

## **Classroom Management Philosophy**

Throughout this course I have realized the importance of classroom management and what this truly means. Wong & Wong (2018) said it best, “Classroom management refers to what teachers do to organize students, space, time, and materials so that learning takes place” (p. 92). Students thrive in a well-structured environment where there are rules and expectations, but the students still have freedom and a voice. Classroom management, like many other things, is something that can always be improved upon.

### **Policies**

Within the classroom teachers must enforce and follow specific policies. All educators have a code of ethics. The Model Code of Ethics for Educators, or the MCEE, “Serves as a guide for future and current educators faced with the complexities of P-12 education. This code of ethics honors the public trust and upholds the dignity of the profession” (National Council for the Advancement of Educators Ethics [NCAEE], 2017). The MCEE covers a wide range of topics: responsibility to the profession, professional competence, responsibility to students, responsibility to the school community, and ethical use of technology (Appendix A). Professionalism, as well as responsibility, are of great importance within the educational profession.

Policies within the classroom can also be directed at the students. These include phone policies, plagiarism, cheating, attendance, participation, and classroom rules. These policies often given to students at the beginning of the year in a syllabus. It is important to talk about these policies throughout the year and remind students of their importance.

The phone/technology policy will look something like this. There are pockets on the wall, each numbered, students are expected to drop off phones in their designated pocket and can pick them up on their way out of the classroom (Appendix B). While technology can, and should, be incorporated into learning, there must be rules and limitations. For example, computers can only be used when the teacher allows it, phones may only be used in cases of emergency, or if playing a specific game in class, like Kahoot. Setting these simple rules shows students what is expected of them.

When it comes to plagiarism and cheating, there are honor codes within the school usually. Educate students about this honor code. Teach students how to cite sources, build a relationship with the students so that if they are struggling with content, they can ask for help rather than feel like their only option is to cheat.

For attendance and participation, make this extremely clear. When students are absent there needs to be resources available to them in order to not fall behind. For example, pre-recording video lectures and posting them online for students to access allows them to stay on top of their schoolwork. Have an extra tray that holds worksheets, notes, or even an overview of the day that students can pick up once they return. Make sure to label this tray clearly and have it accessible to the students.

Classroom rules should be explained thoroughly at the beginning of the year and should be posted within the classroom. This way, students can refer back to it and know what is expected of them at all times (Appendix C).

Teachers should set up classroom routines that students can rely on. This is especially helpful for the beginning of the year. This way the teacher's intentions and expectations are

made clear from the beginning. During the younger years of students' lives, having those routines is a great way to encourage/improve habits in and outside the classroom. Having routines creates/fosters order, predictability, productivity, independence, etc. within the classroom. According to Galloway, as cited in Wong (2018), "Give an elementary student three days, and the student will mirror you" (p. 72). If teachers put in place these routines their students will catch on quickly and be able to apply them themselves within three days. It is also so important to note that, as Wong (2018) states, "The most effective way to make connections with students is to have a well-managed classroom where students are on task, allowing you to spend one-on-one time with them" (p. 82). When routines are put in place for students to follow more time is allotted for teaching and learning. Teachers then have more time/freedom to interact with their students one-on-one, create those positive relationships, cultivate good habits, etc.

The first day introductions and getting to know students is one of the most important parts of the school year. This will set the tone for how students treat the teacher, treat each other, and treat the classroom and the materials (Appendix D). Routines and consistency, especially at the beginning of the year, creates a culture within the classroom where students know what is expected of them, no one is singled out or put down in any way, responsibility is given to the students, a positive professional relationship can blossom rather than students shutting down. As stated by Wong (2018), "Truly effective teachers are kind, caring, and loving people" (p. 80). This should be shown from the start.

## **Procedures**

According to Wong (2018), "Classroom management consists of the procedures that a teacher establishes to create and maintain an optimum teaching and learning environment" (p.

139). Procedures are actively showing, teaching, and applying the policies; especially when it comes to classroom rules.

### ***Greeting procedure***

This procedure can be relatively simple or can be more personal and intricate, depending on the teacher and the students' preferences. Whichever way the teacher prefers, there needs to be consistency. Teachers can stand at the door and greet each student by name and smile. Or teachers can do individual check-ins with each student at the door. The greeting procedure can also be related to dismissal. When students leave for the day it can be especially beneficial to have students turn in an exit slip to formatively assess students for the day. Or have students copy down their homework for the day right before the bell rings. Greeting and dismissal procedures are flexible and vary greatly depending on the teacher and students.

