

Classroom Management Final Project

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Classroom Management Philosophy

My classroom management philosophy is based upon the engagement of students. I recognize that students might struggle with the content in my class, and one of the ways I hope to counter that is by finding creative ways to get them more engaged. I also believe that one of the most important things to have in the classroom is respect, especially respect for the work of other students. Next, I want my environment to reflect the idea that my class is a community of learners working together rather than a collection of individual learners. This means that students must feel safe and supported, and they also will need to have freedom to be creative. In order to do this, I will also be heavily focused on establishing good relationships with my students.

Plan for the First Days of School

Day 1: On the first day of classes, my focus will be on getting to know my students as well as helping them get to know each other. This will begin when I stand outside of the classroom and greet them all. I will begin to learn all their names, and I will have name cards on their seats where I will be assigning them to sit (Appendix A). I will also have a seating chart of my own written down to ensure that students do not try to move around their name tags. Next, when students enter the classroom, they will find their assigned seat and sit down. Once seated, they will be expected to take out a pencil and a piece of paper to answer the question that is written on the board. On the first day, this question will be “What is math and how would you define it?” I will have a list of opening assignments prepared to use throughout the year (Appendix B). After giving the students an opportunity to reflect on this question for a few minutes, class will begin. If I am working in a private school, I hope to begin with a short prayer. If not, we will take a minute or two at the beginning of each class to perform a mindfulness meditation to prepare ourselves for the work of the day. Then, we will begin class by introducing ourselves. Each

person will have the opportunity to say their name, grade, and one of their favorite hobbies. Next, I will show a brief slideshow that will help them get to know me a little better. This slideshow will lead into our procedures and classroom policies. I will have some example lists to show the students based on either my own ideas or those that classes have used in the past and then I will open the discussion to the class to see what they find to be most important (Appendix C). At this time, we will also go over an attendance policy (Appendix D). Then after we have finished this discussion, we will do a little bit of math. This will involve working through a few basic problems on the board to test their knowledge as well as to review content from their previous math classes. Finally, we will end with a team-building activity of some sort (Appendix E).

Day 2: On day two, I will begin in the same way by greeting students outside the classroom. They will then enter the classroom in the same way, finding their assigned seat, and then they will begin to work on the opening assignment which has been written on the board. For day two this will likely be a simple problem or two. After all students have had a chance to take a look at the assignment, we will take a minute to either pray or do a mindfulness meditation. Then, we will go over the solution as a class. Then, I will hand out a sheet of classroom policies based on the list that we devised the previous day, and I will ask the students to sign that they will follow these policies. Next, we will move into our first lesson. The first half of the lesson will consist of some notes, and the second half will be a mix of questions and time to work on a few practice problems. Then students will be assigned their first homework of the year. After assigning the work, we will review the homework policy (Appendix F).

Day 3: On day three, I will greet students outside of the room the same way I have been doing. Then when students enter, they will submit their homework from the previous day in the

homework bin. Then, they will find their seats and begin working on the opening assignment for the day. This assignment will likely pertain to the lesson we worked on the previous day. Then, we will begin class with either prayer or a short mindfulness meditation. Afterwards, I will ask students if there were any questions about the homework. If there were, we will work through the problem on the board. Otherwise, we will move on to the lesson for the day. I will begin by refreshing the students' memory of what was taught the previous day and asking how the opening assignment went. After this, I will begin to move into a new application of the lesson. I will start by writing some notes on the board. Then, we will work through a few example problems as a class. After, the students have shown an understanding of the material, I will assign the homework and allow them to work in pods on the assignment.

Day 4: This day, I will begin by greeting students at the door again. As they enter the classroom, they will start working on the opening assignment, and once the bell rings, I will begin class with either a prayer or a meditation. Then, we will begin class with a quick team-building activity to help the students continue to get to know each other. Students will remain in groups to work together the homework from the previous day. Students will work in pods again, and during this time, I will be walking around the classroom to check on each group to see how things are going. Then, I will have them finish up this assignment to turn in the next day. For the rest of class, I will either write some notes on the board for the students or we will work through one or two example problems as a class.

Day 5: This day will begin like the rest. I will continue to greet students at the door and tell them to turn in their homework and take their seats. Then, once they are seated, they will begin working on the opening assignment for the day. Then, once the bell rings, I will begin class with a meditation or a prayer. Then, we will go over any questions the students might have after their

first week of classes. These could be questions about the course material, classroom procedures, or anything else which might be important to their ability to learn effectively in my classroom.

