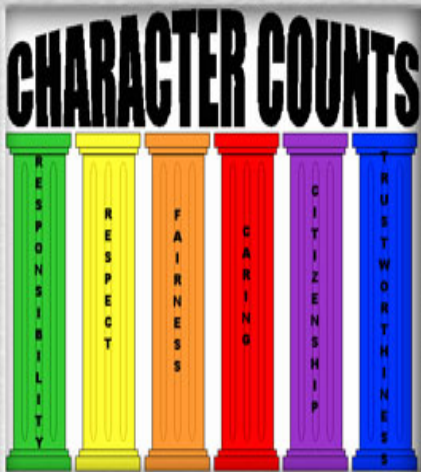




Miss. Edwards
2014



Class Room Management and Motivation



Inside My Classroom

We Practice:

- Respect
- Courtesy
- Kindness
- Trustworthiness
- Citizenship
- Responsibility

Classroom management always begins with your students. I believe that students are the most important part of being a teacher and should therefore be the center of how I manage my class. In my class you will find that I will work a lot on building a community where every student can feel safe and respected. This safety in the classroom will allow students to share ideas and to dive head first into something they never knew before.

Students in my classroom will build a community in the classroom by practicing respect for everyone's ideas, treating everyone with courtesy, being kind, always making sure their actions promote trustworthiness, and that their actions are responsible when they are surrounded by peers and when they are by themselves. These tasks are important to me because they encourage a wonderful learning environment where students ask questions because they will not be ridiculed, are kind to each other and practice citizenship and community with one another everyday.



Behavior expectations will be posted, as rules that will guide behaviors and students will be taught at the beginning of school what these expectations are and what should be practiced inside the classroom. I believe that negative and positive consequences need to be given to students to stimulate positive behaviors in the classroom. By making my expectations clear at the beginning of the school year or semester students know what to expect. This will greatly reduce problems later in the year. I agree with Ronald Morrish (Charles 82-83) that students need to be taught the proper way to behave in school and that no matter what they bring from home, school is a new place to begin again. This allows students to leave everything outside the door and know that I will do everything in my ability to make their experience enjoyable, valuable, and successful. However, I also believe that students can be taught proper behaviors through modeling. As Fred Jones believes, and I agree, students need to be shown what is expected and what the limits are before, during, and after problems arise (Charles, 143).

Much like Alfie Kohn, I believe that to motivate student's teachers need to make lessons relevant to student's interests and curiosities (Charles, 67-68). I will do this by taking the time to check in one-on-one with my students twice a week to hear about their lives and to make time for a progress check on what they are working on in class. By using centers I will engage students, which will motivate them to participate in class. By giving students choices in how to present material for assessments and providing different activities that use the different learning styles of my students I will keep them engaged and willing to learn. For example in my field placement to practice literacy the students were able to pick out of a bin of different literacy games and activities allowing for differentiation of instruction in both learning styles and ability. By having activities that incorporate kinesthetic, visual, auditory, social, solitary, and logical styles of learning every student is reached and can excel. This in itself will motivate students because if they feel they can succeed they are more likely to participate. This rotation of learning styles also allows students to help others during the activities that they excel at, giving everyone a chance to show their abilities.

