown with pictures and videos that will include facts that I feel are important to share with my class as you can see in Appendix B. After we get all of the introductions over with I want to move into some activities. Not only do I have to know them and they have to know me, but they have to know each other. You can never go wrong with doing some fun activities that involve you getting to know someone. I believe this can build friendships and make the class a whole. There are a number of things I have seen and participated in that I’ve enjoyed and would like to bring to my classroom. Lastly, it is a must that I go over my classroom rules and procedures. Visuals will be a huge thing in my classroom. That being said, a big poster with rules will be hung up where everyone can see it and I can easily refer to it when needed. It is also important to have procedures planned out and ready to go. Since there will be a lot of procedures to go over there will be visuals out for the students to look at and things will be labeled throughout the classroom. Refer to Appendix C to see how I will get this message to my students. Last, but not least, I want each student at the end of the day to write something they are excited about for this year and something they want to be better at. This will put a clearer picture in my head of what their visual is of this year.

### III. Connections to Students and Families

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When it comes to connections to students and families, I feel this will be the hardest part for me as a teacher. Throughout this course we watched many videos on children who may not come from the best background and do not have good families. When we watched these videos it made me more aware of what I may have to prepare myself for. During the process of becoming a teacher, you sometimes get too excited and you don't think about the hard things that may come your way. Being a soft spoken person, it is hard for me to think that I may have to stretch my comfort zone and have some hard conversations. However, I also am someone who will say something if people I care about are not being taken care of. I will care for each one of my students. Another thought that comes to mind when connecting with students and families is, most of the parents want to know what we did in class today because they are not there. During my time in practicum I learned that my teacher had a Facebook page for the parents to look at. On it, she would put pictures and videos up of the students when they are working on a project, doing a fun activity, and would sometimes just write updates of how the students are doing. I thought it was a fantastic idea as it's such an easy way to keep parents involved. They also can see their child doing work in the classroom. Next, parent teacher conferences is something I will make sure to be very involved in in my class and something I encourage parents to be a part of. My parents were always involved in these conferences and they enjoyed hearing feedback from the teacher personally. Having a face-to-face conversation with the teacher is important for both the parent and teacher. Overall, communicating with families may be hard at times, but I know it is the most important task that has to be done in order to connect with your students.

### IV. What if?

I clearly have my own philosophy for classroom management, however, that doesn't mean I can only vow to follow that one. Wherever I end up teaching, I plan on getting to know my

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principle and the teachers within my grade. By getting to know the principle I will know what his or her expectations are and I want to respect them and apply them as best as I can. The principle sets the tone for the school as a whole. During my practicum, my teacher explained to me that the principle went by the book and had the school go about a specific way. I could tell from my two weeks in that school that the teachers respected it and had a close relationship with the principle. However, at the same time they all had their own ways of managing their classrooms. It's important for me to also stay true to my beliefs and my philosophy as best as I can, but make sure to respect my school's policies and philosophy's. Getting to know the teachers in my grade I've learned will help me a lot. Again, in my practicum all of the third grade teachers were close with each other. They were always asking each other questions and giving advice to one another. I am someone who needs to be surrounded by people to who are easy to talk to and can easily communicate with. Seeing how my practicum teacher and the other third grade teachers were like a team was one of my favorite things I got out of practicum. I believe that if you can create that close relationship with other teachers it will help with learning alternate strategies and get on board with the school's philosophy of classroom management.

## V.

In conclusion, I hope to apply my classroom management as best as possible. I know that I will not be perfect in the beginning but am excited to improve every year I teach. From setting up my classroom to communicating with the parents I hope to be the best teacher I can be. Classroom management will be difficult, but with my philosophy I hope that caring and loving my students will help set the tone for the classroom and make my teaching career the best it can be.

