

### **Connections to Students and Families**

One of the most important things that I will do before the school year even starts is send a letter home to parents. This letter is one way that I will be able to introduce myself to the students and their parents as well as start a healthy relationship with them. Appendix D has more information about this letter that I am planning on sending out. Another thing that I will do to encourage connections between parents and myself is provide contact information such as my work phone number and my school email. I also want to make a point of having open communication with the parents about their child's weekly progress. My plan is to send home weekly progress reports of the student's behaviors and successes at the end of the week. More information about the weekly progress reports can be found in Appendix E. I also plan on sending home a monthly newsletter to families. This newsletter will consist of information that is important for the month such as homework, dates and events. This newsletter will serve as a direct line of communication between the families in my classroom and me. In an effort to keep a higher level of organization in my classroom, I will have homework folders. The homework folders are where I would send home the newsletters and then behavior reports. See Appendix G for more on the homework folders procedures.

One of the ways that I will create meaningful relationships with my students is by greeting them in a unique way every morning. The student can choose whether they want to be greeted with a high five, hug, handshake, or a simple wave. This practice ensures that all students hear their name spoken with warmth and respect. It allows the students to feel seen and helps them to know that I care about them. Another way that I will create connections with the students is by providing them with choices. By having choices, they can feel like their opinion matters and by abiding by their choices, they will know that I value their opinions. A strategy that I will

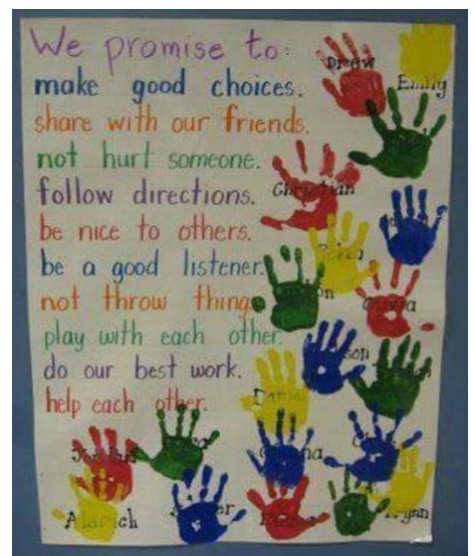
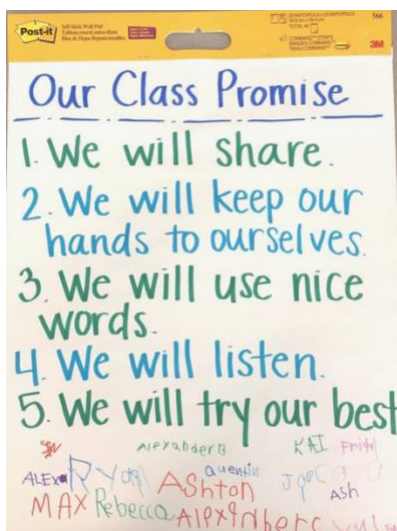
use with my students is to always choose to like them. Even my most difficult students, I will choose to like. This practice is one of the radical ways we can transform our students.

### **What Ifs?**

Because I acknowledge that no classroom is perfect, I need to be prepared for any situation. There are many “What ifs?” that can happen and having a list of consequences is something that can help me prepare to deal with the consequences. The students help me come up with the consequences in my classroom and the classroom promises so that they are aware of everything that can happen if they break the rules. My classroom philosophy is partially focused on the principles of Love & Logic so any problems that occur throughout the day we can look back on the classroom promises and consequences in order to handle the situations. This will help the student to take responsibility for their actions. If I have students who are struggling with any of my classroom procedures, I will reassess the procedures to find something that works for everyone while also staying in line with what I expect for my classroom. A major focus for me personally will be professional development courses. It is my duty to the students to stay on top of current strategies and curriculum practices. Another important thing for me to work on is “With-it-ness”. It is important for me to be able to handle situations that occur and try to predict things that I can hopefully prevent.