### ***Bell Work***

Bell work is something that is very familiar to countless former and current students. Bell work is a great way to get students engaged as soon as they enter the classroom. Bell work can also vary depending on what the subject is or the teacher's preference. Bell work can also depend on what the students need the most practice in. For example, if a teacher notices the students need to work on penmanship or their writing skills, the teacher can have the students use personal journals and respond to a quote, image, prompt, etc. every morning as bell work. It can be beneficial to switch up the type of bell work every month or so. This allows for some variety while still touching on every subject. Teachers can switch from writing a reflection each morning to solving a math problem and going over the answer. Bell work is an incredible way to allow teachers to formatively assess students and learn where improvements need to be made.

### ***Seating Procedure***

Seating should vary throughout the school year. It is good to keep seating as flexible as possible, movement within the classroom is essential. At the beginning of the year students will be seated in alphabetical order, by first name. This will last for about one month before it switches. This allows the teacher to learn names and students to get acquainted with their peers. It may be beneficial to use name stands. Students will switch seating about every month by picking a stick from the jar. Each stick has a number, the desks have their own numbers (on the seating chart paper). According to what number is chosen these are the students' new seats. This process eliminates students feeling left out.

Zone seating differs from everyday seating. These zones can be used by individuals or as groups when doing rotations. Within the Quiet Zone, students must respect the space, their classmates, and the teacher (these rules will be posted in the space where students can see). The rules include, putting materials back where they found them, treating materials with care, using the space quietly, so the rest of the class is not disrupted, ask the teacher first (by raising your hand with the \*sign\*). The sign is when a student raises their hand with a pinky finger extended. Students can use this space for a maximum of 5 minutes, a quiet timer is set, and the student must return once it goes off. The space includes items like music (with headphones), a yoga mat for stretching, a glitter jar, pinwheels, sensory buckets, and comfy chairs. The Quiet Zone can only be used by one person at a time. Students should not ask to use it if someone is already there, but there are other options. Reading, art, discovery, writing, technology, and math zones will be used during rotations and the normal classroom rules apply.

### ***Circle Time***

Circle time will be a routine implemented within the classroom. As soon as students return from recess, physical education class, or lunch they will immediately go to the circle rug and stand at their assigned seats. Once the students are all standing in the correct order, there should be some quick stretched, then a story, before returning back to content learning. This gives students time to refocus themselves, self-regulate, and not miss out on any information due to adrenaline/lack of attention.

### ***Line Up Procedure***

Students will line up daily to go to lunch, recess, other classes, etc. This will also be a routine that is implemented. At the beginning of the year, students are assigned numbers, these numbers represent where they stand in line. The teacher can decide if there is a line leader, or any other classroom jobs. Students will be expected to keep volume levels at a 1 or 2.

### ***Planner Procedure***

The teacher will write the outline for what will be accomplished each day, on the board. This will allow the students to be aware of where they are going and stay on track. There will also be a list of homework written on the board that students must copy into their planners before leaving for the day. By allotting time for the students to do so, homework assignments are not so easily forgotten about.

### ***Homework Procedure***

Students should have set expectations when it comes to homework. The teacher should have turn-in trays, students should be expected to turn in homework upon entering the classroom. If students were missing there should be separate turn in stations and pick up station to collect notes, worksheets, etc. from missed days. Each station/tray should be labeled clearly.

### ***Transition Procedure***

The projector will need to be on at all times. This will display the digital timer so that students can look up and see how much time they have left in an activity. The teacher will need to keep an eye on all the students. This can be done by walking to each group and checking in on students, answering questions, giving input/ideas, etc. The classical music will be playing throughout the activity. Once each group begins working they will have a set time at each station. The timer is set and the students work. Classical music will play so that students keep their voices quieter than however loud the music is playing. Once the upbeat song starts, this signifies that the students should start cleaning their area and get ready to move to the next station. This will help for the smooth and quiet transitions. By having the timer displayed and a change in music, the students can monitor when they should be done working and begin cleaning their station without being told.

### **Discipline**

#### ***PBIS***

Positive Behavioral Interventions and Supports, or PBIS, is an incredible concept that can and should be incorporated into every school and classroom. The best way to implement these systems is by introducing them at the beginning of the school year and by having visual aids/reminders. PBIS can cover a wide range of points, from behavior in the classroom/school, respecting others, to even just teaching students how to treat materials. The goal of PBIS is to, “Improve and integrate all the data, systems, and practices affecting student outcomes every day” (PBIS, 2019).

