

Classroom Management Philosophy

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My classroom management philosophy is based on Wong, creating structure through rules, procedures, and consistency while maintaining a sense of mutual respect and community within the classroom. I will use rules and procedures to create an environment in which the students understand clearly the behavioral expectations and consequences in the classroom, and I will consistently follow these guidelines for all students. In order to maintain respect and community within the classroom, I will communicate with the students frequently and be respectful of important things happening in their lives so that they can respect how important learning in my classroom is. As for community, I will provide an environment where all students will be able to participate and have a voice in the classroom. By creating structure, respect, and community students will be able to work within the guidelines of the classroom and still feel responsible for their own learning.

First Days

Day One: Day one will start with me greeting students at the door (Wong, 2018), making sure they are in the right classroom, welcoming them, then referring them to the whiteboard. On the whiteboard/projector will be the seating arrangements for the classroom, the agenda for the day, and a probing question I will ask during attendance for example, what is your favorite thing to do outside of class, in order to gain some insight into the new students' lives. When the bell rings I will enter the classroom, introduce myself, then take attendance by asking the previously mentioned question. From there I will go into a bit more depth about myself my history/background for students to get to know me a little bit. Then I will go over some

classroom rules and procedures such as, entering the class, and checking the agenda and or posted bell work. As well as bathroom breaks, phone policy, and classroom dismissal among others. From there I will state my minimum standard for classroom behavior of having respect for all people in the classroom, student or teacher. Finally, a course overview taking us to class dismissal.

Day Two: I will reinforce checking the board for agenda and or bell work. Another attendance question posted unrelated to school such as, what is your favorite season? After that, we will go into more academic expectations for the school year. For example, how to come prepared to class, returning after an absence, test-taking, and turning in late work. From there I will introduce the syllabus, which serves as the first assignment for the class, as well as a letter to the family, requiring a student and guardian signature to be turned in at the end of the week (See Appendix A).

Day Three: Once again, I will reinforce checking the board for agenda and or bell work, with an attendance question to begin class. From there I will go over what the first unit or section of classwork will look like as I want to make sure all students have a clear understanding of where we are headed in the coming weeks. This leads to a first introductory lesson emphasizing why this subject (Economics, Geography, Politics, etc.) is important and how it can relate to the outside world. Before the lecture, I will clarify that notetaking is part of their participation grade and I will check notes periodically for points. I will also explain I do not have a preference in their notetaking style as long as it works for them and I can check it, giving students choices and freedom to control their own education. Additionally, I will introduce the turn and talk/desk rearrangement procedures so that students can discuss classroom material without taking up too much class time.

Day Four: I will begin class without reinforcing agenda or bell work to measure if students have caught on to the concept through asking the attendance question for the day, taking note of how each class period does. If the class does well, I will praise them and go right into the lecture. If not, I will reinforce the next few days and check again in the next week.

Day 5: Ideally by this day almost all procedures are in place from phones to homework, to bell work, in order to have a great start to the school year. I will go right into the lecture picking up on the previous day and try and set the routine/rhythm of the classroom for the coming weeks.

Connections to Students and Families

Building connections to students and families is crucial to the learning process. I will strive to be available and accommodating for the needs of both students and families. The first step of this process is through the syllabus/letter to the families as previously mentioned on day two (See Appendix A). Requiring both a family and student signature would help familiarize me to the families and give them a quick outline of classroom expectations, assignments, and grading scale, in order to avoid any confusion on these topics in the future. Furthermore, I want to emphasize above all the social skills, self-discipline, respect, overall development, of each student as a person, which is more important to me than academic standing. Although getting a good education is crucially important and I want very much for students to learn and succeed academically, it should not be more important than overall development. I will do this by being clear, honest, and accountable with students and families and requesting that same attitude in return. Additionally, in order for students and families to see that my behavior is genuine I will need to be involved and visible within the community through attending events, or helping with clubs/sports, all while being consistent with my behavior according to the rules of my classroom.

By doing these things it should be clear to everyone that I have their best interests in mind, leading hopefully to many good and meaningful connections with students and families.

What Ifs

Even if you are the most accomplished, experienced, dedicated, consistent, teacher in the world it is still possible that your students will either be defiant or not understand the expectations within the classroom. Just as not every student learns the same way, not every student acts, behaves, or has the same background, that may be suited to a more rigid no-nonsense approach of rules and procedures. Some students will need a bit more direct, comprehensive approach to classroom behavior. In order to accomplish this without compromising on the rules or procedures within the classroom, I will focus on the individuality of each student and their self-concept (Fay and Funk, 2010). By sharing control, sharing the thinking, maintaining dignity, and using empathy I can promote self-concept, responsibility, and self-control within the student so that they are more willing to work within the parameters of my classroom.

Conclusion

In closing, my classroom management philosophy is based on Wong, the use of procedures and rules in order to foster mutual respect and create a sense of community within the classroom. While communicating appropriately with students and families in order to build connections that can enhance classroom performance. All the while relying on Love and Logic to build self-concept and reach students who may not respond ideally to a more structured environment. By using these strategies within my first five days I will be able to reach students more effectively throughout the year and avoid potential consequences of poor classroom management. All to help mold my students into quality people, learners, and members of the community.

References

Fay, J. and Funk, D. (2010). *Teaching with Love and Logic: Taking control of the classroom*. Love and Logic Press: Golden, CO.

Wong, H., Wong R. (2018). *The First Days of School*, 5th ed. Harry Wong Publications, Inc.: Mountainview, CA.

Appendix A

Dear, Parents, Family, and Caretakers,

Welcome to the new school year. I am Mr. Marshall Tschida your student's social studies teacher for the upcoming semester. A little bit about me I grew up in Woodbury Minnesota, just east of St. Paul near the Minnesota Wisconsin boarder. I graduated from Woodbury High School in 2016, from there I took two years to play junior hockey in Mason City Iowa and Alexandria Minnesota. After that I came to the University of Mary to pursue a career in education and continue my hockey career where I graduated with a degree in Social Studies Education in 2022. I enjoy watching my professional teams from Minnesota, as well as outdoor activities like hunting, fishing, and hiking.

This is my first-year teaching at X High School, and I am excited to begin my journey teaching career with you and your child this year. In my classroom I plan to introduce how understanding X (subject) can help students be prepared for life after high school. I want to make clear my intention of helping your child become well rounded, prepared individual, by holding students to a high standard in their classroom conduct and academic actions.

To begin the year, I would like you to go over the following syllabus with your child about how this course will proceed throughout the year. Additionally, any information you wish for me to know about your child, for example, any medical information please reach out to me via email, which can be found below. I hope that we can form a positive connection in order to see your child succeed in my classroom, and I look forward to meeting you.

All the best,

Mr. Marshall Tschida

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This is a sample letter to the families that would be attached to the front of the syllabus, and would be required to be signed for points, to give parents an idea of what class will look like, and serve as a bit of a contract in order to avoid potential conflicts with parents.