

Classroom Management

Erica Binegar, Kaitlynn Andres, and Taylor Petersen

Classroom Management Philosophy

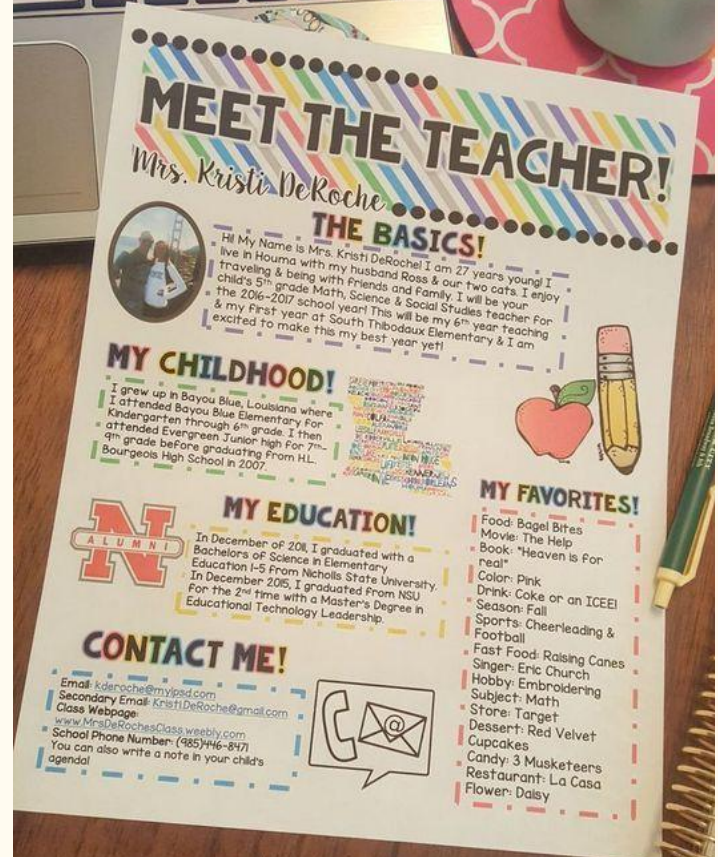
Erica's Philosophy

In my classroom, the biggest and most important parts of my classroom management philosophy are procedures and routines. Creating strong, clear procedures is the first step to creating a safe learning environment (Wong and Wong, 2014). Procedures let students know where they should be and what is expected of them, which helps create a sense of belonging and makes them feel safe in the classroom. Once routines are established, other important aspects of my classroom management philosophy will follow more naturally. I also believe developing a positive relationship with all students and approaching problems with empathy are critical components in a classroom (Fay and Funk, 2010). When students feel welcomed and feel that their teacher cares about them, they are more likely to open up academically and personally. As an elementary teacher, I will take the time to get to know my students to help nurture the development of these relationships. When a problem arises, I will use empathy to help the student without dissolving any trust that has formed.