By explaining the PBIS system to students from day one, students are aware of their expectations and the focus can be on learning and individual growth. Systems that use extrinsic motivation like having school bucks to use at the “store,” pulling a card, a treasure box, etc. Are ineffective when looking at it long-term. This is because students are motivated by the rewards rather than for their own personal good and there is no growth. To foster this growth, PBIS systems must focus on specific praise rather than bribing students to behave, there will be progress and growth seen within students. When these systems force students to reflect on their own behaviors for their own personal improvement, rather than only doing something to be rewarded, that is when PBIS will work. By setting these expectations for each student, there can be personal and wholistic growth. When students hear something long enough, it starts to become a part of them (Pierson, 2013). Set high goals/expectations for students, then provide the support they need to get there. Building up a student's self-confidence helps them to grow and want to be better.

Putting up reminders throughout the classroom and school of these expectations are a great way to reinforce PBIS systems. Visual reminders like posters or even signs within the classroom are great ways to reinforce the system throughout time. Signs can be as simple as a tap on the desk to refocus. These gentle reminders help students to remember what is expected without calling them out in front of peers. Again, this goes back to fostering that level of trust and respect between teacher and student. PBIS is something that has to be constantly worked toward. There is always room for growth and improvement because systems, data, and practices are ever changing. Schools and educators need to be committed to PBIS, what it stands for, and strive for their goal even through every change.

### *Interventions/Signs*



Using red, yellow, and green cups or even pieces of paper are great ways to monitor students' progress/emotions. If a student is doing well with an assignment, the green paper can be put out, if a student is struggling or needs some direction from the teacher, the yellow paper can be put out, if the student is completely stuck, the red paper can be put out. If multiple red and/or yellow papers are put out, this shows the teacher that the lesson may need to be retaught or better explained.

Teachers can redirect students with a whisper to remind student to pay attention and refocus. Students almost immediately follow these directions. This is the case because students are being corrected in a gentle way. Students are not being called out or embarrassed in front of their classmates. By whispering to students to help them refocus, they are able to feel safer in their environment, trust the teacher more and refocus themselves. The same goes for the non-verbal cues. Having a secret signal with an individual student or with the whole class encourages the students to be observant, pay attention, and refocus themselves. This can be a double tap on a student's desk, placing a flat palm on the desk, etc. These one-on-one strategies ensure that the students know what is expected of them, by gently reminding students when they need to redirect themselves. One of the most important characteristics of a well-managed classroom, according to Wong (2018), is that "Students need to know what is expected of them and are generally successful" (p. 97).

Another amazing intervention is verbal, positive reinforcement. This strategy is also known as positive narration. By pointing out the positive things that other students are doing, the students that are not behaving in the right way will want to follow. This creates a more positive light in the classroom, rather than calling out students by name and embarrassing others. This

strategy just praises students who are focused, participating, etc. Wong (2018), "When you affirm the deed, the student knows exactly what he or she did that was worthy of praise" (p. 151).

## **Conclusion**

Classroom management covers a wide range of topics. Following and enforcing policies is a great first step in creating a good classroom environment. Then, implementing procedures within the classroom allows for clear expectations and allows the students to focus on the content, learning, and growing. As Wong (2018) states, "How you manage your classroom determines how well your students will learn" (p. 93). Classroom management is truly the first step to being an effective teacher and ensuring the success of all students.

