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| Classroom Management Paper 1 |
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**Introduction to Paper**

In the first two chapters of *Classroom Management for Elementary Teachers*, Evertson and Emmer (2013) introduce detailed guidelines for classroom organization, rules and procedures. There are great tips and directions for first time teachers such as myself. The use of illustrations, diagrams, and photos keep the chapters interesting as well as bring the text to life. After reading these beginning chapters, my mind is at ease knowing that I can use the information I have acquired to setup my own learning environment.

**Chapter 2: Organizing Your Classroom and Materials**

In the second chapter of *Classroom Management for Elementary Teachers*, Evertson and Emmer (2013) provide strategies and guideline that are useful when setting up a classroom that will support the teaching being provided.

**1.) Summary of Text Material**

According to Evertson and Emmer (2013) there are five vital components to a successful room arrangement. They consist of: being determined by your instructional goals and activities, keeping high-traffic areas free of clutter, arranging components so that you can always see all students, making sure the teaching materials and students supplies used most often are always effortlessly accessible, lastly taking into consideration all students’ views of displays and whole group lessons.

The authors go on to narrate about specific components within a classroom. Wall and ceiling space should be used appropriately and should only be used for displays that add to the environment and not distract learners. Bulletin boards are useful displays that can contain class rules, a daily schedule, content related materials, charts, graphs, calendar, and emergency information. I believe these displays should be fun and friendly not; bold and overdone. The idea of creating a pocket chart to show where students are at all times is pure genius.

Evertson and Emmer (2013) strongly believe that floor space should be carefully planned and even suggest sketching a blueprint of the classroom set up. Floor space can be best utilized once you determine where various types of instruction will take place such as whole group, small group and independent work. I am a fan of the double u-shaped arrangement that is shown in a diagram because I think it is the best way a teacher can utilize the space given.

Evertson and Emmer (2013) share the importance of locating centers away from other students who are not partaking in them. The noise level should be taken into consideration so as to not disturb the other students in the classroom. For example, the classroom library could be divided from the room with the use of a low bookshelf. The closing section in this chapter includes information about material and supply storage.

The most important moral is to keep all materials that will be needed most often conveniently stored in order to keep any interruption in time; at a minimum. Textbooks, student supplies, student work can either be stored on at students’ desks or bookshelves adjacent to students. Another great point made by Evertson and Emmer (2013) is the use of cubbies for students’ belongings such as lunch boxes, backpacks, clothing etc. Overall, I definitely agree with the tips that the authors have provided because I have seen many at work in functioning classrooms.

**2.) Observations of Other Teachers**

During my years of experience in the classroom, I have seen many functional and dysfunctional classroom set-ups. Currently, the school I am teaching in is an open concept layout. I do not agree with the open-concept theory because it is hard enough to get the average student to focus and work hard, then add learning disabilities and other complications; it makes it almost impossible for various students to do their absolute best. This layout makes it difficult to because wall and floor space are minimal. In this classroom, the storage cabinets also serve as dividers among classrooms, personal belongings are stored under students’ desks, a large blue tub is used for lunch boxes, and bookshelves hold workbooks and other supplies needed for daily use.

Floor space is used by students sitting in groups at six long tables (including one L-shaped set). Each table seats 3-4 students; this allows all students to face the board. In addition, the teacher’s desk is backed up into the front right corner, library books are housed at the front left corner of the classroom, desktop computers are shared by all students and are located behind students, and a laptop cart is conveniently placed at the front of the room, to the side of the whiteboard.

There have been classroom set-ups that just did not work well in my past observations including. For example, students sat in a U-shaped formation surrounding the small group table in the center of it all. On the other hand, in another classroom I was in favor of having a guided reading table towards the front corner because it allows for the teacher to see all students at various angles. Many teachers had their students sitting in pods, I believe this formation allows for peer communication and organized group work. Another idea that one of the teachers had was to use clothes pins on different pieces of paper by the front door that indicated bus riders and lunch preferences. In almost all of the classrooms I have had the pleasure of working in the teachers always had a large carpet ideally placed (front center of room) for whole group lessons.

