Descriptive Statement/Philosophy of Classroom Management

When I think of my future classroom, I tend to picture a place where all the students do what they are supposed to do and everything runs smoothly with no hitches. However, I know this is not a realistic picture nor is it ever going to happen. This document will lay out my beliefs, values, and strategies of working with children as well as my classroom management styles. After both observing in classrooms and learning about theorists in my Classroom Behavioral Management class, I have thankfully gotten a few ideas about how to “manage” my future classroom. The theorists who really stuck with me are Fred Jones, Nelson, Lott, and Glenn, and Barbara Coloroso. They stuck with me because each had one or more of the same ideas that I have thought of or really agreed with. For example, I like Fred Jones’ use of classroom structure and body language, his say, see, do teaching, and the use of incentives. Nelson, Lott, and Glenn’s use of class meetings also rang true with me and Coloroso’s belief that children are worth all the effort teachers can expend on them is something I have thought of for years. My beliefs about working with children are that they are our future and so we should treat them as such. If we want the world to be a good place then we need to help make it so through educating its future leaders. As far as working with them, I realize that students are going to give me “problems” and that I must be prepared to deal with them. As it stands, my methods are to try and let them see what they have done wrong and find a way to correct it without embarrassing them and teaching them at the same time. Children should be treated as I would like to be treated and they are worth every minute of time and every ounce of energy I can give them.
Top Ten Beliefs/Practices

-Children are worth every amount of effort that I can give them. The theorist who shares this view is Barbara Coloroso. She also believed that students are worth all the effort that teachers can expend on them, no matter what they look like or how they act. I believe that this is important because every child is important. They each deserve all my time and effort that I can give them. I will make this work in my classroom by treating each student fairly and equally. I will listen to all of them and try my best to teach them as they each need to be taught.

-Students should be taught as we the teachers want to be taught. The theorist who shares this view is Barbara Coloroso. She believed that students should not be treated in ways that teachers would not want to be treated because children have as much dignity as adults. I believe that students should be treated as I would want to be treated because no one wants to be embarrassed or made to feel stupid or inferior in any way. This will work in my future classroom because I will not yell at a student or use their work as an example of what not to do. Also, if I need to talk with a student I will do it individually where no one else can hear.

-I believe that holding class meetings is beneficial to all. The theorists who came up with this are Nelson, Lott, and Glenn. They believe that communication can reduce behavior problems. I agree with them that by letting students have a chance to speak about what is going on in their lives they are less likely to “rebel”. The class meetings can also help students work out their problems and learn more about each other. Class meetings will be something that my future class will do on a regular basis. I would like to do them at least once a week if possible. The first few times we will work on how to
communicate and share, which will also help us during class time. Once they get the hang of it, the meetings will hopefully run smoothly.

-As a teacher I need to show that I care about each of my students. The theorists who also believe this are Nelson, Lott, and Glenn. One of their principle teachings is that teachers should demonstrate caring by showing a personal interest in the students by talking with them, by offering encouragement, and by providing opportunities for them to learn important life skills. According to them, these were crucial to teachers. I agree. By showing students that I care, I will help them feel free to come to me if they have a problem instead of just taking their upset feelings out another way. I will make this work in my future classroom by taking time each day to speak with each student, even if it is just a few words. I can also use their journals as a medium of communication. Each student will be encouraged for their efforts and I hope that every time I teach them, they will learn a life lesson.

-Classroom arrangement plays an important role in classroom management. The theorist who supports this is Fred Jones, who believes that the efficient arrangement of the classroom (seating arrangements, etc.) improves the likelihood that successful teaching and learning will occur. By having the room arranged in a manner that allows me to reach each student, I will be able to better control the students. It will also make the learning experience better for the students because each student will be able to see what they need to see. This will work in my future classroom because I will try various arrangements until I find the one that works the best.

-Using body language is a good way to manage the classroom. Fred Jones is the theorist who taught me this. He believes that the “proper use of body language is one of
the most effective discipline skills available to teachers” (57). I believe that things such as proximity, eye contact, and facial expressions go a long way toward keeping students in line. These work with most students because it lets them know that I know they are not doing what they are supposed to be doing. This will be fairly easy to implement because my classroom arrangement will allow me to move among the students with relative ease and the eye contact and facial expressions go with the territory.

-Students should have as much input into the lessons as the teacher and the lessons should let the students interact. The theorist who most closely follows this is Fred Jones who uses the Say, See, Do teaching method which calls for frequent student input. In my opinion, if students do not have an input into lessons as well as have interaction, they are not really learning so much as absorbing. By having them interact and letting them have input, I will be bringing the lessons to life for them. This will be instituted in my classroom by class discussions and group work.

