Classroom Management Philosophy

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"The single greatest effect on student learning and achievement is the effectiveness of the teacher." (Wong, 2018). In order to be effective as an educator, there are a number of classroom policies and procedures to be evaluated and put into place in order to best plan for classroom and student success. The purpose of this classroom management philosophy is to examine and apply research from several sources to outline effective classroom policies, procedures, and discipline strategies. Planning will determine the level of success for both the educator and the students.

Classroom Policies

Cooperative Learning

One specific technique from the Cooperative Learning Kagan Structure Research and Rationale (Dotson) an educator should incorporate in the classroom is 4s Brainstorming. A number of other techniques are shown in Appendix A. In this technique, each member of a pod is assigned a different role to help students practice different skills and contribute different ideas to the team's "storm" of ideas. In the Kagan Structure Guide example, the team included a team member who keeps others on track, a team member who supports others' ideas, a team member who encourages silly ideas, and a team member who helps build on others' ideas. This list demonstrates a few great examples to extend the mindset of a group, but is also not an exhaustive list. A few other examples to would incorporate in the classroom include a team member who writes down or keeps track of the group's conversation and a team member who focuses on how to implement the ideas. It would be extremely interesting to let a class come up with ideas, and then as an educator help shape the classes' ideas into beneficial members of a team. This way, the learners are contributing to the activity and learning with the instructor.

This type of cooperative learning would be an effective way to build a welcoming and open culture in the classroom. Also, the roles would help learners build on personal or life skills while being pushed out of their comfort zone. An educator should facilitate the students in assigning roles to build their weaknesses into strengths. Because of the openness this activity allows, students will learn to feel comfortable with the classroom, their classmates, and their teacher by building through this activity.

Strategies for Disruptive Students

"Kids do well if they can." In two different Ted Talks, Rethinking Challenging Kids and What Can We Do with Disruptive Students, each shared the theme of learners doing well with the types of skills they possess. One idea speaker J. Stuart Ablon (2014) mentioned is learners with disruptive behaviors or learners viewed as "challenging" have a type of learning disability but unlike other students with learning disabilities. Rather than having a reading, writing, or other known LD, these students are missing skills such as problem-solving, flexibility, and frustration tolerance. Educators should view this type of behavior more like a learning disability and less like a nuisance. Then, their optimism will show through to their students.

In preparing for this transfer student in an educator's classroom, he or she should try to individually meet with the student beforehand in order to discuss the classroom management procedures already set in my classroom. A physical copy of the procedures should also be provided to the student as a resource to look back at. If educators initially build a relationship with the new student, they will be more comfortable and adaptive to the classroom. According to Debbie Breeze (2017), "… without a significant relationship, we cannot achieve a single thing (with these students). These children won't like us and respect us and do as we say simply because we're adults…" An educator should attempt to class the parents of this student if

possible to check and see if there are strategies at home that work best in order to incorporate into the classroom.

In regards to expectations for this student, educators should expect and help guide this student toward the same level of success as all students. If this student acts out in the classroom, then by trial and error the educator will determine the correct proactive measures, however, expectations will not change. It is unfair to ever negatively judge a student or expect less from one student than what is expected from another.

Classroom Procedures

Seating

At all levels of education, seating can determine the level of effectiveness a teacher can demonstrate with his or her class. When determining effective seating for a classroom, Wong and Wong (2018) state that an educator must first ask themselves, "How do I foster and facilitate communication (with proper seating)?" Seating arrangements in a classroom should be differentiated depending on the activity of the day. A number of the differentiated seating patterns are shown in Appendix B.

One major factor to keep in mind at the beginning of the year when creating a seating chart for a classroom is the only way for students to learn how a teacher's classroom is organized and structured is to have the seats arranged so every pair of eyes is focused on you (Wong and Wong, 2018). Students have a better chance to understand the rules of the classroom if they are looking at the teacher, rather than having to turn uncomfortably in the chairs or desks to see. An ineffective way and poor choice to start a school year off would be in a pod of four with all desks facing each other. In this setup, only one student would be facing the front of the class, while two other students would have to turn their heads sideways and one student would have to turn

completely around. There are benefits in using this type of seating arrangement, however, these benefits would not be demonstrated on the first day of class while explaining procedures and policies. An effective way to use this seating pattern on the first day of class would is demonstrated in the group pods section of Appendix B. Students have the option to turn their desks and speak with their classmates if prompted, however, students will still be set up in a way to see the teacher at all times.