Appendix A: Classroom Promises

Our classroom promises will serve as our guidelines for behavior and attitude in the classroom. I want the students to be able to take ownership for their actions, so I think it is beneficial to have them help create expectations. This is something we will do on our first day of class together. It is my goal to help my students keep these guidelines short, simple, and respectful. The classroom promises will then be signed by all the students and posted on the wall to help keep each student accountable. To prepare for future conversations with parents, a copy of the classroom promises will also be sent home. In an effort to create a strong but healthy



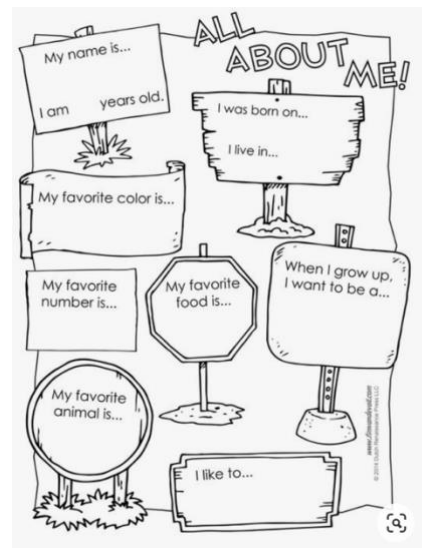
relationship with my students I will use the word promises instead of rules so that there is no negative connotation.

Appendix B:

One of the main aspects of my classroom philosophy is recognizing that each of my students are unique and wonderfully made. This means that I need to recognize each of their individual strengths and weaknesses. This bell work assignment will be one of the many things I do to get a better sense of my students' self-concepts. I also believe that this worksheet will help me to get to know my students and overall create a better relationship with them.

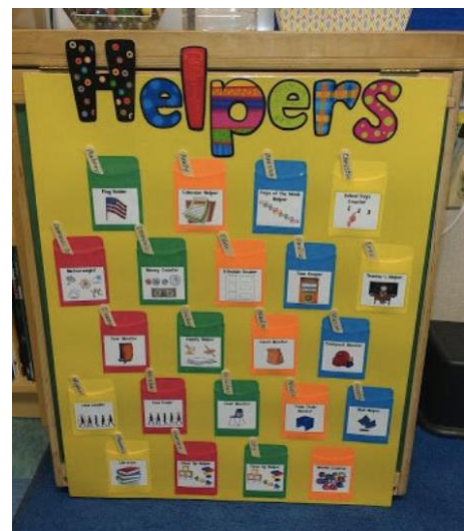
About Me

My Name is:	
Three Words That Describe Me: 1. _____ 2. _____ 3. _____	Dear Teacher, You will love my: I appreciate when: I want you to know: I am really good at: I want your help to get better at:
My Favorites Food: Subject: Book: Activity: Movie or TV Show:	In My Opinion... Math makes me: Reading makes me: Writing makes me: I learn best when:



Appendix C: Classroom Jobs

In order to create a sense of community in my classroom, I am going to have classroom jobs. This requires that each student takes responsibility for a classroom task throughout the week. In order to provide my students choices, they will be able to help me decide how we rotate the jobs and they will even have say in which jobs we need in the classroom.



#### Appendix D: Letter to Home

In order to introduce myself to my new students and their families, I will be sending home a letter before school. This letter will consist of an introduction, contact information, a short classroom philosophy, and expectations for the first day of school. This letter will help create a sense of community in my classroom as well as provide the parents in the classroom a chance to get to know me. Attached to this letter I will also provide a list of the school supplies that the students need to get before school starts. This helps them to be prepared about what to expect for the school year.