## References

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## Appendix A

PRINCIPLE I	PRINCIPLE II	PRINCIPLE III	PRINCIPLE IV
<p><b>RESPONSIBILITY TO THE PROFESSION</b></p> <p>The professional educator is aware that trust in the profession depends upon a level of professional conduct and responsibility that may be higher than required by law. This entails holding one and other educators to the same ethical standards.</p> <p><b>A.</b> The professional educator demonstrates responsibility to oneself as an ethical professional by:</p> <ol style="list-style-type: none"> <li>1. Acknowledging that lack of awareness, knowledge, or understanding of the Code is not, in itself, a defense to a charge of unethical conduct.</li> <li>2. Knowing and upholding the procedures, policies, laws and regulations relevant to professional practice regardless of personal views.</li> <li>3. Holding oneself responsible for ethical conduct.</li> <li>4. Monitoring and maintaining sound mental, physical, and emotional health necessary to perform duties and services of any professional assignment, and taking appropriate measures when personal or health-related issues may interfere with work-related duties.</li> <li>5. Refraining from professional or personal activity that may lead to reducing one's effectiveness within the school community.</li> <li>6. Avoiding the use of one's position for personal gain and avoiding the appearance of impropriety.</li> <li>7. Being responsible and credit only for work actually performed or produced, and acknowledging the work and contributions made by others.</li> </ol> <p><b>B.</b> The professional educator fulfills the obligation to address and attempt to resolve ethical issues by:</p> <ol style="list-style-type: none"> <li>1. Confronting and taking reasonable steps to resolve conflicts between the Code and the implicit or explicit demands of a person or organization.</li> <li>2. Identifying faculty to the Code by taking proactive steps when having reason to believe that another educator may be approaching or involved in an ethically compromising situation.</li> <li>3. Neither discriminating nor retaliating against a person on the basis of having made an ethical complaint.</li> <li>4. Neither filing nor encouraging frivolous ethical complaints solely to harm or retaliate.</li> <li>5. Cooperating fully during ethics investigations and proceedings.</li> </ol> <p><b>C.</b> The professional educator promotes and advances the profession within and beyond the school community by:</p> <ol style="list-style-type: none"> <li>1. Influencing and supporting decisions and actions that positively impact teaching and learning, educational leadership and student services.</li> <li>2. Engaging in respectful discourse regarding issues that impact the profession.</li> <li>3. Enhancing one's professional effectiveness by staying current with ethical principles and decisions from relevant sources – including professional organizations.</li> <li>4. Actively participating in educational and professional organizations and associations.</li> <li>5. Advocating for equitable resources and facilities to ensure equitable opportunities for all students.</li> </ol>	<p><b>RESPONSIBILITY FOR PROFESSIONAL COMPETENCE</b></p> <p>The professional educator is committed to the highest levels of professional and ethical practice, including demonstration of the knowledge, skills and dispositions required for professional competence.</p> <p><b>A.</b> The professional educator demonstrates commitment to high standards of practice through:</p> <ol style="list-style-type: none"> <li>1. Responding to one's practice state and national standards, including those specific to one's discipline.</li> <li>2. Using the Model Code of Educator Ethics and other ethics codes unique to one's discipline to guide and frame educational decision-making.</li> <li>3. Advocating for equitable educational opportunities for all students.</li> <li>4. Accepting the responsibilities, performing duties and providing services corresponding to the area of certification, licensure, and training of one's position.</li> <li>5. Reflecting upon and assessing one's professional skills, content knowledge, and competency on an ongoing basis, and</li> <li>6. Committing to ongoing professional learning.</li> </ol> <p><b>B.</b> The professional educator demonstrates responsible use of data, materials, research and assessment by:</p> <ol style="list-style-type: none"> <li>1. Appropriately recognizing others' work by citing data or materials from published, unpublished, or electronic sources when disseminating information.</li> <li>2. Using developmentally appropriate assessments for the purposes for which they are intended and for which they have been validated by grade educational decisions.</li> <li>3. Conducting research in an ethical and responsible manner with appropriate permission and supervision.</li> <li>4. Seeking and using evidence, instructional data, research, and professional knowledge to inform practice.</li> <li>5. Creating, maintaining, disseminating, storing, retaining and disposing of records and data relating to one's research and practice, in accordance with district policy, state and federal laws, and</li> <li>6. Using data, data sources, or findings accurately and reliably.</li> </ol> <p><b>C.</b> The professional educator acts in the best interest of all students by:</p> <ol style="list-style-type: none"> <li>1. Increasing students' access to the curriculum, activities, and resources in order to provide a quality and equitable educational experience.</li> <li>2. Working to engage the school community to close achievement, opportunity, and attainment gaps, and</li> <li>3. Protecting students from any practice that harms or has the potential to harm students.</li> </ol>	<p><b>RESPONSIBILITY TO STUDENTS</b></p> <p>The professional educator has a primary obligation to treat students with dignity and respect. The professional educator promotes the health, safety and well-being of students by establishing and maintaining appropriate verbal, physical, emotional and social boundaries.