

Classroom Management Final Project

Beau Nutting

EDU 301 Classroom Management

University of Mary

Abstract

For a classroom to function in the proper way there needs to be a good understanding between both student and teacher of the expectations. Classroom community and the relationships built in the classroom will be developed in a variety of different ways ranging from show and tell to the development of rules and expectations. All of which cannot be accomplished in a single day, but it is important to develop those ideas prior to the first day of class. This paper outlines how I plan to involve students and parents in my classroom. Also, how the environment of my classroom will look to promote good classroom community.

Philosophy

My philosophy for classroom management is to promote student engagement and community by sharing control of the class within limitations. I believe in this method of running a classroom because it promotes enjoyment without creating chaos. Keeping structure will be of great importance as well, but I am not a very serious person. It is my goal to make a classroom run effectively and allow students to be themselves.

Body

Sharing control, student engagement created by my own enthusiasm, and creating and enforcing reasonable procedures and rules are ways I plan to create community. To bring community and shared control into the class I will implement some of the strategies found in David Funk and Jim Fay's book, *Teaching With Love and Logic*. They write in chapter nine of their book how sharing control with people, or making it seem like the other person is making the decisions will help when trying to bring out the desired behavior of people. Funk and Fay write, "On that tape Jim said that control is like love. The more you give away the more you get in return." (Fay & Funk, 138) The authors go on to explain how teachers can use this with their students. Obviously teachers cannot let their students run the classroom, but they can allow the students to make choices and have some power in the classroom. The most important part of this strategy is to make the options reasonable for both parties; this is part of having shared control. There is give and take, but it is mutual, making it less like an order and more like a decision because no one likes to be told what to do. An example of a classroom flag can be found in appendix A.

Another strategy I will use is constantly working on keeping the students engaged. I have heard many times that if a teacher is engaging and makes learning interesting then

there won't be any issues in classroom management. Also, I have heard that most all behavior problems in the classroom occur because students are bored. I realize that it is easier said than done, making a classroom engaging. There are going to be times that students just don't want to work, and it is impossible to make every student like every subject. The best way to really keep students engaged is to make them feel welcome and accepted as a part of the class. Robert Marzano writes in his book *Classroom Management that Works: Research Based Strategies for Every Teacher*, "Stated differently, if students sense that they are not welcome, accepted, or supported in the classroom, it is unlikely that they will engage in classroom activities." (Marzano, 6) I think supporting students and helping them feel accepted in a class is something that every teacher can and should do. This is all part of building a community and creating an environment that promotes learning.

Lastly and most important, to create a functioning learning environment there needs to be rules and procedures in place. I am a very relaxed and go with the flow kind of person, but I know that young students need structure in order to learn. This is part of students staying within my limitations. Harry K. Wong and Rosemary T. Wong state in their book *The Classroom Management Book*, "Procedures organize the classroom, so the myriad of activities that take place can function smoothly in a stress-free manner. Students perform better when they know what the teacher expects them to do." (Wong and Wong, 9) For learning to take place, minimizing the amount of time it takes to do even the most minor tasks, like lining up to leave the classroom, can take time away from learning. Through rehearsal and clearly explaining my expectations to the class, I hope to provide a

stress-free environment for the students and myself. An example of rules can be found in appendix B.

My plans for the first days of school are to set up the room I am in way before students ever enter it. I also want to leave spaces for students to display their work inside and outside of the classroom, so I do not want to create too much clutter in the room. Another element to my room that I want to have is organization. There are many different ways to stay organized. The way in which I plan on staying organized is keeping a clean desk, and designating sections of the class for various different purposes, for example trays to turn in and pick up homework. Lastly when students enter my classroom I want there to be a good structure and routine to be in place. The rules and expectations will be displayed throughout the room, but I will also work constantly those first couple of days to make those abundantly clear. Examples of a seating chart can be found in appendix C.

As far as room set up goes I do not plan on being too extravagant. I am not the most creative person or the most artsy person, but I do really enjoy humor. To make my room my own and help students get to know me better placing funny posters and pictures around my desk will be one way I do that. One element to aid my students learning that I really like is placing a word bank on each desk. I know as a student and still today I struggle with spelling. My hope is that by placing a resource on their desk it will help them to feel more confident when writing. Also, I hope that this will teach students how to use their resources, and that myself or other teachers are not the only source of knowledge in the classroom. As far as decorations around the room I think it is important for students to see a cursive alphabet. This will also be helpful to me because I still don't know how to write some of those letters. Another decoration that I have seen is a rotation chart. This is a way

to control the groups students are in and also a time saver when it comes to organizing students. A desk word bank, and funny poster can be found in appendix D and E.

