

Philosophy of Classroom Management

My classroom management philosophy is based on my desire for students to always feel as though my classroom is a safe and welcoming place to be. My classroom will be a space where they can feel free to make mistakes without fear of being penalized. Students will know what is expected of them in the classroom. Learning classroom procedures will greatly aid in the understanding of classroom expectations. Active engagement is another aspect of the classroom environment that will be very important. Ensuring that I know my students well enough to engage them each and every day is vital for this. Every aspect of my classroom management philosophy is aimed at ensuring that students are able to feel as successful as possible in my classroom.

Plan for the First Days of Second Grade

Afternoon/Evening Before Day 1 – Wednesday

Parents/guardians are able to bring their children into the school during the afternoon or evening to drop off their backpacks full of supplies and the slippers or indoor shoes they will wear around the classroom in their cubbies. They will also have the opportunity to color in and decorate their name sign that I will hang up above their cubby. (See Appendix A). I will be able to give parents/guardians the parent questionnaire for them to fill out and send back to me with their child the next day. (See Appendix B).

Day 1 – Thursday

Greet students at the door and hand them a note card with a number on it (this number corresponds to a number on a desk). Direct students to go straight to the cubby with their name sign on it and to put on their slippers. They will then take their numbered notecard and match it to a number on a desk. There will be half a sheet of colored paper for them to write their name on

and supplies placed in the center of their desk pods that they can use to decorate it. Once the bell rings to signify the beginning of the school day, I will officially introduce myself to the students. I will have my name (Miss Klein) written in the corner of the white board so they can reference it at any time if they happen to forget it during the first few days. We will discuss the dignity that we each have in the classroom and how that impacts the way we treat each other. We will then begin our day by starting to go through the procedures PowerPoint. We will go through the first few slides which will have the most important procedures to know. These procedures include our morning procedure, asking for a bathroom break, how to ask a question, and how to line up. (See Appendix C). When we go over how to ask a question, we will discuss how every student has the right to ask the teacher any question that they would like, meaning that there are no bad or dumb question. We will review baseline content knowledge that they should have learned in first grade. Throughout the day we will take time to practice the first four procedures that we went over. Before they leave for the day, I will give them each a printout of my homework policy for their parents/guardians to look over. (See Appendix D).

Day 2 – Friday

Greet the students at the door. Direct students to go straight to their cubbies and put on their slippers. Once they have done this they should go to their desk and begin to fill out the student survey that is there. (See Appendix E). After this we will continue to review baseline content knowledge that they should have learned in first grade. We will continue to periodically go over and practice the four procedures we learned yesterday. (See Appendix C). We will also learn two new procedures today, one being rug time behavior and the other being reading time behavior. (See Appendix F). We will take extra time working on keeping our hands to ourselves and making sure to raise our hand and follow the correct procedure when we have a question.

Day 3 – Monday

Greet the students at the door. Direct students to go straight to their cubbies and put on their slippers. If any sort of issues with the current seating arrangement came to light during the first two days of school, the students who were having difficulties would have had their name signs moved over the weekend. Once they change their shoes, they may need to be reminded to find their seat and to begin to work on their bell work task. We will need to go over all six procedures presented during the first two days of school as they are sure to have forgotten them over the course of the weekend. Today we will also start to dive into second grade academic content. Making sure to take time to practice each of the procedures at least once during the day. (See Appendixes C and F).

Day 4 – Tuesday

Greet the students at the door. Direct students to go straight to their cubbies and put on their slippers. Remind them if needed to go straight to their desks and complete their bell work task. Today we will go over emergency procedures created by the school itself (i.e. what to do in the case of a fire, tornado, etc.). We will continue to dive into new second grade content. We will practice any of the procedures that I feel the students are still struggling with.