-Although relying on incentives too heavily has a negative effect, using some incentives has a positive effect. I like the idea of PAT (preferred activity time) that Fred Jones advocates. According to him, students will work hard and do what is expected of them for the promise of a desired incentive. I have been in a classroom that uses PAT time and I have seen how it works wonders with the students. All the teacher has to do is mention the possibility of losing PAT time and the students straighten up. The use of educational, fun incentives is a good idea. The students will work hard to get to do these activities. PAT time will work in my future classroom the same as it does in most that use it. At the end of the day, 15 minutes will be set aside for PAT and students, depending on their behavior, can add time or lose time.
-Students should learn from both natural and reasonable consequences. The theorist who most closely follows this is Barbara Coloroso. She believes that both natural and reasonable consequences should be associated with the rules and that students can learn from both. I believe that children should be able to learn from their mistakes through the consequences. For example, if they decide not to wear their coat to recess on a cold day they will get cold (natural) or if they decide to break one of the class rules and have to lose a privilege for the day (reasonable) they should learn to wear their coat in cold weather and not to break a class rule. This will be implemented in my classroom through a set of class rules and consequences that the students will help make.

-Bullying is something that will not be tolerated. Barbara Coloroso is the theorist who advocates this. She believes that bullying can be brought to an end and so can the devastating effect it has on students. I believe that bullying is something that needs to be stopped when it starts, preferably before it starts. By stopping bullying, all students will have an equal chance of success in both social life and educational life. This will be implemented in my classroom through educating the students and observation. Also, students will be able to come to me and talk if they are having problems which will help stop bullying.

**Procedures and Routines (4th grade)**

**Distributing Materials:** Most of the time, I will have the students pass out materials. The exceptions will be tests and other graded items. Letting the students help with this will have an effect on classroom management as it will be a privilege. Most students want to
do this and so by letting them have to “earn” the right will cut down on problems. The students will be expected to pass out the papers with no extra talking, no dawdling, and without excess noise. I will need to make up a schedule of who is a paper passer and when. Also, if one of the paper passers is absent I will need to decide if I pass out that students part or pick another student to do it. If the students were younger, I would go over how to pass out papers with them and have new ones everyday. If they were older, it would not be as beneficial to use as a management tool.

Turning in Student Work: For my students to turn in their work, I will have a completed work basket by my desk. This will be used for homework and for the work we do during the day. By having the students turn in their work individually in a basket, I will cut down on management problems because no one would be trying to take students work from them while they were still working and they could not accuse each other of copying (in theory). Also, it will cut down on the socializing which tends to lead to problems sometimes. The students will be expected to quietly and quickly turn in their completed work and then move on to what they are to do next. I will have to make sure the basket is in a place where it is easily seen and reached. This would work for every grade level.

Beginning of the Day: Every morning I will have morning work for the students to do. It will either be on their desks or on the board when they come in to the room. This is important in classroom management because instead of allowing the students to come in and start talking with each other, it makes them come in, sit down, and get to work. It starts the day off in the manner that I want it to continue. The students will be expected to come in and get started right away because it will need to be done quickly. This is something we will go over at the beginning of the year. If for some reason, I do not have
morning work ready I will need to be ready to start teaching right away. This works for all grade levels.

Getting Attention/Signaling for Quiet: To get my students attention or to get them quiet, I will flicker the lights. Once they have been flickered, the students will quiet down and/or look up at me. This helps with classroom management because the students will recognize the signal and “obey” it. It will let them know that I need their attention. The students will be expected, after it has been taught, to recognize the signal and respond to it. Once the lights flicker the students will stop what they are doing, quiet down, and look at me. Once all are looking at me, I will say what I need to say. If the electricity goes out I will have to use my voice and say “Excuse me. I need your attention, please” to get their attention. Flicking the lights works for any grade.

Classroom Helpers: I will have a list of jobs for students to do and each week I will rotate the people doing them so that each student gets a chance to do everything. The names will be rotated through alphabetically. By giving students jobs, classroom management issues will decrease because the students will feel as though they have something important to do. Also, the jobs will be privileges that can be taken away. The students will be expected to do their jobs only when they have them and to do them properly. The jobs do not involve socializing or bullying. I will have to create jobs for the students to do as well as a roster of who does what when. Also, if a student is absent when they have a job or gets it taken away I will have to decide how to cover their job. Student jobs are okay at every grade level.

Attendance: I will take attendance every morning while the students are completing their morning work. A student will have the job of taking the results down to the office. This
will help with classroom management because while I am busy taking attendance, the
students will be busy with their morning work. This will create less opportunity for the
students to cause trouble. The students will be expected to be in their seats instead of up
walking around so that I can quickly determine who is there and who is not. I will need
to have my attendance cards/sheet ready and a seating arrangement so that I know where
each student should be. This is appropriate for all grades, except the younger grades
would not have a student taking the results down to the office.

