

Classroom Management Philosophy

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It takes 4 years to earn an education degree in many places, and once you do you should be prepared right? I would like to think everything in my classroom would be just like my textbook and exactly how I imagined it. This of course is almost never the case when it comes to education. Along with being a competent teacher and having positive expectations within the classroom, developing an effective and thought out classroom management plan is a key to success in any classroom, even when it seems like anything could happen (Wong 2014). It gives an individual a plan for almost any circumstance, and is the most effective way to have a successful career in education, no matter what you're teaching. In this paper I will introduce my first 5 days of school and how I will incorporate the Big Five into my classroom management plan. It will address the steps I plan to take in order to become a more successful and understanding teacher. I believe classroom management consists of establishing detailed procedures and routines that will keep my students engaged and allow transitions to flow smoothly. These routines and procedures will be preventative measure for misbehaviors and allow me to have a sense of "with-it-ness" in my classroom. I will also use a mix of love and logic, discipline, and consistency when dealing with classroom misbehaviors.

The first day of school is one of the most important days of the school year. It is the time when I make a first impression and establish right away the guidelines, procedures, and routines I would like my class to engage in during the school year. Every day I will stand outside the door to greet my students and establish a positive feeling before they even enter the classroom. The first thing my students will see when they walk into my classroom is the environment and arrangement of the classroom as well as an agenda

written up on the board every day. Agendas help students prepare for transitions and not always ask what we will be doing that day. I believe it is important to create an atmosphere that fosters educational growth and is beneficial for collaborative work. I would like to have my desks arranged in clumps of about 4 or 5 with paths in-between for me to walk around. Having the ability to walk around the classroom will give me the opportunity to address students easier and to be more integrated into their workspace. It can help me stay connected to their learning and allow me to be more readily available for them if they have questions. In some classrooms I will not have desks, but lab tables. In this case I will be a little more difficult to walk around, but I will still be able to integrate myself. I will also make sure the students are all able to see the front where I will be displaying power points and writing on the board. My classroom will also clearly be the classroom of a science teacher. Having posters, pictures, and exciting information on the wall can be uplifting and create a more positive and fun environment for the students. Towards the front of the room near my desk will be a homework tray where students are to turn in their assignments or the responsibility card they filled out if they did not do their homework. Near the back I would like to have a fish tank to add a fun component to the classroom. Overall I want the students to be comfortable and be able to feel the enthusiasm within my classroom.

One of the most important aspects of the first day is establishing rules and procedures. These two components are the best strategies for preventing behavior problems and facilitating engaged student learning (Wong, 2014). Building structure and routines is one of the Big Five classroom management techniques. The first day often introduces the routines and then over the next week or two I will practice implementing

them by first teaching them, then rehearsing, and finally reinforcing them. An important part of having procedures, which often develop into routines, is they do not entail any form of consequence. An example is my implementation of bell work at the beginning of the class period. The purpose of bell work is to have my students engaged from the moment they walk into my classroom. I would only be grading the students on their participation of the bell work and not necessarily whether they answer correctly or not. This takes a lot of the pressure off of students and makes them more likely to participate. A few of the other routines I will introduce on the first day are: handing in homework, the proper way to enter and exit the classroom, seating chart assignments, and tardiness policy. All of these are important for smooth transitions and a functioning secondary classroom. Another one of the Big Five that goes along with routines and procedures is establishing rules, or as I like to refer to them, guidelines. Chelonnda Seroyer mentions in one of her talks how referring to rules as guidelines makes them appear less threatening and often encourages students to follow them more. There are three simple guidelines I would like to establish. They are: Have respect, be responsible, and be positive and encouraging. Keeping the guidelines short and simple makes it easier for students to remember what they are and not become overwhelmed by them. These single short rules address a wide variety of behaviors, making them more efficient in their purpose (Marzano, 2003). I will also put up a nice big poster with these three statements on it in order to help students remember how I would like my classroom to be run. I will make sure my students understand the importance of a safe and positive classroom. After the first day, the next four days will be used to rehearse and reinforce routines, as well as introduce the first few lessons of the year.

As a facilitator of student learning I want my students to remain engaged throughout the class period. Students that are engaged often show positive emotions and are satisfied and prideful about what they do. Students who are not engaged are often bored, anxious, and frustrated with their work (Marzano, 2003). One way to help with student engagement is to have smooth and functional transitions from one topic or activity to another. According to Marzano, " Poorly orchestrated transitions can waste time and create a lull in classroom activity, making it difficult for students to stay engaged." Part of what will help with these transitions is the routines I mentioned earlier. I always want to make sure everything I do in my classroom has a goal and a purpose. One other large contributing factor for student engagement will be my positivity and passion within the classroom. Having a teacher who shows a love for what they do and the people they do it for is much more respected by their students. They want to make their teacher happy and this requires them to actively participate in the classroom. While not every student is like this, it is a contributing factor for many. Also, in order to make information more interesting for students I will work on using a few different strategies. They include making a game out of the information, asking a variety of questions, making the information pertinent to real life, and presenting unusual and interesting facts. These are all helpful ways to keep students focused and yearning for more (Marzano, 2003).

