

Preschool Classroom Management Plan

EDU 301

University of Mary

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My Philosophy

My classroom management philosophy is based on creating a classroom environment in which all people are given respect, every mistake is an opportunity to learn, consistency is guaranteed, and creativity is fostered. Every learner will be a part of a bigger community that is inclusive and fair. When mistakes are made there is empathy and the opportunity to try again and learn from it. Consistency will occur through procedures and organization, but the consistency won't stop creativity from flowing because flexibility will be integrated.

First 5 Day Plan

Day 1- I will greet students outside of the classroom and welcome them. I will have toys laying out in the different areas of the classroom for them to play with when they first come in. I will introduce procedures that have to do with what to do when we first come to school, going to the bathroom, specific play area expectations, where they will sit, and how to get ready to go home at the end of the day, especially lining up. The first day will be largely focused on getting to know the students and helping them get to know each other.

Day 2- I will greet students at the door and start to implement the morning routine in the classroom when they first come in. There will be toys laid out for them to play with as part of the morning routine. I will practice the bathroom procedure and the play area expectations we learned the day before. I will also introduce some new areas of play within the classroom. I will talk about rules and expectations in the classroom and have them chime in and help construct them.

Day 3- I will greet students at the door and continue to reinforce the morning routine. There will be toys laid out for them to play with as part of the morning routine. I will review the

play areas we learned about the previous two days and introduce a couple more areas for them to play in. We will talk and review the rules we came up with the day before and practice implementing them within the classroom. We will also talk about consequences for not following through with the expectations. We will make adjustments as needed. At this point I will also make adjustments to any procedures that aren't working as well.

Day 4- I will greet the students at the door and continue to work through the morning routine. There will be toys out to play with as part of the routine. I will review the play areas we learned about the past few days and open up any that haven't been taught yet. I will also introduce classroom jobs and how those work.

Day 5- I will greet the students at the door and continue to implement the morning routine. I will make any adjustments to the play area expectations that we've worked through, make any formal adjustments to the classroom expectations, consequences, and further practice any procedures and routines that need to be practiced and reinforced.

Communication with the Families

I will keep constant communication with the parents and guardians of the students in my classroom. I will start by sending a letter home either on the first day of school or at the back to school orientation if that's an option. A copy of the letter I will send home is located in the appendix. I will also send home newsletters every two weeks so that parents are informed of what is going on in the classroom. If any big changes happen within the classroom, I will be communicating that with parents through letters home as well. I will also make a point of connecting with parents when great things happen with their child on a given day. I will give the parents my email and ask them to send me their email as well so that I can reach out to them. I

will also ask for phone numbers and in return give them my own phone number. On top of that, I will open up a classroom Facebook page where I can post pictures, videos, and announcements as they happen in the classroom. In the letter home on the first day I will ask parents to sign a waiver allowing me to post pictures of their children on the Facebook page that will only be accessible to the families of the students and myself. I will make a point of connecting with each parent at drop off or pick up if they come to my classroom and let them know of any struggles throughout the day or of any successes that occurred that day.

What if?

I will always be open to making adjustments to the plans and procedures as necessary. If something isn't working, my first consideration will be to ask what I can do to help solve the problem or what I need to change. I will always be willing to acknowledge that I'm wrong and that it is not my students' fault. I won't always be 100% successful, but I will always be willing to adjust and change. Ultimately though, when problems arise, I will respond with empathy. I will address the issue ultimately keeping the students' well-being in mind and their wellbeing will be my top priority. Every single mistake or bad decision made in the classroom will be a learning opportunity for the student and for myself as the teacher.

Appendix

In the appendix you'll find pictures and explanations of different classroom materials, procedures, rules, consequences, and environmental aspects where appropriate.

Establishing Rules



Here I have a couple examples of what kind of rules I would put in the classroom. I would use pictures of these being implemented by the students within my classroom to better help them understand. We would agree upon rules as a classroom and talk through them and talk about what they look like in our classroom.



Procedures

The five procedures that I would like to address here are the morning routine, going to the bathroom, cleaning up after an activity or a play time, how to get out toys and play in a play

area, and lining up. Each of these procedures will be taught to a few students at a time and will be taught through demonstration. I will split them into groups of four and have them each practice it with me and then talk about it when they are done.



