

Philosophy of Classroom Management

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### Philosophy of Classroom Management

Relying on substantial procedures and routines, my classroom management philosophy is one that seeks to establish a positive, well organized learning environment by addressing each student with love and logic, upholding their intrinsic dignity, and challenging them to embrace the trials of life through the study of history and the other social sciences. Leaning on rules only as a basic foundation for expectations, I will seek to constantly praise students at every step in the educational journey while proactively addressing misbehaviors through a high level of maintained student engagement. The key element of my classroom management philosophy is preparation; planning will yield great success.

By outlining the first five days of class, I will address each component part of my classroom management philosophy and provide a description of the environment of my classroom, how I will connect with parents, and how I will handle specific issues that may arise.

Before launching into the first week of school, it is important to create a classroom environment that is conducive both to instruction and to good classroom management; I will have prepared a well-ordered classroom. The seating will first be arranged in a stadium-style, which will be the default arrangement. Having movable desks will allow me to arrange the room based on the type of instructional methods being used. Individual row style seating will be used for test days or individual work. Horseshoe style seating will be used during large group discussions. Alley style seating will be used during debate or mock-trial days. Finally, cluster seating will be used for group work. (See Appendix A).

At the back of the room there will be a missing materials shelf and missing work files. The materials shelf will have a limited number of extra materials for those students who come to class unprepared. The missing work files will contain the work from the previous days so that

students who were absent can have easy access to what they missed. At the front of the room there will be a “calculator caddy” that will serve as the default location for students to put their phones. Students will be taught procedures for each of these resources. (See Appendixes B and D).

Preparing for the first day and week of the school year is perhaps the most important thing a new teacher can do. For me—a incredibly organized and administrative-minded individual—developing a noteworthy plan is my top priority; as Wong (2014) states, “Good classroom management does not just happen; effective teachers plan good classroom management.” Hoping to an incredibly effective teacher, here is my plan for the first five days of school.

## I. **Day One**

Because Pelvin (2013) suggests that classroom control begins at the door, on day one I will be standing at the door, greeting students as they walk into the classroom. I will proceed to do this every day during not only the first week of school, but the entirety of the year as well. Wong (2014) observes that greeting students at the door establishes an immediate connection and sets the tone for the day. On the first day of school, this is crucial. Thus, I will greet each student and hand him or her a notecard with a number on it. Each student will be told to sit at the correspondingly numbered desk. On each desk will be a letter to the students (see Appendix C). The students will read the letter and complete the activity. After I see each desk with a name tent on it, I will begin by alerting students to the rules of the classroom. I will begin with stating and posting three fundamental rules I think are absolutely necessary. However, Marzano (2003) asserts that negotiating well-articulated rules with students is a key component in both student behavior and student success. Thus, I will have an activity prepared to engage students in the rule making process. The three rules that are absolutely necessary are as follows:

This classroom is a learning environment rich in:

1. **RESPECT**-Treat others with kindness and integrity.
2. **POSITIVITY**-No negative talk, profanity, or sarcasm.
3. **DILIGENCE**-Come with all materials, ready to be seated and work. NO phones.
4. Student Input...
5. Student Input...

In order to come up with rules 4 and 5, the students will be split into two groups, each group being made up of one half of the room. The groups of students will be charged with working together to unanimously agree on one rule. The rule that each half of the class comes up with will be rules 4 and 5.

Rules are important foundations for a classroom management plan, but they are certainly not the goal. Thus, after establishing the important rules, I will begin teaching the fundamental procedures that will be expected throughout the duration of the year. For Wong (2014), implementing a procedure involves three crucial steps: teach, rehearse, and reinforce. I plan on utilizing this same strategy with one exception; I am adding a step in between teach and rehearse. Though Wong includes explaining the importance of the procedure during the “teach” phase, I am separating it out, distinguishing it as a separate point in order to highlight its importance. This step will be called “justify.” For each of the following first day procedures I shall walk through the teach, justify, rehearse, and reinforce sequence.

