

Classroom Management Final Paper

Morgan Bauer

University of Mary

EDU 301

Dr. Carmelita Lamb

December 16, 2021

Classroom management has always been something I strive to keep my class going throughout the year. I want my classroom to be a safe place for students, parents, and other faculty to come and have a “homey” feeling. After reading the textbook for this course, *Conscious Discipline* by Dr. Becky Bailey, lectures on Marzano, Wong, and Love and Logic I have learned many things I plan to implement into my classroom to create a safe, organized, and fun environment. My classroom philosophy is based primarily on Conscious Discipline but also touches base with Marzano, Wong, and Love and Logic.

My classroom management philosophy is creating a fun and safe environment that allows students to learn. My philosophy is based on Conscious Discipline, Wong, Marzano, and Love and Logic. Procedures based on conscious discipline and the consistency of these routines help to build trust and relationships with my students. In my classroom, students will be able to follow daily procedures through their own responsibility, safety, and problem-solving. One main goal is to find a strategy that works to help students gain self-regulation emotionally and physically (Bailey, 2014). I also want my classroom to create a sense of belonging for each student and work on relationship building. There will also be consistency through procedures, classroom management/rules, communication between parents, students, and teachers, the idea of self-concept, and the needs of students.

My biggest priority is my relationship with students and their parents and/or guardians. I want my students to feel safe and loved in the classroom, but still maintain my professionalism. I also want to maintain safety throughout my classroom based on implementing procedures and positive relationships. I want my students to connect and reconnect through our School Family philosophy (Bailey, 2014). I will also organize and plan my classroom to meet the needs of students and create a daily agenda for students to follow. Independence is another aspect of my

classroom management philosophy I want my students to strive in. I want students to be proactive in their own learning because it will help to give them a sense of accomplishment. My implementing management and not discipline within the classroom will also be beneficial for a consistent and welcoming learning environment (Wong, 2014). Along with a consistent and welcoming learning environment, I want my students to show positive energy levels and emotions by maintaining their interest in the material (Marzano, 2003). Lastly, as part of my classroom management philosophy, I want my students to be engaged through hands-on learning, games, and body movement (Fay, 2010). Along with my classroom management philosophy, I want to be prepared for class each day by laying out the first week of school.

The first week of school is hectic with new students, planning, implementing, and assessing procedures so the students can be organized and have good classroom etiquette throughout the school year. The first day is filled with procedures including bathroom procedures, lining up, classroom cues, and making sure students are organized. Name tents are something the students will use to show their creativity along with helping other students know who they are. An agenda will be posted on the board for each day so students are aware of the activities and learning we will be doing throughout the day. As the first week progresses, there are other procedures and activities planned out, so students are engaged and active in their new learning environment. More details on the first five days can be found in appendix A. Before and after the first week, I like to make connections with the students and their parents and/or guardians to make sure the students are eager and ready to learn for the remainder of the school year.

Making connections with parents and/or guardians is an important aspect in my classroom management philosophy. Found in appendix C, is my letter home to parents before the

school year begins. After the first week, parents and/or guardians should be apart of the classroom app, parent square. This app will help me communicate with parents about upcoming events and field trips, parent involvement in the classroom, supplies we might need such as tissues, pencils, markers, etc., along with a way for them to easily reach out to me if needed. I want parents and/or guardians to know that their child(ren) are safe in my classroom by maintaining a professional but supportive relationship with them. Reaching out to parents and/or guardians helps to build the school family and overall “homey” feel to the classroom.

The School Family is built on eight different principles:

- Optimizes brain development
- Embeds resilience into the school culture
- Helps heal the cycle leading from loss to violence
- Fosters conflict resolution skills
- Promotes the effectiveness of consequences
- Models and teaches our highest values
- Models shared power and democracy
- Re-ignites joy of learning and teaching

Each aspect of The School Family helps in creating a strong classroom foundation. A few methods I would introduce in the classroom is during the morning meeting/greeting. This helps to build a connection and reconnect with students in the morning. I would greet students at the door each morning with either a high five, hug, fist bump, or special handshake. During our morning meeting time they would hold up fingers, one meaning, “I’m not doing so good” and five meaning, “I’m doing amazing!” and then if I saw a student with one finger up, I would make

it a priority to talk to them before the end of the day. Students would also go around a share something exciting, new, or interesting they learned or experienced recently. This strategy helps students create a sense of belonging and also help get to know other students. I will also implement a “picture perfect year” bulletin board that includes pictures from throughout the school. These pictures can include class projects, field trips, family pictures from students, etc. as another way for students feel a sense of belonging. My reward will provide students with a sense of accomplishment within the day, week, or month. Each student will start with ten cubes on their desk and if I see respectfulness, classroom collaboration, positive behavior, or other important self-regulation implementations they will put the cubes into a jar. Once the jar is filled to a certain line the students will get to choose between different activities or “fun day” ideas. Some ideas include hat day, lunch in the classroom, movie, etc. This reward system will be meant for students to work together to get the classroom wide reward.

