

Final Classroom Management Philosophy

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Introduction

My classroom management philosophy emphasizes the importance of learning-rich environments that also focus on being friendly and open. The learning rich environment will be attributed to a focus on note taking, student collaboration, and study methods. The structure provided by the procedures in my class will be a constant for my students throughout their time in my class. However, I still wish for my students to feel comfortable in my class and feel a sense of responsibility for their education, so I will provide them a great deal of choice in the classroom. The importance of choice will be stressed day 1; I will give students the choice as to certain rules in the classroom. They could decide to have weekly assignments versus daily assignments for example, although the weekly assignment will be equal to the sum of the daily assignments that week. I would be happy with either choice. Now, I will still require my one rule of respect: respect me, yourselves, each other, and other's property. Other things I may emphasize in my classroom are connecting to other content areas, enthusiasm for math, and the importance of greeting students every day.

I would like to say that this paper was written in the first education course I had ever taken. I feel I learned a great deal more since then, and my opinions have drastically changed. My current views are better reflected in the previous paragraph, as it is heavily edited. However, past this, the paper is almost all original. If you feel the need to look past this point, then you can take it as a testament to the University of Mary's education department. They were able to turn around a man who was prepared to become an engineer and was comfortable with the "weed out the weak" mentality in that field. Now, I am increasingly mindful of the importance of relationships between teachers and students. I am still a large believer in the importance of environment, engagement, and procedures, but I am a much larger proponent of relationships in

the classroom. My classroom management style now revolves far more around compassion, choice, and the structure of procedures.

The collaboration will be emphasized in my classroom layout. My students will be grouped into pods of three most likely, as shown in appendix A. Students will regularly be asked to participate in group work: problems on the board, projects, or presentations. The use of note taking will be relied on heavily in my courses as well, as most days will be direct instruction with definitions and theorems. Now, study methods will ideally utilize both collaboration and notes; students will hopefully look at past notes and do example problems while they study in groups when an exam is coming. Some of this may be devoted to class time the day before the assessment.

What if?

If my teaching style is not working well with my class, that is ok. This is accounted for in that my teaching style will change over the course of the semester; I will start to shift my focus from academics to relationships with the students as I see fit.

Outline for First Five Days

On the first day, and all the days after, I will greet my students at the door; I will make it a priority to create that initial welcome for all my students. Giving students a warm and enthusiastic greeting can eliminate a good deal of stress and anxiety from the first day (Wong 110). Then, when my students enter the classroom, there will be instructions on the board for them to find a seat and begin a bell work assignment. Now, this assignment will be for them to simply write a few things about themselves on a sheet of paper: name, favorite subject,

something they did over summer, etcetera. After the class period actually starts, I will give the students a short introduction of myself, the course, the rules of the classroom, and the procedures in the classroom. I will emphasize and explain specific procedures in the class for how I want students to get my attention, homework, fire and safety drills, grading scale, and extra credit. For the most part, students may get my attention by raising their hand or quietly asking me if I am nearby, but I would like them to specifically use sign language for bathroom if they need to use the rest room during lecture or if I am busy. I will also discuss the fire and safety drills, which will depend upon the school, and assign roles to students if needed. I will also elaborate on the bell ringers that will happen each day, I will put up a short a problem on the board at the beginning of every class that is from the previous lecture. This is important because these assignments will help my class “begin efficiently and effectively” (Wong 134). I will then elaborate on the way homework will be done in my math classes; I will assign a very small assignment every day, like 4 or 5 problems, that will be collected the following day. The goal is to give the students practice every day, yet it should take less than a half an hour every night. Because these will be small assignments, the grades will reflect that; this way they do not to worry about missing one or two. I will then explain the grading scale, which will mostly be a standard of the school. However, I will explain that I will curve tests if I feel it necessary, and the majority of their grade will be tests, these daily grades and a collaborative project depending upon the class. I will also elaborate on the possibility of extra credit. If a student is in need of extra credit, I will allow them to do a presentation on a famous mathematician.