To begin with, the morning routine is arguably the most important routine. If you start the day out right, then the rest of the day might just fall into place. When each student enters my classroom, they will first hang up their backpacks and coats on their designated hook. Next, they will grab any water bottles that they have and fill them up and place their water bottle on a counter in the room. After filling up water bottles, they will go to the attendance board and sign their name by their picture

and name so that they can practice spelling their name. An example of this is the picture above.

The only difference is I would also have a picture of the student. They will then make their lunch choices for the day and move on to playing in a specific area. There will be toys preselected and laying out or they will have the option of coloring at their desks quietly.

The next routine is the routine of going to the bathroom. There will be group small bathroom times at specific times throughout the day such as before going outside and right before nap time. However, if a child needs to go to the bathroom at another time, they will begin by getting my attention by waving two fingers in the air. I will nod at them to let them know that they can go. There will be figures of a boy and a girl with popsicle sticks blow them with each child's name on a stick. A visual of this is given to the right. The student will grab their popsicle stick and place it on the figurine so that I know who's in the bathroom at any given time. There will be a bottle of hand sanitizer next to this area so that when they come back, they can use the hand sanitizer before they put their popsicle stick back in its place



The next procedure that I will go over is how to go about getting into their desired play areas and what's expected while there. To begin with, when it is play time, I will dismiss the kids from the previous activity by the color of their clothing. The students will go and pick out the toy that they want to play with. Eventually, they will be able to move around the classroom freely, but for the first couple months they will have to stay in the location that the toy comes from. If they are finished with a particular toy, they will have to put it away before grabbing another toy. They will then have to help clean up when the play time is over.

Cleaning up is another procedure that I would like to address. When it's time to clean up I will get the students' attention by using a rain stick. There is a picture of what that looks like



on the left of this paragraph. When they hear the sound, they will freeze and look at me. They'll know to do this because we will have practiced this expectation. After they're all looking at me, I'll start playing a cleanup song and they'll stay in their area to clean up the toys they are playing with. Once they finish cleaning up their area, they will travel to another area to help their friends there. When I notice that everyone is almost done, I'll start counting down from 15 and they'll finish up and then move to the community area. We'll end in the community area every time for consistency and so that I can explain the next activity.

The last procedure that I'd like to address is the routine of lining up. First, I'll get their attention the same way that I will when it's time to cleanup; with the rain stick. When they hear the rain stick, they'll freeze and look at me. I will then say, "One," and they'll all stand up and face me. I'll say, "Two," and they will push in their chairs. If they don't have a chair to push in, then they'll pat their head three times. This is mostly to fill the time that it will take for others to push in their chair so that the students without the chair aren't just standing there. Next, I'll say, "Three," and they'll walk to the circles on the floor by the door. There's a



picture of this what these circles will look like located above on the right. The line leader will have a specific circle and the rest of the students will get a circle based on when they get there. I will have them all walk in various ways during step number three such as tiptoe, walk slowly, walking normally, and other variations.

Praising Positive Behavior

When it comes to praising positive behavior, I will make an effort to praise each child for something good at least once a day. I plan on having a good behavior jar in the classroom.

Whenever I notice a student doing something exceptionally well or being unusually nice to the people around them, I will be sure to be specific and let the child know exactly what they did. I will then grab a piece of paper, write the child's name down on it, and then put it in our good behavior jar. I will also have a chance at the end of each day for the students to talk and share about the good behavior that they saw in the classroom throughout the day. When a student is recognized for their behavior by their classmates, I will put their name in the jar as well. When



the jar is filled up with good deeds, then the entire class will get some sort of reward. Rewards can include extra recess time, doing special activities or crafts in the classroom, having a game day where they can bring in games from home, and fun dress up days that the whole class can participate in. I have an example of what the reward jar looks like in the picture to the left. I don't think I would have three rewards on the jar, but if the class seems to need it, I would be willing to adjust.

