Classroom Management Assignment
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Room Arrangement Checklist

The theme of my fieldwork classroom is Curious George. There is a large painting on butcher paper of Curious George above the student cubbies on the right as you walk into the room. The small group that the students are in for reading are based on Curious George pictures that are posted with the students’ names in them (one group is the Curious George group, another is the banana group, and the third is the yellow hat group). The quiet reading area of the room is decorated to fit the theme and is called the Treehouse; there is also Curious George stuffed animals and posters spread randomly throughout the room. However, the Curious George theme isn’t used for the bulletin boards. There is at least one bulletin board on each wall, with Math being at the front of the room (from the position of the teacher’s desk), Reading and Science on the wall to the right, Social Studies on the back wall, and the Writing bulletin board and Word Wall on the left wall. The bulletin boards are all labeled and showcase student work and what the students have learned. There are two whiteboards at the front of the room that are filled with daily activities such as the calendar, gumball count for discipline, and warm-up activities. Ms. Senegal also has a “College Corner” which is decorated with memorabilia from her alma mater, Texas State University.

The student desks in the classroom are arranged into 5 groups of 4 students, with two groups each having an extra desk. The groups of desks are identified by colors-red group, green group, orange group, yellow group, and blue group. There is also a group carpet that the students sit on during math lessons and when Ms. Senegal reads books. The small group area actually doubles as the teacher’s desk in Ms. Senegal’s room; she has a rainbow-shaped desk that faces the whiteboards that she calls students to for small group work. There are shelves and cabinets behind her desk for the materials that she uses often with these groups but common materials
such as paper, scissors, and glue are brought to the teachers from a work room upon request by the teacher so that each teacher doesn’t have to pay for these things. There is not an actual bookcase in the room, but there is a stand with baskets that are full of books and magazines for students to read in the Treehouse. Ms. Senegal uses zones which she explained to me are clusters of three centers so that the students have multiple things to do that they can choose from during her small group time when they finish their individual assignments. The zones are named with shapes-circle zone, square zone, rectangle, triangle, and star zones-and consist of activities such as the creative center where students can draw or write letters to whomever they want and Ms. Senegal will “mail” them if they are within the school, blocks, legos, videogames, computers, puppet show, the Treehouse, the kitchen area, and alphabet soup where students scoop out “soup” from a pot with random letters and try to list all of the letters on a whiteboard left at the zone. The zones are rotated daily and seem to be effective at keeping the students busy and somewhat quiet. Ms. Senegal’s room does not have any class pets or plants in the room, but the students know about Ms. Senegal’s puppy, Bosa, and she talks about him sometimes. The students do become rowdy sometimes so traffic patterns aren’t always that easy to locate, but the space between each group of tables is easy to walk through and the zones are all accessible by sight and body.

Kindergarten doesn’t use textbooks at Kennedy Elementary, but Ms. Senegal checks out Accelerated Reader books each time the class goes to the library and these are usually kept on top of the overhead projector (which is next to the computer Ms. Senegal uses to give the AR tests) or in a designated basket she has for her library books. The set of book Ms. Senegal uses for testing purposes are kept on the shelves behind her small group desk. The materials Ms. Senegal most frequently uses during small group lessons are on the shelves behind the small
group table and the materials she uses the most during math lessons or reading time (when the students are on the group mat) are either on the easel she uses or on the shelves directly behind the easel. The teacher’s supplies are brought to her when she asks for them but they cannot be class sets of items; other materials that Ms. Senegal may have are in the triangular storage setup she has in the corner of the room next to the Treehouse. Any seasonal items Ms. Senegal has are in the cabinet behind her small group desk.
Personal Classroom Management Approach

