

Classroom Management Final Paper

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Classroom management was never a topic I had considered as a future teacher until I took this course. With what I have learned about managing my future classroom, I have discovered new ideas about this topic and how important it is to implement classroom management in my future classroom. After reading our classroom text, *Conscious Discipline*, by Dr. Becky Bailey, and attending class lectures, I have formulated my classroom management philosophy that I intend to implement in my future classroom to provide the best, most effective learning environment for my students.

My classroom management philosophy is based on providing a stimulating educational environment where students can grow mentally, emotionally, and socially. As a teacher, I desire to create an atmosphere where students can reach their full potential. By implementing procedures to create a safe environment and encourage my students, I hope to help my students reach their full potential. My goal is to create a safe learning environment where students are encouraged to share their ideas. I will use procedures to ensure my classroom is a safe environment that runs efficiently and consistently to benefit the classroom community as a whole and everyone. I intend to encourage student accountability and independence, which will foster student growth within the classroom and in the real world. I also plan to provide a learning environment where students can make mistakes and then learn and grow.

Creating connections within the classroom will encourage a school family. Creating a school family will help foster student connections with each other and with the teacher. A school family teaches and models respectful relationships based on helpfulness and contribution; it also models what a healthy family looks like, feels like, and sounds like (Bailey, 2014). By creating a sense of community, the classroom will be a safe and secure place where all students are welcomed and supported. Providing an established classroom family is important to introduce

and establish within the first couple of school days. See Appendix A for a list of methods that I will use to establish a classroom family. These methods/ strategies are to formulate connections between students and the teacher in the classroom. These methods and strategies will help to create unity with each other throughout the school year. Within these strategies and methods for creating a school family, I believe there also needs to be certain classroom structures to help maintain the classroom family.

One structure I want to implement in my classroom is a student safe place. The purpose of this safe place is to provide students with a quiet place and different tools for students to self-regulate, calm down, and be alone, so they can recharge and are ready to learn. Within this safe place, I will have a poster that will walk students through three key steps. The three key steps are I calm (calming down), I feel (identifying the feeling that led up to them being upset), and I choose (deciding on what strategy to manage their feelings). See Appendix B for a poster with these three key steps and how they will be used. I also will include a job board with different meaningful classroom jobs. The purpose of classroom jobs is to provide children with an opportunity to be significant contributors to the school family. The last structure that I hope to implement is we care center. This care center will provide students with the time and materials to express their appreciation, concern, and caring for one another. By implementing all of these techniques, strategies, and structures will create an effective classroom family.

The first three days of school are essential to establishing important procedures and expectations that students will uphold throughout the school year. Since these procedures and expectations are important for how the rest of the school year will go, my classroom management during the first couple of days will focus on the essential procedures for the students to be successful. See Appendix C for a complete plan for the first three days of school in

my classroom. Although I have planned how I would like my first three days of school would go, it may not go as planned because I am a first-year teacher. Being a first-year teacher will present many different challenges, but it is important to know how to adapt and change when facing these challenges. I want to rehearse and reinforce the important procedures to ensure my classroom can run as efficiently as it can. Being able to provide a safe, welcoming classroom is important for the learning development of my students.

Before these critical first three days in school start, a letter is sent home to the student and their parents/ guardians. See Appendix D for a complete letter that will be sent home. This letter home will give parents or guardians some information about myself, where I grew up, and where I got my education. It also includes hopes for my students throughout the school year and expectations for my students, families, and myself throughout the year. The letter home includes my contact information for the students' families or guardians to be able to reach me with any questions, concerns, or comments. This letter's main purpose is to allow my students and their families or guardians to feel welcomed into my classroom before the school year begins. I want to create a welcoming environment where families and guardians can contact me with anything regarding their students. It is very important to include parents and guardians in their child's education because they can provide support to their students throughout the year.