Addressing Misbehavior

When it comes to misbehavior, there are a few consequences that I believe would be effective and appropriate. To begin with, if a child is worked up about something and being disruptive or mean to the students around him or her, I will have a calming corner or a separate space for him or her to go take a break. After taking a break I will address the situation and mediate as necessary, which usually will warrant an apology from one student to the other. This age is a great time to learn the consequences of our actions and also the importance of getting along with others. I also am a firm believer in natural consequences. A great example of this is if a child is throwing a temper tantrum and making a mess, once they have calmed down then they're in charge of cleaning up their mess. Or if they are adamant about not eating lunch and instead throw a fit then they'll have to wait until snack to eat. If there is a fight over a toy and it can't be resolved then the toy will be taken away or the student will be removed from the area. If there are two students that are continuously getting into trouble together or are constantly fighting, then I will do my best to keep them separated most of the time. Ultimately though, I will have a "Three Strikes and You're Out" type of system so if the matters are small, they get two tries and a warning after each try. However, if it's a big thing and other students are in danger, then I will intervene right away. As always, communication with parents will be key and one of my top priorities.

Maintaining Student Engagement

In the preschool classroom, maintaining engagement seems to be easier than it would at a later grade level. This is due to the fact that the curriculum is generally play based and hands on. As a teacher I would be very careful to keep all of my activities hands on in order to

continue to keep the students' attention. I would also look at how I could incorporate games into the activities whether it be individual games or games with a partner. For example, Candy Land would be a great game for working through counting as well as colors. I could also make up some games to go along with lessons. Lastly, I hope to maintain engagement by connecting the material to their everyday lives. Whether it be asking them about different places that they use numbers or having them bring in things from home to use within the classroom. I will also be sure to keep them engaged by moving their learning forward. If they have learned something already then instead of reviewing it I'll take it to the next step. By keeping it hands on, playing games, and making the material relevant the students will be engaged in the material.

Classroom Environment



If you look above, you can see the layout of my ideal classroom. Along the bottom left wall there are cubbies for each of the students to hang up their belongings. Right above from that there are more wooden cubbies for school work or small things. Each student will have their designated cubby area. I intentionally made a walkway between the big cubbies and the little cubbies for lining up purposes. Immediately to the right of the cubby area there is a white circle rug, two chairs, and a plant that are located in the calming area. Within that area I would have feeling buddies along with stuffed animals and some books about emotions. The feeling buddies are shown to the right on the next page. This area will really help develop the social

and emotional needs of my students. There's a wall depicted by the black rectangle next to the calming corner. This will help separate the child so they can really be alone. There are multiple areas of learning throughout the classroom and even a book area for reading books. On the top of the picture the



community area is in the right corner. This is a huge area for community building and will be used for almost all of our transitions.



I will have signs like those above within our community area to set the expectation for what is expected during circle time and community time in general.