Charles, C.M.. Building Classroom Discipline. 8th ed. San Francisco: Pearson Education,

**Implementation of Classroom Management Practices**

In order to set up my classroom rules and consequences, I will think of rules, and
possibly consequences, that I believe should be used. Then, when school starts for the
year, I will have a class meeting with the students and discuss my expectations and let
them tell theirs. From our goals we will develop a list of rules and their subsequent
consequences. If the students do not include the rules that I had come up with, I will try
and work them in by offering suggestions. However, the students will have the most
input and get to decide most of the rules and consequences. Once every student has had
input and feels satisfied that the list is complete, I will make the rules official. Then, I
will make a poster of the rules and a poster of the consequences to hang up in the room
where everyone can see them. I will also write a letter to the parents/guardians
explaining the rules, consequences, and how we came up with them. The
parents/guardians will be asked to sign the letter, as will the student, as a contract that
says they have read the rules/consequences and agree to abide by them. By having both
the parent and the student sign the contract, it will hopefully give me support if the
student would misbehave and one of the consequences was invoked. I would be able to
pull out the contract and show them that they agreed with the rules and the consequences.
Also, every week I will send home a report that tells where the student was that week as
far as discipline goes. That way, the parents/guardians will be able to see where the
student is and where they still need work.

In order to attempt to prevent misbehavior I will use my teaching to keep students
involved and on task. By getting to know my students, I will be able to determine what
will interest them and how each one needs/likes to be taught. An important way that will
keep them interested and involved in the lessons is to let them have input. Of course,
there are lessons that must be taught in order to follow the state standards and the school
curriculum but the students can still have input on them. Making lessons interactive is
another way to help prevent misbehavior. If the students are actively involved in
learning, they do not have time to cause mischief or mayhem. As for planning the
lessons, I will have them planned in advance with backup lessons in case the original one
does not work out. By having the lessons planned out in advance, the day will run
smoothly which will not leave much time for misbehavior. My goal is to make my
lessons interesting for both the students and I so that we are all too busy learning and
having fun to get in trouble.

Another way to help prevent misbehavior is through the classroom arrangement.
I need to be able to reach all students and move around with relative ease. The students
should also be able to move around without disturbing others. I will arrange my
classroom in a manner that facilitates this and my lessons. I plan to do group work and
so it would probably be to the benefit of all if I put my students in groups for the seating arrangement. However, if this causes more problems than it solves I will change it. The arrangement of the room is a trial and error procedure at the beginning of the year until I know what works best for all. However, I will find the best arrangement and use it.

If students are not paying attention and/or not doing their work, it is probably because they are bored. When students are bored they will act up, not because they feel like causing trouble, but because they have nothing else to do. My job is to prevent them from becoming bored. I will do this by making the lessons engaging and base my teaching style on the students’ needs. The lessons will be made engaging by looking at the students’ needs and interests and my teaching style, along with depending on the students’ needs, will be pleasant, respectful, and helpful.

If a student is talking to their neighbor when I am teaching a lesson, I will use supportive management. This means that instead of calling them out in front of the entire class and embarrassing them I will simply use proximity at first. I will stand by their desk or touch their shoulder as I walk by to let them know that I know they are not doing what they should be and they need to correct it. Being supportive also means that I will help the students by giving them suggestions when they are stuck on something. It is my job to challenge them and, if necessary, restructure the work for them. Talking with my students is also a form of support that I will use every day with all students.

In a situation where the student has had several supportive warnings and is still refusing to stop what they are doing, then I must use corrective management. I will intervene in the situation in a positive manner, which means I will not yell at them or put them down. I will talk calmly no matter how upset the student or I become.
Approaching the child sensitively is an important element. By using sensitivity, I can avoid causing embarrassment for the student which will hopefully defuse the situation sooner and quicker. When I give a consequence I will follow through on it and will be consistent for all students. The students will determine what level of management style I use but all will be carried out with the student in mind.
Dear Parents/Guardians of Tristian Owen,

I would like to welcome all of you to kindergarten! I am looking forward to a fun and exciting year. I would like to take this opportunity to introduce myself and tell you a little of how the classroom will run. I am Miss Amanda Cosaboom and I have been teaching kindergarten for two years now. Each year brings new and exciting experiences and I can hardly wait for this year to begin. The classroom will be run by not only me but the students as well.

I like to involve the students in most major decisions that involve them. The first week of school you will receive a contract from me that both you and the student need to sign (now I know most of the students will not be able to sign their name but they can draw a picture or something else). As a class, we will come up with the class rules and consequences. These rules and consequences will be what you need to read through and sign saying that you have read them and, in the case of the student, agree to follow them or deal with the consequences. I can tell you now that some of the rules will have to do with treating each other with respect and picking up after ourselves. The consequences could involve losing recess time as well. Look for this contract during the first week of school. Also, each week I will send home a report detailing how your child acted that week so that both you and I can see where your child still needs work. I hope that we can work together on this and make sure that your child experiences a great first year of school!

My goal is to have you, the parent(s)/guardian(s), involved in your child’s education. Towards this, I will send home during the first few weeks of school a list of activities that you can help with here at school. For example, each week I would like a parent volunteer to come in and read with the class. You can sign up for one of the slots if you like. I will also send home a weekly newsletter that outlines what we are working on so that you can work with them at home, too. By working with your child at home, you will be giving them an opportunity to understand things more fully as well as get to spend quality time with them. Both are important in a child’s development.

I am looking forward to meeting you at Back to School night and can hardly wait for school to start! Enjoy the rest of your summer!

Sincerely,
Amanda Cosaboom
CLASSROOM MANAGEMENT PLAN

BY

AMANDA COSABOOM

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