Once we have gone over their questions, we will review the classroom policies and procedures to see how well everyone is remembering them, and to reinforce what they have learned so far.

After working on this, we will move on to Sense of Wonder Friday (Appendix G). We will watch a fun video about lessons we have been working on, and then we will have a brief discussion about any thoughts or questions the students have. This will be a way to keep the students interested, and it will allow them to have a little fun before the week ends. Finally, I will finish class by handing out a worksheet for the students to work on over the weekend.

Connecting with the Families

My goal in connecting with the families will mainly be to establish a good relationship with the parents. I want to establish that the relationship is meant to be a two-way relationship. I desire their input about my teaching, and I also hope to give them input about how their child is doing and potentially provide insight into situations the child is going through in the classroom. To do this, there are several things that I will send to the parents and families of each child. First, I will send home a letter addressed to the children and their families (Appendix H). Next, I will also send home a list of the rules and procedures of the classroom which the child will have signed. That way, the parents understand what I expect in my classroom while also getting to know a little bit about me and some of my fun ideas for the classroom as well.

What If's

One “what if” scenario that I would like to look at is the situation where I must deal with a student who does not want to participate in a small group project. There are several problems occurring in this scenario. First, it is important for students to respect my authority as a teacher.

However, it is just as important to me that the students are respecting other students as well. If they are not participating in group activities, this student is failing to do both of those. The first way that I would try to deal with this situation is praising the groups that are working well together, and I would walk around the classroom to monitor each group. I would deliberately praise the students who are doing well to try to motivate other students to participate as well. Then, if this does not work, I would try to talk to the student to see what is going on. I would try to understand why they do not want to participate, and I would encourage them to give the project a chance once we worked through what the issue was. Then, if we are unable to work through it together, I would offer the student the opportunity to choose to work with a different group. If this still failed to work, I would threaten to tell their parents about what was going on. If this still fails to work, the class would likely be ending soon, and the only other option would be for me to lower their grade on the project if they are unable to get their work done.

Another case that I would like to address is the scenario where one student is being distracting to others during class, especially during transitions, and my classroom policies will take this into account. I will not tolerate disrespect for other students, and disruptions during class are a form of disrespect, so my first step will be to pull the student aside after class one day to ask them if they remember signing the contract, and if they are aware of how their behavior is going against it. Then, if they become defiant, I will address this situation in a similar manner as the last one. However, if it is more related to something else such as ADHD, then I will develop a signal with this student that I can use to remind them whenever they need to refocus. I will also ask the student if they need to sit somewhere else in the classroom to help them focus better. Then, to help them during transitions, I will clearly explain my instructions step by step before any transitions occur, and as they are happening, I will continue to state the instructions as

students move along. I will also make a point of praising and rewarding this student when they are doing a good job in class. Finally, if the student continues to struggle, I will try to use proximity to my advantage as I walk around the classroom so that they know I can see when they are misbehaving.

Conclusion

Classroom management is all about creating the best possible environment for students to learn in. It helps teachers to reach more students, and it gives students a better understanding of what is expected of them. This plan consists of the policies and procedures which I believe will help me to do just that. I hope to use this as a tool to communicate more clearly with my students, and to help me to build good relationships with them in order to help them learn more effectively. This plan is intended to create a community among my students in which they are each more likely to engage in my classes and engage the material which is presented to them. Finally, this plan helps to create a way in which to deal with the negative behaviors I may experience in the classroom so that all students may benefit.

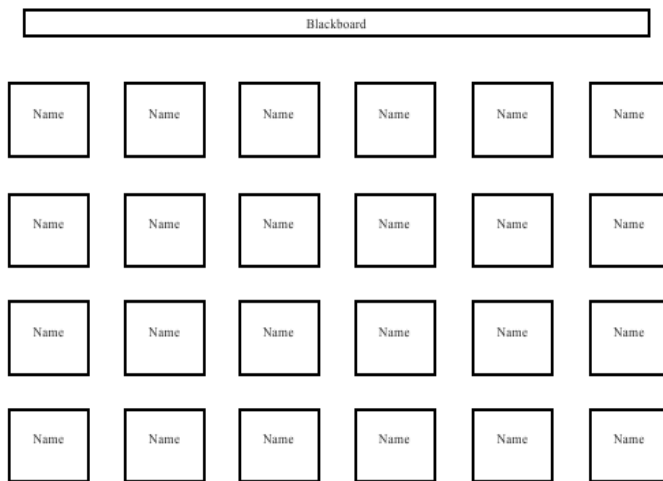
References

- Marzano, R. (2003). *Classroom Management that Works: Research-based strategies for every teacher*. ASCD: Alexandria, VA.
- Wong, H., Wong, R. (2018). *The First Days of School*, 5th ed. Harry Wong Publications, Inc.: Mountainview, CA.

