



EDUCATION PHILOSOPHY

Sarah Grace Griswold



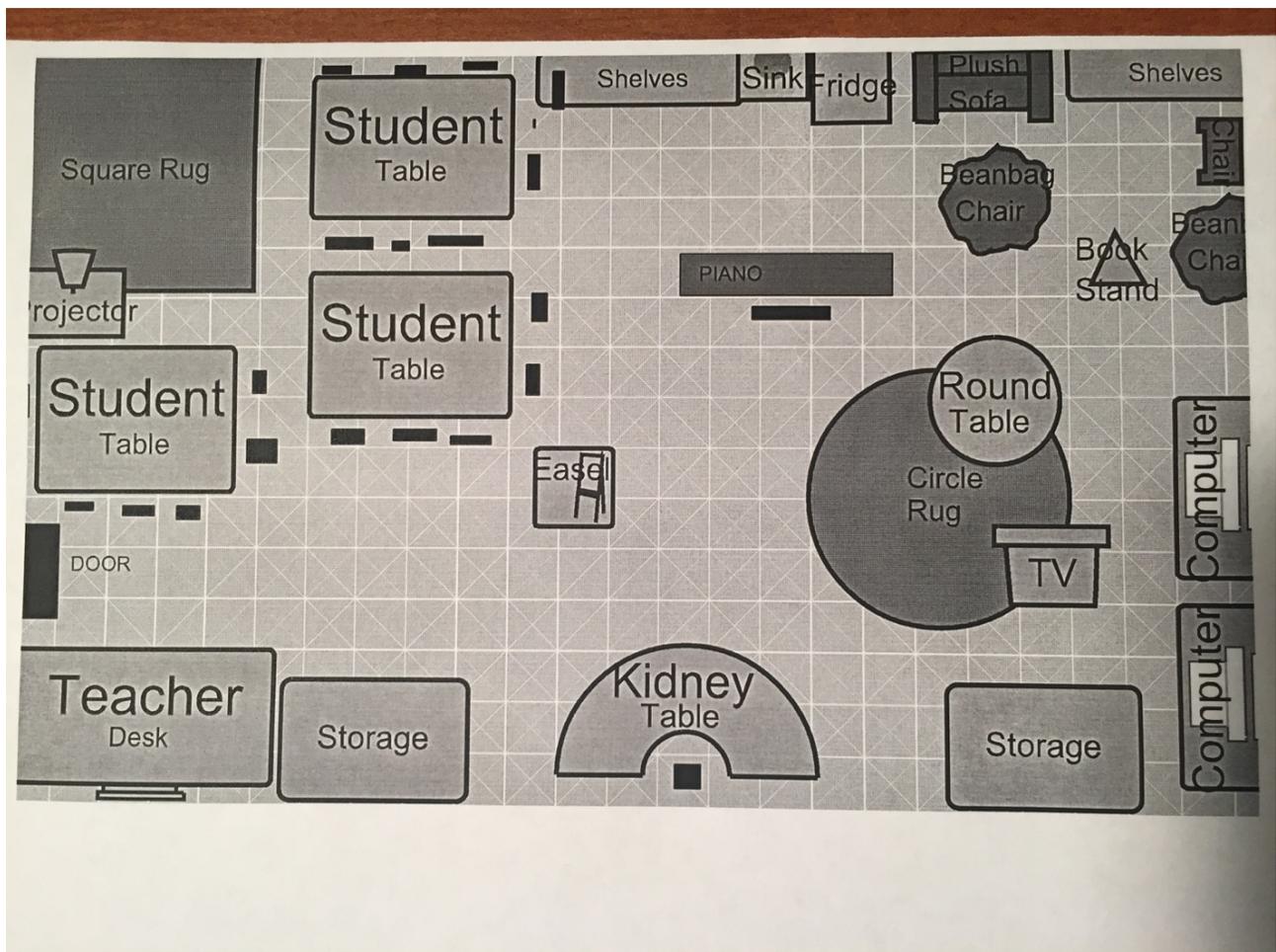
DECEMBER 13TH, 2016
Early Childhood Classroom Management

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Education Philosophy Final: December 13th, 2016**Vision:**

As an educational viewpoint, I support the way that children can learn from different perspectives and unique learning styles. I want to instill a classroom strategy and discipline that promotes the way that children are supported and encouraged to learn and be the best version of themselves. I want a level of respect in my classroom that encourages children to treat others, peers, higher educators, teachers and professionals the way that they want to be treated. Additionally, the classroom needs to be a place for kids to be kids, for them to use their brains to learn more about the world. Overall, I want to encourage students to be participants in society and in the world around them.

