

Grand Canyon University
Classroom and Behavioral Management Framework
My Philosophy of Classroom Management

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To create an effective learning environment in the classroom, it is crucial to carefully manage and thoughtfully develop strategies that accommodate each student's individual needs. It is important to recognize that what works for one student may be less effective for another. Educators play a vital role in fostering a harmonious and productive atmosphere among students, making them feel accountable and valued.

Addressing both positive and negative behaviors and expectations promptly is essential. Regular reviews of expectations are vital to ensure everyone's compliance. Addressing positive behavior immediately is critical as it sets a precedent for others and fosters its continuation, ultimately contributing to a positive work environment.

Renowned educators Fred Jones and Harry Wong are known for their expertise in effective classroom management techniques. They both emphasize the significance of engaging students in meaningful bell work as soon as they enter the classroom, establishing clear and high expectations, empowering students, and maintaining a work-oriented classroom environment that fosters learning.

Harry Wong is known for outlining a comprehensive three-step teaching process for procedures, which involves clarification, practice, and reinforcement. This approach ensures a smooth and organized classroom experience for teachers and students (Wong, 2007).

On the other hand, Fred Jones is a proponent of the "Say, See, Do" teaching method. This method involves initially providing clear instructions to the students, then demonstrating the task, and finally allowing them to practice the task to solidify their understanding. This hands-on approach aims to actively engage students in learning and promote a deeper understanding of the material (Jones, 2020).

PBIS (Positive Behavioral Interventions and Supports) and the Responsive Classroom approach share a common goal of managing challenging behaviors. They both advocate for the use of positive strategies, the creation of a supportive environment, the teaching of skills, the reinforcement of positive behaviors, and the addressing of inappropriate behaviors. However, they diverge in their approach to handling positive behaviors, with the Responsive Classroom approach utilizing behavior charts and PBIS focusing on positive philosophies.

While generally supportive of high-risk students, the responsive classroom approach may have a potential downside in that it requires a specific framework for effectively addressing their