

Classroom Management Final Paper

Jaeger Marchant

University of Mary

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Classroom management is something that is constantly changing every year, and even day to day. After reading *Conscious Discipline* by Dr. Becky Bailey, listening to lectures on Wong, Marzano, and Love and Logic, I have learned many things that I plan on implementing into my future classroom, to ensure my classroom makes students feel both loved and safe.

Philosophy of Classroom Management

My classroom management philosophy is based upon Conscious Discipline. I believe that making students feel loved and safe are two of the most important things I can do as a teacher. I plan on doing this by knowing all of my students as individuals, and that will in turn lead to building a school family. My classroom will be a safe space for all of my students. Along with this, I also will use the philosophy of Love and Logic. I plan on using “I notice” statements when problems arise and have logical consequences to actions that arise in my classroom.

The three core components of Conscious Discipline are: Safety, Connection, and Problem-Solving. (Bailey, 2021.) Safety is something that should be felt on day one in the classroom. One of the first things I plan on telling my students is that they should feel safe in this classroom. However, this statement needs to be reinforced. In my classroom, I will not use sarcasm, putdowns, or any illogical consequences to actions that happen. Those are the easy ways to make students feel safe. I think the biggest thing I will need to do in order to make students feel safe is monitor the other students around them, to make sure the peer to peer interactions in my classroom do not make any student feel unsafe. This is where “withitness” comes in. I’ll always be on my toes, and try to be one step ahead so I can squash any problem before it even arises. If students feel safe in my classroom, they can fully apply themselves to learning each day. Connection is different from Safety in my eyes because it will take time, and build off what has been done previously to keep the children safe. Connection is something that

can be done on a very basic level. One thing I want to do is know something unique about each one of my students. Each and every child that walks into my classroom is unique, and they will be treated as such. Of course, this will have to be done in a give and take with the students (See Appendix B for my get to know the students tool, and Appendix C for the get to know the teacher tool.) Connecting with high school students can be done in a few different ways. I believe in encouragement when somebody does something well. I believe in empathy, so that students can learn to handle their emotions. Finally, I believe in creating a School Family, which is something I will spend more time on later. After making the students feel safe, and connecting with them, we can move on to problem solving. As much as I wish they would not, I know that there will be problems that come up during my teaching career. Problem solving requires the previous two skills to be done, or it will not even get off the ground. If students do not have a connection with me, or they do not feel safe in my classroom, there will not be any solving of any problems. When it comes to actually solving the problem I want to use Love and Logic. I think giving a student choices is key. I think that using empathetic responses, and statements such as, “I noticed.” will be something I use frequently.

Plan for the first days

The first five days of my teaching career are going to be chaotic. I plan on starting to reduce that chaos as best I can by having the agenda for the day up on the white board as students walk in. I want this to be the first thing the students see. Doing this will prevent the students from having any surprises, and be able to transition smoothly. (Wong, 2018.) Being a secondary education major, I don't plan on having too many procedures that will need to be taught. Outside of the basic ones such as bathroom, water fountain, raising hands, the one procedure I will need to teach on day one is where to turn in assignments/exit slips. (See

Appendix D for the first five days.) On my potential classroom set-up (See Appendix A) I will have a special tray on my desk for each class, and that is where students will turn in in-class assignments/exit slips. I want this to be at my desk so that I am able to have a few quick chats with different students each day.

Connections to students and families

Establishing connections to students and their families will allow the students to be better and more willing learners in the classroom. I also feel like the students should know a bit about me, which is what Appendix B and C are for. These two tools serve as an intro for myself and the students, any will be built on throughout the semester. Getting to know parents is also key, so I want to make sure they know who I am, and more importantly, how they can reach me. I plan on having the students bring their syllabus home, and have the guardian sign at the end so I know the students have at least shown their guardian the class they're in, as well as who the teacher is. My goal is to not be meeting guardians for the first time at conferences, and in order to do that, I want there to be an open line of communication between myself, the student, and the guardians.

Establishing the Classroom Family

The classroom family uses a healthy family as the template for creating an optimal school culture. (Bailey, 2014.) The goal of a classroom family is for students to be able to answer “Yes!” to the following two questions, “Am I safe?” and “Am I loved?” Those two questions are a big part of my classroom management philosophy, but there is more. The school family does eight main things, with those being.

- Optimizes brain development
- Embeds resilience into the school culture
- Helps heal the cycle leading from loss to violence

- Fosters conflict resolution skills
- Promotes the effectiveness of consequences
- Models and teaches our highest values
- Models shared power and democracy
- Reignites the inherent joy of teaching and learning.