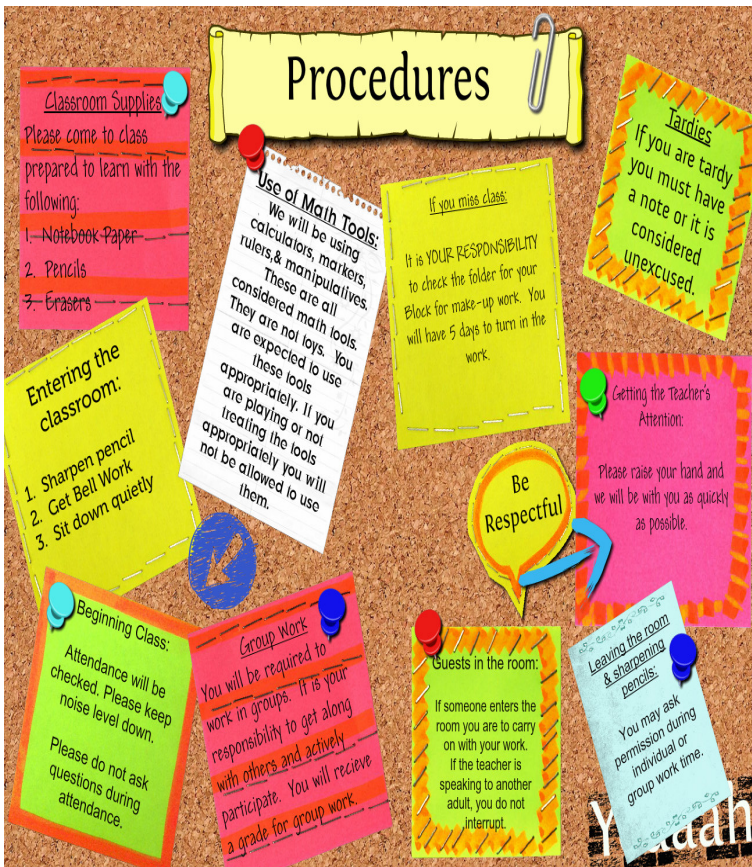


- ❖ Treat everyone with respect
- ❖ Do YOUR best
- ❖ Come to class ready to learn
- ❖ Follow directions
- ❖ Don't talk when other people are talking

Why Behavior Expectations Instead of Rules?

I call my rules “behavior expectations” because although they are rules, they are also how I expect my students to act. They are not rules that can be broken because they are my expectations for their behaviors and they must be met. As Spencer Kagan suggests students and I will establish these expectations on the first day of class (Charles, 209). I will have in my mind the expectations above, but will allow the students to come up with their idea of what the

classroom rules will look like and how they will be worded. This allows the students to take ownership of their behaviors and how they are going to act in the classroom. This reduces misbehaviors because students were a part of the planning process. This process also reduces confusion because the students know exactly what each behavior expectation entails.



Procedures

Procedures will be taught over the first two weeks of school and will continue to be reinforced throughout the year whenever my students are unsure of what to do. Procedures are needed in the classroom because they reinforce that there is a certain behavior that is expected in the classroom. By introducing these early my students will have a clear understanding of what is expected of them and can feel secure in knowing that if they pay attention to the proper procedure or routine that they will be successful. These routines

are implemented in order to keep my students focus on being engaged in what they are learning instead of wondering how to proceed to the bathroom, or where to put their homework etc. As an example: in my field placement last year by the end of the first two weeks of school the students knew that if they needed to go to the bathroom they should put their hand in the air in the sign language symbol for “T.” In my classroom I would then acknowledge them signaling that they can pick up the bathroom pass and head to the restroom. Students will also know that when they enter my classroom in the morning homework goes in the homework bin next to the door. When they have put their homework into the bin they can head to their assigned seats and start the warm up for the class. Similar to the 7th grade classroom I am observing now, I will start each day with a warm up or an introduction to our topic such as an interesting clip, an experiment, a reading, or an activity to get their brains turned on and ready for the class.

What are procedures?

Procedures are how you run your classroom. How you organize the schedule for the day and where the kids can find that information.

Procedures also teach students how to respond to daily routines such as when they need to use the restroom, when they need to get out of their seat, or what they should do with their homework etc.

