**Classroom Management and**

**Student Guidance Plan**

Primary Grades – K-3

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**I. Explanation of Core Beliefs About Children, Teachers, and Education**

**What assumptions do you make about the inherent nature of children?**

I believe that children are born inherently neutral, in that they enter the world with no preconceived notions or will of disobedience. I believe some children are born with specific genetic traits that may contribute to their upbringing in becoming “good” or “bad,” however, I believe it is a combination of environmental as well as genetics that determine how they portray themselves in society. Predominantly, I do not believe that a single child is born “evil.”

**To what extent can children learn self-control [physical, emotional, intellectual, and behavioral]? What actions by significant adults [especially parents/guardians and PK-6 teachers] promote a child’s development of all domains of self-control?**

Self-control is learned through a series of trial and error, but also in combination of modeling and instruction from parents, educators, and peers. Physical self-control can be controlled consciously after the child has reached the development level to empathize and think intellectually about the situation; for instance, by the age they learn that hitting is not appropriate. However, it takes adults to model self-control, as well as guidance for a child to reach their own self-control. Therefore, if self-control is not encouraged or modeled for a child at home, it is likely that the child may not have any self-control when reaching kindergarten, in which case a teacher should prepare for.

**What meaning do you ascribe to “learning”? How do children learn? Based on your current understanding, explain your definition of “learning” and then explain the basic processes by which a child learns any particular knowledge or skill.**

Learning is the process in which content, skill, concept, behavior, or value is acquired. Children can learn a variety of ways, based upon their individual learning styles. Learning can occur visually, auditory, kinesthetically, musically, and more. Ultimately, I believe children have not fully learned something until they have a hands-on experience in which they practices or physically maneuver manipulatives. Learning occurs at many different levels, and each level determines “how much” someone has learned something. I believe until a child is able to recreate, act out, or demonstrate what he/she has learned, they have not reached a true level of understanding.

**What can/should a K-3 teacher do to promote healthy psychosocial development?**

Students in my classroom will be in within the Industry vs. Inferiority stage of Erikinson’s Stage of Psychosocial Development. During this stage, children are wondering how they will make it within the world of people. As a teacher, I should constantly discuss the importance of community, and all that it encompasses: love, compassion, relationships, emotions, etc.

**What can/should a K-3 teacher do to promote healthy intellectual growth and development?**

In order to promote healthy intellectual growth and development, a teacher should provide developmentally appropriate materials (age appropriate, size of objects, materials, furniture, and content). All lessons should be developmentally appropriate, as well, and differentiated so that the material is within each child’s zone of proximal development, so that it is not too challenging, yet not too simple. Lessons should also adhere to the individual interests and needs of each child, in order to optimize maximum learning.

**In what ways might the relationship between a teacher and a student affect a child’s learning and development?**

The relationship between student and teacher has a huge impact on a child’s learning and development. The stronger the relationship, the more the child is able to trust the teacher, and the more learning can occur. If a child does not feel like the teacher truly cares about the student, the child is less likely to find motivation to succeed. It’s important that the teacher reaches out to try and create lasting relationships with *all* children, no matter the circumstances or resilience of the child.

**In what ways might the school-home relationship affect a child’s learning and development?**

The school-home relationship also has a huge impact on a child’s learning. For instance, the more supportive the parents or guardians are of the child’s well-being and academics, the more successful the child will be. If the parents are not providing the child a healthy life style, supporting the efforts of the teacher, or if the teacher and parents’ opinions are in strong disagreement, that can cause confusion for the child and therefore limit their effort or interest in learning and development.

**Section II. Statement of Core Beliefs and Practices Related to Student Guidance**:

**Based on the knowledge and skills you have learned thus far in your academic career and life experience, what can you identify as your “Top Ten Beliefs and/or Strategies About Student Guidance”?**

1. With the guidance of educators and adults, children construct their own knowledge by means of interest and curiosity. As pages 32 and 33\* explain, Dewey and Piaget believe that children are curious about the world and learn most effectively when they are actively involved in building knowledge by manipulating objects. I believe this because children are more likely to learn when they are not only interested in the material, but when it can be applied to their life, when they are involved in creating that knowledge, and they work hands-on. In my own classroom, I will provide hands-on activities and inquiry-based lessons so that my students have the chance to be engaged in their learning and learn more efficiently.

2. As stated on page 85\*, children have a hierarchy of needs that must be met one category of needs before progressing to the next category of needs, beginning with physiological needs (basic needs of survival), and ending with self-actualizing needs. I believe this is crucial for educators to become aware of because a teacher can play a vital role in a child’s completion of these levels of needs. Also, it’s important to be aware that children can not meet social needs, including a social curriculum, until their survival and security needs are met. In my classroom, I will build tight relationships with my students to ensure that they basic and secure needs are met, I will differentiate and pay close attention to the academic and social needs of each of my student, and help them to reach their esteem needs and self-actualizing needs through the strength of our relationship.

