

Classroom Management Final

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Beginning the journey of becoming a teacher, entering into the first year of teaching, and discovering what strategies work best for the classroom is a difficult process. It is extremely beneficial for teachers to take time to prepare for their classroom before the first days of school. This may include establishing a set of classroom procedures, organizing the classroom environment, developing a philosophy of classroom management, etc. Each of these pieces, once created, can greatly contribute to the success of the classroom. This paper is meant to detail my philosophy of classroom management, plans for the first days of my teaching career, strategies for building relationships, and important classroom management strategies.

The philosophy that I intend to base my classroom around reads as follows: my classroom will be a learning focused environment in which students feel willing and able to participate in classroom activities. Each and every student can and will feel safe to openly discuss their beliefs, opinions, thoughts, and concerns. Through the incorporation of proper strategies, students will become open to the development of a cooperative work environment. I will model appropriate interaction thus, creating a welcoming atmosphere for all of my students. My passionate attitude towards the subject as well as education in general will set the precedent for students to explore their passions and discover their strengths. Therefore, in order to develop a successful classroom, the first step must be to garner relationships, with students, with parents, with faculty, and encourage relationships between students.

Similarly, linking the Love and Logic approach to the already growing classroom relationships will help to create a more caring, problem solving environment. Students will learn through modeled behaviors how to speak to one another when handling confrontation, giving them the opportunity to solve problems without teacher aid. These ideas all stem from the four principles of Love and Logic which are (1) self concept, (2) shared control, (3) consequences with empathy, and (4) shared thinking (Fay, 2011). Students should be given plenty of space to discover themselves and make independent choices. The teacher is there as a mediator, dishing out appropriate consequences when necessary.

However, despite the importance of the Love and Logic ideas of building respect, delaying consequences, and student led problem-solving, I also plan to align my classroom management plan with Harry and Rosemary Wong's approach. Organization and structure vital to a successful classroom and setting up procedures for students in these particular areas will be a helpful guide. Correspondingly, Chelonnda Seroyer's methods of classroom management align with Wong's, providing a great deal of insight into how to actually apply many of the strategies. For this reason, her video influenced a number of the management strategies I plan to use in my classroom.

My classroom management philosophy and the ideas brought about by Fey, Wong, and Seroyer will play a vital role in all that I do throughout my classroom. They are intended to

guide my classroom management strategies, my instruction, and my relationships with students and families. From the first days of the school year I will integrate the many methods of these approaches into everything that I do. The development of relationships, daily routines and agendas, homework policies, instructional methods, etc. will all be influenced by these strategies and philosophies.

One of the first steps to fostering a successful classroom management plan is establishing positive relationships among all learners. To do this, you must begin before the first day even starts. Reaching out to families and students by sending letters home to greet them to the classroom is an easy way to kick off the new year. Then, on the first day of class, beginning to learn about students' likes and dislikes and strengths and weaknesses can help build relationships, which will lead to diminished behavioral problems throughout the year. Hence, I included in appendix A an example of the kind of "get to know you" activity that I plan to use to begin the year.

Then, I plan to establish on the first day of class that offensive and derogatory language will not be tolerated. This procedure will make the learning environment a safe place and will diminish resentment among peers. I will model appropriate language for the classroom and explain how opinions, concerns, and debates can be voiced without becoming disrespectful. As Seroyer stated in her talk on classroom management, it is important to remind students that

although certain language may be acceptable at home, this is an academic setting, so everyone must use academic language.

To encourage the growth of a cooperative classroom I will stress group work in which members are from different peer groups. By doing this, each group will be diverse and bring different skills and talents to the assignment or activity. Using strategies such as grouping students with colored popsicle sticks or a deck of cards can be the catalyst for students to learn more about their fellow classmates. A more cooperative and

2. Prevent attention-seeking and work-avoidance behavior.

- Create a seating chart for the classroom in order to prevent certain students from disrupting the class. This seating chart can be changed throughout the year to combat behaviors or situations that may arise.
- Scan the classroom, walk about the room, and make eye contact with all members of the class to let them know that you are alert and paying attention to what they are doing.
- Shift attention that may be waning back to you by changing the pitch or volume of your voice or come up with an interesting attention seeking activity that will draw in students who may have begun to be off task.

