

Classroom Management Philosophy

***"Step with care and great tact and remember that life's a great balancing act."
~ Theodor Seuss Geisel (Dr. Seuss)***

DESCRIPTIVE STATEMENT:

The purpose of this document is to outline my core values and beliefs concerning classroom management and reflect upon a flexible plan balancing classroom and remote (e.g., @homelearning, E-learning) circumstances. I incorporate my ideology, theory, and strategies to guide my beliefs, focusing on relationships, respect, collaboration, social-emotional support, and academic achievement. In my experience, I recognize that not all management models work with all age levels or class communities. Therefore, I continue to reflect and adjust my classroom management plan to further my teaching philosophy and consider diverse learner needs.

PHILOSOPHY STATEMENT:

To develop an effective classroom management plan, I believe it needs to align with my teaching philosophy, incorporate research and theoretical-based approaches, and reflect my professional classroom experiences. I feel a management system should consider relationships, student-centered learning, self-accountability, building a community, and integrating real-world applications. As teachers, I believe our responsibility is to model, teach, and encourage positive behavior through social-emotional learning (SEL) and positive behavior intervention strategies (PBIS). Hence, my management goal is to promote our students' social-emotional development, enhance digital and community citizenship, and encourage academic success.

In my teaching experience, I believe my classroom management philosophy includes a variety of theorists and approaches. Also, I do not feel one theorist or model serves all learner's needs. My proactive management philosophy aligns with a combination of comparative theorists promoting relationships, consistency, cooperative learning, motivation, self-reflection, and self-accountability. Each theorist aligns with my prior professional career, teaching experiences, and principles. Moreover, I believe including influential theoretical practices supports my preventative and holistic management style.

Furthermore, my classroom management philosophy focuses on individual student needs, structure, organizational skills, self-regulation, and self-competency. In doing so, I can encourage an atmosphere concentrating on care, consistency, and credibility. Thus, my management philosophy serves as a foundation grounded in theory and offers a proactive and positive management approach.

"TOP 10" - BELIEFS AND THEORY:

1. I believe developing trust-based relationships by satisfying learning needs to support motivation.

Aligning with my teaching philosophy, cultivating relationships play a vital role in my classroom management beliefs. Like Maslow, Glasser believes student motivation derives through a series of need's satisfaction (Charles & Senter, 2012). Also, empathizing with student needs leads to motivation and positive behavior through trust. I believe Glasser's approach promotes teacher-leadership within a student-centered constructivist learning environment (Charles & Senter, 2012).

Additionally, Kagan's theory aligns with my belief of supporting differentiation through teacher-student relationships to resolve behavioral issues and support multiple intelligences (Charles & Senter, 2012). Kagan's methods promote a "win-win" discipline and "we approach" model. I agree with Kagan's "Three Pillars," including the same side understanding, collaborative solutions, and learned responsibility (Charles & Senter, 2012).

2. I believe the teacher acts as a facilitator to guide, model, and explain content connections support academic achievement, and develop life skills.

By creating collaborative, student-centered learning environments, I believe explaining content connections to real-world applications enhances academic achievement and supports life skill development. By incorporating Kagan's approach by implementing structures for virtue embedded within the curriculum, these strategies assist support emotional intelligence, character, and academic success (Kagan, 2003). Thus, utilizing Kagan's approach encourages multiple intelligence theory, develops self-regulation skills, and provides equitable learning opportunities through problem-solving, cooperation, and citizenship.

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3. I believe the teacher takes accountability to teach and guide students' transition to behavior self-accountability.

I believe applying Jones' learning motivation theory, and correctional strategies support my belief regarding student responsibility and learned behavior accountability. By arranging the classroom environment to increase teacher proximity during seatwork, the teacher maintains the ability to prevent "90 percent of normal discipline issues with effective non-verbal effective body language and proximity control," (Charles & Senter, 2012). Thus, in my experience, a calm, professional disposition and teacher-student proximity during facilitated and independent learning minimize disruptive behaviors.

Additionally, Kounin provides a model I believe assists immediate and long-term practices by enhancing proactive and preventative classroom management. In my teaching experience, knowing my students and demonstrating "with-it-ness" improves my ability to scan a classroom and immediately adjust my body language accordingly towards the disruptive (Lynch, 2018). Additionally, Kounin's "overlapping" and "group focus" furthers my belief in time-on-task efficiency and student engagement by minimizing disruptive behaviors through engaging activities, questions, and random selection (Lynch, 2018).

4. I believe in classroom positive behavior intervention supports (PBIS) assist and guide students to cognitively reflect and make good behavior choices.