Another factor to keep in mind on the first day of class is to assign students seats in the classroom. Although an educator may not immediately know what types of patterns will be more effective in their specific classroom, they may have an idea of students who are auditory or visually impaired, how they can pair students for problem-solving, which students may be taller than other students, which students have behavior issues, or which students may be lower proficiency and need to be closer to the front of the room. It is important to be proactive and act confidently so you ensure yourself as the spearhead of the classroom.

As stated beforehand, seating arrangements should be differentiated depending on the activity of the day. If students are focusing on a small group discussion, participating in cooperative learning, or completing individual research either a pod of two or a pod of four would be beneficial. A pod of two would be beneficial for individual research activities because students can be seated in such a way where lower proficiency students can ask a higher proficiency student a question or for help if needed. If students are asked to read an article before class, or read an article together in class and have a group discussion, a circle of chairs may be beneficial so students can pay attention to and look at the student who is speaking. If students are taking a test, a single desk facing the front of the class may be most beneficial so students have space to feel comfortable while taking a test and are not tempted to look off another student for

answers. Seating, although not the most exciting classroom management procedure, can offer an educator confidence and can assure some stability in your classroom from the minute class begins. Seating can help an educator be organized, manage students, and facilitate learning.

Bell Work

"We tend to remember best that which comes first, and remember second best that which comes last. We tend to remember least that which comes just past the middle of the episode." (Sousa, 88). In an education setting, educators understandably need to make the middle of the "episode" engaging, as well. However, this statement rings true about students who are initially coming into a classroom. Students will remember the initial greeting they receive from their educator, and this greeting could determine the engagement of the entire class period. Bell work includes all classroom procedures listed: greeting students, agenda, entering the classroom, and opening assignment. As an aspiring educator in the secondary setting, the goal is to make bell work engaging, but also realistic.

When greeting learners as they walk through the door, educators should greet them with the Positive Greetings at the Door Procedure (Cook). The PGD Procedure has three main features including; positive verbal or non-verbal interactions with students to establish a positive environment, pre-corrective statements to prevent student misbehavior, and prompts delivered to the entire class to attend to the class activity at hand. In the first feature, educators should say the student's names while they walk through the door to both increase engagement and comfortability in the class. The second feature is an extremely proactive way to remind students how to be successful in the classroom. This encouraging method would be a great way to check in on students who did not have a good day in a class the day beforehand. The last procedure would be an exceptional transition to move students into the entry slip on the day.

An entry slip would be a great way to assess whether learners remember the information from the previous class, and also to bring in a point of connectivity in regards to previous lessons. However, in an Edutopia article (Desautels, 2016), it states an additional way to apply entry slips to take advantage of a period where students working memory is working best. In this article, Ring Their Bells: A New Way to Deliver Bell Work, Lori Desautels states that not all bell work needs to be tied to whatever standards we are teaching, but rather be used as a way to explore data with student's interests. Some of the examples this article listed include; predicted an outcome of a presentation, reinventing a new way to chew gum, and a legibility test with their opposite hand. An additional way to include this type of bell work would be every Friday to spark student engagement at the end of a week.

Lastly, the agenda should be explained both verbally and nonverbally. Generally, educators should follow a pattern in the classroom where students get greeted at the door, find their respective seats, fill out an entry slip or activity, and then talk quietly until all students have finished their entry sheets or new bell work activity. If a specific day would incorporate a new activity outside of the normal routine, then educators should explain this to learners in the third step of the PGD Procedure. Once students sit down, there will be a PowerPoint slide or PDF document on the board to be a visual for all students to look back at in case they forget the new classroom procedures. Although this could be a type of differentiated learning, this could help all students be independent and successful. Bell work is extremely important because it not only sets the tone of your class the day, but it is also an extremely effective method if utilized correctly to manage a classroom.