The structure of an organized classroom environment plays a crucial role in a child's education. My structure and organization of my classroom environment will hopefully create a positive learning environment for my students. My classroom environment is based on collaborative work around the classroom. See Appendix E for a full classroom layout. A classroom set up plays a crucial role in a student's learning; my classroom has various work areas that include floor and table options and an off-limits teacher space. By having these different

workspaces, I hope for students to choose where they work best throughout the classroom. I feel that it is important for students to choose in their learning, and by providing these different types of seating and seating areas, they will be able to explore content on their own. With this classroom setup, students will feel calm and relaxed, but they will also be ready to engage with each other and with the academic material.

Having a classroom management philosophy, a plan for the first couple of days, strategies to build a classroom family, and a good classroom environment are crucial for a successful and welcoming classroom environment. Even though I am prepared for a successful year, each student will respond differently to this environment, and they all have different behaviors, social-emotional awareness, cognitive and executive functioning. It is important as a teacher to realize that there will be challenges throughout the school year. That is why I believe it is important to create back-up plans for different situations that may arise in the classroom.

When a student becomes upset in the classroom, there are usually underlying states of emotion affecting the student's behavior. The most important thing that I will have to remember when approaching an upset student is that the student's action or behavior is never about me. By remembering this, it will allow me to remain in the executive brain state, and I will handle the situation in a rational, calm way. The four main objectives of the brain state are: to remain in a relaxed, alert state while interacting with children, to identify the internal state the child is experiencing, so we know which response will more likely be helpful, to address the behavior by teaching an effective new skill, and to assist the child in achieving a relaxed, alert state of learning before we attempt to teach a new skill or deliver a consequence. Staying in the "upstairs brain" allows for social thinking, stimulus, pause, and then response. When the teacher is in this executive brain state, they can address the student from their emotional or survival state that the

student would currently be reacting in and move to the executive state. Bringing a student out of the emotional or survival state can be accomplished by having them match their voice to the teacher's voice. Having the student match the teacher's voice will allow the student to mimic a calmer state of mind and have a productive conversation with the teacher. By being in an executive state of mind, the student will be able to have a few moments to themselves, take a few deep breaths, and address the situation. Using the executive state of mind is proven to be very successful when dealing with inappropriate behaviors from the students.

Although students will be exposed to my classroom procedures, which I can control, they will also be exposed to school-wide procedures. It is important as a teacher to recognize the different procedures throughout the school because I will have to teach them those different procedures. The PE, Music, Art, and Library teachers may have different expectations and procedures than my own. Being aware and acknowledging these different expectations and procedures will allow the students to know what is being expected of them once they leave my classroom and enter a different teacher's learning space.

Being able to explore classroom management has prepared me for what will be expected from me in my future classroom. Classroom management can be difficult to prepare and maintain as a first-year teacher. Still, the knowledge and tools I have gained will make my experience with classroom management more maintainable. I know that there will be many ups and downs throughout the school year but having these tools will increase the chances of success. As my teaching experience increases, I know that I will find different ways to better my classroom management philosophy. There will be trial and error with my procedures throughout the year, but there will also be a great improvement in those procedures. My incorporation of effective classroom procedures, a school family, and an effective learning environment will help

me have a successful first year of teaching. Having a collaborative classroom environment will aid my students in the ability to have control and independence of their learning. Also, understanding how to be proactive in avoiding behaviors and knowing how to handle behaviors are an important role in classroom management. Incorporating the methods, strategies, structures, and procedures in my future classroom will allow my students to grow academically throughout the school year.

References

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

Appendix A



Classroom Family

Miss Pfaff's 3rd Grade Classroom

Characteristics of a classroom family

- Optimizes brain development
- Embeds resiliency into the school culture
- Fosters conflict resolution, reduces aggression, increases social-emotional learning
- Promotes the effectiveness of consequences
- Models shared power and democracy
- Models and teaches our highest values and links home to school
- Fosters optimal learning states of high challenge/low stress
- Heals the cycle that leads from loss to violence

Methods/ Strategies to create the classroom family

- Morning greetings and afternoon goodbyes
 - The teacher will stand at the front door and greet students as they walk into the classroom. By greeting them at the door it allows me to assess what the child's inner state is (survival, emotional, executive) and check in if necessary
 - At the end of the day, by standing at the door, sending each child off with a goodbye