I will then describe my only rule of my classroom, respect other people and their property. Every other rule should stem off this one: talking out of turn, being late, forgetting materials, swearing etcetera. I will then ask for their introductions or have them do an ice breaker

so I can get to know my class a little better; both of these activities would be related back to the bell work they had done.

The following days I will, once again greet all students at the door. I will also emphasize the procedures again at the beginning of class, and I will go through names with every student alongside my rollcall. Then, we will discuss how I prefer note taking be done. We will go through definitions, then theorems, then show examples of how each could be applied. Now, we start lectures. Then, after a few weeks I will assign my own seating chart.

Environment

My goal is for my classroom environment to prioritize a positive, collaborative, learning rich environment. This will utilize a few tools from Marzano for engagement, but it will mostly use procedures from Wong mentioned above. Marzano emphasizes the effect the teacher's positive attitude has on student engagement (Marzano 5). If my lectures are more enthusiastic and I have a positive demeanor, then the students will be more engaged. The seating arrangement will also be important. For the first week or so I will have my students all facing me in a traditional classroom sense; this is important because "at the beginning of the year"... "the only way for students to learn how your classroom is organized and structured is to have the seats arranged so that every pair of eyes is focused on you" (Wong 121). Once I get a feel of how I want the students to collaborate, I will place them into the three-man pods illustrated in appendix A. I would also like to note that I would ideally want as many white boards and chalk boards as I can get, as it would make lecturing easier. I would like posters, such as those shown in both appendix C and appendix D, shown around my classroom. I would also like to find a poster that states my one and simple rule discussed before, respect other people and their property.

Connection to student and family

I would finally like to note a connection I will make to both students and parents before the year starts in my letter to the parents, shown in Appendix E.

References

Marzano, Robert J. (2010). *The Highly Engaged Classroom*. United States: The Marzano

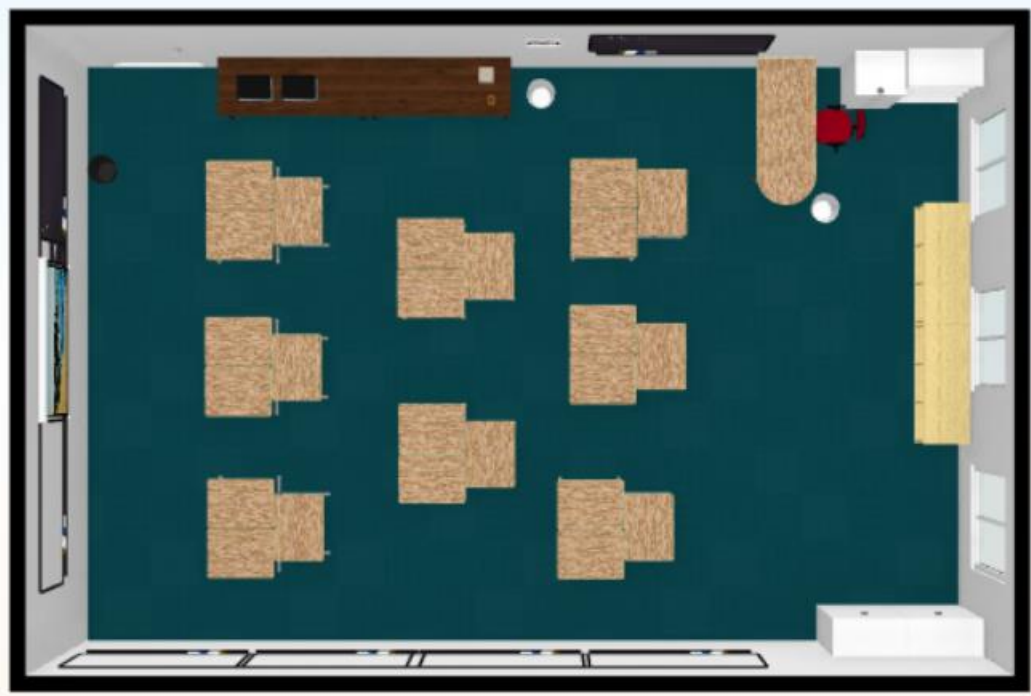
Research Laboratory

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Appendix

A.



B.



C.