Leaving space around the room for students to display their work in my opinion is a great way to encourage students to do their best. Students also gain a great deal of self-confidence when they see their art or assignments hanging on the wall. I want this to signify how important their work is to me, and how worthy it is to be displayed for all to see. One way to display is to hang string and get clothespins to clip student's work to the string. Another way is to have a specific wall I can tape things on.

Organization will be important to me because I tend to lose things if I don't have a specific spot for them. Most of the time when things go missing it is not because they vanished or fell down a hole, it is usually due to the item not being in the place it is usually placed. One way to ensure I don't lose valuable pieces of work is to have folders for every student. A folder for every core subject that way at parent teacher conferences all I have to do is pull out the folder and I have all the work right there in front of me. To collect work from students I will have trays, one labeled "In", and the other "Out". "In" means assignments that are being turned in for grading, and "Out" is where graded work goes. These will be placed on my desk so I can reach it easily, and so students get in the habit of turning things in at the same place. Another idea I like for organizing my classroom is having cubbies for each of my students. This is a place for them to keep all their supplies and also a place to keep snack. I like this idea because it gives students a designated spot for their supplies if there is not a desk for them to keep it in.

My personality is not a very serious one, meaning I am fairly easy going. However, I do know I can be strict and serious when I need to be. To help my classroom flow more

naturally and with structure I believe that rules and procedures need to be in place. I don't believe that I should be the only one that has a say in what those rules are though. Another way to create a good community is to involve my students in the creating of the rules.

Obviously I will be guiding them along the way so that the rules stay relevant, but I want them to be in the student's words. There is power in creating a rule, and when students see that they broke a rule that they created I think that it will help to justify the consequence.

Along with rules there has to be procedures, but the students won't be in on creating those.

My plan is to constantly work on the procedures during the first week of school. If students don't follow the procedure my plan is to restart the process completely. I won't just do this during the first days of school, but that is how I plan to teach the procedures. The rules and procedures will be displayed at the front of the room.

To make good relationships with students takes time. The great thing about being a teacher is that I get to be in control of the schedule in the class. I will definitely plan out times to make connections with students, especially during the first few days of school. The very first day the way that I see myself introducing myself to my students is to bring in objects that I feel represent myself and who I am. Using these objects in a show and tell fashion will hopefully make my students more comfortable with me; letting them see that I am a human just like them, with hobbies and likes and dislikes. Then once I have done so, I will want each student to have a time to share about themselves as well with an object of their choice. I don't plan on letting all the students share on the same day because that would take a great amount of valuable time. Spreading the times out, scheduling each student a day where they get to share through out the first months of school, which is how I

envision myself accomplishing that task. Appendix F is an example of a letter how to parents asking them to send their child with an object and the purpose of the assignment.

Involving parents in their child's education is extremely important, and student can see a great amount of growth when parents are working with them at home. Appendix G is a paper that I wrote in one of my previous classes on the six different ways to involve parents in their students education. The value of a parent's contribution to their child's education is outlined in the paper as well as the many different ways to do so. I believe that this is one of the extra pieces to being an educator that others do not see. It is also one of the most difficult to accomplish, but like anything that is work, it is so worth it. Students will make leaps and bounds just by seeing their parents care about what they are doing in school. For some parents it seems like an impossible task because of work and their own agendas, but as a teacher it is our responsibility to reach out to all parents, even if they do not want anything to do with us.

Resources

Fay, Jim, and David Funk (1995). *Teaching With Love And Logic: Taking Control Of The Classroom*. Golden, CO: The Love and Logic Press, Inc.

Marzano R.J., Marzano, J.S. & Pickering, D.J. (2003). *Classroom Management That Works: Research-Based Strategies for Every Teacher*. : Alexandria, VA: Association for Supervision and Curriculum Development.

Wong, H. K., Wong, R. T., Jondahl, S. F., & Ferguson, O. F. (2014). *The Classroom Management Book*. Mountain View, CA: Harry K. Wong Publications.