3. Quickly and unobtrusively redirect misbehavior one it occurs.

- Move near the student to prevent the behavior from occurring again.

Proximity can do wonders for redirecting misbehavior, because it lets the student know that you are aware of what they are doing and that it is not appropriate at that time.

- Mention another student's name in order to give an example of someone who is behaving correctly. When the student who is misbehaving hears this they may switch the behavior to match that of their classmate.

- While talking with the class, say the student's name in order to catch their attention. They will not be expecting to hear their name and it will draw their focus back in.

4. Stop persistent and chronic misbehavior with strategies that are simple enough to be used consistently.

- Write a note or call the student's parents or guardians. This not only addresses the chronic misbehavior with the student, but establishes a connection with parents and allows them to become aware of what is transpiring in class.

- If the problem is reoccurring and involves another student, remove them from the situation by simply changing their seat in class. This may resolve the problem without having to involve another party.
- Discuss the problem with the student to see what they are thinking and find out why they may be acting out in the first place. Ask them to provide you with a better alternative to their misbehavior to see what they think they need to be doing.

5. Teach self-control.

- Encourage students to take a break. If they appear frustrated or stressed, remind them that sometimes it is necessary to take a break in order to handle ourselves.
- Give your students words: if you notice a student is having a hard time with something, address it, ask them how they are feeling, and talk with them about solutions before they become “out of control.”
- Reinforce positive behaviors and signs of self-control. If you notice that a student is exhibiting signs of self-control, make them aware of it and express you appreciation of their actions.

6. Respect cultural differences.

- Teach lessons based on prior knowledge and experiences of the students.

Get to know the students and their backgrounds in order to better apply the information to things that already matter to the students.

- Allow students to incorporate aspects of their culture into their assignments and to teach the class about where they come from. This allows students to be actively engaged in the class.

- Model the appropriate way to interact with one another and speak to one another, so that each member of the class trusts one another and feels safe expressing their opinions and feelings.



## Appendix A

# Welcome!

The following questions are designed to give me a chance to learn a little bit about you, so answer them honestly and have a little bit of fun with it! The more that I know about you the better I can make your experience in my class. Here is to a great year of English!

1. Write a metaphor to describe yourself:
2. What picture or image would you use to represent who you are?
3. Which song on your playlist best represents who you are or what you believe in and why?
4. List three things you would take to a deserted island and why:
  - .
  - .
  - .
5. Tell me, what are your favorite things about English class?  
What are your least favorite things about English class?
6. What do you like to do in your free time?
7. A Favorite Quote:
8. Tonight's Homework:

Pretend that this class is an elite group in which you are hoping to become a member. In order to get accepted into the group you are required to write a letter to the founder (me) explaining what qualities you would bring to the group. Do you love English, grammar, or writing? Are you a film buff or theater aficionado? Do you dislike English, but are a hard worker? Are you creative or outgoing? Do you have a spunky personality? Is there something else that you can bring to

this English class? The letter does not have to be lengthy, write 250-350 words describing why you should be a part of this prestigious group. Have fun with it! The letter is due at the beginning of our next class

## Appendix B

Date: \_\_\_\_\_  
Printed Name: \_\_\_\_\_  
Class Section: \_\_\_\_\_

## You've been *Pink-Slipped!*

Completing your homework or assignment is your *responsibility* as a student.

Missing Assignment: \_\_\_\_\_

I do not have my homework today because:

- I did the assigned homework, but I did not bring it to class.
- I chose not to do my homework.
- I forgot to do my homework.
- I did not have the appropriate materials at home.
- Other—please explain below.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Signature \_\_\_\_\_

## Appendix C

**U-SHAPE**