Discipline

Secondary PBIS Plan

The difference in a secondary and elementary education PBIS system is the number of students one teacher can reach in a given day at the secondary level and the reduced number of premade plans at the secondary level. In general, there are more premade PBIS plans at the elementary level because all students are still learning young behaviors such as keeping hands to themselves, walking quietly through hallways, how to wash hands, etc. In a secondary setting, implementing a PBIS plan similar to the one shown below in Appendix C would be an effectual guide for the expectations of students. However, to have a more successful PBIS plan at the secondary level, administrative support and student input would be extremely effective for student learning.

One attention-grabbing PBIS plan OSEP Technical Assistance Center (2019) created is the Student Voice Plan. Within this plan there are several different strategies to implement student voice into the class, however, the Adult-Initiated, Shared Decisions with Students Plan will be examined in this paper. In this plan, staff develop ideas and share them with students. Afterward, both students and staff come to a consensus on what to implement. This plan is beneficial because it offers student voice in crafting decisions to implement, but does not put pressure on students to bring new ideas to meetings. If students create an idea while in the shared decision-making process, it will be more than welcomed by the staff.

One example this document provided to put this plan into action is staff showing students a sample video lesson created at another school. After the video is shown, the staff asked students for feedback on how to improve the video lessons. Once staff received this feedback, they would implement the student's ideas to develop their school videos. To properly implement

the Student Voice Plan, educators must create a case group out of a diverse collection of students. The group should represent a wide range of student proficiency levels, ethnicities, sexes, etc. If students feel their voices are being heard and represented in the classroom, they will be more engaged in the activities provided and build a greater bond with their specific educator. In the long-term, this PBIS plan will develop leaders, innovators, and more successful students.

Secondary Discipline Strategies

When disciplining secondary students for minor infractions in the classroom, an educator should prioritize keeping emotion out of the conversation, not reacting personally, maintaining a relationship with the student, and keeping a perspective on a situation. When a person acts out, whether it be a student in high school or someone of any other age, there is generally an unrelated reason for the event occurring that has no correlation to the current situation. The student may be fighting a different battle that is causing them to act out in the classroom, which will not be resolved by an educator escalating a situation or being prideful.

According to Edutopia (Desautels, 2018), traditional discipline procedures in schools are designed best for the students who need the procedures the least. Generally, these procedures only escalate power struggles and conflict cycles. With this in mind, the first discipline procedure an educator should implement in a secondary classroom is when a student is on their phone during class. If an educator is normally up walking around and engaged in the classroom and a student is on their phone, the educator should continue to walk around the classroom as usual, and walk by the student's desk and quietly whisper, "Please get back to the task at hand," or "Please put your phone away now." This way, the student will respond in a more positive manner and not feel like he/she has to defend his/herself or feels threatened. If this behavior

continues throughout class or multiple classes, then the educator should take steps to meet with the students individually to discuss a plan.

The next discipline strategy to implement in a secondary classroom is when students do not bring their homework to class. As grace and empathy are extremely important in the classroom, the first time a student forgets their homework will be a free pass. Their grade will not be affected the first time. The second time a student forgets their homework, an educator should be understanding and encouraging, but the student will lose half of their homework points for this assignment. Every day the student does not turn in their homework, another 10% will be taken off. Once the second incidence occurs, an educator should make the effort to ask the student to meet with them one on one to discuss if anything has changed at home, or if the information asked is not being conveyed in a way in which they best understand. "Discipline provides guidance, focuses on prevention, enhances communication, models respect, and embraces natural consequences" (Desautels, 2018). If a classroom is student-led, organized, and possess an activity-based environment, students should have less time to be off-task and will be more engaged in the task(s) at hand.

Conclusion

Plan for Success

As outlined throughout this paper, planning is a key factor which can turn a good teacher into a great teacher. Although not every scenario can be prepared for by an educator, the more proactive one can be in researching and implementing effective strategies, the better chance an educator will have at success in the classroom, and the greater ability they will have to make decisions. This classroom management philosophy examined and applied research from several sources to outline effective classroom policies, procedures, and discipline strategies. When

creating strategies for an educator's classroom, it is crucial to take risks and build rapport with students, but create strategies which fit an educator's own teaching style. An educator should be themselves in the classroom, but make the effort to plan and create strategies to be the most effective version of themselves and best plan for student success.