#### First Day Classroom Management:

1. Entering the Classroom Procedure
  - a. ALL Materials Needed
  - b. Quiet...Absolutely no Talking
  - c. Sit in Assigned Seat (numbered)
2. Cell Phone Procedure
  - a. Students will mute cell phone.

- b. Cell phone will be placed in numbered slot on wall that corresponds to assigned desk number. (See Appendix D).
    - c. Students can pick up phones while exiting class.
  3. Bellwork Procedure
    - a. Check board for opening prompt.
    - b. Begin working.
    - c. Students will keep the piece of paper, as it will also be used as an exit slip.
  4. Attendance Procedure
    - a. Students collect name tent on way in and place on desk.
    - b. Remaining name tents will be counted absent.
  5. Dismissal Procedure
    - a. Teacher dismisses students, not the bell.
    - b. Teacher will give five minute warnings during work time.
    - c. No congregating at door.
    - d. Students will gather up all their materials.
    - e. Students will push in chairs before exiting classroom.

#### First Day Instructional Program

1. Name Tents (Teacher Letter)
2. Go over class rules. Student input activity.
3. Teacher Introduction
4. Student Introductions
  - a. Students will research one “On this day in history...” for their birthday.
  - b. They will introduce themselves and their interesting fact.
5. Explain different seating arrangements.
6. Course Overview Part I: General Content Timeline
7. Dismissal.

## **II. Day Two**

The focus of the second day of class will be to reinforce the procedures taught on day one as well as introduce new procedures. Class policies will be taught, and a project will be started that will allow the teacher to better know his students (See Appendix E).

#### Second Day Classroom Management:

1. Reinforce Day One Procedures
  - a. Entering Procedure
  - b. Cell Phone Procedure
  - c. Bellwork Procedure
  - d. Attendance Procedure
  - e. Dismissal Procedure
2. Go over class rules once again.

- a. Respect, Positivity, Diligence, other 2 student-made rules.
3. Tardy Procedure
  - a. Student enters and signs name on tardy clipboard or puts pass in basket.
  - b. Tardy clipboard = meet after school on Friday.
  - c. Student takes a seat and begins working. Student does not disrupt class.
4. Quieting the Class Procedure
  - a. Teacher will raise his hand.
  - b. Students will be silent when hand is raised.
  - c. Teacher will move forward with next item on agenda.
5. Talking in Class Procedure
  - a. Students will either raise hand or be directly called upon to talk.
  - b. During discussions, students will lead discussions.
    - i. Students will decide whether they want to raise hands or not.
  - c. Only one person will talk at a time.

#### Second Day Instructional Program

1. Bellwork: Get to know students project part one.
2. Course Overview Part II: Class Policies
  - a. Grading
  - b. Missing/Late Work
  - c. Attendance
  - d. Technology Use
  - e. Materials
  - f. Etc.
3. How to be an Organized Student Lesson
  - a. Using a Planner
  - b. Taking Good Notes
  - c. Communicating with Teachers
4. Dismissal

### **III. Day Three**

The focus of the third day of class will be to reinforce the procedures taught on the previous two days as well as going over new procedures. Day three will also see the students continue on their project, and the teacher will deliver a lesson on the importance of studying history. Students will be instructed on how to take accountability for missing work.

#### Third Day Classroom Management:

1. Reinforce Day Two Procedures
  - a. Tardy Procedure

- b. Quieting Class Procedure
  - c. Talking in Class Procedure
2. Review Class Rules
  - a. Respect, Positivity, Diligence, other 2 student-made rules.
3. Missing Materials Procedure
  - a. Students will enter class and proceed to back of room.
  - b. Students will sign out the needed materials on clipboard
  - c. Students will return materials at end of class, signing them back in.
  - d. After three times missing materials, student will join the Friday post-school meeting.
4. Turning in Assignments Procedure
  - a. Students will pass papers to the middle column of desks.
  - b. Student at middle seat will hand stack of papers to teacher as he walks up the middle aisle.
5. Absent Work Procedure
  - a. Students who were absent will check in with the teacher at the beginning of class.
  - b. The student will then go to the back of the room where the absent work folders are.
  - c. The student will take a copy of the work done while absent from the corresponding color period.
  - d. The student will have as many days as he/she was absent plus two to complete the work.