## Meet Ms. Wick!

*Hello Everyone!*

*I am so excited to be your student's third-grade teacher! It's going to be a great year filled with many new memories. This will be my first-year teaching at \_\_\_\_\_. I love to read, cook, and spend time with my family. I am very excited to meet all of you. Let's make this a great year!*



*In this classroom:*

*Our goal is always to have a safe, creative, and fun learning environment. In order to do so, I ask that all students respect each other, myself, and our classroom materials.*

*For the first day of school, please have your students bring a good attitude as well as their backpacks filled with their school supplies.*

*We will be practicing our classroom procedures on the first day of school as it will be beneficial for students to practice their daily routines.*

*Contact Me:*

*I would love to answer any questions or hear any comments that you may have! Please contact me by phone at \_\_\_\_\_ or email me at \_\_\_\_\_.*



Appendix E:

Progress Reports

Weekly

Weekly progress reports are something that I hope creates a connection between the parents, the student, and myself. Not only does this progress report provide documentation for parents about their students' behaviors but it also helps keep the students responsible for their actions. Weekly progress reports can also be used to encourage them to handle the consequences of their actions. However, I also want to use these reports to show parents their students' success in the classroom. Each of my students will be different and these reports will help me to celebrate each of their successes with them. The progress reports can have sections to fill out by myself and by the students on their own behavior.

**Weekly Progress Report**

Name: \_\_\_\_\_  
Week of: \_\_\_\_\_

<b>Conduct/Behavior</b> <input type="checkbox"/> Excellent <input type="checkbox"/> Good <input type="checkbox"/> Satisfactory <input type="checkbox"/> Needs improvement <input type="checkbox"/> Distracts Others	<b>Areas to Improve</b> <input type="checkbox"/> Staying on task <input type="checkbox"/> Following directions <input type="checkbox"/> Listening <input type="checkbox"/> Talking <input type="checkbox"/> Being respectful
<b>Completes Classwork (on time)</b> <input type="checkbox"/> Always <input type="checkbox"/> Most of the time <input type="checkbox"/> Sometimes <input type="checkbox"/> Misses Recess to complete <input type="checkbox"/> Missing Assignments	<b>Work Habits</b> <input type="checkbox"/> Excellent <input type="checkbox"/> Good <input type="checkbox"/> Satisfactory <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Rushing <input type="checkbox"/> Following the directions <input type="checkbox"/> Spelling <input type="checkbox"/> Handwriting
<b>Completes Homework (on time)</b> <input type="checkbox"/> Always <input type="checkbox"/> Most of the time <input type="checkbox"/> Sometimes	<b>We need to work on:</b> <input type="checkbox"/> reading <input type="checkbox"/> math <input type="checkbox"/> spelling <input type="checkbox"/> math facts

Comments: \_\_\_\_\_

Parent Signature: \_\_\_\_\_

Please sign and return this form Monday.

**Weekly Behavior Log**

Student Name: \_\_\_\_\_  
Week of: \_\_\_\_\_

**Daily Report**

Monday	Tuesday	Wednesday	Thursday	Friday
Initial	Initial	Initial	Initial	Initial

**End of the Week Report**

O = Outstanding    S = Satisfactory    N = Needs Practice

Follows Directions	Raises Hand to Speak
Uses Time Wisely	Neat Worker
Demonstrates Self Control	Stays in Personal Space

Parent Signature: \_\_\_\_\_

Please sign on Friday and return to school. Thank you!

Name: \_\_\_\_\_ Week of: \_\_\_\_\_

**MY BEHAVIOR SELF-ASSESSMENT**

I can self-assess my behavior. Overall, this is how I think my behavior was today:

