

## Philosophy of Excellent Classroom Management

At Success Academies, we believe that all scholars, no matter the age, can be successful if the adults master classroom management. **Without extremely tight management, little learning can occur.** It is our moral responsibility to equip teachers with tools necessary to teach scholars to independently follow directives and develop strong work habits that will set them up for college graduation and the world at large.

Excellent classroom management is an ongoing effort that requires consistency and daily practice. We expect scholars to be managed within the classroom and during non-instructional activities. In our view, excellent classroom management, though necessary, is insufficient for high levels of learning when done in isolation.

We hold the following beliefs about conduct and excellent management:

- **One Vision** - We have a standardized approach to teaching classroom management and its implementation. It is your responsibility to learn this approach and practice daily mastery. We believe excellent classroom management is 90% about will and 10% about skill. You have to be eager to commit to mastery of our approach.
- **All Kids Can** - We do not believe that differences in age, race, special education status or class are determining factors in whether a class can be effectively managed. We believe the limiting factor is adults' belief systems!
- **Relationships Matter** - We believe that authentic relationships with scholars and their families are critical to excellent classroom management. If strong relationships do not exist between you and your scholars, the efficacy of classroom management tools (i.e. narration, corrections, consequences) will be greatly diminished.
- **Compliance and Progressivism are NOT in Tension** - While compliance is not the end goal, we do not scorn compliance. Indeed, it is a pre-condition of self-regulation, safety and great teaching. Our goal is the "once rule" (directives are followed the first time) and scholars follow routines and conduct even when no one is watching.
- **100%** - Classroom management is a daily endeavor. Adults must work to get 100% at all times from August to June, from early in the morning to the late afternoon, and in academic and non academic components (lunch, recess, field studies, etc.).
- **Consistency is Key** - The adults set the tone for learning and mastery, not the clock, the weather, the day of the week, etc. All adults must consistently demonstrate emotional maturity when managing our scholars. Adults are not only responsible for teaching content, they are also responsible for modeling our values and expectations as well as social, emotional and professional skills.

- **Accountability** - Scholars either meet our expectations the first time or they do it again in the moment or at a time that is convenient for the adults. In order for scholars to understand and meet our bar our excellence, the adults must follow through on both behavioral and intellectual expectations consistently. There is no opting out for students. Teachers must hold ALL students accountable for their conduct.
- **We Believe in Consequences** - Consequences are a necessary component of excellent classroom management. In our view, effective and logical consequences are not mean. Our end goal is independence and self regulation and when delivered effectively, consequences help to address breaches of conduct and should assist in changing behavior. We always administer consequences in an emotionally neutral way.
- **We believe in Incentives and Rewards (Intrinsic and Extrinsic)** - As adults, we have a responsibility to figure out what motivates scholars collectively and sometimes individually so that we can most effectively employ incentives and rewards.
- **We are Supportive** - We adapt for individual needs with the 2-5% of scholars who find it difficult to comport with our general management system. This means developing concrete and targeted plans to provide additional supports. We view meeting needs and teaching skills as our primary responsibility as educators.
- **We Treat Scholars with Respect** - We do not under any circumstance ever yell at or shame scholars. We must model how to effectively and appropriately deal with frustration and conflict. If for any reason you find yourself unable to exercise calm, cool finesse, you must immediately seek help from your leader.