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Appendix A

Cooperative Learning Cheat Sheet
A Quick Reference to Structures and Potential Uses

Structure	Brief Description	Potential Uses	Visual
Carousel Feedback	Rotation viewing of team projects/ feedback form	Midway point or finished project sharing; different parts of essays	
Fan-N-Pick	Question cards drawn, answered, coached, praised (each person rotates job)	Thinking questions; review of readings; teambuilding	
Find Someone Who	Any worksheet-search for others who know answer = study guide to take home	Content review; reading check; classbuilding	
Find the Fiction	2 true, 1 false statement- teammates find false (can also use A, B, C, D options and find the true)	Finding main ideas, correct/incorrect equations/proofs, labeling maps; teambuilding	
Inside-Outside Circle	2 concentric circles – teacher asks all or students have question cards – guided rotation – can build in social skills	Social skills; classbuilding; concept review; debate; vocabulary; checking homework	
Numbered Heads Together	Game on computer is option; teacher asks question; all answer on boards; all confer; come up with group answer (can give problem w/ same steps different answer here)	Grammar; math problems; any concrete answers; steps to solving; teambuilding; ANY time in lesson-could be one question long!	
One (or more) Stray	Send one (or more, if structured) students to visit another team and represent original team's ideas – share	Any information to share; lists; visuals; storyboards; brainstorming; projects; supporting details	
Quiz-Quiz-Trade	With question cards, students ask ?s, trade cards, new partner, ask new ?s, continue	Content review; any info with finite answers; rules; safety; main events in book, war, historic event	
Rally Variations	Rally=back and forth		
Rally Robin	Speak in pairs back and forth	Verbal lists Lecture breaks/reviews	
Rally Table	Write on one paper back and forth (in pairs)	Written lists	
Simultaneous Rally Table	Write on both papers – generates two written lists (must have 2 topics)	Written lists; pro/con on topic	
Rally Coach	Student write/coach every other answer; teach coaching (make coaches stand); can do with worksheet or out of book	Any book work with right/wrong answers; any worksheet with right/wrong answers	
Round Robin Variations	Robin=talking		
All Write R. Robin	All write on own paper; go around team generating verbal list for all to write	Brainstorming or lists to keep; good to use before a "one stray"	
Continuous R. Robin	Each student adds to discussion/list around team *many* times	Idea generation; support for argument; anything with infinite or many options	