Additional Items

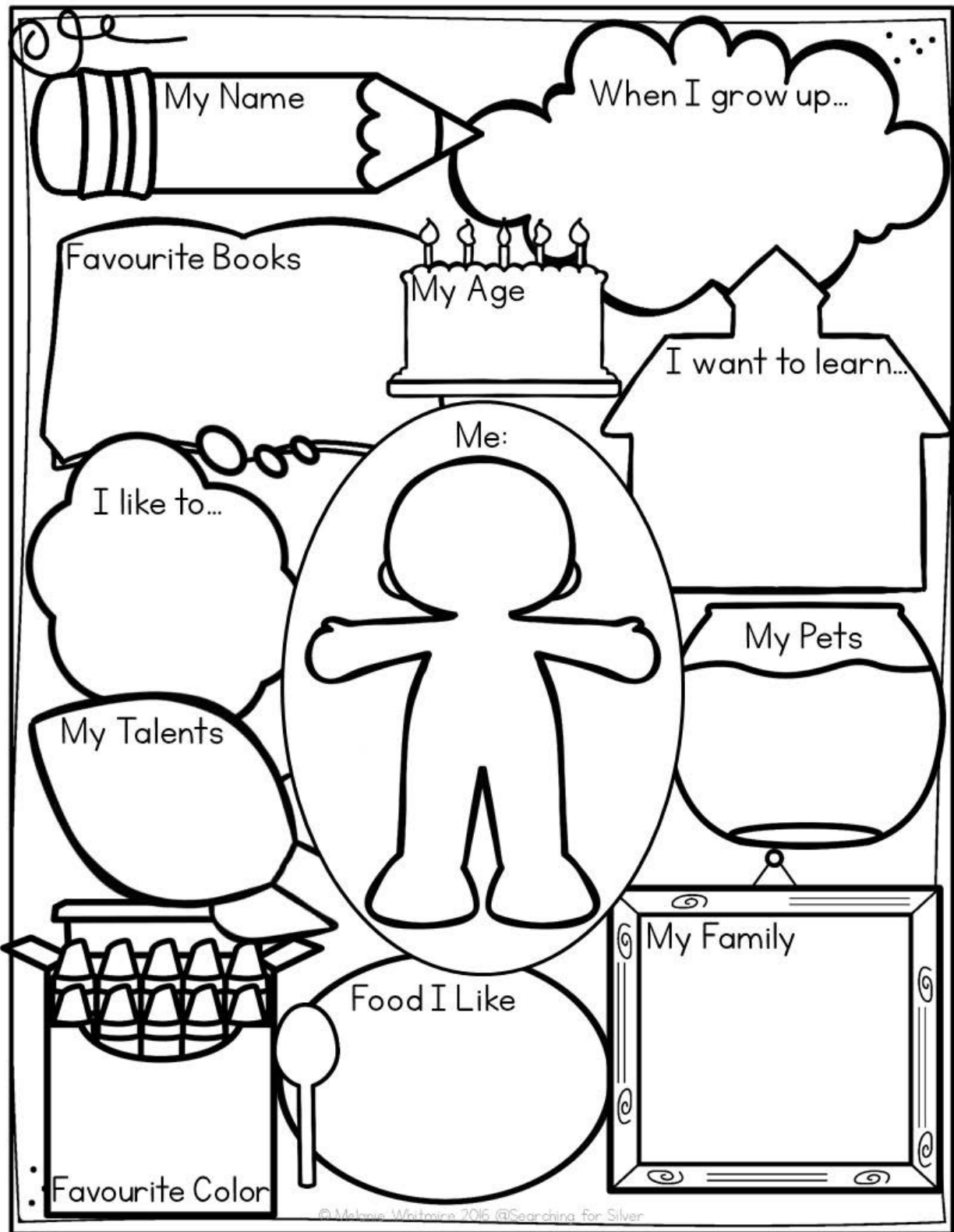


I also really like visual schedules and will have one up within the classroom and will adjust it every day. This is a great way to eliminate behavioral problems that are related to not knowing what to expect next.

I will also have classroom jobs which will be posted in the classroom environment. This will give each student a sense of responsibility within the classroom. I have a picture of an example of what this could look like. I would put a picture with each job and the picture would be of a student within my classroom doing the job. I would also have a picture of the student on their clothes pin.



I also have an activity that I will have each student fill out the first day of school or on a back to school night depending on what's available at the school I will be teaching at. I have attached that activity as well as the first letter home to the parents, which I mentioned earlier. In the letter I mention that attached to the letter is a school supply list, a questionnaire, and a waiver for the Facebook page. I typed up a questionnaire and a waiver for the Facebook page and those are also attached to the bottom of the letter. However, I don't have a school supply list because I plan on waiting until I have a better idea of what the classroom has and what I will need the students to get. This will come when I get into a classroom and have an actual teaching job.



Dear Parents or Guardians,

I'd like to take this opportunity to formally say, Welcome! I am extremely excited to be working with you and your child this school year. This is a very exciting time for you and your child full of anticipation, excitement, shopping, and preparation for the new school year.

Let me introduce myself. My name is Ms. Bethany Allen and I am going to be your child's preschool teacher this school year. This is my first-year teaching and I've been preparing for the past four years in the Early Childhood and Elementary Education programs at the University of Mary in Bismarck, ND. I'm excited to get to know your child's likes and dislikes, favorite foods, interests, and so much more. I'm also prepared to bring their learning to the next level as we work through the curriculum and play together. My classroom will be a play-based classroom because I believe that children learn best when they are allowed to learn hands on. Instead of doing merely worksheets, they will be using toys and manipulatives to learn new information and to expand their knowledge. They will be building, exploring, and playing which will help them to learn the way that children learn best do. My classroom will also focus a lot on social and emotional development. Your child will learn how to interact with his/her peers in a positive way and how to deal with conflict. He/She will also get the opportunity to learn about his/her emotions and come to understand and regulate them. These are essential life skills and I'm prepared to help your child succeed in this area.

