

Classroom Management Philosophy

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### **Introduction**

In this paper, I will discuss my plans for my classroom in three specific categories; classroom policies, classroom procedures, and discipline. Classroom policies will be in place to let students know what is expected of them. Classroom procedures will help the students understand how the classroom will work and function. Finally, discipline will be the consequences of acting out and breaking a rule or policy. In each one, I will explain what I will implement in the classroom to cover these three topics.

### **Classroom Policies**

In my classroom, there will be some main policies that all students must follow. These policies will be in place to make sure all students show respect to each other and know what is expected of them. Classroom policies are the rules of the class and can be broken down into general and specific rules. Specific rules focus on one thing while general rules encompass a broad range of behaviors. In my first year of teaching, specific rules will be what I use more (Wong & Wong, n.d.). As I become more experienced, I will slowly switch rules from specific rules to general rules. This will help students remember the specific rules.

Some general rules that I will put in place in the first year would be rules like “respect others,” “keep the room clean and in order,” and “respect the time I have with you.” When I tell students to respect others, this will encompass things like keeping hands to yourself, do not take other people’s things, and not laughing at questions that are asked. Then, for keeping the room clean and in order, the students will be expected to not leave trash on the ground, pick up after themselves, and make sure the desks are in their rows. Respecting the time I have with them will

have wide applications for the students like not talking during lectures, getting to work on the daily problems when they sit down, and completing tasks like handing in homework in a timely manner. All of these general rules will be great to have in the classroom, but they may need some additional specific rules to help the students understand my expectations of them.

The hardest thing about the specific rules is that at the end of the year, I only want to have five of them. I want to have no more than five rules so that the students and I will be able to remember the rules more easily (Wong & Wong, n.d.). The five I would start with would be no phones in class, respect the classroom materials, be seated in class and when the bell rings, do not cheat and copy homework, and no swearing in class. Each one of these will be told to the students as well as posted in a few places around the room for a reminder and they will be expected to follow them.

### **Classroom Procedures**

Classroom procedures will help in any classroom by letting the students know what is expected of them and what they need to do. Procedures can vary in how they are used and what they are used for. Some examples include what to do once the students enter the room, how homework is turned in, and how tardies are handled. They are effective once they are implemented in classrooms because the students know what to do in a variety of scenarios that they may encounter during the day. All of these procedures will be implemented to make the class flow better for both me and my students.

When students enter my classroom there will be two or three problems on the board that the students must finish as quickly as they can at the beginning of class (Appendix A). These problems will be based on the previous day's assignment which would be a refresher for the

students and will transition to that day's lesson. As they are working on those problems, I am able to take attendance and pull up the powerpoint for the class period. Before I continue, I will ask students if they have any questions that need to be addressed before introducing them to new material ("Teach Like a Champion Technique 6 - Begin with the End", 2019).

When a student is late to class I will have a procedure in place so they enter the class and sit in their assigned seat to avoid unnecessary distractions. This lets me continue the lesson and doesn't distract other students as much from the lesson. After the lecture is done, they will be expected to talk to me about why they were late. All of this is in an effort to bring as little attention to the fact that they were late as possible and keep going with the lesson.

I will also have a procedure set up for turning in homework. After their daily work problems, the students will have a few minutes to ask questions on the previous day's assignment. After those couple of minutes, they will have to turn in the homework. To do this the students will pass the homework to the side, whether this is right or left will depend on the classroom, until it reaches the end row. Once the homework gets this far I will walk down that row to collect all the homework. This will be effective because it requires no turning around to grab someone else's homework and will be quicker than all the students having to go to the front of the room.

### **Discipline**

Discipline usually focuses on the negative consequences of students. In Wong and Wong, they talk about both rewards and consequences for the students. By using both of these I think I will find a way of discipline that will work in many instances; however, there is no foolproof discipline plan.

The first way that I hope to manage student's behavior would be to intrinsically motivate them to follow the rules that have been set forth. To do this I will incorporate a sheet called "My Action Plan" (Appendix B). This sheet will have three parts for the student to fill out. The first one will ask them to identify the problem they are having, like a rule, they are constantly breaking. The second question will ask them why they think it is occurring. Finally, they will be asked how they are going to solve that problem. When students come up with a way to solve the problem it gives them more incentive to make it happen. In completing this sheet, they will self-discipline, which will help them become interiorly motivated ("Teach Like a Champion - Discipline", 2019). This sheet will also show me if I need to help a student with other problems they may have. Other things that may come up that I have to work with them might be if they get too frustrated to stay in class, if they need help find a new route to class, need it quiet to work on the homework or even if the lights bother them. They may not tell me what is going on but this gives them an opportunity to do so.

