

Classroom Management Philosophy Final Paper

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Introduction

My classroom management philosophy is based on the idea that my classroom is a structured place for all students to feel safe and learn. An intentionally inviting relationship is key to having a positive impact on the students and the community we have in the classroom. Like any community, there must be collaboration, procedures, and even some rules and consequences to maintain peace and the education of all students flowing. It is my responsibility to help facilitate not only learning, but also routine and trust. However, the students are also responsible for their actions and the choices in my room and must face the consequences, positive or negative. My hope is to create an environment that is safe and structured enough for all students to be able to be engaged at a deeper level with the content.

First day Plan

Being a high school social studies teacher, I will only get my students for about 50 minutes a day. Within that very short amount of time, I will have to make sure to engage and teach the students in a meaningful way that best suits them. The only way I will be able to accomplish this for an entire year is to set out from the first day what I expect to happen in my classroom. Setting out the structure from the first day will hopefully illustrate the tone and start to create a routine for the environment. My first day of teaching will start with me greeting students as they walk in and beginning first impressions with my class being one that is intentionally inviting. This should set the tone for the rest of the semester or the year. Wong states that an invitational message at the beginning of a class can help boost a student's self-concept and help with their ability to learn in your class each day (Wong, 2014). On the first day, as I greet students, I will also be giving them numbered notecards that correspond to seats in the class. This should cut down on any nervousness and unpredictability as they walk in. The board

will also greet the students and lay out what I would like them to do with the name card. This will include name, why they took this class (if it is upper-level), what their plans are after high-school, favorite movie, and finally what is one of their favorite people, events, things from history, or some other question tailored to the course. Once the class starts, I will introduce myself and the class to double check everyone is in the right class. I will then go through the different questions on the notecards and have a small, enjoyable, no-stress conversation with the students as we start to build our relationship. This will hopefully be a great way to get to know the students and for the students to get to know me.

After that small activity, I will give them the option of either going through the classroom expectations or going through the work procedures in class. This will hopefully set the tone for student choice in my classroom. Even something this small can put power back into their hands and lines up with the second principle in *Love and Logic* (Fay and Funk, 2010). In the classroom expectations and rules, which will also be on a wall, I will outline respect for people, respect for property, and respect for the process. The first two should be easy to explain, but the last one, respect for the process, will cover a level of respect for the assignments, projects, and learning we do in the classroom. Under respect for the process, I hope to not hear “this is stupid” or “why are we even doing this”, because the learning we will do should be fun and interesting, but once in a while everyone will have to do things that are not always our favorite. With classroom expectations, the phone policy in my class should also be fairly basic. I do not want to see them, and this will be illustrated by a poster or sign in the class as well. If I do see a phone, I will make it very clear that a warning will be issued, then the phone will be taken away and made available after the class as well as, the loss of their daily points. Next, I will also cover the tardy policy. In this policy, I will consider everyone who enters the class (with both feet) after the bell tardy and

they will then have to sign and fill-out a tardy-slip that will be set next to the door. These will be given to me when that class is over and will count against them through certain school policies or through the exclusion of daily points.

This brings up the homework policy in my class. The first day the personal info notecard will count as your daily boardwalk. Every day, when the students enter the class there will be a question, prompt, discussion point, or some other instruction that will be handed in when they leave the class and that will be graded as their daily points. Late work will also be addressed during this time. All homework will be handed in at cubbies in the back of the classroom. If the work is late, which will be clarified as no later than the 3:30 on the day that is due, then it will be stapled with a late notice and the student will have to write their name and date and assignment on the slip. This will count as documentation for any issues that may arise from the student or guardians over late homework and deductions of points. These procedures and rules would be rehearsed all throughout the first week of school and into the first month, until it had become routine for them and myself. All of this, my policies, board work, and intentionally inviting atmosphere, should help lead to a structured room for students to grow and learn not only from myself, but also from their decisions and consequences.

Connection to Parents/ Guardians

This documentation should be a major way in which I work with parents and guardians regarding their children in my classroom. I think the connection to the homelife of the students is very important and can help the student-teacher relationship. I will be mailing out or handing out letters meant for the guardians. See the appendix for this letter. In this letter, I set out that I am excited to have their children in my class and introduce myself to start a dialogue between myself and the adults in the students' lives. I plan to have several assignments that could be done

with the assistance of a family adult, like a family tree/ family research project. I think that making the parents aware of what is happening in my class is important for the success of the students. I also believe starting on a good foot with the parents may help if any issues arise with grades, assignments, or attendance. I believe that the documentation that I have built into the tardy and late-work policies will be key in any meeting with parents that revolves around a student's behavior. This documentation will also be important when talking with them and moving their thinking from the emotional state to a more logical place.

Environment

The rules and procedures spelled out above should give my classroom structure and allow the students to fall into routine. This should all ensure my classroom and the structure is seen as safe and fair for all students. With that accomplished, my actual management and procedures within the context of the curriculum will also be extremely important. I hopefully will bring an intentionally inviting atmosphere to class every day and become a significant person in their lives'. Within that base built with the students, I would be able to effectively get through content in a way that gets them to think about history in new and interesting ways (Wong, 2014). This leads directly into my stance on engagement and enthusiasm in my classroom. For many students, social studies can be their most boring subject and many college students and adults lament that they did not have great history teachers growing up, as they only taught dates and names. My ideas on engagement in a social studies classroom lines up exactly with Marzano. Something like a lesson on World War II can just simply be a lecture stating dates, names, battles, and outcomes or it can engage all four key parts of engagement according to Marzano. A teacher who can involve emotions, interests, a perceived importance, and perceptions of efficacy within a lesson is going to be able to get a lot further than doing the bare minimum (Marzano,

2003). My goal for my class is to be able to connect what they are learning in my history or geography classes to their lives and the world that we live in. Keeping maintained interest in a classroom is a big factor in the likelihood of information going into a student's working and permanent memory. Using strategies like games, debates, effective questioning, and unusual information to begin units or lessons will help enormously in moving students towards better retention of memory and being able to think deeper about our subject matter. Engagement and intentional invitation into the classroom seem to be the two most important parts of classroom management after making sure to have a structured and procedural environment. Those two aspects I believe are what creates memorable educational opportunities for students that really make an impact.

Conclusion

Overall, my classroom management philosophy comes down having a structured environment that leads to the best learning opportunities possible. My classroom is like a community with procedures, policies, collaboration, and consequences. Once these have been established with myself working as intentionally inviting and enthusiastic as I can be, I believe my students will be in the best possible position to learn and flourish in my classroom. Having a safe, fair, and structured environment where the students, parents, and myself are all working together can only create a great and memorable learning experience for all involved.

Appendix

Dear Parent or Guardian:

Hello, my name is Mr. Casey Beck. I am a graduate of University of Mary and originally from Mandan, ND. This year, I will be your child's Social Studies Teacher. I hope this letter finds you and your student well and are as excited to start another school year, as I am.

My goal is for this communication to grow and remain over the course of the 2024-2025 school year. Excellent guardian-teacher communication leads to excellent student growth, which I want to see with every student who enters my classroom. No one knows your child like you do, thus you are one of my best resources to better teach your children and help them thrive. So if you have any questions, concerns, or anything that you like to speak to me about regarding your child and their education in my classroom, do not be afraid to contact me, as I will be in touch with you over the course of this year. You can reach me at cmbeck1@schoolemail.org or through my teacher website at mrbeckhistory.com.

Sincerely,

A handwritten signature in cursive script that reads "Casey Beck". The signature is written in black ink and is positioned below the word "Sincerely,".

Casey Beck

Reference Page

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