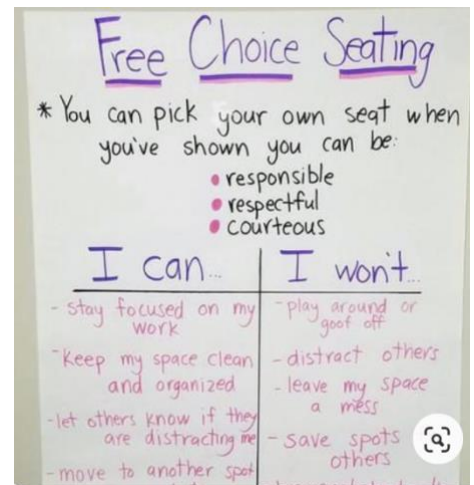
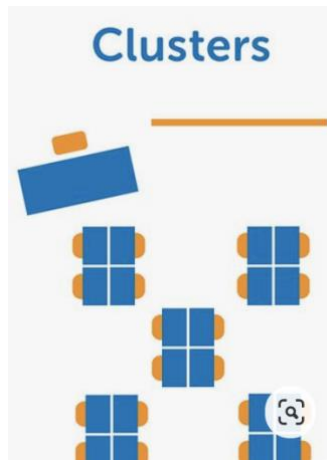
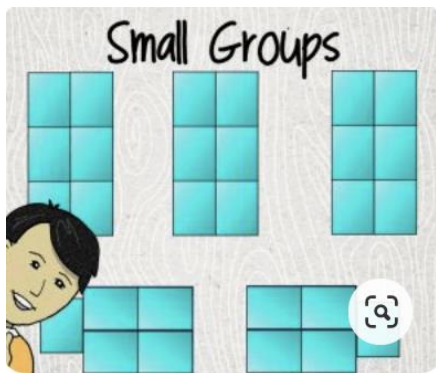
	Teacher Initials	Parent Initials
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		

**EMOJI KEY**

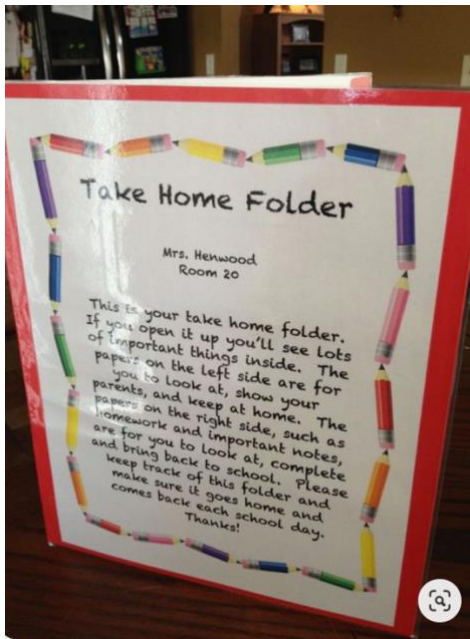
I went above and beyond today!	I had a great day!	I could've done better.	Oops! I didn't do my best today.



Because I want the environment of my classroom to feel like a warm and welcoming community, I want my students to be able to work together. In order to do so, I plan on having the desks be together in small groups or to have tables for my students (it depends on what my school can provide). I want them to be close enough to share their ideas and bounce them off of each other. I also want to offer my students flexible seating. I want them to feel comfortable in the classroom and one way to do that is to help them find a seat that they work best in.

