

Classroom Management Philosophy

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### Classroom Management Philosophy

Classroom management is a concept that is vital to a functional, effective educational setting. Wong and Wong (2014) define it as, “the provisions and procedures necessary to establish and maintain an environment in which instruction and learning can occur” (p. 5). The most essential components of one’s classroom management plan or philosophy are establishing routine procedures, maintaining productive seating arrangements, forming simple guidelines, and enforcing a concrete discipline plan.

### Procedures

Procedures are a crucial part of one’s classroom management. Wong and Wong write an entire book, *The Classroom Management Book*, focusing on all the procedures that could and should be used in the classroom, and how teachers should go about in establishing and enforcing them. “The basis of classroom management lies in the procedures that form a management plan...” (Wong & Wong, 2014, p. 6). Procedures are the foundation of the overall function and flow of one’s classroom. Students develop independence as a result of procedures. According to Moore et al. (2013), who conducted a study on a self-monitoring intervention, “the students were responsible for their own monitoring, and the intervention placed few demands on the teachers’ time and resources. There was little disruption to the flow of the lesson or to the teachers’ attention” (p. 8).

Procedures should be introduced early on in the school year to allow students to understand what is expected of them in the classroom. It is beneficial to provide students with a visual representation of the procedures, especially during the introduction (Wong & Wong, 2014). Appendix A is a PowerPoint presentation that could be used to introduce essential procedures on the first day, or maybe even first week, of school. Included in Appendix A are 12

procedures ranging from how to get a drink and go to the restroom, to the class's late work policy.

### **Seating Arrangements**

One of the slides in Appendix A discusses seating arrangements. Seating is also very important in the effectiveness of one's classroom. According to Mike Kennedy (2017), "Classrooms designed to support active learning increase student engagement on multiple measures, as compared to traditional row-by-column classroom seating" (p. 27). Not only does seating improve students' education, but it can help with classroom management as well. For example, if Teacher A had Student B, who has a hard time sitting still and Student C, who needs to have his own personal space, she could easily avoid and plan for the distractions these students may bring to the rest of the class by allowing for flexible seating options. Student B could have a ball chair which allows him to bounce up and down while he does his work. On the other hand, Student C would be allowed a traditional desk that could easily be defined as his personal area.

### **Guidelines**

Guidelines are an essentially critical piece of the classroom management puzzle. They are the overarching rules that should aid in everything that occurs in one's classroom. Appendix C depicts five classroom guidelines that would work in elementary classrooms: THINK before you speak, be respectful, be independent, and be safe. Under these guidelines are a few examples of what they are potentially referring to. It is important to have only a handful of rules that are simple and short. This is so students can easily remember them; it avoids making the students feel overwhelmed, and they can be apply to many different situations. These should be posted

somewhere, easily accessible or visible to students, so that the teacher is able to refer to them and the students are very aware of them.

### **Discipline Plan**

With these guidelines must come consistent consequences to follow up the failure of following the guidelines. It is imperative that teachers are constant with the use of consequences. It is also key in remembering that classroom management is a plan – something you do before – while discipline is a consequence – something that comes after, or in response to an instance (Wong & Wong, 2014). Included are Appendices C and D, which are explanations of various disciplines that could potentially be used and a note home to parents explaining this plan. The first discipline is a simple behavior chart that has students move their clip up or down depending on their behavior throughout the day. One piece that goes along with the behavior chart is the Orange Card Write Up. This is a small card that the student and teacher fill out together, depending on grade level. It asks students to identify where they went wrong, what they can do to prevent this from happening again, and a consequence to follow their behavior. This also has to be signed and returned the next day.

### **Conclusion**

In conclusion, this classroom management philosophy is meant to be a solid foundation for an upcoming first-year teacher. It is meant to be built upon through the experience gained each year of teaching. Knowing that this is a tentative plan helps to remember that there will be things that I have not planned for. Alternative strategies that could prove useful are doing my best to remember that there is not possible way to plan for everything, allowing my procedures to change and develop often, and keeping an open mind.