3. The design of a classroom can help make a positive impact on a child’s behavior and development. On pages 84 and 85\*, some characteristics of a positive classroom arrangement are described. Order and organization, encouragement of social interaction, ability to make choices, and promotion in active learning are all characteristics of a classroom that can enable growth in a child’s development. I believe this is important for a teacher to be aware of because a teacher has full control over the layout of his/her classroom, and therefore plays a crucial role on the development of their students. In my classroom, I will have tables of 4-5 students for seatwork, and rotate the students’ seats regularly to optimize student socialization. I will encourage discussion and communication by use of circle time several times daily, in which I will also sit at eye level of the students. My materials for use of students will be organized in an orderly fashion, in spaces in which are reachable by students to optimize practice of independence. All of my materials will be the appropriate size for the age level of my students.

4. “I-Messages” are important to communicate one’s feelings, and help to solve issues in the classroom. On pages 135-137\* are steps to convey an “I-Message.” The steps include: give the data about the undesired behavior, describe the tangible effect, communicate one’s feelings, and then tell how to change things. In the text it talks about teachers giving I-Messages to students to redirect undesired behaviors. However, I think it’s important for children to relay I-Messages to each other in order to become independent in their own problem solving, and to cut back on “tattle-tales.” In my classroom, I-Messages will be described during the first week of school, as a way to solve problems between friends. Students will be encouraged to use I-Messages or I-Statements to each other before running to a teacher to tattle.

5. The building blocks of self-esteem include competence, worth, and control (pg 172-173\*). Competence refers to the child’s ability to meet the culture and family’s demands for success; control is the extent to which a child believes s/he can influence the outcomes of events; and worth is the child’s view about how significant they are to others. This is important to know for teachers to help promote all of these building blocks, so students can reach the highest self-esteem. In my classroom, I will allow for children to be in control of their learning and success in the classroom, offer praise and allow students to feel empowered and competent, and show students that I truly care about them and their well-being.

6. Creating a caring community is the most important basis for quality early childhood education. This is important because if children do not feel cared for, do not feel safe, and cannot trust their teacher; they will be less likely to learn material in the classroom. In my class, I will promote the idea of a caring community from day one. Everyday, I will refer to my students as ‘friends,’ and encourage them to do the same. I will promote healthy relationships through constant communication, classroom meetings, problem solving, and positive reinforcement.

7. Positive reinforcement is one of the most beneficial ways to promote good behavior. Ways of “punishing” children such as the card system, taking away privileges, or other negative reinforcement techniques *can* be effective, but not always when they are used alone. Positive reinforcement methods, without soul use of rewards, can be the most beneficial way of promoting good behavior. Positive reinforcement can make kids feel good about what they’ve done, and therefore encourage them to continue that behavior. In my classroom, I will use a lot of positive reinforcement, such as reporting good behaviors of individuals to the entire class during morning meetings, complimenting great work, and having class celebrations when long-term good behavior has been achieved.

8. School-home relationships are equally important to teacher-student relationships in the academic success of students and their development. Teachers and parents’ communication is crucial in the development and academic success of young children, as well as a strong relationship between the student and child. Of course, it is possible for the student to be successful even without these factors; however, their success may be significantly increased otherwise. In my classroom, I will be in constant communication with the parents or guardians of my students by means of weekly newsletters, positive and negative letters sent home, progress reports, regular phone calls, and conferences. I will also work to create a strong relationship with each of my students so they know I care about them, and they can trust me.

9. Each child learns and develops differently and independently, and interdependently of one another. Children have all different learning styles, ways of developing, and preferences of creating knowledge. This is important for teachers to be aware of in that they can be sure to reach out to each individual student and adhere to their specific needs. In my classroom, I will be sure to differentiate my activities and create an open learning environment that can be utilized by all students with all different learning styles.

10. Decision-making is an important part of a young child’s development. When children are forced to make decisions and be aware of their outcomes, they learn more about their needs and wants, and therefore can become more independent, rather than relying on elders to make decisions for them. In my classroom, I will optimize decision-making for all students. The first thing my students will do in the morning is making their lunch choice. Throughout the day, they will be constantly reminded that with each task they are asked to complete, they have a choice do to it. However, there are consequences with each choice. Positive and negative decision-making will be discussed daily.

\*Reference: *Guidance of Young Children 8th ed.* by Marian Marion (2011).

**What role/s do you expect to play in the lives of your students?**

There are many roles I expect to play in the lives of my students including a role model, caregiver, and more. However, the two most important roles, in my opinion, are that of an educator as well as a resource. I think it’s important that my students learn the necessary material in my class, but I also want them to know that I am a resource for them now, and even after they leave my classroom, for anything they may need.

