

My Philosophy on Classroom Management

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### Abstract

Establishing effective classroom management is one of the most important aspects a teacher can incorporate into the classroom. Classroom management sets the stage for a productive learning environment with effortless disciplinary action. I believe in using procedures to establish consistent routines. I think students learn best when a routine is set in place. But I do think it is important not to micromanage the classroom, therefore taking time for fun projects and games will help engage students from different angles. Overall it is important to have a well-balanced classroom, so I think it's important to establish a good relationship with all students.

### My Philosophy on Classroom Management

Classroom management is overall a balance between procedures, student engagement, a positive environment, and addressing misbehavior the right way. Each component is very important and serves a purpose in every classroom.

The first week of school is very important and as a new teacher its sets the stage for the rest of the year. It is important to take time during the first couple weeks of school to establish rules and classroom guidelines. This is the time for building structure and establishing procedures that will serve as the foundation for the classroom. On my first day of school I will first start by welcoming students and telling them to find their assigned seat with their name tent. Next, I will explain to the students how to refer to the agenda (See appendix A). The agenda tells the students exactly what they are going to be doing that day. Bellwork is presented on the board and students are prompted to answer it every day. After bellwork is completed I will start by introducing myself to the class by passing around pictures. I then would have each student tell the class a little about themselves. This allows everyone to get to know each other.

Next, as a class I would go over the three basic rules everyone needs to abide by in the classroom. Number one is to come to class prepared. This means having appropriate books, pencils, and completed homework. Number two is to respect everyone including the teacher. Research from R.J. Marzano (2003) states that a single rule like respect can express a wide range of expected behaviors. I want my students to think of the classroom as a team. I am the coach and the students are the players. Everyone should respect each other as if they are trying to reach a common goal. All students help each other out when struggling, everyone works together on projects because we need every player to participate to win. In addition, the students will respect the teacher as they would a coach, or an authoritative figure. When a student doesn't come to class with homework completed or they have a

bad attitude, they are simply letting the team down. Not only do I want to have a good relationship with my students, but I also want to have a good relationship with the students' parents. Therefore, by sending home a letter with each student it establishes me as an approachable teacher (see Appendix A). I want the parents to know I am teaching to the best of my ability and that I have an open-door policy. My third rule is to listen to directions the first time they are given. This ensures students will stay on task and help to eliminate distractions. These rules will be displayed in the classroom on a poster.

The next couple days of class will be spent establishing routines that will be used for the rest of the year. According to Wong, establishing procedures and routines eliminates distractions and misbehavior. When misbehavior is decreased it eliminates negative consequences that only lead to more misbehavior. Enforcing basic procedures starts on the first day of school. Procedures will be placed around the room, so students know exactly what to do. I want to have a very structured classroom with minimum distraction, so everyone works like clockwork. Establishing a consistent morning routine allows students to prepare themselves, therefore class goes more smoothly. According to Marzano (2003), "the manner in which class begins sets the tone for what happens next." In order for, students to turn these procedures into routines I must teach, rehearse, and reinforce. First, I will model how to come into the classroom quietly with all materials. I then will hand in my homework in the correct bin, and sit down and start my bellwork. I then will ask the students to model it themselves. After I teach the procedure I will provide clues to the students, so they are able to pick up on the routine. I will go over the most important procedures on the first couple days like how to enter the class, participating during lectures, independent work, and homework responsibility card. As the week progresses I will teach more procedures to the students for tardiness, transitioning, lab safety, and bathroom breaks. My procedure for leaving the classroom consists of a maximum of 3 times a semester. Students sign out on a clip board when they choose to leave, and they take the bathroom pass with them. When they come back they sign into class. This ensures students don't abuse their bathroom privileges.

