

Classroom Management Philosophy

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As a teacher, it will be my job in providing a safe, comfortable classroom environment where there are opportunities for student learning. “First, the teacher should review the actual physical environment of the classroom” (Murdick, 1996). I will make the room stimulating and visually appealing. I can decorate my classroom with anchor charts hung on my walls for students to look at and refer to. Eventually, I will hang student’s artwork up on my walls and posters or artwork of students interests. I will bring natural life that engage the senses in my classroom. I will do this by using the natural lighting from the windows, and I will also provide a few lamps. Another way to bring natural life into my classroom would be having a couple plants in the classroom. I want my classroom to be able to create connections and a sense of belonging. I will arrange furniture and desk to where students are able to learn through hands-on activities by discovering, creating, and collaborating. I will also have different options of flexible seating so that the students feel comfortable where they are working at. I can also provide flexible spaces such as reading nooks, or safe spaces around the classroom where students feel comfortable learning and doing individual work on their own. As students walk into my classroom for the first time they should get a sense of welcoming, security, and structure. “When students feel that they are welcomed into a nonthreatening environment where learning is encouraged, they usually come ready, willing, and able to learn” (Pedota, 2007).

To help all students feel welcome and comfortable, I will create a teacher introduction. I will create a PowerPoint about me to where I can engage and connect to students in a respectful manner and while not over sharing. I will provide information about myself to show students I am able to relate to them in a professional way. The PowerPoint will have a short paragraph about me, my education, a few favorites of mine, pictures of me and my family, funny stories, and ways that they can contact me. I will also send the PowerPoint through email to parents, so

they can get to know me as well. Another way I will get students to feel welcomed and comfortable is I will get to know their names and interests right away. I can have appropriate informal conversations to get to know all students' interests, strengths, and cultural backgrounds. I will treat all students fairly and will interact and communicate with them to make them feel cared for, listened to, and respected. I will be patient and open-minded so that students feel that they can ask me questions or come to me for help. I will create professional and positive relationships with my students so that I can create a welcoming classroom environment. I will make sure that all students know that they are welcomed and valued.

As a teacher, it is my job to enforce the rules and develop consequences every time a misbehavior occurs. At the beginning of the year, I will communicate my rules and expectations clearly and directly. Also, by allowing my students to be involved in deciding the rules and principles, they are more likely to be respectful and understanding of them. I will post the rules on a large paper where each rule will be in a different color. I will then hang the paper on the wall where all the students are able to see and read it. I will then have all the students sign their name on the paper stating that they understand and will follow the classroom rules. These classroom rules will consist of:

1. Be ready to learn
2. Do your best and work hard
3. Try new things
4. Take risks and make mistakes
5. Be safe, responsible, and follow directions
6. Keep hands, feet, and objects to yourself
7. Be respectful and use your manners

I will also provide a discipline plan to where if students disobey my classroom rules, they will understand the order of the consequences that will occur due to their misbehavior. The discipline plan will consist of:

1st time: Teacher gives verbal warning

2nd time: Student loses a privilege such as missing 5 minutes of recess time or loss of free time

3rd time: Teacher calls the parents

Every time a student must face a consequence, I will make them fill out a solution plan so that the behavior is documented, and so that the students can take charge of their consequence. With the solution plan, students will be able to explain what they did wrong and what classroom rule they have disobeyed, what they should have done instead, and provide a solution to what they could do next time if it were to occur again. By continually implementing the rules and consequences, misbehaviors will dissolve and disappear over time.

According to Doug Lemov (2015), it is necessary to be both warm and strict in the classroom. I will be warm by being caring, funny, concerned, and nurturing. I will be strict by being relentless, and sometimes inflexible. An example of being both that Lemov (2015) provided is it is not "I care about you, but you still must serve the consequences for being late" but "Because I care about you, you must serve the consequences of being late." I will seek to be both warm and strict at the same time. I will show students that I have high expectations to show that I care and respect them. Also, I will explain to students why I am doing what I am and how it is designed to help them. Lemov (2015) also mentioned how it is important to distinguish between behavior and people. "Saying your behavior is inconsiderate," instead of saying "You're inconsiderate." I will demonstrate that consequences are temporary. I will show students that

once they have dealt with the consequence of a mistake that it is immediately in the past. By smiling and greeting them naturally, I am showing them that they are starting over with a clean slate. It is important to forgive after consequences. Using warm nonverbal behavior is more likely to be accepted and followed. I will make sure I balanced both warm and strict when managing the classroom. The idea is to deliver one with the other. The more I have a balance of these two in my class, the more successful I will be giving awards and consequences.

According to Rob Plevin (2013), it is important to set the tone for the students even before entering the classroom. I will make sure the students calm down and to know expectations before entering the classroom, that way they know as soon as they step foot into the classroom they are ready to learn. I will also be focusing on positive behaviors rather than negative ones. Students are great influences of each other, therefore, if a student is praised for a specific behavior, that behavior is more likely to reoccur, not just from that one student but from multiple other students. I will remind and encourage students of the things they are doing right, instead of just yelling at them. Also, I will make positive relationships with the students to gain their respect, and for them to know that I respect them to.

To minimize confusion, I will have daily routines and procedures that are implemented and posted. Students will then know what is expected of them and how to succeed in the class. I will have a weekly calendar of assignments and due dates that are visible. By having routines and procedures, students become familiar with them and achieve a sense of security in my classroom. Also, by having structure and routines in a school and in the classroom it provides the students with an environment for learning to take place. "Classroom management routines assist in the creation of a caring classroom community in which educators establish a safe and academic focused classroom culture; create shared norms and values; promote open and honest

communication; take time to get to know one another; facilitate mutual respect; encourage reciprocal care and mutual responsibility; demand academic excellence from each student; and use student-centered cooperative group structures” (Rawlings, 2017). I will provide students with clear and concise directions visually and vocally to help keep students focused, creating fewer behavioral issues and allowing for more meaningful instruction time. The Teaching Channel (2018) provided the tip of developing individual strategies to redirect students who act out. I can redirect students with a whisper, which will be effective because it addressed the student in a private way. Another way I can redirect my students is by having secret signals with certain students. When they see my signal, they know to get resituated. By whispering and using signals, students are less likely to react negatively, and I am able to minimize disruptions and behaviors throughout the class period.

To prevent students from becoming sidetracked and bored, I will have a continuous flow of activities. To ensure this, I will plan all my lessons with extra activities for unexpected free time. All my materials will be organized in terms of accessibility and availability, so less time is spent accessing them. These efforts help ensure that class time is used wisely for furthering education. I will also be using games and competition to keep students engaged. The lesson will go more smoothly by having more participation from students. “Classroom management is proactive, productivity-driven, has increased learning time, and promotes responsibility” (Wong, 2014).

As a teacher, I will create an environment that is safe and comfortable where students are able to learn. I will establish positive and professional relationships among my students so that they feel welcomed in my classroom. I will prevent behavioral issues, by having rules and consequences. I will set expectations so that students know what are expected of them. I will

have routines, procedures, and continuous flow of activities which will allow for more quality instructional and learning time. By implementing all of these classroom managements strategies into my classroom, I will allow myself to be a successful educator.

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