Appendix A

Desk Arrangements



# Classroom Management



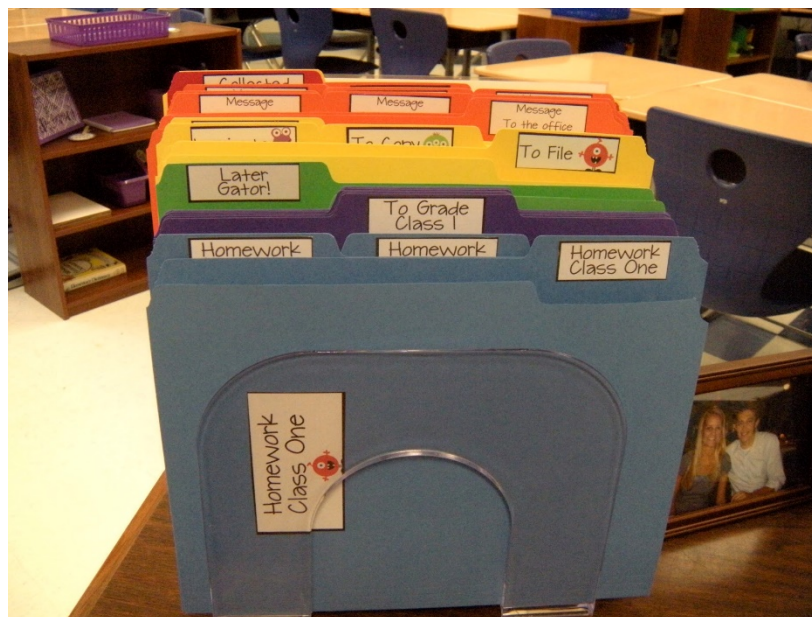
## Organization Materials

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**Labeling**  
Students can remember where to put things back and where to pick it up

**Organizing homework.**  
Have a place to turn in and a place to pick up missing homework





Appendix B

Getting To Know My Students Survey

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Getting to Know You**



Directions: Read each question carefully. Write your answer on the line next to each question.

1. How old are you? \_\_\_\_\_

2. What is your favorite color? \_\_\_\_\_

3. What is your favorite food? \_\_\_\_\_

4. What is your favorite book? \_\_\_\_\_

5. What is your favorite movie? \_\_\_\_\_

6. What are you really good at? \_\_\_\_\_

7. What is something you really want to learn this year?  
\_\_\_\_\_

8. How many people are in your family? Name them.  
\_\_\_\_\_  
\_\_\_\_\_

9. What did you do this summer?  
\_\_\_\_\_  
\_\_\_\_\_

10. Tell me two more things about you.  
1. \_\_\_\_\_  
2. \_\_\_\_\_

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Students Getting To Know Me

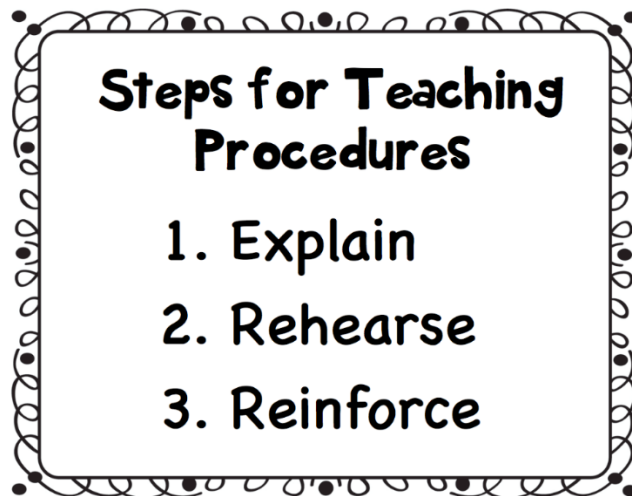
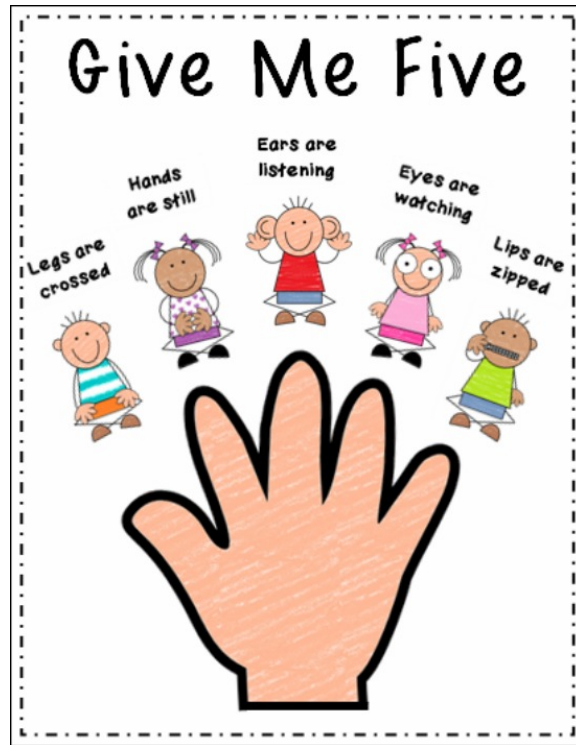
A series of facts I will go over with my students will include:

1. Name
2. Birthday

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3. Family/Friends
4. Favorite Sport
5. Favorite Animal
6. Places I Have Been
7. Hobbies
8. If I Could Have A Superpower...
9. What I Am Most Excited For This Year
10. Why I love Teaching

Appendix CClassroom RulesProcedures





## References

1. Wong, Harry K., Rosemary T. Wong, Sarah F. Jondahl, and Oretha F. Ferguson. *The Classroom Management Book*. Mountain View, CA: Harry K. Wong Publications, 2014. Print.