My classroom management philosophy is the foundation of my teaching as I want to create a fun, safe, and creative environment for students to learn and build relationships in the best possible ways. As a new teacher, I want my students to feel heard, loved, and well taken care of while still maintaining my professionalism. Connection with parents is my number one goal throughout the school year, because they can make a big impact on the students relationship with me. Overall, I want my classroom to be a ‘family’ and build each other up not break each other down.

References

Bailey, B. (2014). *Conscious Discipline: Building resilient classrooms*. Loving Guidance Inc.

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

Marzano, R. (2003). *Classroom Management that Works: Research-based strategies for every teacher*. ASCD: Alexandria, VA.

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

Appendix A

The First Five Days Miss Bauer's Classroom	
<p>Day 1: classroom management</p> <ul style="list-style-type: none"> • Morning meeting • Lining up • Seating chart/backpack organization • Agenda • Bathroom procedure • Recess procedure • Getting the class or teacher attention • Dismissal procedure 	<p>Day 1: instructional programs</p> <ul style="list-style-type: none"> • Sight words activity • Teachers tell time • Make your own name tag • Recess • Math basket introduction • Library walk through • Go Noodle movement time/end of day
<p>Day 2: classroom management</p> <ul style="list-style-type: none"> • Morning meeting • Practice/implement day 1 procedures • Reading/quiet area expectations • Computer etiquette • Supply area expectations • Safety drills • Activity take home books • Trimester binder procedures 	<p>Day 2: instructional programs</p> <ul style="list-style-type: none"> • Teachers tell time • Class procedure/contract poster • Recess • Using math baskets • Reading time • Sight word activity • Go Noodle movement time/end of day
<p>Day 3: classroom management</p> <ul style="list-style-type: none"> • Morning meeting • Classroom jobs • Practice/implement day 1 and 2 procedures • Reward system introduction • Daily book reading from the students 	<p>Day 3: instructional programs</p> <ul style="list-style-type: none"> • Library time • "Get to know each other" activity • Computer work time • Math activity • Recess • Peer reading • Art time • Go Noodle movement time/end of day
<p>Day 4: classroom management</p> <ul style="list-style-type: none"> • Morning meeting • Group work introduction • Review/assess math basket etiquette • Reteach (if needed) day 1 and 2 procedures 	<p>Day 4: instructional programs</p> <ul style="list-style-type: none"> • Where is this in the classroom? activity • Review math activity/implement hands-on activity • Recess • Computer work time

<ul style="list-style-type: none"> • Review trimester binder procedures 	<ul style="list-style-type: none"> • Read aloud to the class • P. E. time • Sight word activity • Go Noodle movement time/end of day
<p>Day 5: classroom management</p> <ul style="list-style-type: none"> • Morning meeting • Reteach computer etiquette if needed • Review classroom jobs • Reteach reward system if needed • Supply area expectations review 	<p>Day 5: instructional programs</p> <ul style="list-style-type: none"> • Teachers tell time • Show and tell (every Friday) • Recess • Sight word quiz/review • Art time/wrap up Wednesday activity • Computer group learning • Silent reading time • Go Noodle movement time/end of day

Appendix B







Appendix C

WELCOME TO MISS BAUER'S CLASSROOM!



Hello parents/guardians!

My name is Miss Bauer, and I will be your child's first grade teacher. I am excited about the upcoming school year and have many things to share with you!

BACKGROUND/EDUCATION

I was born and raised in Bismarck, North Dakota. I graduated from the University of Mary with a bachelor's degree in Elementary Education. I want to share my love of education with my students!

CONTACT INFORMATION

Email:

mkbauer1@umary.edu

School phone:

xxx-xxx-xxxx

Parent app:

Parent square

Here is a picture of my family!



A few of my favorite things:

Food: chicken and rice

Drink: iced tea

Season: Winter

Hobbies: snowmobiling & side-by-siding

Animal: dog

Movie: Grease

Color: olive green

Vacation: Mexico **Subject:** Math

Below are some important dates:

- 8-22-2022 Open House
- 8-24-2022 First Day of School
- 9-14-2022 Scholastic Book Fair
- 10-10-2022 Conference Week
- 10-18-2022 Pumpkin Patch (weather permitting)
- 11-23-2022 Classroom Thanksgiving
- 12-23-2022 Christmas Party

Expectations in the Classroom:

Listed below are a few expectations for students within the classroom. I like to provide parents/guardians with these expectations, so they are aware what is expected of their child(ren) each and every day!

- Respect for others
- Safety inside and outside the classroom
- Help me help you
- Responsibility and accountability

School Supplies:

- Pencils
- Eraser
- Folders (3)
- Notebooks (3)
- Composition notebook (1)
- Scissors
- Pencil bag/pouch
- Water bottle
- Tissues for the class
- Headphones

*colored pencils, crayons, markers, dry-erase markers, glue, construction paper are free will to bring for the whole class to use! (please bring at least one of these items)