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4-5-14

## **My Philosophy of Classroom Management**

The Classroom is a living and learning organism, the teacher and the students all working around each other in synchronized chaos. To achieve synchronized chaos there has to be classroom management, but it doesn't have to be evident. I want Classroom management to be seamlessly worked into every aspect of my classroom, that the students do not even notice it. Classroom Management can not only my opinion about the classroom. The students are an integral part of the classroom and they deserve to have input in pieces of the Classroom Management, like classroom expectations and made a few routines.

As a teacher it is my job to be a role model for my students. This includes treating them with dignity and respect. If I want them to give me respect, I have to give in return. Even if a student misbehaviors, they must be treated with dignity. To prevent misbehavior is an easy Classroom Management fix. I need to give the students engaging lessons with opportunities for student choices. If they are engaged they will not even be able to think about misbehaving, because they will be so focused on the lesson.

I believe that students should have some input and an active role in Classroom Management. Classroom Management is not something just for the teacher it is for the classroom as a whole, so naturally the students need to be included. Though I want student input, I will not be giving over control of the classroom to them. I am responsible to help them learn about math, as well as model what I expect from them. But they will also learn what to expect of me.

My last belief about a classroom is that it is a democracy. Without much choice I am the representative for the students in the classroom making the decisions that are for the good of the class as a whole. But the students have necessary input in matters that directly involve them such as seating arrangement, classroom expectations, and projects. This inclusion of student choices motivates the students to take part in their education.

## **First Day of School**

This is one of the most important days for the students, the teacher, and classroom management. This is the day that the students get their first impression of me as a teacher and of my classroom. On the first day I will go over my classroom procedures, the rules of the classroom, and their consequences. I will also give the students my classroom expectations and give them a few minutes to come up with a few of their own. This day is also very important for the future of the classroom. Students are not the only ones who get to make first impressions; I get to learn about these students. It is important for me to create relationships with the students that very first day. I will start that relationship by meeting them at the door to greet them, as I will every day of the school year. Then on the first day of school I will use ice breakers for the students to get to know me but also their peers. My hope is to know everyone's name by the end of the first day, so that I can address my students by name the next day when I greet them at the door.

It is my hope that the students get the impression from me, on the first day that I care about them, about the class, and about what they will gain from having math in their lives.

## **Classroom Procedures**

On the first day of school I will completely explain and model the classroom procedures for the students as well as give them my syllabus. Everyday when they walk in the classroom they will need to check the tray with their period number on it for their bellringer. After they get their bellringer they can check the class period crate for any returned work. Every class period will have a different tray on top of a cart and a crate under the crate. Each crate will have a file folder for each student and that will be where I put all graded assignments other than tests and projects. If they wonder if I have graded an assignment then all they need to do is check the crate.

Once students have picked up their bellringer and checked for graded assignments they will go to the seat, making sure they are there before the bell rings. When the bell rings the students need to have their homework on the top left or right corner of their desk, depending on their desk arrangement, and need to be working on their bellringer.

While the students are completing the bellringer I will come around and pick up their homework.

Everyday I will have the daily agenda up on the board so the students know what is going on each day. I will also have a unit objectives and goals on the wall for each class. I will use these to let the students know where we are going with each lesson. I want the students to be apart of their learning. Students are more motivated in class if they know what the day will bring and how it fits into the overall unit plan.

In order to pass out any in class assignments or activities I will use student helpers. Those helpers will be students from each class. I will have a bag or a hat with each student's name on a piece of paper. When I need something passed out or collected I will pick out a name to be used for the day, then that name will be thrown away until all the students have helped.

Students will not jump up out of their desks when the bell rings to end class. They will sit in their desks while I make any last minute reminders for the students. As long as all the students are quite and in their seats, I will dismiss them.

The last procedure I will talk about is testing. When students are taking a test the room will be quiet. The desks will be put in a single file arrangement to prevent cheating. After students have finished tests or quizzes they will be silently productive, in order to allow their peers have time to finish their assessment. Once a student has finished they will turn the test into me, then start a math homework assignment. If they don't have homework, then they are allowed to get a book off of the Math bookshelf (see Classroom Environment), and they can read silently.

## **Expectations**

There have to be classroom expectations. They are not rules, but they communicate to the students what I expect of their behavior and their work ethic in the classroom. There will be generic classroom expectations that I will have already created for the first day of school, while others will be created by the students during the first day.