One of the most unpredictable, and in my opinion the scariest, part about teaching is addressing behavioral problems in the classroom. What I have learned is that every student and every situation is different. It is important to establish a trust with your students in order to gain an insight into what types of interventions and methods will be most helpful for them. Teachers have the largest responsibility in making sure the class runs smoothly.

The attitude of the teacher is what makes the biggest difference for students' response and actions. More often than not, students who struggle with behavior issues have a desire to be dominant and have the power. "Love and Logic" states how offering the student a choice instead of demanding them to behave a certain way can often eliminate the power struggle between the teacher and the student. For example, if a student is throwing a ball at another student, instead of saying "give me the ball now," you could say "either you stop throwing the ball at her, or you can do it again and lose the ball. It is your choice." It is important to make sure the choices you are giving the student you are okay with; otherwise there will be a lack of respect if you do not follow through with what you have told the student. Always make sure the choices you are giving are fair, and helpful to the situation as well.

Having good routines, procedures, and smooth transitions is another helpful way to preventing disciplinary interventions from even being necessary, but there will always be some cases where intervention is required no matter how prepared you are. I have a few strategies for addressing these behaviors. The first is assessing the situation and seeing if the student is in the right mindset to discuss the inappropriate behavior. If the student is upset, I will wait until they have calmed down to visit with them about what happened. Always remaining empathetic to their situation and figuring out the kindest way to help them is very effective in achieving positive results. This will keep the situation from escalating and getting worse (Fay & Funk, 1995).

Being a teacher requires a great deal of preparedness. Classroom management has prepared me for handling a variety of situations from parent teacher meetings to addressing student motivation and engagement in the classroom. A final situation I would like to discuss is how I would handle a meeting with a parent about their child. Since I am

in secondary education I will see students' parents less than I would in elementary or early childhood, but it is incredibly important for me to establish the best relationships I can with them. If I have a parent come into my classroom upset about a punishment their child was given, the grades they are receiving, or something of the like, I would first begin by stating the positives about their child. Parents are much more likely to respond well to the negatives if you begin by stating positives. I will then ask them questions about how they understand the situation. I want to make sure what they have been hearing and what is actually going on is one in the same. Once they have explained to me their awareness of the situation, and if they are cool-headed enough for me to continue on, I would show them the documentation I have been keeping on the situation. This is when it will be extremely important to have documentation such as incident reports or a responsibility card to show the parents exactly what has been happening (Seroyer). I will also have my students sign a paper at the beginning of the school year stating how we went over my expectations for behavior in the class. I will always remain calm and do my best to be understanding of the parents and make sure they know how much I care for their child in my class. Looking for the positives, maintaining a trusting environment, having empathy, and being consistent with discipline are just a few of the constructive strategies that will create a safe and functioning environment for my students.

Not only do I want to keep my students engaged in their learning and become well-rounded individuals, but I want to be an encouragement to them. Classroom management has taught me about the importance of not simply being a walking knowledge machine, but being an encouraging role model for students and showing them how to be the best version of themselves. Maintaining a positive environment for my students where they can know

they are cared for and respected will be my number one priority as an educator. Classroom management is more than simply having structures, plans, and routines (although those are important too). It is having faith in your students and knowing how to love them the best while still getting the job done.

Appendix

First Day of Class Introductory Power Point

WELCOME!!!! MRS ROWLES ANATOMY AND PHYSIOLOGY CLASS

BELL WORK: TAKE A NOTECARD AND WRITE DOWN YOUR NAME, FAVORITE SUBJECT, AND FAVORITE FOOD

BIG 3


Have **respect**
Be **responsible**
Be **positive** and **encouraging**

WHO AM I?