Day 5 – Wednesday

Greet the students at the door. At this point they should know they are expected to go first to their cubbies to change their shoes and then to go straight to their desk to begin their bell work assignment, but some students may need a gentle reminding of the steps to this procedure. At this point we should be able to dive right into second grade learning. If I feel the need, we will practice any procedure that is still giving the class trouble. I will also ask the students if there are

any of the procedures that they still do not think they are able to remember all of the steps to and which they would like to spend more time practicing.

Connection to Students/Families

The first way I plan to connect with students and their families is by having them come into the classroom the day before school officially starts. This will be a great way for me to meet both the parents and the students in a very low-pressure setting. I will also be giving the parents/guardians a questionnaire for them to fill out about their child. In this form they are able to relay any sort of struggles they see their child having, any sort of goals they would like for their children to achieve over the course of the year, and any other information that they feel is pertinent for me, the teacher, to have. I will also be giving the students a survey for them to complete. This will help give me a better understanding of them, not only as students but also at the little people they are.

What Ifs?

There may be some situations to deal with that I did not create a procedure for. One such instance is when we take tests in this classroom. We will use dividers to prevent any opportunity to look at a peer's work. This will help to eliminate having to deal with any instances of cheating. We will also be sure to discuss the fact that every person, by simply existing, has dignity which means we will be kind to everyone else in the classroom, no matter what. I will practice saying no with a firm resolve in order to not be swayed by a child. I will make a rain stick to use to grab attention when the students are distracted or reaching an unacceptable noise level. Ensuring that I am also continually moving around the classroom, going where students appear to need the most help is also an important aspect of with-it-ness.

Appendix A

This is the name sign that the students will decorate the day before class starts and that I will hang up above their cubby. It will be printed out on half of a full-size sheet of printer paper.



NAME

Appendix B

This is the questionnaire that I will give to parents when they bring their children in to drop off their backpacks and supplies.

PARENT SURVEY

This information sheet is to help me better understand your child.
Please be honest and provide details where necessary.

1. Student Name: _____ Date of Birth: _____

2. Name of Parent (s)/Guardian? _____

3. Home Address: _____

4. Contact information: Please *star* the best number for you to be contacted if needed. Please print *clearly*. Home phone: _____

Mom's #: _____ email: _____

Dad's #: _____ email: _____

5. Emergency Contact Person (This information must be on file with the front office). Contact person/relationship to student: _____

Phone number: _____

6. Are any languages other than English spoken at home? _____

7. What is the primary way your child will go home each day? _____

*Please send a note if there are going to be any changes in dismissal.