As teachers, we rely on cooperation, perform task modeling (e.g., Say, See, Do Teaching), exhibit enthusiasm, and incorporate instructional strategies sparking student curiosity and encouraging intrinsic motivation. Hence, Glasser's theory benefits expectation discussions, procedure modeling, and proactively decreases disruptive behaviors (Charles & Senter, 2012).

Additionally, Glasser "supports partnerships between teachers and students while encouraging instructional strategies that promote learning ownership and responsibility" (Charles & Senter, 2012). Utilizing Glasser's choice theory, I feel giving student choices in their learning experience assists different learning modalities. Thus, developing genuine relationships, providing guidelines, and encouraging positive collaboration fosters belonging through cultural awareness, student disability inclusion, and behavior accountability (Charles & Senter, 2012).

5. I believe in co-creating a classroom constitution concerning rules and behavior expectations.

By incorporating Kagan's team-building approach, I can foster trust, openness, and individual expression. To create a positive physical and digital environment, I model and teach developmentally appropriate transition procedures, movement, positive behaviors, and digital citizenship. In the article, "Consistency in Action," an instructor needs to be consistent when it comes to rules, limit setting, clarifying boundaries, and creating class agreements (Jones, 2016). Thus, I utilize Kagan's team-building approach when considering student collaboration and team while creating classroom constitutions and behavior expectations.

Additionally, as noted in "Cooperative Discipline, Albert notes the importance of a classroom community and caregiver involvement. I feel it's important to incorporate Albert's "Three C's – capability, connect, and contribute" by involving students, caregivers, and the school community (Charles & Senter, 2005). Furthermore, I believe in creating classroom community jobs to reinforce positive behavior and cooperative learning.

6. I believe in creating a classroom community to promote self-competence, value, and self-worth.

I believe creating a systematic structure of Kagan's team-building and Albert's cooperative discipline to assist in expanding a classroom community of learners. In building community jobs, I can support classroom collaboration through self-competence, autonomy, and provide value. I believe creating a systematic structure of community jobs encourages motivation and positive behavior. Thus, students develop self-worth through classroom environment participation.

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7. I believe teachers should differentiate instruction to increase learning motivation.

Through authentic assessments, student interest surveys, caregiver communication, and choice, I believe Ginott's congruent communication theory removes learning barriers and allows teachers to communicate learning and behavior expectations clearly (HRF, 2020). Also, communication theory focuses on separating the student from negative behavior. Ginott's communication theory emphasizes teacher reflection and harmonious communication skills to support diverse learning needs and reduce conflict. Thus, by providing differentiation (e.g., content, process, and product), a teacher can ward off disruptive behaviors, focus on individual learning, and make learning fun and engaging.

8. I believe teachers should handle behavior issues privately while keeping student dignity intact.

Barbara Coloroso and Glasser believe all students are worthy of the time teachers expend (Charles & Senter, 2012). Additionally, in "Discipline with Dignity," Mender notes the goals of an educator should influence behavioral change (Education World, 2020). Also, understanding the underlying meaning of the poor behavior choices helps avoid conflict and power struggles, and provides students with a fair and firm policy based on logical consequences.) By providing consistency and follow-through through a firm and fair policy encourages behavior accountability, self-reflection, and classroom command (Jones, 2016).

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9. I believe teachers should encourage their students.

Glasser supports teachers as leaders in the classroom. Also, Glasser notes, "we cannot successfully make an individual do what we want" (Charles & Senter, 2012). However, as teachers, we can provide leadership, model, and encourage positive behavior and citizenship. Thus, by utilizing positive encouragement strategies, we can motivate positive actions through genuine trusting relationships.

10. I believe teacher consistency, routines, and procedures, foster a safe learning environment.

In my teaching experiences and goal to be a highly effective teacher, I incorporate Wong's approach to classroom management. By providing clear expectations, I can minimize student confusion, maximize instructional time, and limit interruptions (Wong, 1998). Also, I believe the teacher should teach and model routines and procedures and provide daily agendas establishing structure in a cooperative learning environment.

Utilizing Wong's consistency, organization, and environmental classroom management approach, I believe an orderly, well-maintained classroom presents a "ready-to-learn" atmosphere. As noted by my former students, not only do they look for a knowledgeable teacher, but they also need consistency, organization, and predictability. Thus, I implement Wong's approach to foster student engagement and create productive learning environments.

CONCLUSION:

Overall, my classroom management philosophy and beliefs support individual learning needs and positive behavior motivation. By incorporating relationships, procedures, and consistency, I can provide a structured, safe classroom, and 21st-century learning environment. Thus, my classroom management philosophy reflects my viewpoint throughout the management plan document.