In the case that I have a student that is consistently acting out over several days, then I may have to have a one-on-one meeting with that student. Before that happens, I will start to document their behavior over a few days to see if I can find any patterns that emerge in the day. To do this I will use a chart to keep the information on when a behavior happened, what behavior happened, and what the class was doing at that time (Appendix C). Patterns could be the time of day, a specific task asked of them, or even an act that I do unintentionally. During the time I am recording their behaviors, I will start to talk to guidance counselors, special education teachers and possibly calling the parents to find out more information on the student, such as if anything had happened or changed recently to change his behavior. Once I find out as much as I can from

observing and asking others, I would talk with this student one-on-one to find out what's bothering them. I will be prepped with questions to ask the student and follow up questions so I can work the information out of the student as to why they are having outbursts in class ("Materials | Think:Kids – Collaborative Problem Solving®", 2019).

### **Conclusion**

In conclusion, having these three areas of my class planned out will result in a smooth transition to my first job. These three categories—discipline, procedures, and policies—will be the backbone of my classroom management philosophy and necessary to the success of my classroom. When all three work together, the class will have a good flow and I as the teacher will be able to teach efficiently while also having fewer classroom disruptions. If anyone of these three categories doesn't work, the classroom will not function in a positive way. That is why it is important for me to have a plan and philosophy for these categories before I get my first job. If my plan as it is now, does not work, then I will look at the areas I need to improve and make the necessary improvements. Having a backup plan or resources to find new ways to manage the classroom will be beneficial so I can quickly change the classroom to a better environment. Depending on where I go as a teacher classes and schools may need different plans. Being able to adapt as a teacher is necessary for these circumstances. After all, teachers are never done learning and improving their lessons and policies, so I know I will have many different revisions of my philosophy.

## References

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Wong, H., & Wong, R. *The first days of school* (5th ed.). Mountain View, CA: Harry K. Wong  
Publication, INC. (Wong & Wong, n.d.)

## Appendix A

## Bell work

Each day I will give two to three problems that are based on the previous days work. This will give them something to do when they come in and take advantage of the time I have with the students. I put 7 different slides in this slideshow to have enough for the classes that I would teach in the case that I teach multiple different math classes. My agenda will be told to my students after I take roll call, which will happen during the bell work time. As far as when students enter the classroom they will take their seat and start the bell work in their notebook so I can check some of the problems if that is needed. One thing I always enjoyed when entering a classroom was to see the teacher outside the room, welcoming the students. This is something I really want to do when I become a teacher because it lets them know I'm not unapproachable and they're not entering a scary domain of a teacher. It shows that my room is welcoming to the students which is beneficial in starting relationships.

1

Class:

Date:

Problem #1:

Problem #2

Problem #3

2



Appendix B

Action Plan

1. What's the problem?
  
2. What's causing the problem?
  
3. What will you do to fix the problem?

\_\_\_\_\_

Date

Grade/Class

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Parent's Signature.

Action Plan

4. What's the problem?
  
5. What's causing the problem?
  
6. What will you do to fix the problem?

\_\_\_\_\_

Date

Grade/Class

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Parent's Signature.

Appendix C

Behavioral Assessment Chart

Student: \_\_\_\_\_ Grade: \_\_\_\_\_ Class: \_\_\_\_\_

Date(s): \_\_\_\_\_ Observer(s): \_\_\_\_\_

Behavior(s) of concern: \_\_\_\_\_

| Date   | Time | Activity in Class | Behavior Exhibited |
|--------|------|-------------------|--------------------|
| M      |      |                   |                    |
| T      |      |                   |                    |
| W      |      |                   |                    |
| H      |      |                   |                    |
| F      |      |                   |                    |
| Total: |      |                   |                    |

| Date   | Time | Activity in Class | Behavior Exhibited |
|--------|------|-------------------|--------------------|
| M      |      |                   |                    |
| T      |      |                   |                    |
| W      |      |                   |                    |
| H      |      |                   |                    |
| F      |      |                   |                    |
| Total: |      |                   |                    |