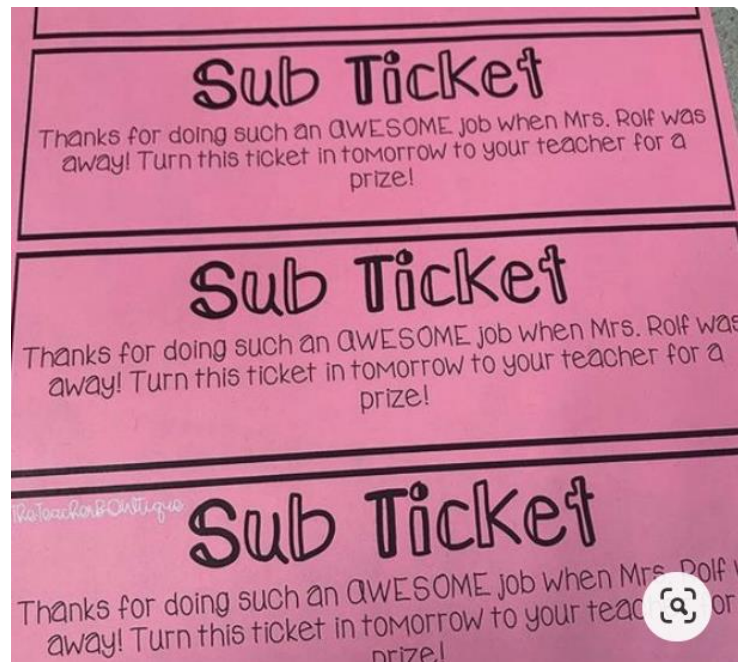


Homework folders are one way that I will help keep my classroom and my students organized. In these folders, I will have both sides labeled. One will be “Homework” and the other will be “Keep for Home”. At the beginning of the school year, I will explain to both parents and the students that things placed in the homework side of the folder will be the students’ responsibility to complete. This is also where I will put the progress reports and the newsletters for the parents on the “Keep for Home”. Students will take responsibility for their folders each day by bringing them to and from school. In order to help keep their folders and our classroom organized, I will have a place available for their folders to be put each day. I will also provide a space they can go to grab papers or things they missed if they were absent.

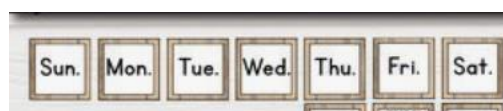
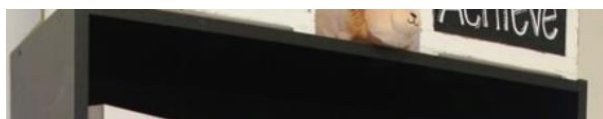


Appendix H: Classroom Organization

One of the most important things I can do for my students is to be prepared for the unexpected. If I need a substitute teacher to come into my classroom, I need to make sure that I am prepared for them. One way that I can do this is to provide everything they need in one easy to find location. This will be the “Sub Tub”. The sub tub will have a binder in it with all the information necessary for them to get through the day. The tub will have the supplies that they need in order to have a successful day. In the binder will also be a list of the classroom information such as policies and procedures they will need. It will also contain the student information they need to be aware of. I will also have “Sub Tickets” for the substitute teachers to give to the students who are on their best behaviors. The students will be aware of these tickets and there will be a small prize available for them when I return such as a sucker.



I also need to make sure that I have my things organized in the classroom. I will make sure to have a place to separate the things I need to grade, copy, and file. I will also have all my

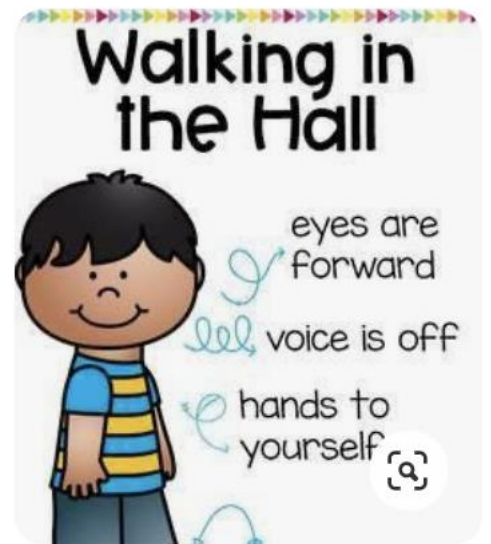
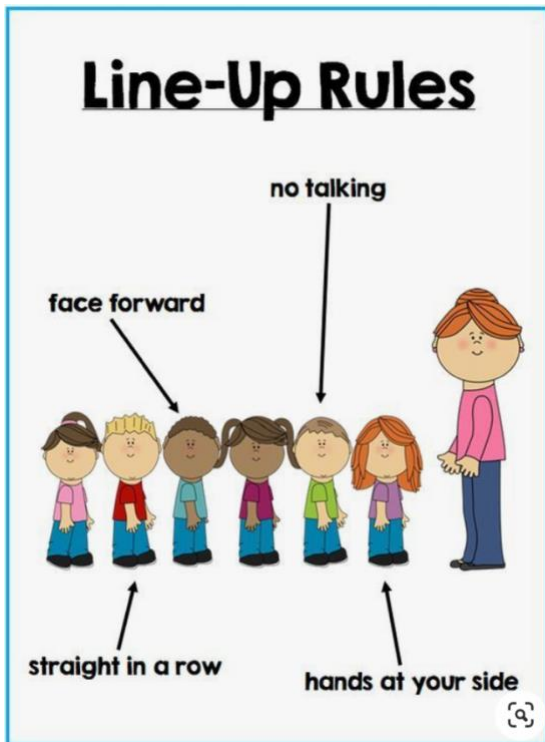
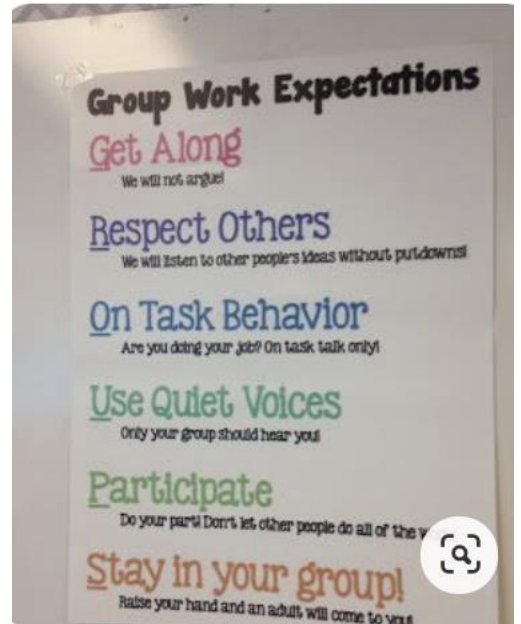