If at any point you need to get ahold of me, you can contact me three different ways. First, you can email me. My work email is *ms.bethany.allen@gmail.com* and I will be checking it throughout the school day and once every evening. However, on the weekend I will not be on my email, so you can expect a response the following week day. Secondly, you can call me at (507) 555-1231. This number is my classroom phone number so can be called throughout the

day or until I leave school at 4:00 each day. Lastly, you can come in and talk to me directly in my classroom. I will be around before school every morning and after school every week day. I welcome questions, concerns, and anything else you want to bring to me.

There will also be ways that I plan on reaching out to you and keeping you in the loop of what's happening in the classroom. To begin with, there will be a classroom Facebook page in which I will be posting updates, important information, pictures and videos. The page is called Ms. Allen's Preschool Classroom and it's 100% private. The only people that have access to this Facebook page will be you, other parents, and myself. This Facebook page will allow you to see what your child is up to throughout the school day as well as different activities going on in the classroom. I also will be sending home a newsletter every month with happenings in the classroom for you to see. I plan on calling or emailing you or occasionally to let you know specific things that your child is up to in the classroom, including the good behaviors and accomplishments. If I have any concerns or any behavioral problems for your child, I will also be letting you know. Your child is very important, and if we work as a team, together we can help your child grow into his/her fullest potential.

Attached to this letter you will find a couple of different things. First, there's a school supply list for what your child will need throughout the year. I ask that you look through it and get the items on it for your child. If there are any questions or concerns about some of the items or financial problems, please don't hesitate to reach out to me. Also attached you will find a short questionnaire. I ask that you fill it out and bring it to me during the Back to School Night. I send these questionnaires out so that I can better get to know your child, a little bit of background about their lives, and also know how to get ahold of you. Lastly, you will find a

waiver. This waiver is permission for me to post pictures and/or videos of your child on the class Facebook page. Again, the only people with access to this page are you, parents of other children, and me. If the waiver is signed, I will have permission to post pictures of your child on the page. If you aren't comfortable with that, then you can choose that option and I will refrain from posting pictures of your child on the page.

Again, I'm very excited for the upcoming school year and the chance to work alongside you and your child. I would like to thank you for entrusting your child to our school as he/she begins her schooling with us. Let's have a great year!

Ms. Bethany Allen

Email: ms.bethany.allen@gmail.com

Phone: (507) 555-1231

Parent and Guardian Questionnaire

My child's name is:

Parent/Guardian Contact Information. Please circle email or phone number depending on which one you prefer me to use to contact you.

Name	Email	Phone Number
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Name	Email	Phone Number
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The parents are: (Please circle one)

Married Divorced Separated Other
 If you circled other, please explain: _____

I read to my child: (Please circle one)

Every Night A couple times a week Once a week Never Other
 If you circled other, please explain: _____

My child naps: (Please circle one)

Every day Occasionally When really tired Never Other
 If you circled other, please explain: _____

In general, my child's eating habits are: (Please circle one)

Picky Decent It depends on the day Eats anything Other
 If you circled other, please explain: _____

If there is any other information that you think I should know about you, your family, or your child, please don't hesitate to reach out.

Classroom Facebook Page Waiver:

If you are okay with pictures and/or videos of your child being posted on the private classroom Facebook page, please fill out the top section. If you are not okay with pictures and/or videos of your child being posted on the private classroom Facebook page, please fill out the bottom section.

I, _____, as _____'s parent or guardian, give Ms. Allen permission to post pictures and/or videos of my child on the classroom Facebook page. I understand that the Facebook page is private and only accessible to the parents and guardians of the other students in the classroom and to Ms. Allen herself.

OR:

I _____, as _____'s parent or guardian, do not give Ms. Allen permission to post pictures and/or videos of my child on the classroom Facebook page.

Please Sign Below:

(Print Name) _____ (Date) _____

(Sign Name) _____ (Date) _____

References

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