### References

Kennedy, M. (2017). Seat yourself. American School & University. Retrieved 21 July 2017, from <http://www.asumag.com/furniture-furnishings/seat-yourself>

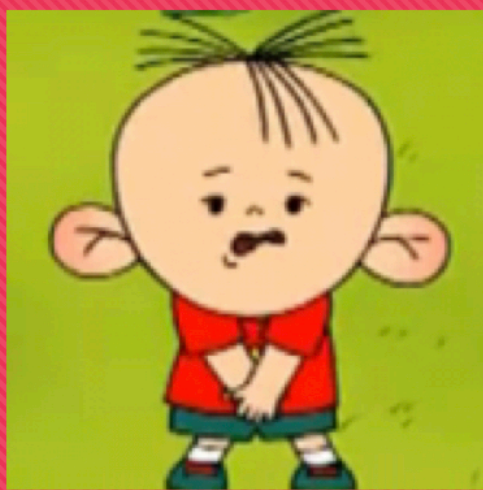
Moore, D., Anderson, A., Glassenbury, M., Lang, R., & Didden, R. (2013). Increasing On-Task Behavior in Students in a Regular Classroom: Effectiveness of a Self-Management Procedure Using a Tactile Prompt. *Journal Of Behavioral Education*, 22(4), 302-311. <http://dx.doi.org/10.1007/s10864-013-9180-6>

Wong, H., Wong, R., Jondahl, S., & Ferguson, O. *The Classroom Management Book*.

Appendix A

# Miss Walsh's Classroom Procedures

2017



## Bathroom Procedure

## Bathroom

1. Don't ask
2. Write your name on board
3. GO
4. Erase name when you get back



Entering the  
Classroom Procedure

## Entering the Classroom

1. WALK in quietly
2. Put belongings away
3. Check board
4. Get out materials
5. Sit at carpet
6. Do bellwork (if applicable)

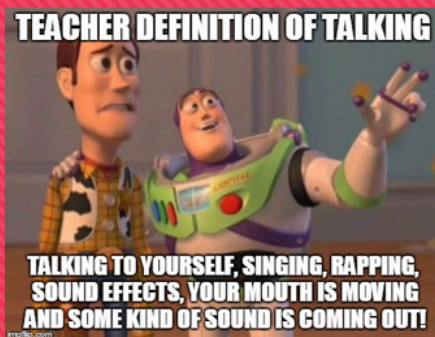
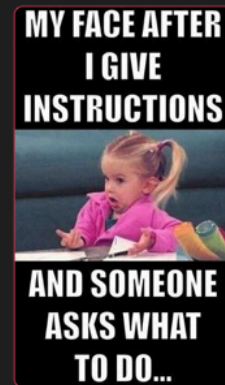


**KEEP  
CALM  
AND  
RAISE  
YOUR  
HAND**

## Questions Procedure

## Questions

1. Raise your hand if you have something to say
2. Listen while others are talking, you might have the same question
3. Wait until the end of the instructions, I might answer your question
4. Be respectful



## Voice Level Procedure



## Voice Levels

1. Voice level 0: No talking
2. Voice level 1: Whisper Voices
3. Voice level 2: Talking quietly (only the people around you should hear you)
4. Voice Level 3: Inside voice (the whole class can hear you)
5. Voice level 4: Outside voice



## Getting Drinks Procedure

## Getting Drinks

1. Write name on board
2. Go fill up water bottle or get drink from fountains
3. Come right back
4. Erase board

*NOTHING except water in classroom*



## Homework Procedure

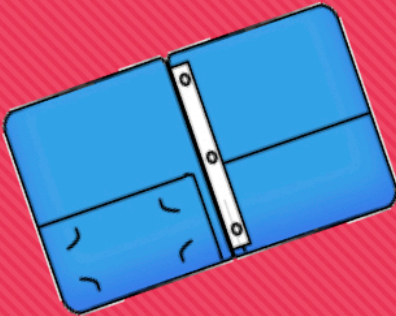
## Homework

### Homework Policy

- Homework packet goes home on Mondays
- Turn in in Homework tray
- Due EVERY Friday

### Late Work Policy

- One week late? Full credit.
- Anything after? Half credit.
- Absent? You have as many days to make it up as you were absent (plus 1 week grace period)
- Turn in in Late Work tray (next to Homework tray)