Classroom Floor Plan:

Classroom Floor Plan Rationale:

As an overview, I want my classroom layout to represent and be structured in a way that assists different styles of learning and creative aspects. This layout provides a glimpse into the way that I want to encourage students to experience learning through centers, hands on experiences, small groups, large groups, and different styles. The design is functional for all types of age groups, but is focused for an early childhood classroom. This plan is the ideal and “perfect situation” that I would like to have in my own classroom.

To begin, I see the entrance to the room as a welcome into a separate place. With the door location, students come in and are immediately greeted by the teacher and the teacher desk. This placement is intentional in that it provides easy access for entering and leaving the room and allows for me to have a quick viewpoint for emergency situations. As mentioned in “Classroom Management for Elementary Teachers”, the placement of this desk also allows for a balanced “line of sight” to see every spot in the room (Evertson, Emmer 19). Once students enter into the room, they have easy access to the storage cabinet next to the teacher desk to put away their backpacks and gather materials needed for the day. They also have access to their own shelves along the opposing wall in order to gather their materials and supplies. This idea promotes student preparation and allows for “bell work” to be implemented and used appropriately.

Next to the teacher desk, you can see the kidney table which serves as “an area where you can meet with small groups of students for lessons, group projects, or tutoring” (18). The location of this table allows for me to be able to see the rest of the class while working with the small groups. As you look in the bottom right corner of the room plan, this begins the start of subject centers and storage space. The storage cabinet is where most of the curriculum materials and supplies are located. In addition to this space, there are lots of supplies stored in the teacher desk area. The computers are located right along the wall with the screens facing the classroom. This allows for me to be able to monitor the content and quickly check that the students are using the pre-programmed computer games and projects.

Also located in the right corner of the room is a large circle rug with a television and a round table. This area will be used for classroom meetings, large group activities and instruction that requires more movement. The large group area is a space where I can stand or sit to address the entire class with whole or small group instructions (16). It allows for students to be able to sit on the carpet, but allows for me to incorporate movement into lessons and content learning. This

part of the room will also double as a different and interchangeable learning center when students are moving and choosing centers.

Behind this large group spot in the top right corner, there is a large library and reading center. This area will be used for center reading time, small group reading, and individual reading. The library will be stocked with books of different genres, levels and content areas. I want this area to be very comfortable for my students as they will be highly encouraged to take, read and learn from these pieces of literature. As supported by Evertson and Emmer, “Some teachers like to have a more informal area in the classroom, including an area rug, bookcases, a small table, or comfortable seating” (20). Additionally, this learning center will serve as a classroom library for children to take books home and “rent” them for the weekends. I will implement a system that allows for students to incorporate responsibility and ownership over their borrowing.

In the middle right of the room, I will have my piano and piano bench. This unique addition to an educational classroom allows for students to learn in a creative aspect while incorporating an auditory style of learning. The piano will be moveable so that I can incorporate it into large group time at the circle rug and large group time at the student tables. The piano will also be used as one of the learning centers. Students will be given headphones so that they can play and listen. Depending on the lessons, this piano will be primarily used for memory and incorporating new concepts into learning schema.

Behind the piano along the back wall, there will be a sink, fridge and student storage. This area will double as a cleaning spot and a science center. Students will be able to incorporate a sense of kinesthetic learning here where they can touch, feel and experiment with different materials. Below the sink area, there will be a spot for an art center, as symbolized by an easel in the picture. This center will be moveable and fully stocked with supplies for different art projects. It will be used mainly for center time, but will also be incorporated into whole group that is either in the circle rug or at the student tables.

Lastly, the top right corner will serve as a main instruction spot for students to have a central seat and location to come to. Their seats will be arranged in three different groups as they will participate and work in small groups in many of my lessons. The square rug in the top corner can also be used as a place for students to sit and work on a special center project. This corner will also be the primary location for the white board, projector and class rules and

announcements. When students first come into my classroom, they will see a daily letter addressed to the class posted up on the wall. This wall will also have student work and projects posted up to share with each other.