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Methods/ Strategies to create the classroom family

- Friends and family wall
 - Students will be able to create an art piece that includes their birthdays and a couple of their favorite things. This artwork will also include pictures of the students friends, family, or special people to them to allow other students to get to know each other a bit more. It also will allow students to celebrate birthdays and talk about their lives outside of school

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Methods/ Strategies to create the classroom family

- Morning Meeting
 - Each morning students will gather on the carpet to have the morning meeting. The morning meetings will include a short lesson about social-emotional awareness. This will allow students to develop techniques to recognize their internal feelings, relate to other students, show empathy towards each other and overall get to know their classmates better. There will also be time allotted for important things coming up throughout the week/month.

Appendix B

SAFE SPACE

I CALM

- BREATHE IN THROUGH NOSE, EXHALE THROUGH MOUTH
- S.T.A.R, SMILE, TAKE A DEEP BREATH, AND RELAX

I FEEL

- USE THE FEELING BUDDIES AND THE MIRROR TO MATCH WHICH EMOTION YOU ARE FEELING

I CHOOSE

- JOURNALING, DRAWING A PICTURE, READING A BOOK, HUGGING THE TEDDY BEAR, OR SQUEEZING THE STRESS BALL



Appendix C



First 3 Days Plan

Miss Pfaff's 3rd Grade Classroom



Day 1

Classroom Management

- Lining up
- Backpack & Cubbies
- Morning meeting
- Attention getters for class
- Getting the teachers attention
- Desks/Seating chart
- Agenda
- Recess
- Bathroom procedure
- Lunch
- End of day dismissal

Instructional Program

- Desk name tags
- Site word wall
- Name art
- All about me worksheet
- Math comprehension activity
- Go over first day packet
- Create classroom rules
- Teacher trivia
- Daily closing message



Day 2



Classroom Management

- Review procedures from day 1
- Class jobs
- Library area expectations
- Art wall
- Retrieving/ putting away supplies
- Library expectations
- Turning in assignments

Instructional Program

- Introduce goal boards
- Four corners activity
- Library
- Introduce weekly words
- Math pre-assessment
- Silent reading time
- Read Our Class is a Family
- Daily closing meeting

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Day 3



Classroom Management

- Review and practice day 1 & 2
- Group work expectations
- School/ class safety drills
- Secret student
- Computer lab expectations
- P. E expectations

Instructional Program

- Read All Are Welcome
- Math, lesson 1
- Weekly words
- My autobiography
- Share favorite things
- P.E
- Computer lab (scavenger hunt)
- Pick class read aloud books
- Daily closing message

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Appendix D

August 1, 20xx

Dear Families,

Welcome to the 20xx-20xx school year! My name is Ms. Brooke Pfaff and I will be your son or daughter's elementary school teacher this year. I am looking forward to a successful year of learning and growing. I would love to share a little about myself with all of you. I grew up in Bismarck, ND and I am the oldest of my family. I graduated from Century High School in 2019. I then attended the University of Mary in Bismarck, ND and received a bachelor's degree in Elementary Education in 2022. My favorite things to do is listen to music and spend time with my friends and family.

This is my first-year teaching at X Elementary School, but I am excited to get to know your child and to help them as best I can this school year. We are going to do so many fun things and learn a lot this year! I hope to inspire my class and express what we will and apply it to real-world daily life experiences while modeling how to be responsible, independent, and resilient. I hope to find ways to encourage and aid all students to do their best and reach their full potential.

As I hope to continue to get to know you and your child this year, I would appreciate if you could send me an email with the following information: you and your child's names, phone numbers, email, and any additional information that would be helpful to your child's success this year. This can include strengths, weaknesses, pertinent medical information/allergies, etc. My email address is below. Please let me know if you ever have any questions or concerns for me during this upcoming school year. This school year is going to be wonderful and I am so excited to get to know your student and I look forward to meeting you.

Sincerely,
Miss Brooke Pfaff
bkpfaff@school.edu



Appendix E