classroom supplies organized in one location so that it is easy for me to find. To be prepared for events throughout the month, I will also have a calendar available for my students.

Appendix I: Posters around the room



One of the ways that I will remind my students about the procedures around the classroom is by having posters around the room. These posters will be used as a reference for the students to use when they need to remember how to do procedures.



In addition to the procedures and expectations posters that I will have around the classroom, I will have some of my Love and Logic phrases posted. I will use these as reminders for myself.

### You Break it-You Fix it

If you...	Then you...
make a mess	clean it up
leave your chair out	go back and tuck it in
hurt a friend's feelings	apologize
waste learning time and don't get work finished	make up work at recess
run indoors	go back and walk
get out of your seat without permission	go back and use the correct behavior
talk at lunch before you're done eating	sit silently
accidentally hurt	apologize, ask if they

## Love & Logic Magic

Build the self-concept  
 Share the control or decision-making  
 Offer empathy, then consequences  
 Share the thinking or

## 2 Rules of Love and Logic

- Adults set limits without anger, lectures, threats or repeated warnings.
- When children cause problems, adults hand these problems back in loving ways.

**Love** allows children to grow through their mistakes.

**Logic** allows them to learn from the consequences of their choices.

Disconnecting Words	Connecting Words
I said no. Don't touch it again. <small>(demand)</small>	You touched this after I asked you not to. <small>(observation)</small>
What did I just say? How many times do I have to tell you? <small>(judgment, shame, guilt)</small>	This is hard for you so I'm going to help. <small>(move the object, gently remove your child from the object or the area, hold your child's hand in public)</small> <small>(acknowledge your child's experience + offer to help)</small>
You need to learn to listen/be good/ do what you're told/control yourself. <small>(blame, shame, logic-rule, based thinking)</small>	You're excited. It's hard not to touch when you really want to. It takes practice to stop our bodies. Let's take some deep breaths. <small>(invite connection by honoring the child's inner experience, use tools)</small>
One more time and you're going in a time out.	I won't let you touch it, but I'm here

DO THIS	NOT THIS
SMILE STAY CALM AND RESPOND WITH CONFIDENCE	OVERREACT/ YELL
RESPOND IN THE MOMENT, AND MOVE ON AFTERWARDS	TALK TOO MUCH OR DWELL ON IT AFTER THE FACT
STAY CLOSE AND BE EMOTIONALLY AVAILABLE	SAY NOTHING OR IGNORE
ENCOURAGE ALL FEELINGS	SHAME YOUR CHILD ('BIG BOYS DON'T CRY')
REMEMBER THAT BEHAVIOR IS COMMUNICATION	GUILT YOUR CHILD

## References

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- Wong, H. and Wong, R. (2014). The Classroom Management Book. Harry Wong Publications, Inc.: Mountainview, CA.