**What legacy do you hope to leave imprinted in your students’ minds, hearts, and souls?**

I hope that I enable students to believe in themselves, and know that they have full potential to be successful in life. I want my students to love themselves, know how to love others, and how to accept love. I hope my students learn not only what it means to be apart of a community, but also how to contribute to a community. Most importantly, I want them to know I care about them, and will continue to even after they leave my classroom.

**What needs of your own do you anticipate getting met by your work as a classroom teacher?**

My personal needs will be met each year when I know I have made a difference in at least one student’s life. If I can reach into a student’s life and make a permanent impact, whether it be academically, emotionally, or spiritually, I will feel fulfilled.

**III. Classroom Management: Procedures and Routines**

**When the school bell signals the students to enter the building, where will you be and what will you be doing for the first 3 minutes of the school day?**

When the school day starts, I will be standing outside of my classroom door, greeting my students into the classroom, saying hello to other students as well as former students, as well as parents if they walk their children to class. Each child will be warmly welcomed into my class with a “good morning, how are you today?” This is a perfect period of time to build relationships with my students to ask them about their weekend or home life.

**How will you manage students’ lunch tickets and/or money?**

Depending on the technology available in the classroom, I would prefer to use a SmartBoard to manage lunch choice and attendance. Students will drag their name to the lunch option of their choice. If such technology is not available, using either a magnetic white board or a pocket chart, I will have separate columns designating each lunch choice (packing, hot lunch, etc), accompanied by pictures. Each student will have a card with his or her name on it, which will be kept in a basket nearby the chart/board. Every morning, the students will have the responsibility of finding their name in the basket, and placing it under the choice that they prefer. For students who purchase their lunch, depending on the school and how lunch is paid for (identification cards/checks/cash), I will have a box of Ziploc bags and permanent markers also nearby the chart/board, and have the students place their payment in a bag, and write their first and last name on the bag with a permanent marker.

**How will attendance be taken?**

Attendance will be taken after the students have made lunch choice; the students who do not place their name under a category will be marked absent. There will be a weekly student job of attendance, in which that student will take the attendance sheet to the office after I have marked the absent students.

**How will morning announcements be made?**

“Circle time” or “Morning Meetings” will occur each morning after lunch count and attendance have been taken and students have eaten breakfast. During this time, students will have the opportunity to share what they please, and any announcements or news will be communicated at that time. Also, if there are any changes to the usual daily schedule, this would be the time to tell the students of those changes.

**How will you collect students’ homework?**

On the first day of school, each student will be provided with a homework folder and a mailbox assignment. Throughout the day, students will place completed class work in their mailbox, and any papers that should be sent home for parents will also be placed in their mailboxes. At the end of each day when the students pack up to go home, they will take all their papers and put them in their homework folder, on the “Leave at Home” side. On the other side of the pocket folder, the “Bring Back to School” side, the students will place their homework that I will pass out at the time of packing up.

**How will students line up at the door to leave the classroom for another part of the building (music, lunch, etc.)?**

I will use a variety of techniques to allow students to line up to leave the classroom. Some examples I may use include: cleanest table, quietest table, color on clothing, birthday month, “best” smiles, or gender.

**How will you manage use of the rest rooms by students throughout the day?**

Restroom use will be very casual in my classroom. Students may ask me throughout the day to use the restroom as they need, and most of the time I will grant their requests. If it seems to be a problem in which a student seems to use the restroom as a form of distraction from work, specific actions will be made accordingly. I would prefer a system in which students have to “check in” and “check out” when students leave for the restroom and return to the classroom. This could be done using a pocket chart with each student’s name, and a clothes pin to place next to the name of the child using the restroom.

**How will you manage student use of the hallway drinking fountain?**

The hallway drinking fountain will only be used during specific times, unless it seems to be a necessity (excessive coughing, etc.), such as restroom breaks, after recess, and coming back from specials.

**How will you manage student use of the classroom sink?**

The classroom sink (assuming there is one in my classroom), will be for use as necessary, with my permission. If the students get sticky hands from glue, they may ask me to wash their hands. Before lunch, I will allow students to wash their hands, as well as returning from recess.

**How will you manage student use of the pencil sharpener?**

The pencil sharpener will only be for use by the teacher and the student who hold the “Pencil Sharpener” job of the week. Next to the electric pencil sharpener, there will be two small baskets, each holding pencils. One basket will be designated for broken or dull pencils, and the other with freshly sharpened pencils. If a student is using a pencil that needs sharpened, they may leave it in the unsharpened basket, and take one from the sharpened basket. The student with the job of Pencil Sharpener may take pencils from the unsharpened basket, sharpen them, and place them in the sharpened basket throughout the week.