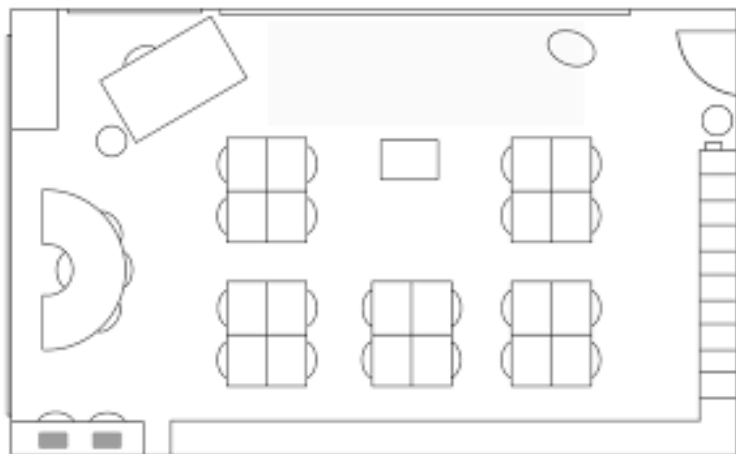
Appendix A

There are several different seating charts that I am planning to use in my classroom. Therefore, the desks will have several different stations marked by different colored tape on the floor. Station 1 will be used for taking notes and anything where the students will need to face the front of the room. Station 2 will be used for any time where the students are working in groups so that it is easier for them to work together. This station will separate students into pods of three or four students.

Seating Chart



www.TeachersPrintables.net



Appendix B

Some opening assignments that I would like to use include problems from the textbook I am using, critical thinking questions such as “What is math?” and “What is science?” and some worksheets that I may compose. I intend to limit discussion during opening assignments because these assignments are meant to help students begin focusing before class, not sharing about other unrelated topics with their friends. Some other examples I might use are:

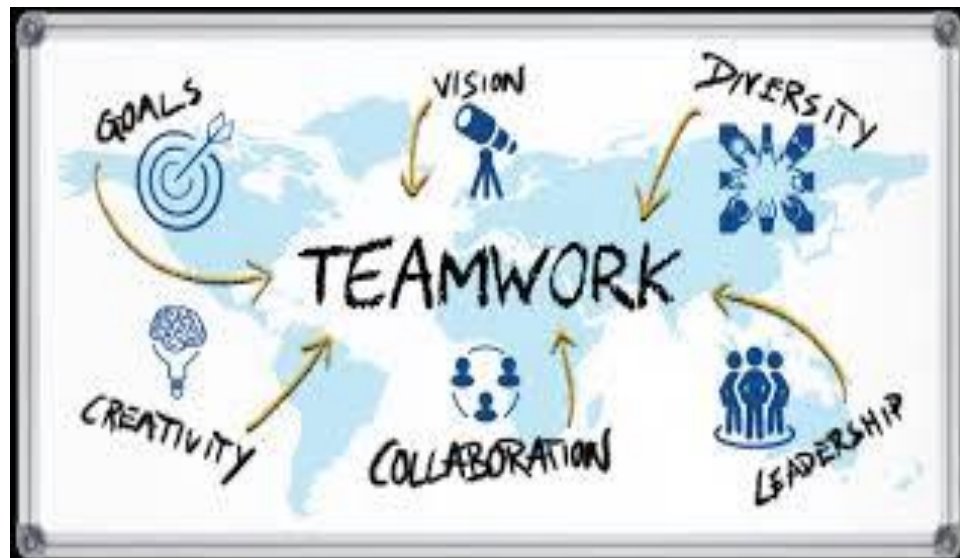
- A list of one or two review problems
- A fun challenge problem
- Allow them to work on homework from the previous day
- Beginning to read about the content we will be learning that day
- Other reflection questions



Appendix C

Although I intend to allow students to help in designing my classroom policies, I plan to have a few policies which are non-negotiable by the students. A few of these policies are listed below, while any other policies will be worked out in the classroom. Then, I will compose an agreement which the students will sign to acknowledge that they will follow all the classroom policies, and they understand that there might be consequences if they do not follow them.