8. Do you have any special concerns about your child? (academically, socially, medically, etc.)? _____

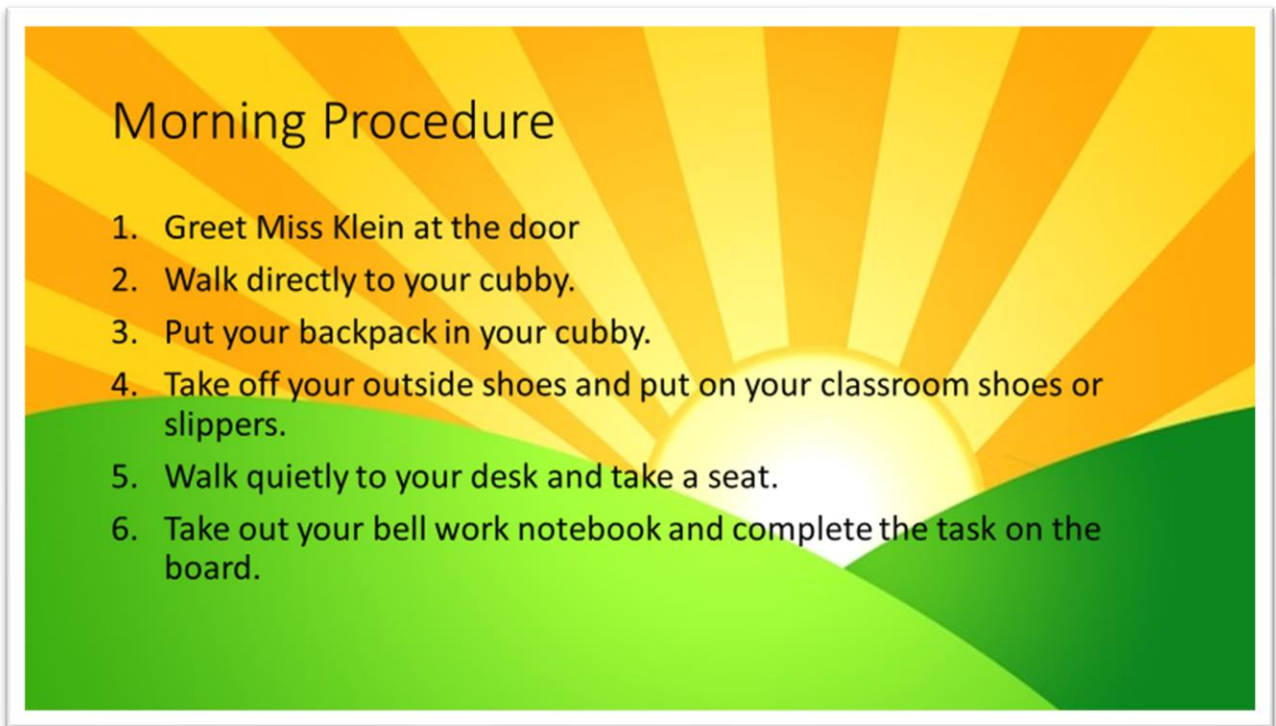
9. Please list any foods, stings, etc. that may cause allergic reactions with your child. _____


10. Please list two goals you would like to set for your child this year:

12. On the back of this paper, please tell me, in one million words or less, if there is anything else I should know about your child.

Appendix C

These are the PowerPoint slides containing the procedures the class will be introduced to the very first day of class.