**How will you organize and direct student use of common classroom supplies (paper, books, etc.)?**

Each table will have a supply organizer in the center of the table that contains glue sticks, crayons, pencils, and scissors, one of each for every student at that table. Paper, extra supplies, and others will be organized in baskets on a shelf for student use at all appropriate times.

**How will you organize and manage student “Classroom Helpers”--what “classroom jobs” will there be? What procedure will you use to assign Classroom Helpers?**

Jobs will be assigned weekly, and every student will have a job each week. The jobs will be posted in a pocket chart, with the name of the job and a picture representation on one side of the chart, and the students’ names on the other. The jobs will include (amount of jobs may vary by class size):

1. Line leader
2. Student teacher
3. Pencil sharpener
4. Weather reporter
5. Drink counter
6. Attendance helper
7. Mail carriers (2)
8. Librarians (2)
9. Door holder
10. Line caboose
11. Lunch captains (2)
12. Plant waterer
13. Recess helper
14. Board cleaner
15. Custodians (2)
16. Bathroom monitors (2)

**How will you collect daily assignments from students?**

Depending on the assignment, students will turn in papers in a few different places. For writing workshop, for example, the students will keep their writing in their folders until their story is complete. For assignments I wish to collect to assess, the students will turn them into the appropriate tray I will provide. Items that are to go home that day are to be turned into the students’ mailboxes.

**As you bring the school day to a close: what will the students are expected to do--and what will you be doing--during the last 3 minutes of the school day?**

The last three minutes of the day will be used as a peaceful reflection on our day. Circle time, or “Closing Meeting” will occur in the last few minutes after the students have packed up their belongings, but before school dismissal. Each student will respond to one of these prompts: 1) What did they learn today? 2) What they enjoy about the day? 3) What they worked hard on today? or 4) If they didn’t feel as if they learned anything or worked hard, what will they work harder on tomorrow? Students will be encouraged to give me a “high-five” when leaving my classroom, as I congratulate them on another great day.

**IV. Implementation of Student Guidance Practices**

**Classroom rules/expectations: By whom--and how--will these be determined? Once determined, how will you communicate these rules/expectations to students and parents/guardians?**

On the first day of school, I will introduce the idea of community throughout the entire day using read alouds, classroom activities, and discussions. On the second day of school, I will lead a class discussion in which the class and I work together to create a list of classroom rules or “agreements” that are necessary to ensure a caring classroom community. After the first week of school, I will send home the classroom rules in the first weekly newsletter to be sent home to parents and guardians. The newsletter will explain that as a class we created these rules, and describe their purpose.

**Level I: Some student behaviors may be off-task but not disruptive to your instruction or other students’ learning. How will you deal with this type of student behaviors?**

*Example:* During a read aloud, Becky was faced to the side of the classroom, staring out the window.

*Response:* Ignore her during the read aloud, unless she begins to distract other students. After the read aloud is over, I would call the rest of the students to their seats to begin their next task, except for Becky. During this time, I would have a private conversation with Becky, asking her why it was that she wasn’t paying attention, and explain to her that my expectation requires her attention during read alouds. Let her know this is a warning, but next time she chooses to not pay attention, there may be consequences.

**Level II: Some student behaviors will be off-task and mildly disruptive to your teaching and/or other students’ learning. How will you deal with this type of student behaviors?**

*Example:* Drew and Trey are whispering to each other during a read aloud.

*Response:* During the read aloud, at the end of a sentence, add “Drew and Trey” to get the students’ attention, and continue reading book. If the talking does not come to a stop, give them each a verbal warning. If talking still does not stop, send both students to their seats and away from their carpet spots for the remainder of the read aloud.

**Level III: Some student behaviors will be off-task and seriously disruptive to your teaching and every other students’ learning. How will you deal with this type of student behaviors?**

*Example:* After being told several times to stop humming during a read aloud, Rachel stands up at carpet spot and screams, “I don’t like this story and I don’t want to read it! You’re not my mother you can’t tell me what to do!”

*Response:* (Assuming there is no aide to attend to situation immediately) I will pause the story momentarily, and ask Rachel to go sit in the hall until I have finished the story. Once I have finished the story, and given the rest of the class directions for their next task, I will go out in the hall and have a talk with Rachel about her actions, and let her know she will owe me five minutes of recess time. If she refuses to go to the hall, she will be sent to the office.

**Level IV: Some student [or others’] behaviors will pose an immediate, serious threat to the physical safety of you and/or other students. How will you deal with this type of student or intruder behaviors?**

*Example:* Gary pulls a kitchen knife out of his backpack and threatens to stab another student with it.

*Response:* Immediately, I would firmly ask Gary to put the knife down immediately. I’d quickly approach Gary and grab his arm with the knife, and release it from his hand. I would then ask another teacher to monitor my class, and walk the student down to the principal’s office, where appropriate measures would be taken and his parents would be informed.