Overall, this classroom layout serves as a way for students to interact and learn from the environment. The centers and specific locations are intentional in how they encourage students to use the room and be engaged with the lessons. While this classroom layout is a hypothetical situation, it encourages some of my main values of integrating different learning styles and methods to meet the needs of students. The overarching idea of this classroom layout is represented by the idea that a unique classroom floor plan opens doors for unique ways of learning. This style allows for students to be able to engage and interact with learning in ways that they may have never experienced before.

Socio-Emotional Environment and Communication:

Relationships: In my classroom, I want to encourage my students to feel comfortable and ready to learn. I want students to be encouraged, to be engaged and interactive because they intrinsically want to be involved in the lessons and activities. This idea cannot be started without cooperation with parents, peers, administration, and parents. Additionally, I want to encourage a nurturing environment that promotes positivity and student growth. My ideal atmosphere will be a place for students to feel connected and engaged in educational growth and in real life. I will use a positive environment to be helpful in forming positive relationships.

To begin, I want to foster a healthy system of interactions and communication with others in my building and those who support my students. As stated by Evertson and Emmer in Classroom Management for Elementary Teachers, “a vital part of relationship building will be to connect with parents and families in ways that involve them in their children’s schooling” (79). In order to best communicate with parents, I will use classroom newsletters, a classroom website and regular phone calls to communicate ideas and concepts that I am teaching to my students. I will set up a plan that requires me to make direct contact with each parent at least once a month. I will plan to encourage and promote the relationship between the parents and myself to help the student have the best type of experience in my classroom. In addition to parent-teacher conferences, I will seek to connect with students’ parents when I am supporting students at extra-curricular events or opportunities such as sports games, school plays or choir performances.

In the school building, I will seek to gain support from the administrators and peers. I will seek to have collaboration and intentional meetings and conversations with other professionals, such as fellow teachers, specialty teachers and teachers in my cohort, to have the best type of knowledge in my classroom with the students' best intent in mind. In addition to a social relationship, I hope to gain insight and professional ideas through fellow teachers, peers and leaders in the school building. I hope to gain a healthy relationship with the specials teachers and para-professionals, such as the special education teacher or physical education teacher, to be able to use them as resources for my students' growth outside of my classroom.

While these relationships are needed resources for my students' success, my relationship with the students will be the most critical interaction and relationship in the classroom. From the beginning of the school experience, I want my students to feel comfortable and ready to learn. According to Evertson and Emmer, at the beginning of the year, teachers are encouraged to "plan your activities to take into account the students' perspectives, concerns and need for information about their new and unfamiliar classroom" (74). Throughout the entire school year, I will have a classroom that encourages students to feel comfortable in order to properly learn. My classroom will be a place that is safe and comforting for all my students. Our relationship will be impacted through the positive and nurturing environment that I will create in my classroom.

Nurturing Environment: Throughout the relationships, this will lead to a healthy and nurturing environment. According to Ruby Payne in A Framework for Understanding Poverty, "a successful relationship occurs when emotional deposits are made to the student, emotional withdrawals are avoided, and students are respected" (111). My classroom will be a place where the successful relationship allows an open door to proper and healthy education and growth. There will be a level of trust between students and myself where they know my support because of the way that I interact them, I want them to have trust me. I will hope to instill a sense of community and relationship within this environment that helps them to feel valued and respected. Because the nurturing environment is positively impacted through a healthy relationship, students should be able to recognize correlations and positive interactions between the two aspects of teaching.

Educating All Students: From my understanding, students grow at different levels of learning. According to Snowman, Garner's theory of Multiple Intelligences represents student differences in education and learning. "Instead of focusing on how much intelligence students

have, we need to attend to the different ways in which students make the most of their intelligences” (Snowman 118). I believe that students need to be able to learn in a variety of ways in order to retain information and to learn in a variety of learning styles. By incorporating lessons that are planned for multiple intelligences and different styles of learning, I will be providing differentiation and plans for assisting all of my students’ learning needs. I want my lessons to each have a variety of aspects and styles of teaching to accommodate the learning styles. On a further level, I will purposefully be planning lessons with a variety of elements of learning. For example, I will incorporate lessons with technology, computers, music, cross-curricular, hands-on experiences and a variety of ways for students to learn. In my classroom, students will work through centers that allow them to learn based on their own experience and their own personal choice. This allows them to be able to have freedom to enjoy the lessons and to engage in the objects of interest. As expected, I will accommodate and differentiate lessons towards my students educational, mental and social needs. With each of my lessons, I will provide enrichment and intervention strategies to accommodate and incorporate each of my students individually into the lesson.

