Classroom Management Philosophy

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 I believe classroom management is something needed in order for teachers to have a successful school year. Without classroom management, students will not reach their fullest potential because classroom management helps guide the students in the right direction and allows for them to know their expectations from the teacher. It is not the easiest idea to come across because there are so many factors that go into it. Everything from getting students’ attention to classroom procedures falls under classroom management. Because there are so many factors and variables that make up classroom management, it takes a while for a teacher to master it. I think it takes more than one year and it involves many classroom experiences. Also, I feel classroom management will be somewhat different from class to class because every class will be different. I believe some classes will be easier to manage than others, but it is important to always have tricks up the sleeves because some days will be more of a challenge than others.

 I personally believe first impressions are super important in life no matter who it is. This also applies when meeting a class at the beginning of the year for the first time. They do not know their teacher, nor does the teacher know much about them besides maybe what they have heard from previous teachers. I think the first day of school is one of the most important days of the school year. The class will be there for the rest of the school year so it is important to get to know the students as it is also crucial for the students to get to know the teacher. An idea to help students get to know their teachers is for the teachers to create their own bulletin board that shares information about them (Wong, 2001). It can consists of where they are from, where they went to college, their hobbies, and so much more. Also it is a good idea to hang up the diploma the teachers earned from wherever they went to school. It shows how proud teachers are of their accomplishments and that they are proficient in what they are teaching. Students can gain so much information from seeing the diploma and the personality bulletin board. It makes the environment welcoming and I think it always makes the students feel more comfortable about opening up to the teacher.

 I want the environment for my classroom to be comfortable and welcoming; therefore I think a great first day of school project would be to have students make their own personality poster board. It would help everyone get to know everyone. I also want everyone to know that they are allowed to be whoever they want to be in my classroom. They can express themselves without judgment. I will not tolerate anyone who bullies another student for being different or being open about who they are. I think their personality poster boards will help them feel that it is ok to express themselves and be who they are. My classroom will be a safe place for students, and if they for some reason do not feel safe, I will make myself approachable so they can talk to me about what is going on.

 According to Harry Wong, the number one problem in the classroom is that the lack of procedures and routines. Procedures and routines help the students stay on track and prove to be more efficient than having rules and setting consequences. It is crucial to stick to the procedures and routines because the students will more likely stick to them as well. Procedures get students to do whereas rules get students to have behaviors (Wong, 2001). Students tend to look at a rule as something to break, but a procedure is not. It is vital to remember not to give all the procedures in one day, especially on the first day. Teachers should only mention enough procedures to make the first few days of class go smoothly. The rest can be mentioned over a certain period of time.

 Another factor to take in consideration when it comes to classroom management is to have a discipline plan. At the beginning of the school year is when the teacher should go over the discipline plan. The students should then sign it as if it is a contract. The discipline plan should only consist of three to five rules. It is also important to have a consequence chart along with a rewards chart. Often teachers forget to reward students for good behavior. I personally do not believe students need to be rewarded for absolutely every good thing they do, but every so often it is important to take the time to reward them. I also believe it is not necessary to harp on students for every little thing they do differently. The only time a student needs to be disciplined is when they break one of the three to five rules listed on the discipline chart. To me that is sticking to my word and not breaking any promises. I am not a fan of surprises especially when it comes to students. Teachers should understand that if they want their students to be well behaved that they have to do their part as well. This means sticking to their word and being consistent.

 Because every student is different, I think it is necessary to have different consequences and rewards for students. Not every student should get the same reward and not every student should face the same consequence (Fay & Funk, 1995). It really matters on the specific situation which again is different from all other situations. When a student breaks one of the rules listed on the discipline chart, a consequence should follow, but it may not immediately follow. I will ensure the consequence makes sense and fits the situations. I will not yell because yelling does no good. I really believe in using love and logic. Personally, I have seen teachers and even parents who yell. It is a scary thing to witness so I cannot even imagine what the child feels when this happens. In the past when someone has yelled at me, I shut down. I no longer want to talk to that specific adult and I am somewhat afraid of them. It makes it hard to be open with them. I never ever want my students to feel that way with me. I do not want them to think I am some kind of monster.

 I mentioned earlier when it comes to consequences that it may not always follow the behavior instantly. Sometimes it is beneficial to give the student a break to cool down and it also gives the teacher a chance to calm down and decide what the best consequence is. The student will most likely be open to talking about it and be an active listener if there is a break between the problem and when the consequence will be given. I feel even allowing the student to give some input on what their consequence should be is effective because then he or she sees the teacher as a caring person rather than someone who just barks orders and does not care about anyone. Now every situation is different so I am not saying to always wait to deal with the problem because sometimes it is necessary to deal with it right away. Some students will not benefit from taking a break so again it is crucial to keep in mind that every student is different.

 I am an elementary and special education double major so with that I have the wonderful opportunity to be an elementary teacher or a special education teacher. I am hoping more for a special education position although either job would make me happy. With that said, I will come across many children who struggle with numerous things. Many students will have behaviors that will challenge me. Classroom management deals with students who struggle with behaviors. In fact, dealing with challenging behaviors is a huge component of classroom management.

As a future teacher, especially a special education teacher, it is vital to know and understand the different behaviors that occur. In order to help a student with a challenging behavior, the teacher needs to be able to identify it. After identifying it, the teacher must be able to figure out why the behavior is occurring. Is it to gain attention, avoid homework, or a cry for help? This is why teachers need to get to know their students. What is their home life like? What are their interests? Do they have many friends? Why or why not? Knowing the answers to these questions can help teachers figure out why a behavior is occurring and what the teachers can do to help the student with challenging behavior. Perhaps the problem is the student has a disorder or disability. A common disorder where a student is going to act out is Oppositional Defiant Disorder. Some symptoms this disorder are off-task talking, getting out of the seat, making noises, and throwing objects (Zirpoli, 2012). Once the behavior is identified, the next step is to start gathering data. The data is going to be used to help make a behavior intervention plan (BIP). The data is most likely to be gathered by the classroom teacher, so it is super important for all teachers to know how to do this.

I honestly think one of the most challenging parts of being a teacher is dealing with a student who has challenging behaviors. My mind set will always be what can I do to help this student? Students who are acting out or causing chaos in a classroom are not bad students. They are students who need extra love and time. No one can see what is going on in the students’ heads. That is why taking the time to get to know them and not judging them is crucial. I will not leave a student behind because he or she is struggling. I know I have a huge heart that is willing to give so much love that for some people it is unbearable. For students with behaviors, I will not give up and I will fight for them to be successful in school.

Overall I will love every single one of my students. I truly believe every single boy and girl deserves an education. They deserve to be safe and loved. I will make my classroom a safe and welcoming environment and I will also be warm-hearted to all of my students. Active listening goes so far in life and I will use that. I want my students to know I am always here for them. I am not their enemy. I hope for my classroom to be a place where every student can be themselves. It will be a fun and enjoyable classroom. I will be there to greet my students at the door in the morning and I will be there to say goodbye at the end of the day. Everyone wants to be loved including myself. With that said, no matter how tough days get, I will remember at the end of the day that everyone wants to be loved therefore I will love with my whole heart. My students will know that about me. I truly believe with all my heart that if my students know I love them, then they will want to learn from me. In the end, they will become smarter.

# Works Cited

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