#### Third Day Instructional Program

1. Bellwork: Get to know students project part two. (See Appendix E).
2. Why Study History? Lesson
3. Student Responsibility Card (See Appendix F)
  - a. Students will be instructed on how to fill out a SRC, which provides accountability for a student who has missing work. (See Appendix F).
4. Dismissal

#### **IV. Day Four**

The focus of the fourth day of class will be reinforcing previously established procedures. New procedures will be covered, and most importantly, all school emergency protocol will be thoroughly discussed. Students will complete their projects.

#### Fourth Day Classroom Management:

1. Reinforce Day Three Procedures
  - a. Missing Materials Procedure

- b. Turning in Assignments Procedure
- c. Absent Work Procedure
- 2. Moving Around the Classroom Procedure
  - a. Students will be expected to stay in their seats during class.
  - b. If a student needs to retrieve a tissue or materials, the student will hold up one finger.
  - c. The teacher will give a thumbs up to that student to let them know they can move around.
- 3. Leaving for the Bathroom Procedure
  - a. Students are expected to go to the bathroom during hall time.
  - b. If a student needs to go to the restroom, he/she will hold up two fingers.
  - c. The teacher will give a thumbs up to that student to let them know he/she can go to the bathroom.
  - d. While leaving, the student will grab the small bottle of hand sanitizer, which will serve as the bathroom pass.
- 4. Test Taking Procedure
  - a. Students will clear desks of ALL materials except a writing utensil.
  - b. The teacher will give students the test. NO talking is allowed.
  - c. After completing the test, the student will put the test face down on his/her desk and raise his/her hand.
  - d. The teacher will collect the test.
  - e. Students can read a book if there is time remaining.

#### Fourth Day Instructional Program

- 1. Bellwork: Get to know students project part three. (See Appendix E).
- 2. School Emergency Protocols (Per school).
- 3. School Culture Lesson
  - a. Based on the core beliefs of the school building, the teacher will demonstrate how this class fits in with that culture as a whole.
- 4. Dismissal

#### **V. Day Five**

The focus of the fifth day of class will be to cover the last remaining first week procedures after reviewing the ones previously taught. Finally, a comprehensive pretest will be given.

#### Fifth Day Classroom Management:

- 1. Reinforce Day Four Procedures
  - a. Moving Around the Classroom Procedure
  - b. Going to the Bathroom Procedure
  - c. Test Taking Procedure
- 2. Getting Teacher Help Procedure



- a. Students will be expected to stay in their seats during class.
  - b. If a student needs teacher help during work time, the student will hold up three fingers.
  - c. The teacher will give a thumbs up to that student to let them know he is on his way over to help.
3. Finishing Work Early Procedure
- a. Students will be expected to complete work in class before moving on to a different activity.
  - b. Students who finish work early will have two options:
    - i. Work on that day's homework.
    - ii. Read primary source documents from the time period being studied. These will be located on a shelf in the back of the room.

#### Fifth Day Instructional Program

1. Bellwork: What I Wish My Teacher Knew.
  - a. Students will fill out a notecard with any information they wish the teacher to know about them that may have an impact on the classroom over the course of the year.
2. Formative Comprehensive Test
  - a. This test will be given to students to measure the students' current mastery level. In conjunction with the get to know your students project, this will help the teacher differentiate instruction.
3. Time for student questions and concerns.
4. Dismissal

Besides organizing my first five days of classroom management, I will also strive to establish a positive connection with my students' parents and guardians. Therefore, I plan on sending a letter to each of my students' homes (See Appendix G). This letter will serve as an introduction to my class and myself. A class website will also be created and maintained.

Permeating my classroom management will be a sense of highly maintained student engagement. Being in a history classroom, I will have a plethora of opportunities and tools to ensure this happens. Leaning on Marzano's (2010) strategies of gaining student interest, I will saturate my classroom with friendly competitions and intriguing facts. Hopefully this will

proactively work against student misbehavior. Utilizing the ripple effect when praising specific good behaviors will aid in setting up my classroom as a positively defined learning environment.