Atmosphere: In addition to healthy and supportive relationships, I will have a healthy environment and a variety of lessons. My goal, as the teacher, “is not to be the ruler of a classroom kingdom but to be the designer and facilitator of an interactive classroom community” (Evertson, Emmer 70). I will seek to be uplifting and encouraging throughout every moment in the classroom. In order to encourage a healthy atmosphere, I will begin each day with a positive moment and encouragement for each of my students. As we begin our day, we will have a morning meeting that is centered on greeting, welcoming and encouraging one another. This strategy will incorporate positive behavior and should help to create a positive and encouraging environment. As another strategy, I will purposely provide healthy and uplifting feedback throughout the day. I will seek to encourage and point out positive moments of growth and development. I will establish a method of encouragement that leads students to be able to pick up some of the strategies and practice them in the classroom and in every-day life.

Behavior Management:

Rules and Procedures: For my behavior management system, I will seek to provide and combine strategies from Glasser and Jones to create a plan that is adaptable and engaging for

student behavior. The CHAMP method seeks to incorporate student responsibility in creating rules while having a balance guideline at all times. This method of evaluating conversation level, help, activities, movement and participation allows for accommodation per activity. I will introduce this method of instruction at the beginning of the year and I will seek to guide students in following these rules and levels of behavior during every activity or lesson. Throughout my lessons, I will redirect the students with this outline of behavior so that we are able to individually assess the expectations that I have of my students. Additionally, I will use the concept from Glasser to promote student expectations and understandings. In my classroom, “Students have the obligation to make a reasonable effort to learning. They will fulfill this obligation by attending classes, paying attention, cooperating with the teacher, participating considerably in class activities, and doing the assigned work” (Charles 27).

Positive Support: For positive support, I will encourage them through verbal interactions and challenges. I will use strategies of encouragement and positive reinforcement to support student mentality in the classroom. In using positive reinforcement, I will encourage students with a variety of rewards and praises. This strategy will help me to encourage students in many aspects while supporting individual thoughts. With expectations, positive reinforcement will be used less frequently than expected. There will be a level of praise, but it will be balanced with expected behaviors and thinking.

In my classroom, students will be encouraged to develop methods of self-discipline and self-control. “Self-Control involves behaving in ways that leads to the accomplishment of desirable goals and suppressing behaviors that are detrimental when no one is looking” (Snowman 281). Throughout my behavior plan, I will instill a level of self-discipline that encourages their overall development and social growth. I want my students to know what self-discipline will do for them in the future and that they must learn these skills now. I will expect to see growth in my students, but I will also expect that they will enter in at different levels of behavior and discipline.

Strategies to Facilitate Maximum Learning:

Homework Procedure: In my classroom, I want to consistently encourage my students to turn in work and stay on top of individual educational practices to best assist their learning styles and thinking. To best accommodate student variability, I will plan to implement weekly

homework packets that students will turn in every Friday morning. This allows them to plan strategies around their weekly schedules and extra curricular activities. I will also plan for at least one after-school time a week where they can stay and do homework in my classroom. This could help to provide extra accommodations for students with difficult home situations or challenging schedules. In addition to the weekly homework packet, students will be responsible for taking care of their unfinished work and turning it in weekly. As an overall role, I will turn back their graded within one to two days following the assignment given so that they can see how I put my effort in their assignments. Depending on grade levels and ages of my students, I will plan my homework assignments based around this level of incorporation.

Learning Opportunities: Within the level of instruction, I will do my best to accommodate and plan for all types of learners. In my classroom, I will plan my lessons around the way that students learn and their individual differences. I will use Howard Garner's theory of multiple intelligences to practice and make sure that students are learning in a variety of ways. According to Edutopia's evaluation of Multiple Intelligences, "Having an understanding of different teaching approaches from which we all can learn, as well as a toolbox with a variety of ways to present content to students, is valuable for increasing the accessibility of learning experiences for all students. To develop this toolbox, it is especially important to gather ongoing information about student strengths and challenges as well as their developing interests and activities they dislike" (Edutopia 1). In order to effectively teach with a variety of different methods, teachers need to be able to know and learn about student differences and individual personalities and learning styles.