Plan for the
First 5 Days

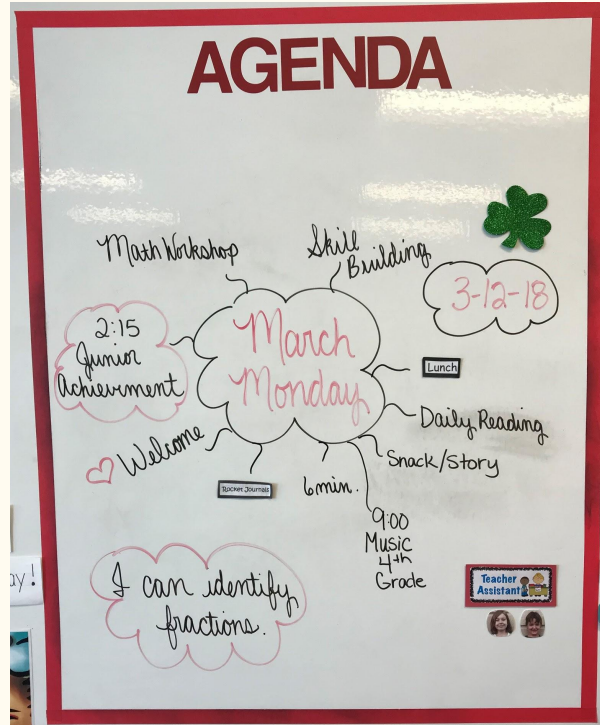
Back to School Night

- Letter to the parents
- Meet the Teacher
- Contact form
- Classroom Schedule



The First 5 Days

- Greeting and Morning Meeting
 - “Get to Know You” sharing time
- Agenda



First Day Of
THIRD GRADE
Date _____

My signature _____

My teacher is _____

My best friend is _____

My favorite TV show is _____

My favorite food is _____

After school I love to _____

When I grow up I want to be _____

I am _____ years old

My first day of school photo

The First 5 Days

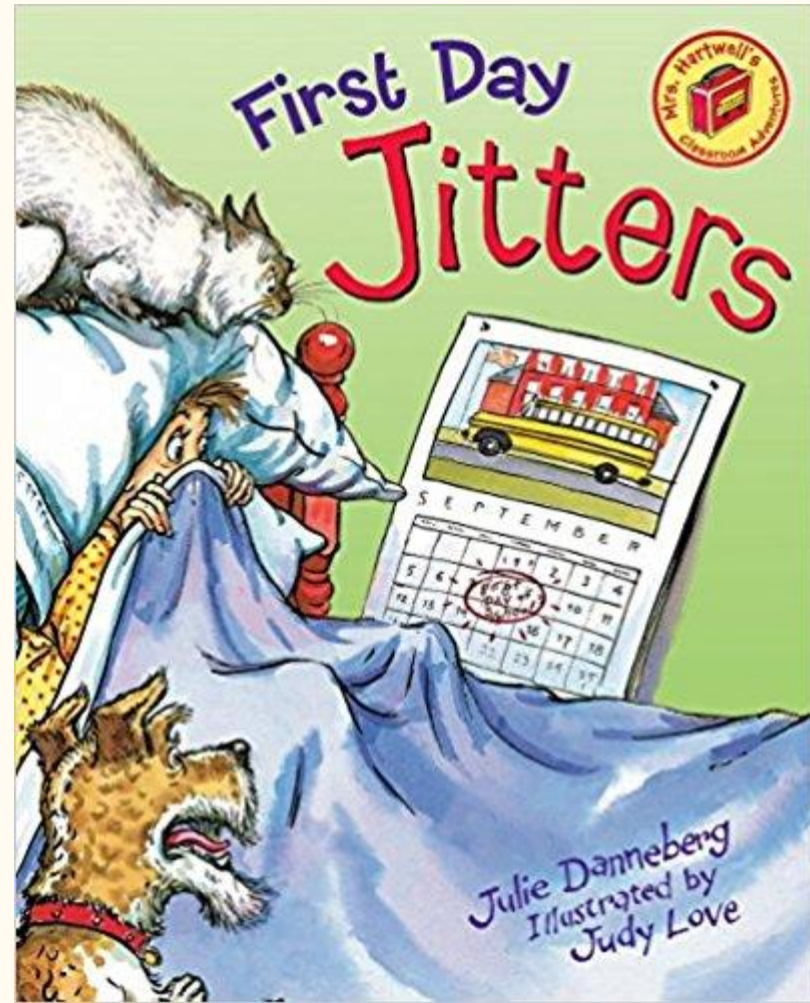
- Bathroom passes
- Backpacks and Cubbies
 - Number System