However, student misbehavior will no doubt occur to some degree. Thus, when addressing student misconduct I will rely heavily on the strategies of Fay and Funk (1995). The love and logic principles demand that a teacher use enforceable limits, provide choices within limits, and apply consequences with empathy. Below I provide three potential scenarios where I will utilize such ideas.

First, say a student continually fails to turn in his assignments, blatantly refusing to do any work at all. Not only is he oppositional-defiant, but he is also disrupting the class by his refusals. I would first approach the child and offer him a choice: either sign this contract stating that you are the one who takes full responsibility for not doing your work, or complete the work as soon as possible. For me as the teacher, this is a win-win, and it provides the student with a clearly better choice in simply doing his homework. If the child does sign the paper, I will arrange a meeting with his parents to discuss why their child is not completing the expected work. Further interventions with school administration will be used if needed.

Second, say one student is consistently bullying another student in my classroom. If this were to arise, I will utilize a few strategies that Zirpoli (2012) outlines. First, I would arrange a series of consequences for bullying behavior as well as both an intervention with the parents and students involved. I will have a zero-tolerance in my classroom for bullying, which means that periodically throughout the year I will bring in a guest speaker, show a moving video, or give a talk on how empathy can counteract bullying. Though Zirpoli asserts that a combination of these strategies can help prevent and address bullying in the classroom, the most important idea is that

of supervision. I will use proximity, both physically and with eye contact, to let students know that I have a strong presence in the room. This will help prevent bullying in class.

Third and finally, say a student is using her cell phone in a manner that is distracting the class. I would first remind that student that using cell phones is against class guidelines. If the student refuses to cooperate, I would offer a choice saying, "I will give you a choice; either you can put your phone away in the calculator caddy and get back to work, or you can finish playing your phone game out in the hall. That will mean you miss the next activity. By the time I get back to your desk you will need to have made your choice." Further interventions could be setting up a point system where students earn points for having all cell phones in the calculator caddy by the time the bell rings.

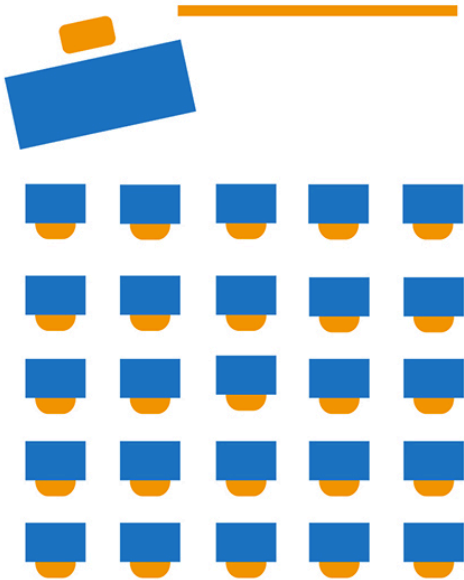
Ultimately, classroom management is no easy task, and it is nearly impossible to address every potential "what-if?" situation. However, having a wide variety of tools is essential for the effective teacher. By establishing procedures and routines, I hope all students will get in the habit of engaging in the learning environment. Providing students with multiple opportunities to voice their input in how the class will be run can provide the necessary cooperative effort on the part of the students so they feel like an equal partner in the classroom. Utilizing highly engaging techniques will hopefully proactively address some behavior concerns, and when they do arise, an empathetic approach will always be used. For individual cases, specific strategies will be taken and cooperation with parents and other professional resources will be pursued. Becoming an effective educator demands a holistic approach to classroom management, and my management philosophy will hopefully guide my planning so as to create the best learning environment possible.