- No cell phone use will be permitted in my classroom.
- No bullying of other students, and disrespect for anyone in the classroom will not be tolerated.
- Engagement will be my biggest expectation each day from my students, and this will be reflected in their grades.
- Students will also be expected to cooperate and work together when we do group work or group projects.



Appendix D

Attendance will be something valued very highly in my class because students need to attend my class in order to participate in the discussions, and they will have a hard time learning material if they are gone. Students will receive three free passes, but once they have missed class more than three times their grades will begin to drop unless there is a reason that they are missing class. In the case where there is a good reason to miss class, there will be a way for a student to still participate online by contributing discussion posts in the form of either questions or thoughts about the material we are learning. They will still be expected to keep up with other assignments and reading as well.



Appendix E

Team-building activities and brain breaks will be important in my classroom for a few reasons. First, they will help to keep students engaged by allowing them to have some fun in the classroom. They will also be important because they will help students to build better relationships with each other and with me. Finally, they will also challenge students to use creative thinking to solve problems which will stimulate them to use the same creative thinking in the rest of class. Several examples I may use are:

- Krypto (this is a fun math game)
- Fun hand and finger aerobics
- Games to play on review days such as Last Man Standing or Jeopardy



Appendix F

My intention for homework is to use it as a supplement to the material we are learning in class. It will be intended to give students a better understanding of the material we have been covering, to help them think creatively about the content, and/or to help prepare them for their exams. Homework will be more important than tests in my classes because I believe that this gives the students the best chance to succeed, while it also allows me to challenge them as well. It is very important to me that students are completing their assignments. I will expect homework to be turned in on time, and in an organized manner. However, I will allow the students three passes each semester for turning in homework a day late without penalty. After this, I will begin to deduct points unless there is a good explanation for why their work is late. Students will be expected to turn in their homework at the beginning of class to the bin at the front of the room.



Appendix G

Sense of Wonder Friday is intended as a fun way to end the week, and it is intended as a way to give all students a chance to enjoy math, even those that may struggle with it. It will not be something we can do every Friday, but it will be something we do at least once or twice a month. It will typically consist of a fun math video, and a discussion following the video. If it is an interactive video, this may replace the discussion, but the goal is to get students excited of a cool application of mathematics that they all can appreciate. They will not be something that takes up an entire class period, but I expect it to take around half of one. The rest of these class periods will likely be used for either notes or group work of some sort.



Appendix H

Dear Parents and Guardians of _____,

It is the beginning of a new year again, and I am the teacher for one of your son's/daughter's math classes, and I am really looking forward to working with them this coming year. I am also including contact information along with a picture of myself so that you will be able to easily reach me with any questions or concerns. My plan for the year consists of three primary elements. First, I want to work with the students on goal setting. Next, I want to work on the achievement of those goals, especially academically. Finally, I hope to develop the professionalism of my students in order to prepare them all for the real world. I am determined to show that any student can succeed in a math class, and this is my plan for doing so. However, this will not be possible without your help as parents and guardians, so my hope is to work together with you throughout the year in order to make sure this happens. My hope is that this year goes as smoothly as possible, and I am looking forward to all the fun that this year has in store!

Sincerely,

Matthew



Appendix I

Another important part of my classroom management plan is being prepared to handle situations where students are not following the rules. I never want to discipline my students, but according to (Marzano, 2003), the most effective way of controlling students is a combination of rewards and punishments. Therefore, my first goal will be to reward the good behavior of students, but if necessary, I will also be prepared to punish them. I have compiled a list of some rewards and punishments to use below.

Rewards:

- Give the students a fun prize for finishing a test or project
- Praise the students for good work or behavior
- Give the students a chance to make decisions such as what type of project they do or where they sit in class
- Incorporate fun activities into class when the students are on top of the material
- Fun review days before tests

Punishments:

- Call the student's parents
- Meet with the teacher after class
- Students lose the freedom to make their own choices
- Students lose the opportunity to participate in a fun activity