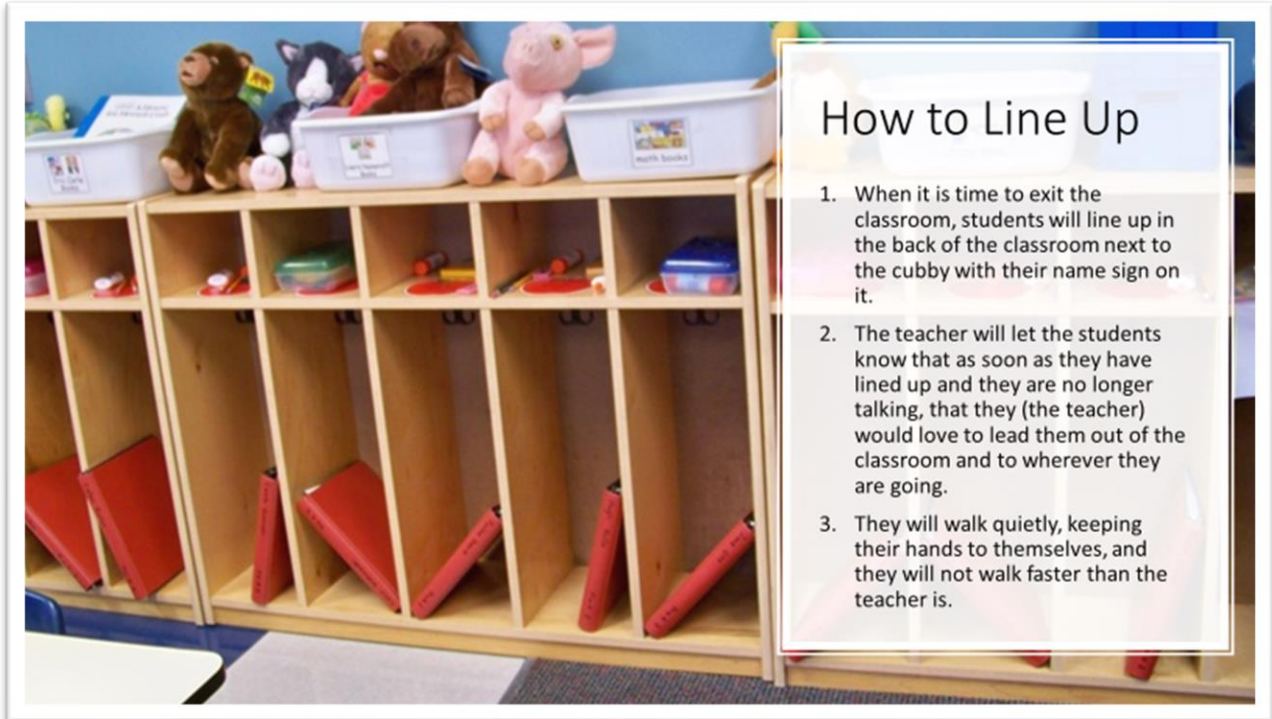
Bathroom Break

1. Students will raise their hand, forming the word for bathroom in ASL (which is a fist with the thumb in between the index finger and the middle finger)
2. Miss Klein will give them the same signal back if it is okay for them to exit the classroom and go to the bathroom.
3. They will then go to the teacher's desk in the corner, grab the full-size bottle of hand sanitizer, and then place it on their desk.
4. Upon returning from the bathroom, they will use one pump of hand sanitizer on their hands, and then place it back on the teacher's desk where it came from.

How to Ask a Question

1. When a student has a question for the teacher, they will quietly raise their hand in the air.
2. They will wait for the teacher to call out their name and ask them what they need.
3. The student will not speak over another student who is asking a question or speaking, and they will not speak over the teacher. They will quietly sit and wait their turn.





Appendix D

This is the homework policy I will send home with the students for their parents at the end of the first day.

Dear Parents/Guardians,

As the school year begins, I felt it was important to inform you on my homework policy. This year, the only required homework assignments will consist of any schoolwork the students were unable to complete in the time given or project work that we did not have adequate time to accomplish during the school day. There will be optional homework assignments that students can bring home if they are struggling with a particular topic or if they are very interested in a certain topic and would like to be able to learn more about it/become more proficient in it.

My goal with this homework policy is to help create a thirst for knowledge in students by allowing them to further pursue topics that interest them on their own. I plan to give them all the tools and the basic knowledge they need to know but to also encourage them to further pursue their own particular interests.

By keeping the amount of homework low, the students will have more time in their evening to spend quality time with their family. Eating a meal together, reading to them or having them read to you are all great ways in which to spend this extra time together. I look forward to getting to know you and your child in the coming year.

Sincerely,

Miss Klein

Appendix E

This is the survey I will give to the students to complete the second day as their bell work task.

STUDENT INTEREST SURVEY

Name: _____ Birthday: _____
Nickname: _____ Age: _____

Special Hobbies
Special Hobbies outside of School:

I'm happiest when:

My Top 3 Goals:
1. _____
2. _____
3. _____

:In my opinion...

Tests make me:

Reading makes me:

Math makes me:

Writing makes me:

I learn best when _____

1 thing I will/will not miss about last school year:

The subject I love the most: _____

The subject I love the least: _____

Appendix F

These are the two procedures introduced on the second day.

Rug Time Behavior

1. Students will quietly walk to the rug when the teacher tells them it is time to do so.
2. They will sit down either sitting on their legs or crisscross applesauce.
3. They will be sure to not be touching their neighbors.
4. They will be facing the teacher at all times, unless told otherwise.
5. They are expected to follow the rules on how to ask a question during rug time.



Reading Time Behavior

1. Students will be given opportunities to read in their heads.
2. This means that student will not be reading out loud.
3. Students will keep their eyes on their own books.
4. They will keep their hands to themselves.
5. They will be actively reading their chosen book during the given reading time.