## References

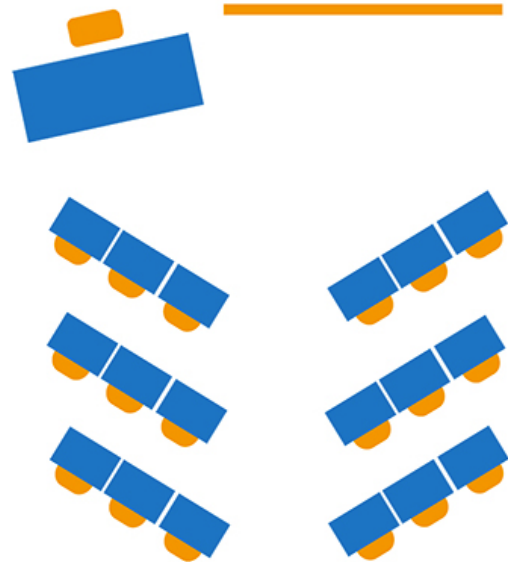
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Appendix A

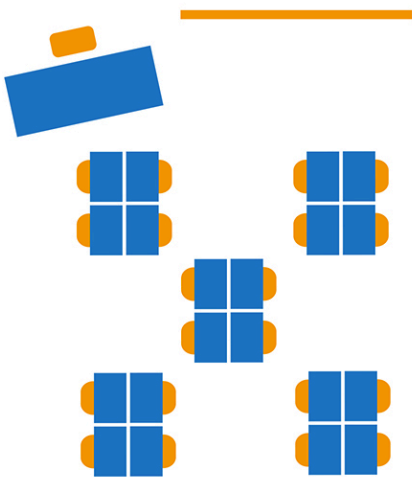
### Rows/Columns



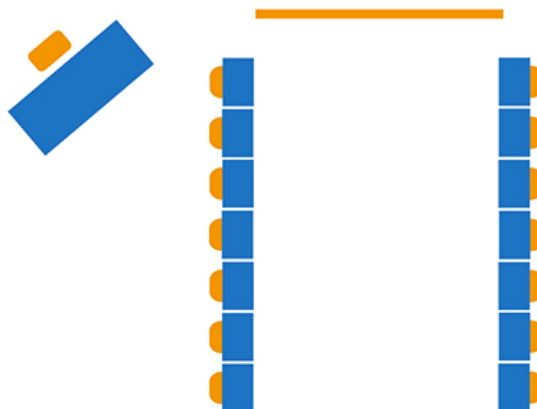
### Stadium



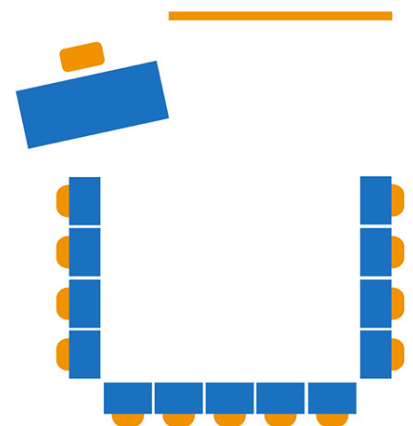
### Clusters



### Runway



### Horseshoe/U-Shape



**Appendix B**



### Appendix C

Good Morning Students,

I am excited to see each and every one of you in class this morning! Please know that I am going to be your second biggest advocate for your success this year. Do you know who your biggest advocate is? YOURSELF! In this classroom you have control over two things: your **effort** and your **attitude**. I CANNOT control those things; they are in your control. If you always have a positive attitude and a relentless effort, this will be a wonderful year full of learning and lots of fun, and YOU WILL SUCCEED!

Who am I? I am Mr. Trent Wiebusch, your history teacher. I was raised right here in Minnesota, and I have a great love for this state and all her people. I have an identical twin brother and an older sister, both of whom work in the Twin Cities as well. My sister is a speech-language pathologist at a different school, and my brother is a State Trooper. I have a tiny dog named Kota and I love to hike, coach football, and watch *Arrow*. Besides that...I love history! And I hope that I can not only share that love with you this year, but also find out what your passions are so I can help you to achieve your goals. Together, we will make a great team!

Each day as you enter class there will be a prompt waiting for you on the white board. You are expected to walk in, take your seat, and begin working on the prompt. Don't worry; we will rehearse this slowly till we all get in the habit. Remember, slow is smooth, smooth is fast. Today this letter will serve as your prompt. I want each of you to take the piece of paper on your desk and create a name tent with it.