Appendix

A. Class Flag



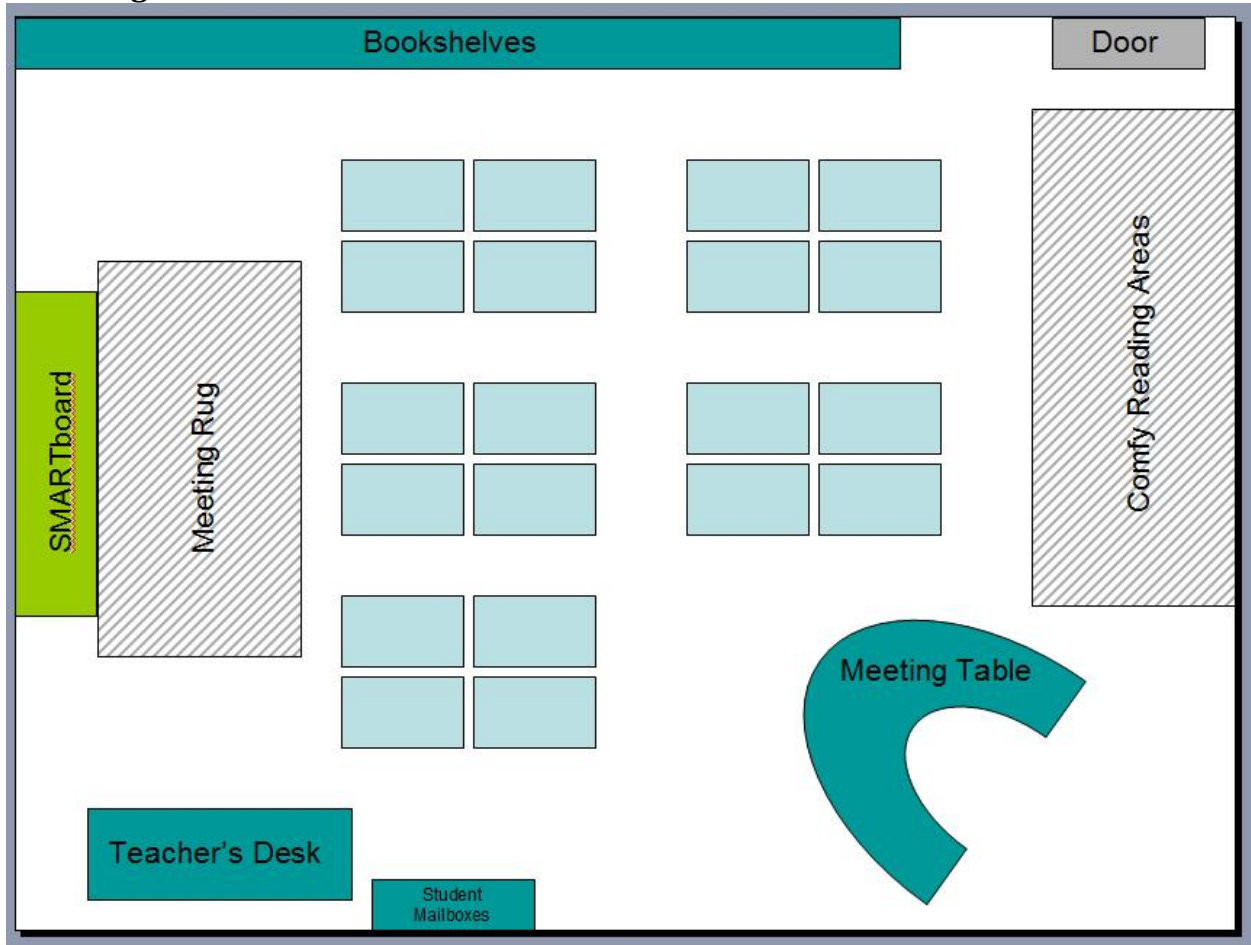
B. Rules

1. The golden rule: treat others how you want to be treated

2. Be responsible: own up to your mistakes, turn in your work on time

3. Do your best: come to class prepared, stay on task

C. Seating Chart

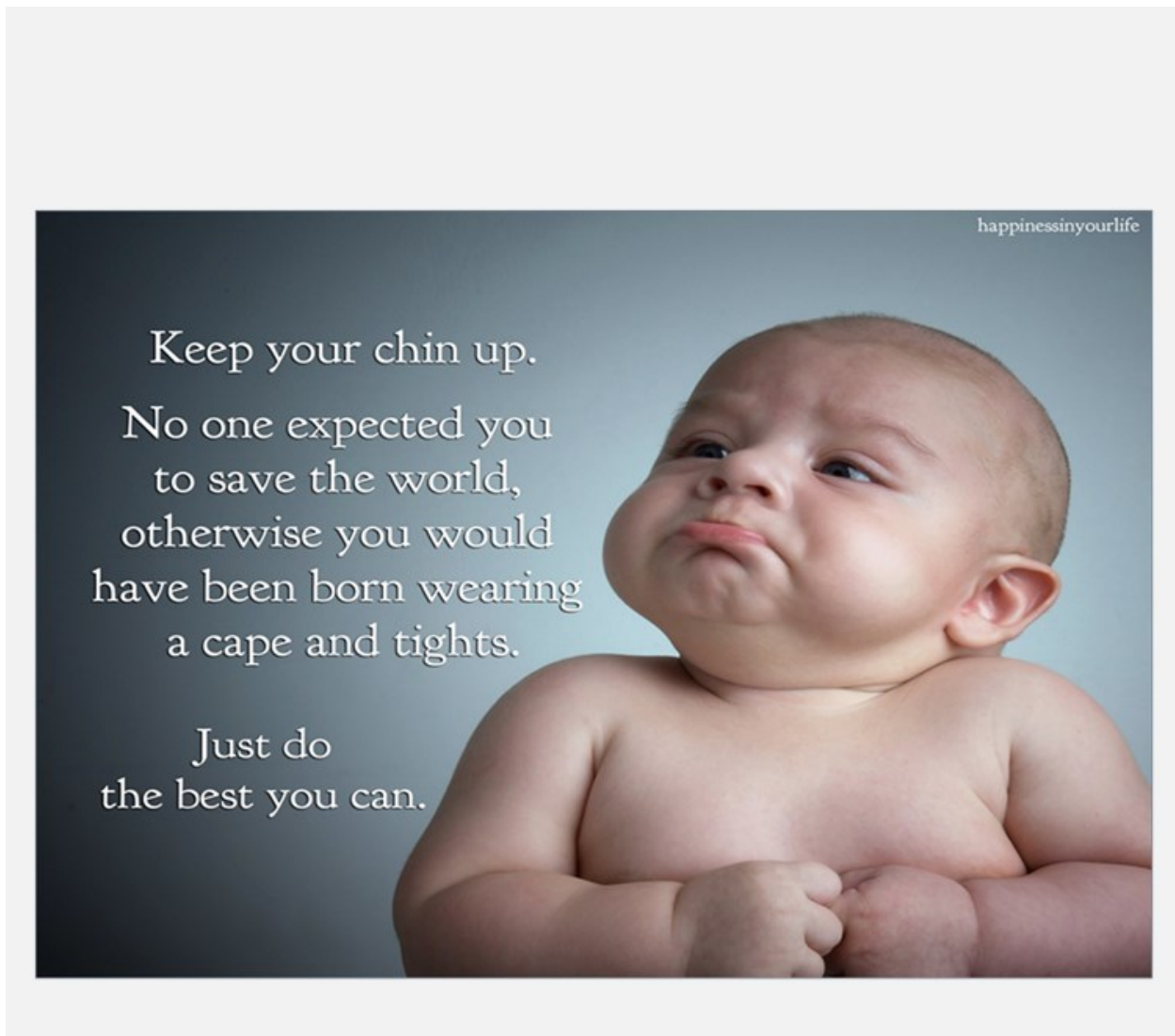


D. Word Bank

Third Grade Hundred Word List

every	something	state
near	seem	once
add	next	book
food	hard	hear
between	open	stop
own	example	without
below	begin	second
country	life	late
planet	always	miss
last	those	idea
school	both	enough
father	paper	eat
keep	together	face
tree	got	watch
never	group	far
start	often	Indian
city	run	real
earth	important	almost
eye	until	let
light	children	above
thought	side	girl
head	feet	sometimes
under	car	mountain
story	mile	cut
saw	night	young
left	walk	talk
don't	sea	soon
few	began	list
while	grow	song
along	took	leave
might	river	family
close	four	body
color	carry	music

E. Poster



F. Letter to Parents

A Sharing Opportunity

Dear parents,
I wanted to inform you of an upcoming event in our classroom. Each student will be allowed the opportunity to share one of his or her favorite things (a toy, blanket, baseball card, ect.). I will be sending out more information when your students day to share approaches. Thank you for your willing participation.