Although procedures and routines create a strong foundation for classroom management, a positive environment is equally as important. I want my classroom to feel welcoming as students walk in. Marzano (2003) stated, "If students sense that they are not welcome, accepted, or supported in the classroom, it is unlikely that they will engage in classroom activities." I would love to play traditional country, natural calming, and piano music when students are working on group work or during labs. Also, I love when a room has a very warm welcoming smell. I love using Scentsy candles to make the place feel more inviting. When it comes to arranging desks, I want to eliminate clutter as much as possible. I will arrange my desks in a half circle arrangement as shown in appendix A. This ensures everyone can see the board and I can see everyone; therefore, less distractions will take place. I also like having the lab tables in the back of the room. It provides two working environments rather than just one. For my desk I would love to have a standing desk. I like being active and walking around the room, if I had a standing desk I could lecture from my desk and monitor students during independent work.

In addition to a positive environment the teacher's attitude plays a huge role in effective teaching. Marzano (2003) states "a positive demeanor on the part of the teacher is the second and most general influence on emotional engagement." Therefore, as the teacher I will praise students for good behavior and accomplishments. I will use the ripple effect on my students to encourage other students to do well (Wong, 2014). I also want to incorporate humor into my classroom. Therefore, my students know I am laid back and a real person.

Another important component to classroom management is student engagement. In my personal experiences the classes I learned the most from came from teachers who tried new activities and different ways of teaching. Every day in college I sit through 30 to 40 PowerPoint slides on Mitosis and the information is delivered in a dull lecture style with no student interaction. It takes a lot of energy to stay focused. In my classroom I want there to be a balance between lecture notes and projects. Marzano suggested to use games, debates, facts, and relevant questions to engage students.

By establishing a lab day every week students will be guaranteed to have hands on learning and it will encourage engagement throughout class. Each week Friday would be lab day, and students would be required to read over the lab the night before. In preparation for lab I would cut different colors of paper up and write a different number on each paper. The color represents the lab groups while the number represents the student's job. The jobs would be listed on the board regarding different labs. One job may be to clean all glassware, or wipe off the tables when lab is over. Another job may be to gather all needed materials. Whatever the job, all students will have to participate. I also would like to do hands on projects, so students can visually see the concepts. I found a neat idea of using gummy worms to demonstrate the cell reproductive cycle (see appendix a). In addition, I would like to start a routine game show that has students divided into equal teams. The students will be asked questions regarding the content. The team who wins will receive a prize like a pizza party at the end of the year. As a Biology education major I want to go outside and gather different components of life like: lake water, plants, soil, and small organisms to examine. These components are directly related to the students because it comes from their backyard, therefore it promotes interest and engagement.

The final component that is important to classroom management is how to address misbehavior. Misbehavior can occur for many reasons like: poor student engagement, unhealthy teacher attitude, or the student may have a disability that affects their ability to concentrate. In addition, Zirpolli states that misbehavior can take place because of environmental factors such as poverty, fetal alcohol syndrome, single parent homes, and maltreatment. These factors are something the student cannot control. Whatever the case there is a solution. According to Fay and Funk with love and logic, I think it is important to find out first why the student is acting out. This means building a relationship with that student. As the teacher I would talk after class with the student about their misbehavior. I would provide them with additional help and concern if the student needed it but, if the student was simply being disrespectful I would provide a consequence if it happened again. In the

situation of a repetitive noncompliance student, tardiness, arguing, unexcused absences, incomplete homework, and disrespecting others, I would incorporate the one and done philosophy. This means the students will receive one warning and the next time they must arrange a time to come in and work with me. Whether it is over noon, study hall, or after school. It is the student's responsibility to come to my classroom with uncompleted work to finish. Students at the high school level know what is expected of them from the procedures and classroom rules given to them; therefore, I don't see the benefit in giving multiple chances. On the other hand, if a student is experiencing violence, substance abuse, neglect, sexual harassment, or threats that result in classroom misbehavior, other tactics will be used. I would first talk to the student in private to see if I could be of any help. I then would use outside sources to find help for that student, such as a therapist, doctor, or social worker. I would make sure the problem is brought to higher level administration, so the best solution can be made. If a student possesses a disability that causes behavioral issues I would accommodate my classroom to meet the needs for all students. For example, if a student has ADHD that is a distraction to the classroom, I would put the student in the back of the room where the student could pace or have a standing desk. I also would provide noise free fidgets that release energy and promote learning. I also really like fill-in-the-blank notes; therefore, the student can focus on the content rather than note copying. Overall, every situation is different and the best way to fix misbehaviors is to find out why they are misbehaving and adjust accordingly.