Building Relationships

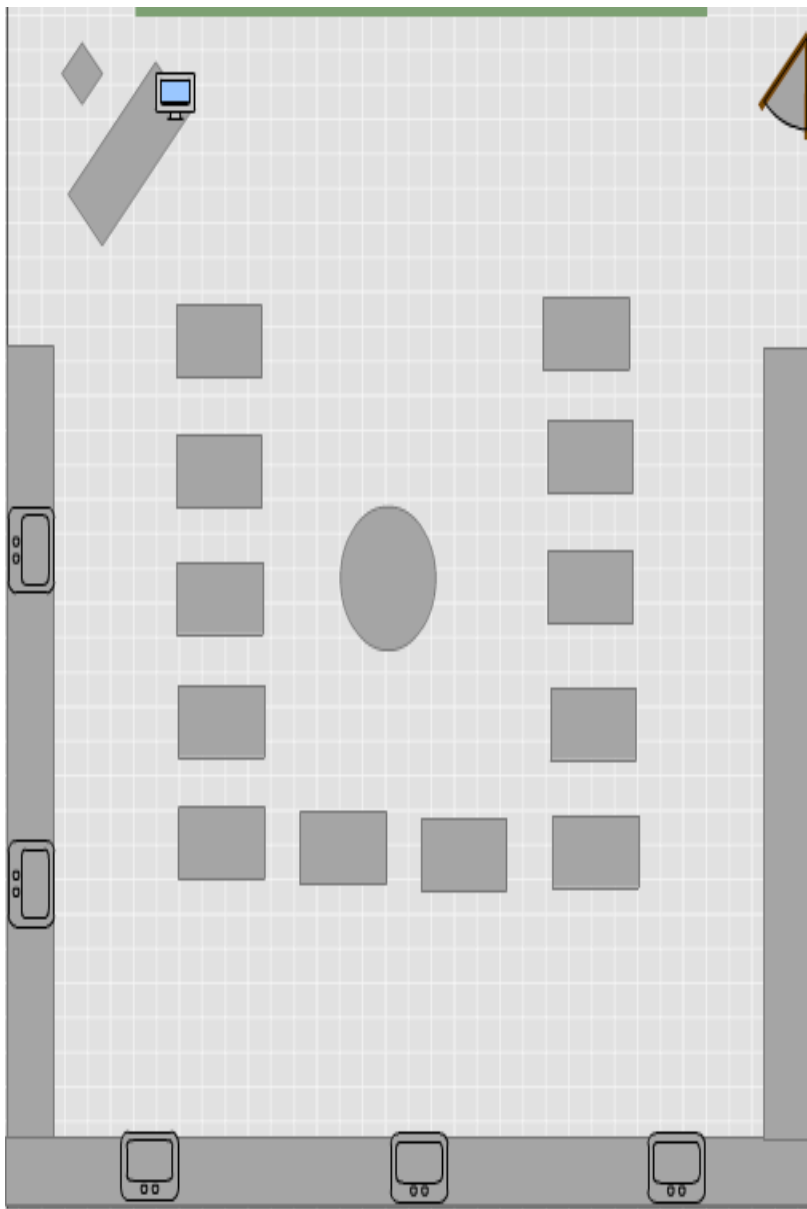
It is very important that teachers make a conscious effort to make connections with their students and that they take interest in what students have going on in their lives. This helps me build trust and a classroom community of students that put their faith in me and know that I have their best interests at heart. Knowing a lot about my student's lives also allows me to incorporate their interests into my lessons creating a class full of students that feel that they can be successful and that they are safe to try new things and to explore. Ways I can do this is by setting up a time in the morning to ask how everyone is feeling that day or to have the warm up in the morning be for my students to tell me something that is bothering them or could be preventing them from learning and how they can work to not let it effect their success. Another way I plan on building relationships with my students is to set aside time at the beginning of the week and the end of the week to do progress checks. I will foster relationships among my students by allowing for group work and for classroom conversations about community and content topics. Students will discuss the classroom topics with each other and work in groups to build social skills and classroom community. Presentations will allow students to show me what they have learned but to also teach their peers.



Why are Relationships so Important?

- 1 Creates a safe learning environment.
- 2 Promotes collaboration and team work
- 3 Creates a classroom community where
- 4 Motivates students to do their best.

Classroom Layout



In my middle school science classroom the desks will be set up into a “U” shape so that I can easily walk around the classroom and observe and help out with science experiments and projects. This allows me to be there for all my students quickly and easily so that no time is wasted waiting for me to come help. The table in the middle will make for easy demonstrations and instructions. The counters and sinks are once again for labs and projects as well as for easy clean up. Having

tables rather than desks incorporates teamwork and class collaboration, but the desks facing the front of the room make sure that all attention is focused on the teacher when class lecture is going on but they can easily face the circular table for lab instruction. In my field placement they have a “lab” area and a “classroom” area and ideally that would be a great way to have a classroom set up but it is not always realistic to have that much room.

Parent Involvement

Parents are a key part to student's education. They provide the basis of a student's behavior and their prior knowledge before coming to class. They are with their child when you cannot be, and are an integral part to at home learning. If parents are involved and treated as a partner in their child's education they may be more apt to be involved. By having meetings with students' parents, sending home letters or calling home when a student is doing well, but also when students are struggling can help parents feel that they have been included. Giving parents some ideas on how to help their students continue to succeed or to find success. Sending home newsletters with what you are doing in class and what their students are going to be learning will extend the classroom community beyond the classroom. I believe that a great way of encouraging parent-teacher relationships is to involve them in the class. Even something as simple as having parents come into class to help with labs or to hold a fundraiser for classroom materials could get parents involved.



It's all about the students...

All of this comes down to what is best for my students. Everything in my class will be for the best of my students, how I run my class, the behavior expectation I implement, the way I engage them, how I help them build relationships with one another as well as with myself, how I set up my classroom, and how I involve their parents will be for the success of my students. Students change every year so therefore the needs of my students will change and with those changes will come a change in how I run my classroom. Although my students needs will change and I will have to adjust to those students, my end goal will always be the same: to create a safe community in my classroom that includes parents and encourages a successful learning environment.



Works Cited

Charles, C. M. (2014). *Building classroom discipline*. Boston, MA: Pearson.

