Classroom Management Plan

Lindsay Appleman

EDUC 304

March 4, 2012

 The motto for my classroom would have to be something along the lines of, “Helping hands in learning”. I like this motto because it states the importance of each person or child helping one another in our learning. In 1 Peter 4:10 it states, “As each has received a gift, use it to serve one another, as good stewards of God's varied grace”. I believe that God has given each one of us a gift, and sharing that gift with one another is how we can help each other in our journey through life. This would be true in a classroom environment as it would be in any other environment. Each child has their own unique personalities and gifts that they can share and help each other in the learning process.

 This motto also describes my teaching philosophy in some ways. My management philosophy would be one of more cooperative discipline. I would like my classroom to always work together for a common goal of learning. I believe every student has something to bring to the table, and in doing so, may be able to assist another student in their learning. Because I would prefer a great deal of student interaction, there would be rules and guidelines that we would follow to limit and behavioral or off task behavior. These rules would be discussed and reviewed regularly. I believe that with greater student interaction not only with myself, but also with other students, there is a greater possibility of understanding and success on a subject.

 I currently teach in a small preschool classroom in a city school district. I currently have ten students’ in my classroom. There is a variety of economic backgrounds, and ethnicity. Of the ten students’ only four are female. The school system as a whole is large, but is located in an area that has experienced poor economic change in the last few years, and has for many years had a large population of economically disadvantaged families. There are a large number of students whose families receive assistance from local job and family services agencies.

 Because I currently work in a preschool room, the room is arranged in centers. In these centers there are different items used to teach different subjects or ideas. Some centers are merely play type centers, but they still serve a purpose. They are also set up and include materials that are diverse so that each student has something interesting to do that meets their current knowledge and abilities. I have made changes along the way as I have observed the different goings on in my classroom. For example, a couple centers that I have made changes to because of student need changes have been the library area and the puzzle and block area. Because of differing student knowledge and ability I have on occasion had to make changes to the materials that are available in these centers. I have added or taken away different books, and have also changed the types of puzzles that are available. I have done this because if there are not appropriate materials available to meet the differing student needs, the students will not learn and will just become frustrated, which in turn leads to behavioral and off task issues.

 Keeping my students motivated is often a difficult task. I try to pay attention and take note of what makes each student excited or what their interests are. I use these things as motivation. For instance, I have one child who loves to build with legos. If he stays on task while we are doing our table work or group activities, then he is rewarded with time at a table playing with legos. I also use stickers as rewards for good behavior and sometimes candy. As a whole classroom, if they stay on task and there are no major issues during the week, I plan a fun group activity on Fridays. There are also well defined rules for our classroom, and the students are reminded of these every morning during circle time. I believe this constant reminder helps them to remember what is expected of them. I also use a great deal of verbal praise throughout the day. These things help to keep my students motivated to do what is expected of them and has greatly lowered the behavioral problems that where prevalent when I first took over this classroom.

 Every two weeks we are required to have lesson plans and newsletters sent to the office and posted for our parents. At the beginning of each week I discuss with my students the upcoming events and projects we will be involved in for that week. Daily, during circle time, I discuss the things we will do for that day. I have everything preplanned, and all materials available the day before for the next day’s activities. After circle time, the students move to the big table where we work on an activity together. After they complete their activity, they clean up their area and then move to the center I tell have old them to work at. I usually keep them in their centers for fifteen minutes. I use a times, and when that timer sounds they are to clean up, and then move to the next center. During center time is when I also work with students individual on other work or activities that require more assistance one on one. Once center time is completed our work day is done. There is a set schedule that is posted, and we follow this schedule daily unless special events prohibit it, as in classroom parties, assembles, or special visitors.

 Some of our classroom rules that help to keep my students on task include: respecting your teacher, using your listening ears and words, no running in the classroom, keep your hands to yourself. These are rules that I found necessary at this young age. Many of them are still learning to not hit their friends when they are upset. They also are not always good with using their words to express their wants and needs. Learning to respect your teacher is always necessary in order for the classroom to run smoothly.

 In my classroom we use a behavior chart to monitor our behavior. This helps the students to not only recognize their behavior, but also to have something to visual remind them of their behavior throughout the day. This chart contains each child’s name with three faces next to each name: a green smile, a yellow not so happy face, and a red sad face. Each child starts on green each day. We go on a three strikes you’re out system. If they are told three times to correct a behavior, and the behavior is not corrected, they move to yellow. Three more warnings and they go to red. After red, if the behavior is not changed they are sent to the office. If the children stay on green all week, they can pick a prize from the treasure box. I have had great success with this method in the room.

 I do keep record of all behavior, this way the parents can be informed as well as any office staff that may become involved. I have a special notebook for behavior record keeping that I date daily and log any negative behavior that I observe. Each child also has a file in my file cabinet where I can keep any other paper records that I find necessary to keep on hand for reference on the children while they are in my classrooms.

 Every two weeks I send home a newsletter highlighting what we will be doing in class over the next couple of weeks. This is one method I use to communicate with the parents. At the end of this newsletter, I always reinforce that they can come to me with any questions or concerns. I also make sure I am available before and after class to speak with the parents. If I am not available there is always someone they can speak with who can relay a message to me and I will get back with them as soon as possible. The children also have their own mailboxes where I can send any notes and papers home.

 Because I currently work in a preschool that is also housed with a daycare, our children range from infant through age five. I have not personally had to deal with suspending a child, but I know it is a fairly lengthy process to do so. The negative behavior that leads to suspension usually is fairly severe and all other options have been exhausted. These options include: verbal warnings, written warnings, time in the office, loss of privileges, phone calls to parents, conferences with the teacher, and conferences with the director or principle.

 I came into my current classroom at the beginning of the current school year. After the previous teacher, I have made a great deal of changes to the classroom as far as management, arrangement, and parent communication. I have had great success with the systems I have put into place, and have especially seen great improvement in the children’s behavior after implementing the behavior chart. I also feel I have great communication with the parents. They always come to me with their concerns and questions, even their ideas, and we work on things together to make a great environment for their children. I have included a outline of my current room setup as well as a copy of my current newsletter.