- Students will re respectful to all in the classroom

- Students will come prepared to class each day
- Students will give their best effort on all classroom activities and homework
- The class will be collaborative

Just as I have expectation for the students, they also have the right to expect certain thing from me, as their teacher. They can expect that

- I will always come to class prepared
- I will be respectful to all
- I will have a positive attitude
- I will always try to help everyone

These are expectations that the student will be able to count on. These will be expectation that will be present in every day of every class.

## **Rules**

There have to be classroom rules. The students need boundaries and structure. The 7 Developmental needs for middle school learners says boundaries and structure in order to be productive. My classroom is not going to be a dictatorship, but even democracies have basic laws that even citizen has to abide by. With every rule that is broken, there has to be some consequence so that the students understand that I am serious about the students following these rules. If I do not follow through with the consequences for a broken rule, the students will not take the rules seriously. A few of these rules will be the following:

- Students will raise their hand and wait to be called on before speaking
- Students will not wander around the classroom during lesson time
- Students will be in their seats and working on the bellringer when the bell rings
- Students will be active and respectful listeners to whomever is speaking
- Students will keep their hands, arms, and feet to themselves

## **Consequences:**

- Verbal warning
- Written warning
- Moving a student to a different location within the classroom
- Having the student go out into the hallway
- Detention
- Calling the student's parents
- Sending the student to the office

The consequences will vary for each situation. If a student has acted out numerous times that class period there is going to have to be some sort of conversation between me and that student. I might start off giving a soft verbal warning to the student on the first instance. Then I could place a note on the student's desk that simply says, "Are you ok?" If the incidents persist then I have to take physical action and move the student, either to a different location in the classroom or to the hallway. If I move them to the hallway there will be a conversation fairly quickly after the student has left the room. If I just move them within the classroom I will try to talk with them after class. I will not discipline an individual student in front of the entire class. No one wants to be humiliated like that in front of their peers. This is part of disciplining with dignity, which I believe everyone deserves.

### **Classroom Environment**

My classroom will be an inviting place to be. I start by greeting the students at the door at the beginning of each class period. I will continue that by having student work on display. I will have posters that are not just corny math poster, but posters that show math being used in the real world. Most students don't understand how math relates to anything outside of the typical worksheets they are given in math class. I want them to see that architects, engineers, and business men use math everyday of their lives.

My classroom will have desk arranged in pairs with my desk on a side wall near the front of the classroom. I will also have two bookshelves. One bookshelf will have book all about math. They will be books about the history of math or books that can help students relate math back to their own lives. The other bookshelf will have young adult books that I have read and I recommend my student read in their down time.

My classroom will have a seating chart, but it will change every couple of weeks and the first one will be determined by the students. After given notice students will pick their first seating arrangement on the third day of school and then I will decide all the following seating arrangements, but the students will be able to ask for minor changes to be made. This allows for an opportunity of student choice in a matter as simple as where they sit.

## **Parent Information/Contact Information**

On the first day of school I will give the students two syllabi. The first is for them. It has my classroom expectations, rules, the unit plan for the semester/year, grade configuration, and the homework schedule. It will also have an attached student information sheet. The student information sheet will have questions that will allow me to get to know the student better. It will include questions such as: what are your hobbies?, do you plan any sports?, what is your favorite subject?. I can use the information the students give me to better design my lessons to fit their needs and likes.

The second is a syllabus for their parents. It is the same as the student syllabus with the addition of two extra pages. The two pages are specifically for the parents. One is information form for the parent to fill out with all methods in which they want to me to communicate with them. The second is an agreement “contract” where the parents will sign saying they have read my syllabus, that the student brought home, and that they understand on what criteria their child’s grade will be determined.

This parent syllabus is also my way of reaching out the parents and telling them that I care about the students and I know that the parents are an important piece of the student’s life. I want there to be a feeling with the parents that they can talk to me. Most parents do not have an Education degree, but they have been with their children longer than I have and they are experts that I need to have a relationship with.

## **Conclusion**

I believe that my classroom and classroom management plan should and will benefit me and the students. It is a classroom that is meant to be kept alive, by not only me, but also by the students. I hope that my classroom inspires students not to give up on math. I want my classroom to a safe haven for my students. I want it to be a place of acceptance and understanding. I want my students to feel safe enough to be able to grow as human beings and as mathematicians. Math is not an easy subject, and I want my students to walk away from my class feeling that they have accomplished or learned something that will stay with them forever.