My goals for my classroom are that it will be conducive to learning and fun yet organized and structured. I plan on having discipline in my room with consequences when they are needed, but mainly with rewards and attention brought to good behavior. I want to have a class reward system of some type—such as filling up a jar with bubblegum to receive a reward as Ms. Senegal does—and individual rewards for good behavior—such as picking from a treasure box for having good behavior every day of the week. To determine if a student has had good behavior over a period of time, I would like to have a pin system with green, yellow, orange, and red zones, as well as a calendar in a folder that the student takes home to communicate behavior issues or praises with the student’s parents. I don’t believe that negativity will bring about positive behavior, even if that negativity is in the form of rules, so I will make it a top priority to state expectations or goals for behavior in the classroom in a positive way and to maintain that positivity when disciplining. One thing I noticed about my fieldwork teacher that I like and think is a great way to approach misbehavior is praising good behavior to deter students that are behaving inappropriately. Ms. Senegal tells students around a particular misbehaving student that how good they are doing and that they are champions before she directly addresses the misbehaving student. When the student sees the teacher giving positive attention to the students that are doing the right thing, he or she usually realizes that what he or she is doing is inappropriate and does what the other students are doing.

My ultimate classroom management goal is to maintain control of my classroom but to always remain positive in doing so. By praising good behavior and offering rewards for constant good behavior, I believe that my students will learn to behave appropriately or face the consequences if they do not behave appropriately.
Rules and Procedures Checklist

Since my fieldwork teacher’s desk is also the small group table, the students are allowed to be around and actually are supposed to sit at it for some activities. The storage areas around this table are not as freely accessed; students have to ask for the materials they need and Ms. Senegal gets them from the shelves or cabinet and gives them to the students. The students are supposed to follow rule number one every time they are near a chair; rule number one says to always have your bottom in the chair. This rule means that they are to remain seated while they are at their desks working but they know that they are to go to whatever workstation or zone they may be in for the day when they are finished with their assignment. Materials put into storage areas that are accessible by students are open for access without permission, as long as the student is in the correct zone or workstation. There is not a drinking fountain in the classroom, but there is a sink that students are allowed to drink from whenever they want as long as the teacher is not giving a lesson. The bathroom has the same sort of policy but the students must cross their index and middle fingers and hold them up to ask permission from the teacher. If the bathroom in the classroom is occupied and it is an emergency, the student is allowed to go to another classroom and ask to use their bathroom. The pencil sharpener is in one of the zone areas, but the students know that they are not allowed to use it. They must ask the teacher to sharpen their pencil for them or trade their pencil for one of hers that is already sharpened and use it until she can sharpen their pencil. Anything in the zone areas is allowed to be used by the students as long as they use the materials appropriately and clean up afterwards. Ms. Senegal told me that at the beginning of the year, the students were allowed to use the overhead projector in one of the zones, but they were misusing it so she took that privilege away. The whiteboard is not allowed to be used by students, but the books on and around the whiteboard are accessible to students in that zone.
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When Ms. Senegal is teaching, the students are expected to sit quietly on the mat, listening and participating when she asks them to. They are supposed to raise their hand to be called upon when she asks for participation and if they don’t raise their hand, she usually puffs out her cheeks to remind the students to keep a bubble in their mouths until they are called on. The students are not supposed to talk among themselves when the teacher is giving a lesson, but they are allowed to during desk work or in their zones or workstations unless Ms. Senegal tells them otherwise. To obtain help from the teacher, the students are supposed to raise their hands, but sometimes Ms. Senegal doesn’t see this when she is working with a small group so the students walk up to her desk with their hand still raised so that she can see them. The students aren’t all usually doing the same thing so it is hard to determine just by looking if a student should be in a zone or workstation or at his or her desk. Ms. Senegal rings a bell when it is time to change workstations for math so if a student finishes ahead of time, he or she is to get another sheet of paper and write the numbers 1-100 until time is up. During reading, the students are allowed to get up from their seats when they finish their assignment and go to their zone.