**3.) Influence on Personal Experience**

Through all of my first hand experience in various classrooms and my years of reading about classroom set-ups, there are definitely aspects that I will implement into my own classroom. For example some components I plan to include are: cubbies labeled for each of my students personal belongings, students will be sitting in the double u-shaped formation, my small group meeting area will be to the front corner of the classroom and supplies that is always needed will be placed in baskets on top of student desks. As for my own desk and supplies, my plan is to corner my desk so that I am positioned to see all of my students no matter where they may be in the classroom. When I need to take attendance or use the computer I can still keep a watchful eye on them.

Utilizing the space I have been given is key to the functioning and overall organization of the learning environment I hope to establish. In agreement with Evertson and Emmer (2013), I plan to decide on the types of learning/teaching goals and strategies I would like to achieve before mapping out my classroom setup.

**Chapter 3: Establishing Classroom Rules and Procedures**

According to chapter 3 in *Classroom Management for Elementary Teachers*, Evertson and Emmer (2013) explain the importance of establishing and reinforcing concrete rules and procedures in the classroom.

**1.) Summary of Text Material**

Evertson and Emmer (2013) believe “rules and procedures structure the social space of a classroom.” Rule is defined as a general expectation for behavior. Procedures are closely related due to the fact that they assist students in meeting expectations of stated rules, in specific situations. Procedures are more importantly related to achieving something rather than stopping a behavior. The authors elaborate on the fact that it not enough to simply state rules and procedures but it is equally, if not more, important to practice and reinforce them on a daily basis.

 I agree with the point that Evertson and Emmer (2013) made concerning the involvement of students in creating classroom rules. I believe this allows students to know that their opinion is valued and gives them an opportunity to take pride and value in the rules they help to establish. These rules should be posted in large, bold print somewhere in the classroom where all students can easily view them. In addition, there will most likely be general school rules that will need to be applied to daily life such as walking in the hall, going to the bathroom and walking to and from the classroom. Classroom procedures provide students with specific guidelines for the behavior that is to be expected of them.

 Procedures should become routine and second nature to students. In this chapter, Evertson and Emmer (2013) highlight five categories: procedures for room use, for individual work, teacher-led activities, small group instruction, transitions into and out of the room, and general procedures. It is important to keep in mind that new procedures can be added and altered as the year progresses. Once again the authors emphasize the need for practice in order for students to get into a routine, or way of doing things, in school. I am certain that the more time spent at the beginning of the school year getting students adjusted to these procedures, will be time saved down the line, when transitions are done without even having to ask or direct students. Generally, the points in this chapter are already things that I have seen in practice and agree with.

**2.) Observations of Other Teachers**

In my current student teaching assignment, the rules are indeed practiced and enforced every day. Seeing as the students are in fifth grade and we are half way through the school year, it is clear that teachers expect students to follow the rules and procedures on their own. There are consequences when the students are not doing what is expected of them. If I’m not mistaken the classroom rules are posted behind my teacher’s desk but they are really not visible nor do they stand out as important. However, around the school there are posters with rules and stop signs that indicate specific procedures students should be following throughout the school day.

 In the past many of the teachers I observed had the classroom rules posted at the front of the room or on a specific bulletin board. In one instance the teacher would reference, or point out, a specific rule to remind the students what was expected of them. Another school even had bathroom rules clearly posted above the water fountains with rules that students were expected to follow.

**3.) Influence on Personal Experience**

I have learned the importance of instilling routines and procedures from day one. As long as students know what is expected of them from the minute they walk in, to the minute they leave my classroom, everyday should run as smoothly as possible. I whole-heartedly agree and plan on asking for my students’ input when creating our classroom rules because this is a great way for them to feel valued and important. I really love the idea of having classroom helpers on rotation so that every student gets a turn to be in each role. This will be motivation for students who are better at leading than following, and it holds them accountable and responsible for a specific duty.

**Source**

Evertson, C., and Emmer, E. (2013). *Classroom Management for Elementary Teachers* (9th ed.). US: Pearson.