</p> <p><b>A.</b> The professional educator respects the rights and dignity of students by:</p> <ol style="list-style-type: none"> <li>1. Respecting students by taking into account their age, gender, culture, setting and socioeconomic context.</li> <li>2. Interacting with students with transparency and in appropriate settings.</li> <li>3. Communicating with students in a clear, respectful, and culturally sensitive manner.</li> <li>4. Taking into account how appearance and dress can affect one's interactions and relationships with students.</li> <li>5. Considering the implications of accepting gifts from or giving gifts to students.</li> <li>6. Engaging in physical contact with students only when there is a clearly defined purpose that benefits the student and continually keeps the safety and well-being of the student in mind.</li> <li>7. Avoiding multiple relationships with students which might impair objectivity and increase the risk of harm to student learning or well-being or decrease educator effectiveness.</li> <li>8. Acknowledging that there are no circumstances that allow for educators to engage in romantic or sexual relationships with students.</li> <li>9. Considering the ramifications of entering into an adult relationship of any kind with a former student, including but not limited to, any potential harm to the former student, public perception, and the possible impact on the educator's career. The professional educator ensures that the adult relationship was not started while the former student was in school.</li> </ol> <p><b>B.</b> The professional educator demonstrates an ethic of care through:</p> <ol style="list-style-type: none"> <li>1. Seeking to understand students' educational, academic, personal and social needs as well as students' values, beliefs, and cultural background.</li> <li>2. Respecting the dignity, worth, and uniqueness of each individual student including, but not limited to, actual and perceived gender, gender expression, gender identity, civil status, family status, sexual orientation, religion, age, disability, race, ethnicity, socio-economic status, and culture, and</li> <li>3. Establishing and maintaining an environment that promotes the emotional, intellectual, physical, and sexual safety of all students.</li> </ol> <p><b>C.</b> The professional educator maintains student trust and confidentiality when interacting with students in a developmentally appropriate manner and within appropriate limits by:</p> <ol style="list-style-type: none"> <li>1. Respecting the privacy of students and the need to hold in confidence certain forms of student communication, documents, or information obtained in the course of professional practice.</li> <li>2. Upholding parents' (guardians') legal rights, as well as any legal requirements to reveal information related to legitimate concerns for the well-being of a student, and</li> <li>3. Protecting the confidentiality of student records and releasing personal data in accordance with prescribed state and federal laws and local policies.</li> </ol>	<p><b>RESPONSIBILITY TO THE SCHOOL COMMUNITY</b></p> <p>The professional educator promotes positive relationships and effective interactions, with members of the school community, while maintaining professional boundaries.</p> <p><b>A.</b> The professional educator promotes effective and appropriate relationships with parents/guardians by:</p> <ol style="list-style-type: none"> <li>1. Communicating with parents/guardians in a timely and respectful manner that represents the students' best interests.</li> <li>2. Demonstrating a commitment to equality, equity and inclusion as well as respecting and accommodating diversity among members of the school community.</li> <li>3. Considering the implications of accepting gifts from or giving gifts to parents/guardians, and</li> <li>4. Maintaining appropriate confidentiality with respect to student information disclosed by or to parents/guardians unless required by law.</li> </ol> <p><b>B.</b> The professional educator promotes effective and appropriate relationships with colleagues by:</p> <ol style="list-style-type: none"> <li>1. Respecting colleagues as fellow professionals and maintaining civility when differences arise.</li> <li>2. Resolving conflicts, whenever possible, privately and respectfully and in accordance with district policy.</li> <li>3. Keeping student safety, education, and health paramount by maintaining and sharing educational records appropriately and in accordance with district policy.</li> <li>4. Collaborating with colleagues in a manner that supports academic achievement and related goals that promote the best interests of students.</li> <li>5. Enhancing the professional growth and development of new educators by supporting effective field experiences, mentoring or induction activities, and across the career continuum.</li> <li>6. Ensuring that educators who are assigned to participate as mentors for new educators, cooperating teachers, or other teacher leadership positions are prepared and supervised to assume these roles.</li> <li>7. Ensuring that educators are assigned to positions in accordance with their educational credentials, preparation, and experience in order to maximize students' opportunities and achievement, and</li> <li>8. Working to ensure a workplace environment that is free from harassment.</li> </ol> <p><b>C.</b> The professional educator promotes effective and appropriate relationships with the community and other stakeholders by:</p> <ol style="list-style-type: none"> <li>1. Advocating for policies and laws that the educator supports as promoting the education and well-being of students and families.</li> <li>2. Collaborating with community agencies, organizations, and individuals, in order to advance students' best interests without regard to personal reward or remuneration, and</li> <li>3. Maintaining the highest professional standards of accuracy, honesty, and appropriate disclosure of information when representing the school or district within the community and in public communications.</li> </ol>