Managing Student Work: In order to maintain a proper system of student work, I will have to be very clear about my intentions and instructions. When explaining the instructions, I will first go over them orally and also point to where they are posted/located in the room as a visual (Evertson 53). Students need to have a clear understanding of what is expected of them and the specific requirements that they must do to participate in the work. This explanation helps to "provide a reason for doing the assignment or explain what students may gain from the effort" (Evertson 53).

Next, I will have to put specific standards, neatness and due dates with their work. By doing this, students will know what is expected of them and I will only have to explain exceptions and changes that would occur (Evertson 54). When students are absent, I will have to

be very particular about how students can do their work and when it is due. For one of my student jobs, a student will be responsible for collecting work for absent students and putting the materials in the student mailbox. For feedback with assignments, I will consistently be providing students with written and verbal feedback. Depending on what they need, I will vary the amount of involvement and participation that is put into their feedback and responses.

Learning Groups: A big method of my teaching style will be how I implement different learning group and specialized instruction. As a general rule, I will use methods of cooperative learning to be able to point students towards increased engagement with the content involved as a main factor (Evertson 127). This will include daily accountability and teacher monitoring of groups. I will use a variety of learning group sizes between large, small and individual groups.

Additional Management Tools:

Planning Instruction/Lesson Planning: In order to best be prepared for student growth, I will be very strategic in my planning and lesson implementation. At the beginning of each year, I will have my yearly plans prepared with room to adapt and adjust the plans based on student needs. On a weekly basis, I will keep my plans in a folder that I have with me at all times. This will allow me to be able to adjust and add lessons at any point. Depending on the district or school system that I work in, I will be able to adapt my lesson and organizational plans towards the school requirements. Overall, my plans will be very specific towards students needs with as much up-front and planning organization as possible.

Problem Behaviors: As planned, I will “undoubtedly face difficult situations that must be resolved to preserve the climate for learning” (Evertson 185). In working with students who have behavior problems, I will try my best to go back to my explained expectations that I had said at the beginning of the year and throughout each lesson. When problems arise that are immense, I will rely back on my classroom discipline plan. I will implement some ideas from Spencer Kagan about working on the same side as the students and I will monitor disruptive behavior with a positive approach (Charles 207). When behavior goes far out of my control, I will rely on the support that I have from other peers and principals in the school. I will use strategies of leadership and discipline that will accommodate the students that I have in my classroom.

Some of my goals for managing problem behavior will be to properly judge the short and long-term effects of the discipline and management strategies (Evertson 187). I will include several

types of simple intervention strategies that incorporate nonverbal cues, moving closer to students, group focus, redirecting behavior, brief desists and giving students choices (Evertson 190). These strategies will be used as needed to be able to help stop problems before they go any farther. On a moderate level once the simple interventions are not able to work, I will move on to removing privileges or desired activities. If needed, I will use reinforcement or isolation/removal from desired programs or lessons. Lastly, the more extensive interventions require other assistance from professionals and school counselors or principals. As mentioned, I will rely on this positive support to be able to work with any type of student behavior that arises.

Student Needs:

Special Needs: Within student needs, there is major role of emphasis that needs to happen towards the needs of students with disabilities. Oftentimes, teachers neglect or do not know how to help students of this manner. However, teachers need to be critically aware of the needs of their students and need to help provide appropriate accommodations to help these disabilities. To specifically list some aspects to help, teachers need to have strategies to help with learning disabilities, emotional or behavioral problems, Autism Spectrum Disorder, Attention Deficit and Hyperactivity, deaf or hearing impaired, and visual impairments (Evertson 223).

In my classroom, I will use strategies of multisensory experiences and learning centers to help sensory and learning disorders. In order to best accommodate students with Autism Spectrum Disorder, I will plan to use visual cues and prompts while trying to always give an auditory and a visual plan. This strategy helps to break down plans for students and helps them to be able to create a mental picture of the level of instruction. To help students with Attention Deficit and Hyperactivity, I will have a variety of different stress releasing mechanisms in my classroom. We will consistently be moving and using a variety of teaching methods to best use their energy and movements. To help deaf or hearing impaired students I will plan for a lot of extra visual instruction and visual images. In contradiction to these strategies, I will use verbal and sound teaching methods to help students with visual impairments. As a whole, I will use these strategies, and many more, when needed. As I prepare for a group of students I will try to learn the most I can about them beforehand. I will want to know these disabilities before the year starts so that I can prepare for some varied instructional practices and methods.