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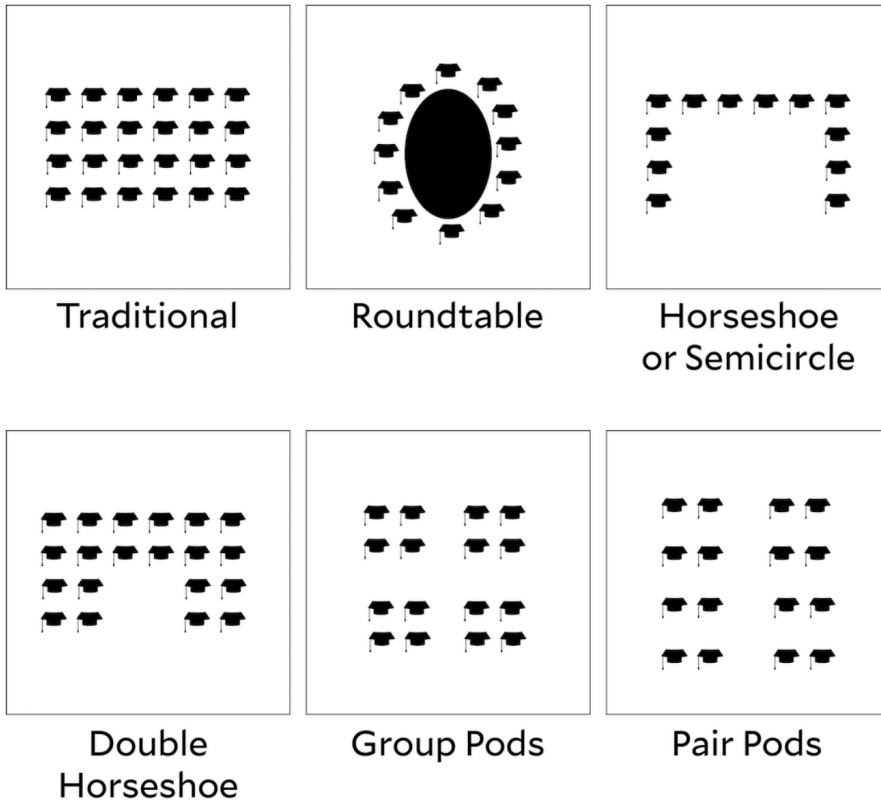|			
Single R. Robin	Each student adds to discussion/list ONCE around	Opinion questions; review of lecture points	
Timed R. Robin	Each student adds to discussion/list ONCE around, with time limit	Opinion questions when under time constraint; lecture breaks/reviews	
Round Table Variations	Table=writing		
Continuous R. Table	Each adds own idea to one list - around many times	Single list brainstorm to use later; math equations that follow a certain rule; parts of speech; conjugated verbs	
R. Table Consensus	Each suggests an idea out loud, but only writes after others ok idea – rotate list around table	List or brainstorm that requires accuracy or agreement	
Simultaneous R. Table	Four different lists; each adds own idea to each list; can go around once or many times	Efficient brainstorming on multiple topics or types of math/grammar problems	
Single R. Table	Each adds one idea to list (once around)	Illustration of concept; problem or solution; revision ideas	
Showdown	Captain role rotates; each answers question on board; showdown to discuss answers – can provide correct answers somewhere	Review of either short or longer, but right/wrong answers; in lieu of worksheet	
Spend-A-Buck	Give equal "bucks" to each to spend as a vote – can use none, some, or all on choice(s)	Team decision-making; ethics questions; team project	
Stand-N-Share	Selected member shares one idea from list – others either √ or add to own lists	Reporting out from previously generated lists or completed worksheets	
StandUp-HandUp-PairUp	A way to mix and match students randomly – each raises hand and high-five's another	Can mix up group for structures like rally robin, timed pair share, etc.	
Talking Chips	Each has "chip" – when one speaks, s/he lays down "chip" and can't speak again until all others have	Predictions, interpretations, conclusion, solutions, discussion when each person's ideas are essential; teambuilder, can limit by # of rounds	
Timed Pair Share	Teacher poses question and gives time limit for "A" and time limit for "B" to answer	Brief discussions; examples of concepts; lecture break and review	

Appendix B

Examples

Figure 1: Varieties of Classroom Seating Arrangements

Appendix C

BE GREAT

	CLASSROOM & INSTRUCTIONAL AREAS	COMMON AREAS (Hallways, Commons, Locker Rooms, Restrooms, Media Center)	EXTRACURRICULARS (Auditorium, Playing Fields, Gym)	OFFICE/GUIDANCE/ ATTENDANCE	PARKING LOT/ BUS (Arrival/Dismissal)
GET INVOLVED	• Be on time • Be an active learner • Work well with others	• Help others • Be considerate of space	• Be attentive • Promote school spirit	• Be attentive to information and conversation	• Be attentive • Report any incidents
RESPECT	• Use appropriate language and volume • Respect requests from staff • Accept and respect differences in others	• Use appropriate language and volume • Honor privacy • Move along • Keep hands to yourself	• Use appropriate language and volume • Show appropriate flag etiquette • Be respectful to all participants, officials, visitors, and spectators	• Use appropriate language and volume • Honor privacy/ confidentiality	• Use appropriate language and volume • Yield the right of way • Respect others' property
EXCEL	• Push yourself beyond the minimum • Give your best effort • Advocate for yourself	• Leave area cleaner than you found it • Manage time efficiently • Be a positive role model	• Honor the rules and goals of the activity • Give your best effort	• Have a purpose • Follow office protocol	• Leave area cleaner than you found it • Obey laws regarding driver safety, including cell phone use
ATTITUDE	• Show appreciation • Encourage classmates • Be a role model	• Be patient • Be courteous	• Show appreciation appropriately • Demonstrate sportsmanship	• Be patient • Be courteous	• Be patient and courteous to other drivers and pedestrians
TRUSTWORTHY	• Display academic honesty • Do the right thing	• Be prompt • Respect others and their property • Use facilities for intended purposes	• Sit in assigned areas • Be a good Raider representative	• Be honest	• Park in the appropriate area • Use safe speeds