## Take Home Folder Procedure



## Take Home Folder

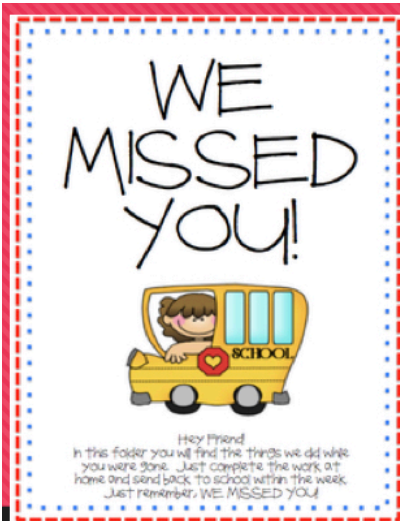
### Left Side

- For your parents to look at and keep at home
- Does NOT need to be returned

### Right Side

- Papers for you to look over with your parents AND return
- Weekly homework packet

*Homework Folders should be taken home and brought back to school EVERYDAY*



## Absent Folder Procedure

## Absent Folder

- Check this folder right when you get back
- Everything you missed is in here
- Ask if you have questions!

## Attention Procedure

## Getting Your Attention

- Countdown
- 1-2-3 Eyes On Me, 1-2 Eyes On You
- Create Our Own



## Line Up Procedure

## Line Up!

- Use the numbers on your name tag
- This is your line up order
- Always, always, always line up in number order



## Cubbies and Backpack Procedure



## Cubbies and Backpacks



- Always put your backpack on the hook with your number on it
- Anything that needs to go home goes in your cubby (This includes your Take Home Folder)
- Cubbies have your number on them



## Seating Chart Procedure

## Seating Chart

- Your name and number are on your desk
- These will be your seats always
- There will be time for you to sit anywhere around the room
- Any questions?

**Appendix B**

## CLASSROOM EXPECTATIONS

**● THINK Before You Speak**

- Is it **T** rue?
- Is it **H** elpful?
- Is it **I** nspiring?
- Is it **N** ecessary?
- Is it **K** ind?

**● Be Respectful**

- Manner
- Golden Rule

**● Be Independent**

- Complete tasks on your own (if possible)
- Try new things!

**● Be Safe**

- Keep body parts to self
- No running
- No throwing/tossing

Appendix C

# Discipline Plan

## Behavior Chart

In my classroom I would use a behavior chart. I do not think I would go three steps up like the one in this image does. Instead, I think I would just had one up. If the student moved their clip up I would reward them with a class coupon or money, if that was something I decided to do in my classroom. Therefore, getting to move your clip up would be a pretty big deal. As far as moving the clip down I like have the three steps. The yellow would act as a warning with no consequence. Then, the orange I would leave as "Teacher's Choice" just because I think it prevents the students from being able to predict what you are going to do and you can change the consequence depending on the act. The third and final step down would be "Parent Contact/Send to Principle's Office"



## Whole Class Rewards

For this I would have blanks written out on the board and if the entire (or majority) of the class was having an exceptional day, then they would earn a letter towards spelling out the words. The words would be an activity or fun day that they would get when they spelled out the entire phrase. For example, the phrases would be "Pajama Day" or "Pizza Party" or "Show and Share" etc.

## Orange Write Up

When a student moves to orange they will have to complete a write up card with the teacher. The student and the teacher will have a discussion about why they had to move to orange and they will decide on a fair consequence together. They will then sign the card and take it home and have mom/dad sign it and return it (the difference between this and red it that the teacher will contact parents directly)

### Orange Write Up

What did I do wrong?

What guideline did I fail to follow?

What is my consequence?

What can I do differently next time?



**Appendix D****Note Home to Parents**

Dear Parents,

In this classroom, we will be implementing two major discipline plans. The first is a behavior chart that will have 5 steps. Everyday the students will begin one step down from the top (green: Ready to Learn), from here they have the opportunity to go up (blue: Outstanding) or down (yellow: Warning, orange: Teacher's Choice, red: Parent Contact/Principle's Office). If they move down to orange they will fill out an "Orange Write Up" with me and it will be sent home for you to sign and return.

The second discipline plan is a positive reinforcement plan where the students, as a class, have the opportunity to earn fun days, such as Pajama Day, Show and Share, Pizza Party, etc. They earn these by working to spell them out on the board earning one letter at a time.

I appreciate your support in advance and encourage you to contact me with any questions and/or concerns.

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