Overall, classroom management does not happen overnight. It takes years of fine tuning and multiple strategies from every angle. It starts by being prepared on the first day by establishing and practicing procedures until they become routines. Applying the basic rules each day sets the foundation for a productive classroom. The teacher's attitude and classroom environment play a huge role in academic success. And with exciting student engagement and respectful disciplinary measures the classroom will be a tight ship. However as multiple hours of planning take place more problems will

always arise. Some of the potential sources of trouble I see occurring in my classroom is students not being interested in the content of chemistry, physics, and biology. I would address this problem by increasing student engagement using games, debates, review questions, and outside adventures. I would first show my students the importance of all science classes and why it's very important to understand it in life. I also would like to perform miniatures science experiments before class to spark student's interests in the daily lesson. Another problem I see taking place is not respecting me as an adult because I am fresh out of college and close in age with high school students. First of all, I will always have a professional behavior in and out of the classroom. I will display myself as an authoritative figure, and establish important procedures and rules on the first day of school to set the tone for the school year. In addition to professionalism, making accommodations to students with special needs could result in potential trouble. Students with special needs need more instructional time, more directions, and individual accommodations for their disability. For my students with disabilities I would establish a plan with the special education teacher. I would have the special education teacher read over new topics and chapter summaries to introduce the new topic. As the biology teacher, I would provide fill in the blank notes and additional instruction. I would research my student's disability to see what affects their learning ability and provide those resources. For example, if I had a student with a vision impairment. I would enlarge the font to ensure they can read it. I would allow them to use a laptop at their desk, so they can see the lecture. I could also provide audio books and adjust their desk for optimum viewing. After taking this class, I now see the importance of having a strong classroom management plan. I hope to have a classroom full of well-behaved students who know exactly what to do next.



References

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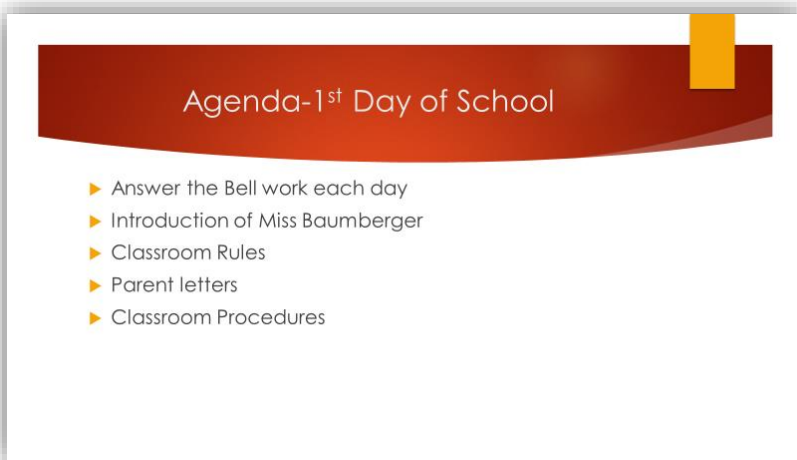
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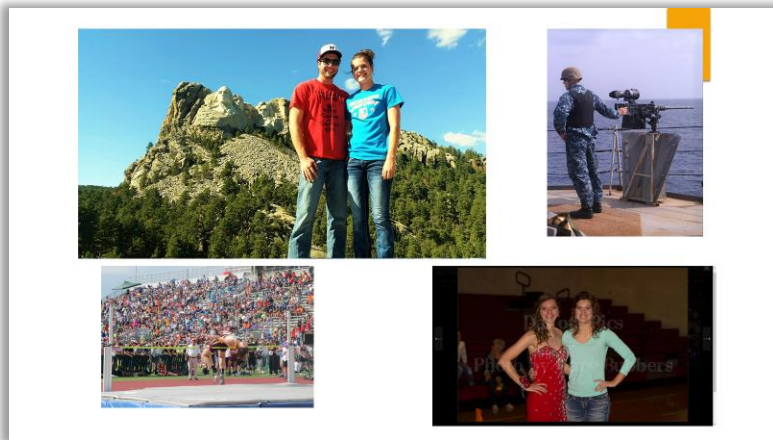
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Appendix A