Remember, this is a place of RESPECT, POSITIVITY, and DILIGENCE!

Your Advocate,

Mr. Trent Wiebusch

Appendix D





## Appendix E

**American Government and Politics**

**Create Your Own Country Project**

“(Name of Student), welcome to your Freshman American Government and Politics Class! I am excited to have you in class this year! On this piece of paper there is a map of a fictitious country. This country will be a representation of **YOU!** So make it accurate and good! It is your responsibility to explain the following about your country:

1. What is the name of your country? (i.e., If your name is Trey, is your country Treysville? or Treopia? Or Treysikstan? Or The Republic of Trey? Etc.)
2. Where is your country located on Earth? What countries is it close to? Etc. (Which continent? Is it an island? You can use this question to say where YOU are from. What is your cultural heritage? Etc.)
3. What is the physical geography of your country? (Mountains? Lakes? Valleys? Deserts? Etc.)
4. What is the climate and vegetation of your country? (Hot? Cold? Mild? Rainy? Snowy? Forests? Swamps? Etc.)
5. What is the population of your country like? What are the cultural traits of your country? What is the language of your country? Does it have multiple languages? (This is a chance to describe who YOU are!! What is YOUR cultural background as a young adult? What are your interests? What is your future dream job? What do you like to do? What are you good at? Etc. Be creative!!)
6. What are the national foods, holidays, songs, sports, etc. in your country?
7. What does the education system of your country look like? What are the core subjects taught? (How do YOU learn best?)
8. What kind of political system does your country have? (Monarchy? Dictatorship? Democracy? Etc.)
9. What are some goals that YOU have for this year? (Personally? Academically? Extracurricular-Wise? Etc.)
10. Design and color a flag for your country. (Use the colors, shapes, symbols, etc. that best describe you as an individual. BE CREATIVE!!!!)

**American Government and Politics**

**Create Your Own Country Project**

**Design and Color Your Flag Here:**

Put Your Information Here: (We are using a US map shape only because this is a US Government class.)



**Appendix F**

Date: \_\_\_\_\_

Name: \_\_\_\_\_

Class: \_\_\_\_\_

**Student Responsibility Card**

Completing your homework assignment is *your responsibility as a student*.

Missing assignment: \_\_\_\_\_

I did not have my homework here today because: \_\_\_\_\_

I did the assigned work, but did not bring it to class \_\_\_\_\_

I chose not to do my homework \_\_\_\_\_

I forgot to do my homework \_\_\_\_\_

I did not have the appropriate materials at home \_\_\_\_\_

Other – please explain below:

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Signature: \_\_\_\_\_

### Appendix G

Greetings (parent names),

My name is Trent Wiebusch, and I will be your child's high school history teacher this year. I am excited to have your child in my classroom this year; I think we are going to have a lot of learning, fun, and success. The three core beliefs of my classroom are Respect, Positivity, and Diligence. I would ask that as your child engages in the learning atmosphere I have prepared for her, you try and find a way to incorporate these values into your approach towards your child's school experience in my classroom. Please know that we are a team; we both desire to see your child succeed and surpass their goals. That being said, I am first and foremost your child's advocate, and you can trust me to desire their good at all times.

Please reach out to me any time you have any questions or concerns regarding your child's education or behavior. I strongly urge you to consider developing two or three goals that you have for your child during this year. That way, during our first conference we can discuss how I can best work to help your child achieve.

Each week I will be updating our class website, which will display the content of the course as well as pertinent information for projects and community events. I encourage you to check this website frequently so as to keep apprised of your child's experiences in my classroom.

Here is my contact information:

School Phone: (123) 456-7890

School Email: [twiebusch@thehighschool.edu](mailto:twiebusch@thehighschool.edu)

Class Website: <http://mrwiebuschshistoryclass.org>

PLEASE REACH OUT WHENEVER YOU NEED TO! We are going to have a great year!

-Mr. Trent Wiebusch