All of these are important things building a classroom or school family. However, when I look at those, I think of something else. Do I want my students to learn history? Yes. Do I want them to pass my class? Yes. But the thing I want most as a teacher is to help young people become successful in their lives. I want to make my classroom a family so that when the young people that have had my class go out into the world, they are able to solve problems themselves. They know how to deal with stress, and respect other people. All things I will teach in my classroom by making sure each student is safe and loved.

What If?

Each student that walks into my classroom is a different human being. I know this, and I will treat each student as an individual. However, I know that not every student will appreciate my classroom management style. I will do my best to adapt to those students, but there will be rules that are non-negotiable, such as cell phone usage and foul language. I also will consider adding more routines to my classroom before things start to get out of control.

Conclusion

There are four principles to Love and Logic. Share the control, share the thinking, balance consequences with empathy, and maintain self-concept. (Fay, 2016) I think that the fourth principle, maintain self-concept, is the most important. I would even take it a step further, and say that I want to enhance a student's self-concept. The high school years are a huge part of a

young mind's development. There is inherent risk with becoming a teacher. A bad teacher can potentially damage these student's young minds. As I said before, I do want my students to learn history. However, my main goal is to help them become successful young adults. I believe that using Conscious Discipline and Love and Logic will help me achieve this goal.

References

Bailey, R. A. (2021). *Conscious discipline: Building resilient classrooms*. Conscious Discipline.

Fay, J., & Fay, C. (2016). *Teaching with love and logic: Taking control of the classroom*. Love and Logic Institute, Inc.

Wong, H. K., Wong, R. T., Jondahl, S. F., & Ferguson, O. F. (2018). *The Classroom Management Book*. Harry K. Wong Publications, Inc.

Appendix A



*Appendix B***General questions about you:**

- Name:
- Grade:
- Family members/Pets:
- What do you like to do for fun outside of school?
- Do you have a job? If so, where?
- Do you have a favorite sports team?
- Do you have a favorite video game?

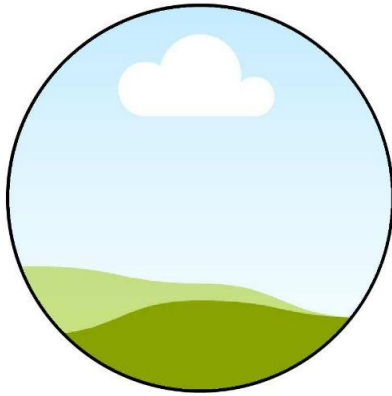
Questions about you as a student:

- What kind of learner are you? (Visual, Read/Write, Auditory, Kinesthetic)
- Do you have a spot where you prefer to sit in class? (Near a window, front of class, etc.)
- What is one thing you like about school?
- What is one thing you dislike about school?
- Do you participate in any extracurricular activities?

Questions about yourself and history:

- Do you enjoy learning about history?
- What is your favorite period to learn about?
- What is something that confuses you in history?
- If you could have lunch with anyone in history, who would it be and why?

Appendix C



MEET THE TEACHER

Hi, my name is:

Mr. Marchant
History

About me:

- I am a first-year teacher.
- I graduated from the University of Mary with a history education degree.
- I coach football and basketball.
- I am very passionate about history, everything that happens in our world today can be traced back to a previous event!

Fun facts:

- My favorite football teams are the Carolina Panthers and the Miami Hurricanes
- I enjoy doing Sudoku puzzles.
- My favorite period to study is WWII.

Contact details:

- jaeger_marchant@bis-marckschools.org

Appendix D

5 DAY TEMPLATE- US HISTORY

DAY 1		DAY 2		DAY 3		DAY 4		DAY 5	
CM	LESSON	CM	LESSON	CM	LESSON	CM	LESSON	CM	LESSON
-Syllabus -Bathroom and water fountain procedure -Rules about food and drink in class -Teach Exit slips -Where to hand in assignments and/or Exit Slips -Cell Phone policy -Google classroom and computer	-Syllabus overview -Get to know your Students tool	-Review Exit slips and basket -Review cell phone policy	-How people arrived in the Americas -Exit slip= "What do you know about the 13 colonies?"	Quiz/Test policies -Review of Google Classroom	-The first attempts at colonies in North America -Exit slip= "Why do you think some of the early colonies in N.A. failed?"	-Fire Drill/Lockdown Procedures	-Intro in the 13 colonies. -Exit slip= "Do you think the 13 colonies a wise investment for G.B.?"	-Review cell phone policy/Bring out the phone garage	-13 Colonies pt. 2 -Exit slip= "Do you see any tensions between the colonists and G.B. at that moment in time?"