First Day of School PowerPoint





## Part 2 Classroom Rules

Classroom Rules

- ▶ 1) Come to Class Prepared
- ▶ 2) Respect EVERYONE
- ▶ 3) Listen to directions the FIRST time given

## Parent Letter

Dear Parents/Guardians,

My name is Tia Baumberger and I am the new science teacher at McIntosh High School. I graduated from McIntosh High School in 2015, and recently graduated with my bachelor's degree in Biology Education from the University of Mary. I am very honored to have you child in my class. This year we will be studying a variety of interesting topics. If any questions come up regarding your child, feel free to contact me through email or call me after school hours. I look forward to spending time with your child and helping them grow in their science knowledge.

Email: [tbaumberger1@umary.edu](mailto:tbaumberger1@umary.edu)  
Phone: 605-273-4227

Sincerely,  
Tia Baumberger

## Classroom Procedures

### Procedures- Morning Routine

- 1) Walk into class quietly with appropriate materials
- 2) Hand in homework in homework bin
- 3) Sit in assigned seat and begin bellwork
- 4) Wait quietly until all have finished

### Procedures-During lectures

- 1) Sit correctly and attentive in desk
- 2) Raise hand to ask a question
- 3) Participation in all discussions
- 4) Take notes

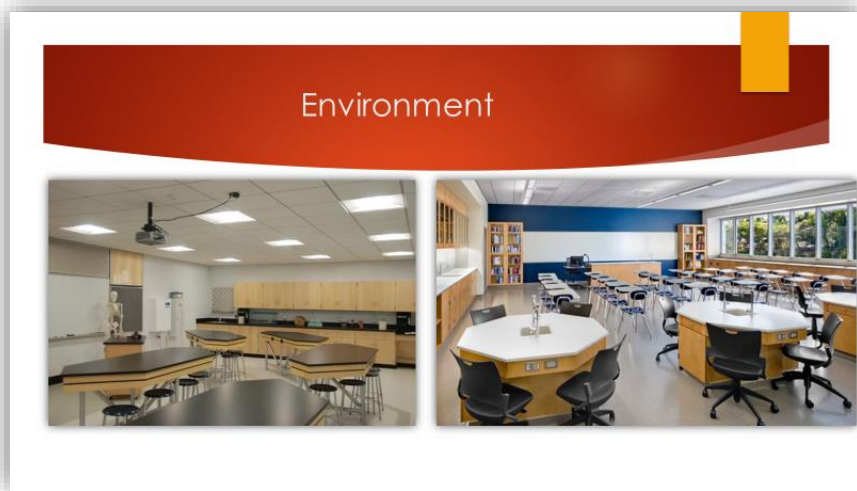
### Procedures-Lab Clean Up

- 1) Clean/Wipe all used equipment
- 2) Put away in correct location
- 3) Clean Lab bench
- 4) Wash hands

### Procedure-Handing In HW

- ▶ Hand In homework
- ▶ If no homework to hand into bin- fill out Responsibility card
- ▶ State why homework is not completely
- ▶ Put in homework bin with name on it

## Environment



## Engagement Ideas/labs

### Engagement/labs

M is for Mitosis

Newton's Equation  
 $Force = mass \times acceleration$

DIFFUSION & OSMOSIS LAB  
*with eggs*