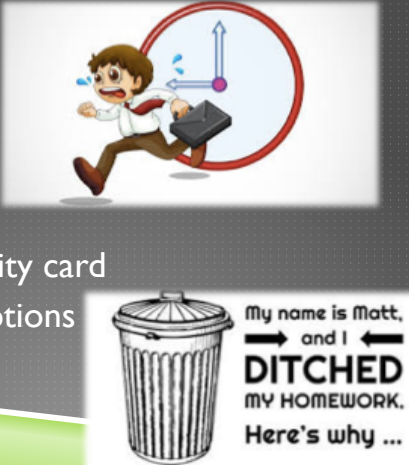
EVERY DAY THINGS

- ▶ Bell work
- ▶ Giving your attention
- ▶ Turn in homework
- ▶ Homework tray



POLICIES

- ▶ Absent
- ▶ Tardiness
- ▶ Homework
 - ▶ Responsibility card
 - ▶ Make up options

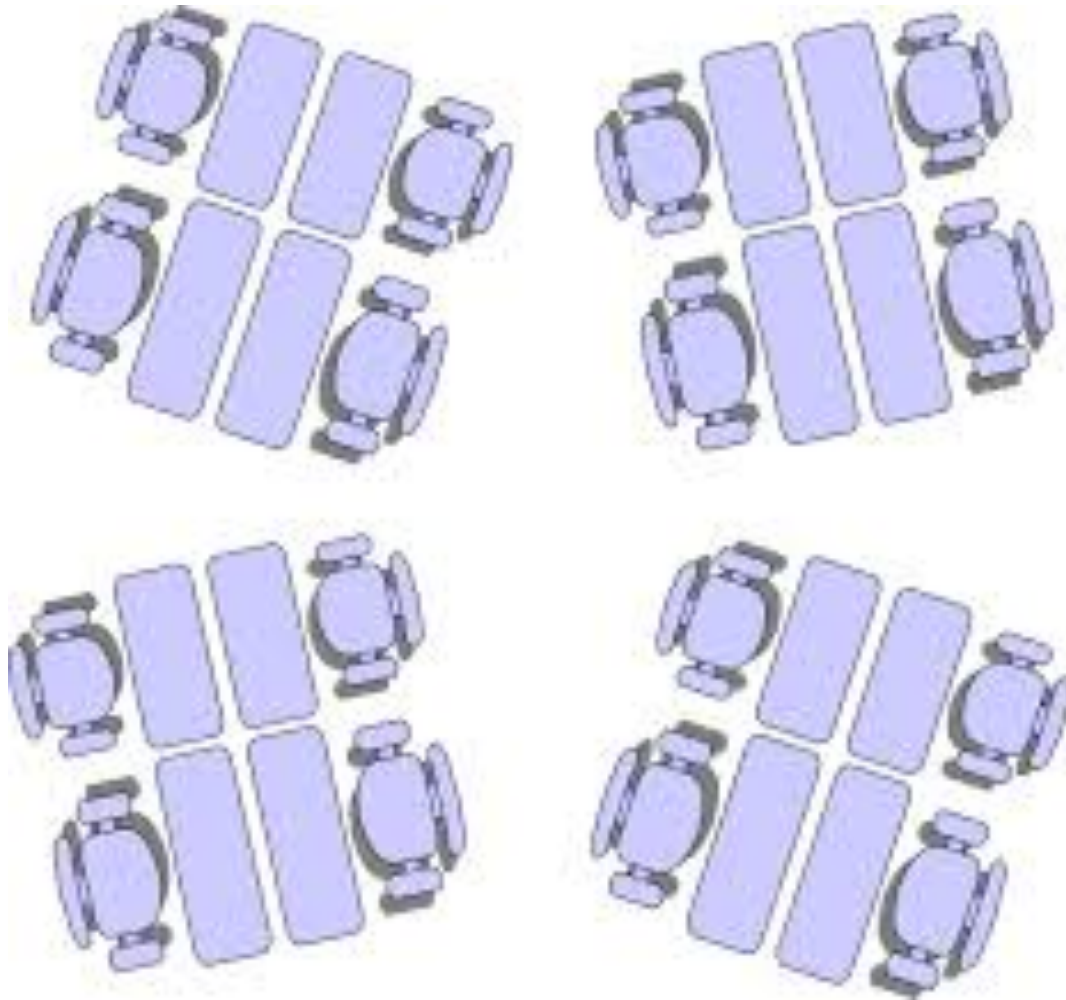


HOMEWORK

Take a learning style inventory and report to me your results tomorrow

- ▶ One or two sentences on your results
- ▶ One or two sentences on how you can use the information from these results

Seating Chart



Incident Report

Name:

Date:

What happened?

What were you thinking at the time?

What actions were taken to resolve the issue?

What can we do instead next time?

Student Signature _____ Date _____

Teacher Signature _____ Date _____

Responsibility Card

Name:

Date:

Subject:

Name of assignment:

Reason for not doing assignment:

Plan for assistance in completion of assignment?

Student Signature:

Date:

Teacher Signature:

Date:

Reference Page

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