Mr. Nutting

G. Parent Involvement

Parent Involvement Strategies
EDU 413: Community/Parent/Teacher/Child
Professor Marman
Beau Nutting
3-2-17

Throughout this course we have learned of the importance of communicating with parents and getting them involved in their child's education. The evidence is clear that the more a parent is working with their student at home, the better off that child will be later on in education. I found an article titled *Epstein's Six Types of Parent Involvement*, by Dr. Joyce Epstein. The 6 types of parent involvement he came up with are parenting, communication, volunteering, learning at home, decision-making, and collaboration with the community. These are the same types of parent involvement as the article supplied to us as a checklist. In order to involve parents there are many different strategies I will use. These include ideas such as sending letters home with students, emailing parents, getting signatures from parents in student planners, volunteer opportunities, and providing information about the importance of their involvement. I'm sure that there will be more ideas and strategies when I am in the field, but until then those are the ways I plan on reaching out to parents.

The first type of parent involvement is helping to establish great home environments for students to learn in. There are so many great resources across the country that can help parents learn more about creating a positive learning environment at home. On the first day of school, or even before that if parents and students come into my classroom for an open house, I think the best way to help parents for this involvement type is to show them those resources. The tricky part will be to do this in a non-confrontational way. I don't want to offend any parents by giving them a list of ways to improve their homes for their student's education. So in order to do this in a respectful way I think the best way is to offer it to them, telling them that the list of resources are just ways to get

information about a positive learning environment. That way I won't be suggesting that the parents can't do their job, but I am still providing a useful resource.

Communicating with parents should be one of the easiest jobs I have as a teacher. It may be awkward at times, but especially as an elementary school teacher, those parents want to know just about everything that is going on with their child. An easy way to involve parents is to create a class Facebook page, and also provide email and phone numbers for all the parents. It will also be good to have the parent's information so I can make that line of communication both ways. Creating a class Facebook page will be an easy way for parents to see what we are doing in our classroom as well as stay updated with any important events, such as parent teacher conferences. Conferences are mandatory for all ages so I'm hopeful that it won't be a challenge to get parents there. Having contact information will also be useful because I will be able to contact that parent personally if there are any issues.

Volunteering is huge for some parents, especially during the younger years. Making it easy for parents who want to volunteer will be a big priority of mine. At the same time I want to make sure that those helicopter parents are not invading my classroom 24/7. To create a balance, going on field trips will be one way I get parents involved outside the classroom. One way to get them involved in the classroom is to have a career week, where as many parents as are available can come in and talk about their careers to the students. Another way to get parent involved in the classroom is to invite them for holiday parties or their child's birthday, that way the occasions become more special and not part of the student's daily routine.

Homework is a part of school; sadly there is just no way around it. It is an important part of learning because it helps to solidify information learned in the classroom. Also, it is another way for parents to become more involved in their child's education. One way I will involve parents in homework is not just by sending it home with the students, but by having each student make a planner. In their planner they will copy the agenda that will be posted on a whiteboard somewhere in the classroom, and write down any homework that they may have. I will then make it a requirement and an easy grade for the students to go home and get their planners signed by mom or dad. By doing this I hope to get parents more involved in the learning going on at home. All of what we did in class will be in that planner, and parents will be able to see where help is needed. I like this strategy because it is a great way to give students easy points, and it also teaches the students some responsibility and organization.

Involving parents in the decision making at the school may be one of the most difficult to achieve. Advertising for PTO/PTA won't be difficult, but actually getting parents to join may be the difficult part. In order to make the organizations seem more appealing to parents, I think the best way is to constantly advertise for it. Informing those parents who aren't in the organization to join and showing them what goes on during those meetings. Letting everyone know that the decisions being made actually matter and are making a difference will be the best way to increase involvement. Creating flyers and letters to email parents will be the strategy I use to involve parents.

Collaborating with the community seems a lot more complicated than it actually is. We already found resources in this class that help us to provide service to families in need, but I think there is more that can be done than that. I had many teachers when I was in

elementary school that brought in role models for us to look up to. Many of them were high school athletes or just influential people in the community. To involve parents in this is to inform them of who is going to come into the class and be a role model. That way there is a conversation to can be had with the student about how to be successful in high school. Another way to involve them is let mom or dad be the role model for the students. There is inspiration all around the community and kids could always use a role model.

Works Cited

Wisconsin Department of Public Instruction. (August 6, 2007). *A Checklist for Schools*

Making Your Family-Community Partnership Work. Parents Plus of Wisconsin.

Retrieved from <http://dpi.wi.gov/fscp/pdf/fcswelpk.pdf>

Epstein, J. (no date) *Epstein's Six Types of Parent Involvement*. Michigan Department of

Education. Retrieved from

<http://www.esc16.net/users/0020/Resources/Six%20Types%20of%20PI.pdf>