Gifted Students: In order to best accommodate all students, I will try to use unique strategies to challenge their natural characteristics and intellectual differences. I will use enrichment and differentiated instruction to best help students grow. For all of my lesson plans, I will include a section where I can list enrichment strategies to accommodate students. Snowman mentioned a variety of enrichment strategies that help to provide strategies that are based on research and evidence (Snowman 216). I will seek advice from the students individually through conferences where we can try to develop a learning contract and method of instruction. Additionally, I will plan to encourage supplementary reading and asking gifted students to be tutors in my classroom (Snowman 217).

Grouping: In order to have large group success, I will try to use many strategies and ways to include every student within the large group. For small groups, I will use a variety of methods to form groups that could include pairs, group membership and group leaders. I will try to give students responsibility in dealing with group problems and issues to let them build strong leadership and problem solving skills (Evertson 132). Within group work, I will encourage students to take individual leadership and roles. From the beginning of instruction, I will have specific roles that the students can choose or will be assigned within the group work. This allows students to hold each other accountable with successful attempts at leadership. For individual tasks, I will make sure that students understand the main methods and the particular expectations that are ahead of them.

Assessment Strategies:

Why measure student growth? In order to properly evaluate and recognize student progress it is significant to be able to properly assess and recognize these academic growths that students experience. As previously mentioned, assessment allows teachers and parents to be able to see changes within student education. For a teacher to be able to help they first need to know the student's understanding to determine what they know and can do on their own (Snowman 485). Assessments are "designed to highlight student strengths and weaknesses, to give students timely feedback about the effectiveness of their study habits, and to provide teachers with timely information that can help them make more effective instructional decisions" (Snowman 484). As demonstrated, the value of assessment plays a critical role in the way that teachers can measure student growth so that students can succeed and continue further in academic thought. As stated

and summed up by Snowman, “we assess student learning to enhance student learning” (Snowman 486). I plan to use assessments as a way to recognize student growth and achievement in my classroom. These assessments allow me to evaluate their growth and then accommodate and adapt my lesson plans for their individual growth needs.

Value-Added Data/AYP: According to the Center for Greater Philadelphia, Value-Added assessment is a new way of analyzing test data that can measure teaching and learning. It is based on a review of students’ test score gains from previous grades where researchers can predict the amount of growth that students are most likely to have within the next year (Univ. of Pennsylvania 1). This assessment method involves the way that test scores can predict student growth and then set goals upon achievement. It determines a system of Annual Yearly Progress or AYP as it is often referred to.

Within this assessment method, it allows teachers to plan for challenges and adapting methods that students will face. However, it doesn’t require students to demonstrate their growth throughout the year. It’s annual reports limit how teachers are helping to serve students. As a way to measure student growth, it serves as a successful method that seems to be working in many areas. As referenced by the Center for Greater Philadelphia, many states and school districts are using value-added assessment, some going back to 1992. It is referenced as a high quality growth measure of student success (Univ. of Pennsylvania 1). For me to use value-added assessment, I will have to see the test scores and adapt my lessons throughout the changes in years and groups of students. It cannot be a method that I use every day, but it will allow me to make changes throughout the school year that can assist the next group of students that I will have in my classroom. Because it is constantly being updated, it serves as an appropriate way to monitor and check on different levels of student progress. It provides me with a year-to-year evaluation of my teaching strategies and the students’ success.

Summative and Formative Assessment: Another significant way to assess student knowledge would be through summative and formative assessment methods. Summative methods involve the ways that teachers can assign grades and percentage points through the purpose of assigning a grade. Formative assessments help to monitor progress and plan instruction based on this information. I plan to use a variety of summative and formative assessments to help with student variability and to keep a healthy change within my evaluation

methods. I believe that this method of variation helps me to be able to properly assess all the students in my class with a fair and responsible method.

Conclusion:

Overall, I am very thrilled to have the opportunity to have my own classroom in the near future. I am eager to help students succeed in a variety of teaching methods. I hope that my plans for classroom environments, behavior management and classroom management help me to be able to adapt and formulate educated plans to best help students grow. When I become a teacher, I want to be able to use the knowledge that I have towards education as a means to facilitate and assist with student growth. Additionally, I want to see my students develop an attitude of joy and encouragement when it comes to learning in the classroom. Through my teaching methods, I want my students to be able to experience positive and encouraging social, behavior and cognitive growth that can be used in and out of the classroom that will last for the rest of their lives.

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