“The MCEE establishes principles for ethical best practices, mindfulness, self-reflection and decision making, setting the groundwork for self-regulation and self-accountability” (NCAEE, 2017).

## Appendix B



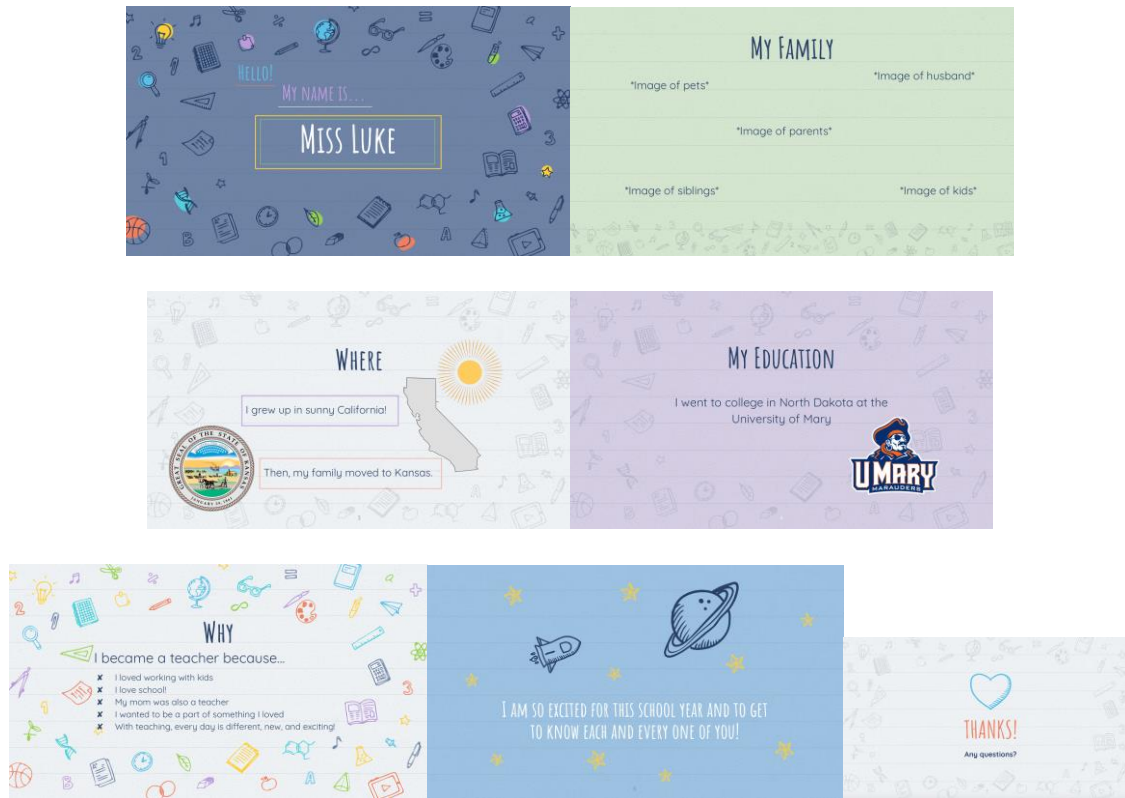
Technology in this day and age is extremely advanced and the technological industry has become very good at their job. Their job being, pull in the attention of their users. There is a term called “Brain Hacking” that has been more frequently talked about. Our technology is no longer neutral. Our phones and the apps on there are programmed to hook people. It preys on addiction. In a sense, everyone is addicted to their phones. When we are away from our devices, we become anxious. As soon as a notification goes off, our brains react and the need to check our phones is triggered. These tech companies use rewards, likes, emojis, followers, scrolling features, etc. that are addictive properties and keep customers coming back. Unless phones are physically out of reach and earshot, students have increasing difficulty focusing on school (60 Minutes, 2017). These pockets help remove this distraction from students in order for learning to take place. Although this is not a perfect solution, it is a start.

## Appendix C



Visual aids are the best way to remind students of the rules stated at the beginning of the year. If students are aware of their expectations, can visibly see and be reminded of these expectations, they will succeed. Students will not have to worry about the rules because they will know them, and learning can persist.

## Appendix D



The importance of first day introductions is that it is the first step in creating a relationship with the students. Like any relationship, there is a get-to-know-you phase. At the beginning of the school year, teachers should introduce themselves, let students get to know them, be vulnerable, be open, and ask the students questions as well. Begin laying that foundation for a healthy teacher/student relationship. This is vital if learning is to take place within the classroom or any sort of discipline, because that calls for respect for the teacher and their rules.