Where Am I?	
In Class	
Bathroom	Drink
Other	

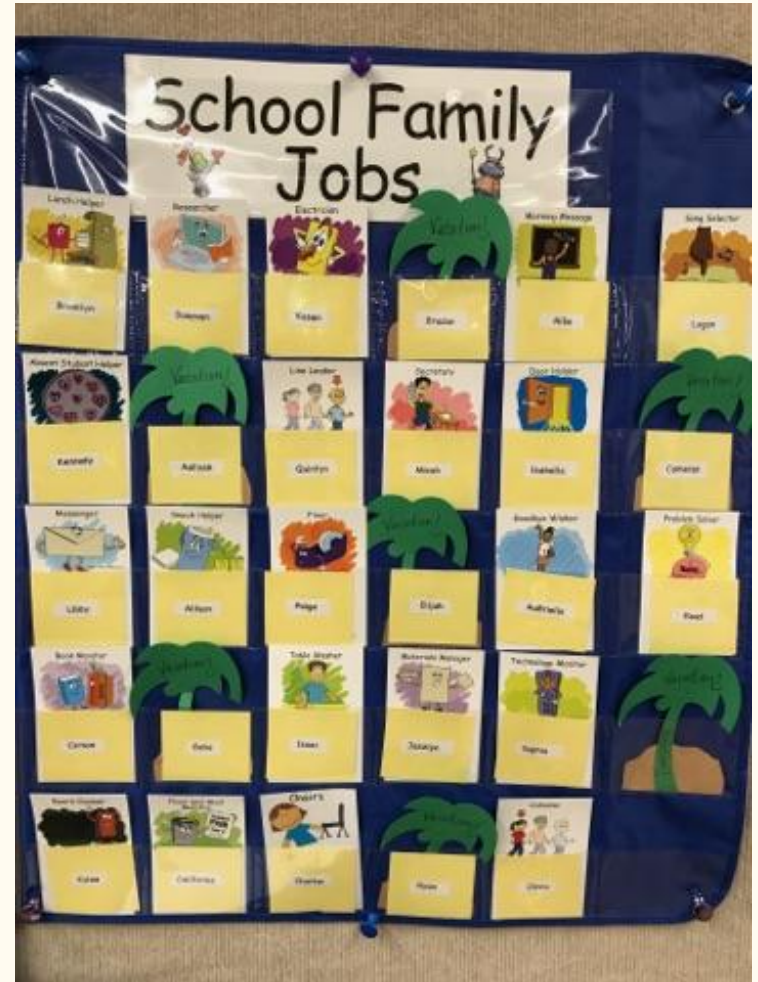
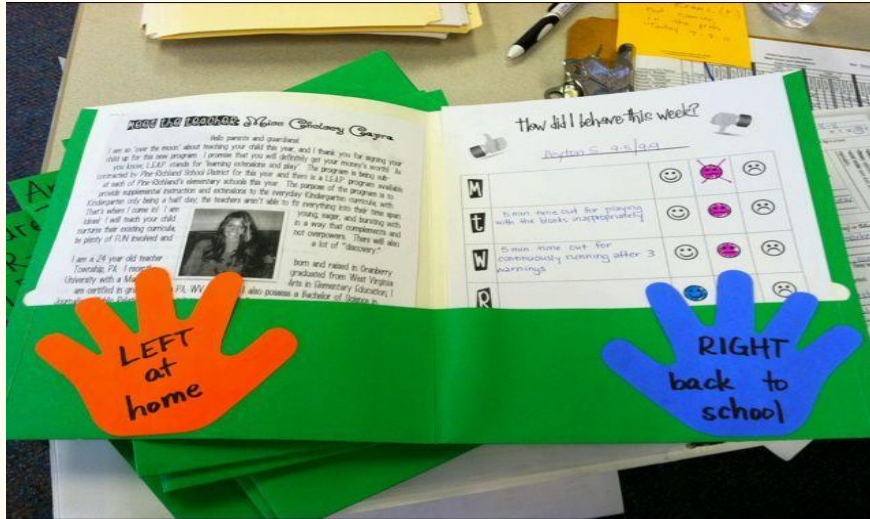
The First 5 Days

- Carpet and Reading
- Lining up for lunch and recess



The First 5 Days

- Take-Home Folders
- Class Jobs



Parent Communication

Class Website, Featuring:

- Back to school night packet
- Student of the week
- Monthly newsletters
- Class Schedule



Monday	Tuesday	Wednesday	Thursday	Friday
8:45-9:15 Morning Work	8:45-9:15 Morning Work	8:45-9:15 Morning Work	8:45-9:15 Morning Work	8:45-9:15 Morning Work
9:15-10:00 Calendar/Morning Meeting	9:15-10:00 Calendar/Morning Meeting	9:15-10:00 Calendar/Morning Meeting	9:15-10:00 Calendar/Morning Meeting	9:15-10:00 Calendar/Morning Meeting
10:00-11:30 Reading Centers	10:00-11:30 Math Groups	10:00-11:30 Reading Centers	10:00-11:00 Math Groups 11:00-11:30 Library B Week	10:00-11:30 Theme Related: Cooking/Craft
11:40-12:10 Lunch	11:40-12:10 Lunch	11:40-12:10 Lunch	11:40-12:10 Lunch	11:40-12:10 Lunch
12:15-12:30 Recess	12:15-1:00 Orton Group 1	12:15-12:30 Recess	12:15-12:30 Recess	12:15-12:30 Recess 12:30-1:00 Writing
12:35-1:15 Art	1:05-1:35 Music	12:30-1:00 Book Exchange	12:35-1:05 Phys. Ed	1:05-1:35 Music
1:20-2:20 Math	Orton Group 2	1:15-1:55 Art	Orton Group 1	1:35-2:35 Math
2:35-3:05 Phys. Ed	2:35-3:05 Phys. Ed	2:00-2:45 Math	Orton Group 2	2:35-3:05 Phys. Ed
Free Time	Free Time	Free Time	Free Time	Free Time

What if...

- Student with ODD
 - Give choices
 - Avoid power struggles
- Trauma-Affected Student
 - Praise publicly, criticize privately
 - Maintain a calm demeanor and environment

- 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.
- Rennicke, C. (2017, March 17). 4 Tips for Teaching Students With ODD.
- Smith, D., Fisher, D., and Frey, N. (2015). *Better than Carrots or Sticks: Restorative practices for positive classroom management*. ASCD: Alexandria, VA.
- Wong, H. and Wong, R. (2014). *The Classroom Management Book*. Harry Wong Publications, Inc.: Mountainview, CA.

References