When students first arrive at school, they unpack their backpacks, put their folders in a specified tray, and put their backpacks and lunch boxes in a specified cabinet. Any papers that are to be given to Ms. Senegal are put in a blue tray on her small group desk. The students then unstack their chairs and start working in their journals or reading a book at their desk. To leave the room, Ms. Senegal usually lines the students up by table, starting with the quietest group. There are line leaders and door holders, so they would go to their positions when their table is dismissed. Returning to the room is similar, the door holder waits for everyone to enter the room before going to his or her desk and they rest of the students are to go to their desks and wait for Ms. Senegal to tell them what to do next. During dismissal time, Ms. Senegal calls the students
by table to get all papers out their cubbies and get their backpacks from the cabinet. The students then get their daily folders from Ms. Senegal and sit in lines depending on the form of transportation they use to get home. Ms. Senegal then calls each group to go sit in the hallway with the other classes until they are dismissed.

During the transition between reading small groups and math (when most of the students are in zones), Ms. Senegal will say “Freeze,” and the students are to immediately stop what they are doing and place their hands on top of their heads. Once everyone has done so, she will tell them to quickly clean up on a level 0 (as quiet as they can be) and if everyone does so, the students will earn a bubblegum to add to their jar. During the math part of the day, Ms. Senegal still pulls out small groups for math; these students are expected to clean up their workstations quickly, sit at the small group table, and begin their math warm-up. The students in the workstations are expected to work the entire time they are there and clean up quickly when told to do so; the students that are working at their desks are supposed to work the entire time as well, even if they need to get extra paper to write their numbers on multiple times.

To distribute materials, Ms. Senegal usually gives enough papers for a group of students to one student and asks him or her to pass them out. Classroom helpers such as leaders and door holders are chosen daily while jobs like letting me out and in of the locked doors are given to specific students that keep those jobs. Interruptions are handled as they come, if they are from a student, Ms. Senegal will address the student(s) depending on how severe the problem is. If it is a teacher or other faculty member, she stops her small group lesson to help them and then resumes from where she left off. The students go to the library once a week as a class and they are to be silent in the hallways as they walk to the library. If a student feels ill, he or she is to tell Ms. Senegal who then asks the hallway monitor to escort the student to the nurse’s office and
back again. When the students line up to go to the cafeteria after recess, Ms. Senegal leaves them with one of the other Kindergarten teachers or she stays with the classes if she has cafeteria duty. When the weather is nice and the ground isn’t wet, the students are allowed to play outside of the equipment for recess. They line up by table as Ms. Senegal calls them and walk outside and around to the equipment in the front. They are allowed to play until Ms. Senegal calls them in for lunch. If the weather is not good or the ground is wet, the students play “Red Light, Green Light” or “Duck, Duck, Goose” on the blacktop outside until lunch time. During fire drills, the students are to stop what they are doing and put their hands on their heads as soon as they hear the alarm. Ms. Senegal then lines them up and takes them, along with a crate she has to take, outside to a designated area. Once they get outside, Ms. Senegal calls role and the students must stand quietly (on a level 0) until they are given permission to go back into the school.
Rules, Consequences, Rewards

When I was observing for fieldwork in School and Learning, the teacher I was with put her rules into action phrases. I really like this idea because it is a positive way to name expectations and it gives students a visual of what they should be doing. I would like my rules to be phrases like Looking Eyes and Listening Ears which mean pay attention, Helping Hands and Walking Feet which mean be respectful of and helpful to others, and Smiling Faces which means have fun. On the first few days of school, these rules could turn into an activity for students in which they trace their hands and feet and draw a face to represent and remind them of the rules.

As I stated earlier, I would like to use a pin system for consequences in which two warnings are given and before a student has to move his or her pin to a lower color (starting at green, then to yellow, orange, and red). Any misbehavior problems would also be recorded on calendars that are brought home for the student’s parents to see. Good behavior would also be treated this way; a student that has stayed in the green zone all week would have a praise note sent home on the calendar. These students would also be given the opportunity to pick from a treasure chest of candy and small toys or stickers at the end of the week. To track academic progress, I would like to have a chart with each child’s name on it on which they place stickers when they receive them on their papers for doing a good job. My goal is to reward good behavior and academic accomplishments so that struggling students will have an example of what I expect from them.