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EDU 301: Classroom Management

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Introduction

Classroom management can be done in so many different ways. Conscious discipline is one of which. Conscious discipline in simple terms, is the skill of noticing and pointing out of behavior in order to teach students to understand what is expected. This helps reduce the risk of an emotional response by a teacher to a student on the student's behavior. This will help make my classroom a safe, loving, and understanding learning environment for my students as well as myself. I will explain how I wish to manage my classroom for the future, specifically with love and logic. I will also show my procedures in the classroom, first seven days in the classroom, and a letter home to guardians of the students as artifacts. I will then explain how I wish to set up my classroom, and why I want my class set up that way.

Body

To begin, in my classroom I plan on using a variety of methods of conscious discipline. I want to pull strategies of love and logic from Aaron Hobbies and Jacob Kounin. I had an inclination for Aaron Hobbies methods for classroom rules to start. This is where I was inspired to pull my rules for my future classroom (**see Appendix A**). I do not want a thousand rules to follow. I plan on using three: 1. Always participate. 2. Be respectful. 3. Do not be an IDIOT. To start, I believe that specifically in mathematics, you learn by doing. Participating will only help the students develop further in mathematics. Secondly, I agree with how Aaron Hobbies said that the students will know if what they do wrong falls under that third rule. Overall, I believe that having these three rules will create an environment in the classroom that is safe and filled with the possibility of learning. Moreover, I found Aaron Hobbies tips in the classroom to be interesting and relatable. He says "Always start with empathy. Describe what you will do. Focus on what you can control. Focus on whose problem it is. Choices. Let empathy and consequences

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do the teaching. Don't rub it in. (Hobbies, 2015).” I want to put the responsibility on my students. I want them to try to solve the problems if they can or help me with it. Giving the students power and choices is what gives the students the responsibility. Especially in secondary education, I do not need to control every action the students take. Giving the power to the students makes the students responsible for their own actions and allows the students to grow. Secondly, I want to use Jacob Kounin's Ripple Effect. I think that especially in mathematics people do not want to hear what they did wrong because that is all they hear. This is why I think pointing out the positive, or areas they do right or thrive in, will help create a more positive learning environment. Students do not want to hear, you forgot a negative sign, stop making silly errors. Students want to hear, you did great on this problem, 99% of the arithmetic right!

Moving on, I know that my students will need to know procedures for the whole year. To do this I hope to try to implement these procedures in the first seven days of the school year.

Day one, I will tell the students about myself and what my interests are. Furthermore, I hope to explain all of my procedures that the students will need to know for the year. For example, I will not have students' hand in homework, for I would walk around to see if they completed it. I will grade on completion to know they are trying/participating because I do not expect them to master the content till the test. Late homework will receive half credit and be handed in a file organizer in the corner of the room. Tests will go there too. If a student has a question I want them to raise their hand out of respect. If the students need to get water or go to the bathroom, I want to make a hand sign that I can see so they do not have to ask in front of everyone. When they do the hand sign they need to sign out on a sheet so if something happens, I know where they are (see **Appendix C**). This also gives the students responsibility for their actions. I do not know if I want to do ice breakers for everyone yet, but I do know I at least want

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students to write down information on a piece of paper. This will include their name, three things about them that they think are interesting, and any information I may want to know (They cannot see the board, cannot sit next to such and such, etc.) (see **Appendix B**). Then I can know my students a bit better.

Day two, I would like to practice our procedures and hopefully start a lesson. I will also explain any procedures I may have forgotten. Have the students take a test that will not be graded but show where they are at. This is some form of an entrance ticket to the semester; I plan on making this short so students will try on it. I can then plan accordingly to know how long each unit will take roughly.

Day three, start a homework assignment that is easy to practice the procedures of how to turn in work and show what I expect for effort and participation on work.

Day four, practice procedures and get into the lessons. Show how I would like to run through the start of class now that we have had homework. The first five to ten minutes for my class are for questions. This also means we can start using exit slips to show what they know and see their participation.

Day five, Ask the students how they feel about the class. Keep practicing all of the procedures.

Day six and seven, work on our lesson, fine tune our procedures and routines, and evaluate what works and what does not.

To continue, I hope that by the end of these first two weeks students will see if they are understanding and respectful towards me, I will be more than respectful towards them. I understand they will make mistakes just like how I will as well. We will all have bad days, but

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the classroom will be a safe, loving, and understanding environment for everyone. On the first day of class, no I did not put this with my first seven-day plan, I want to give every student a take home letter (see **Appendix D**). This letter so far is a draft. This letter will intel of information about who I am, what my interests are, my expectations and some rules, my contact information (School phone and school email which I do not have yet), what my plan for the year is (Will most likely be changing frequently), and my grading system. I want students and their guardian to sign this with their contact information just in case I may need to contact them. This works well if any student breaks my rules like the school cheating policy or misbehavior. I am not punishing them but having consequences for the actions that are fit. They are responsible for their own actions, so they know when consequences will come.

Lastly, I hope to set up my classroom both similar to traditional classrooms and nontraditional classrooms. I would like to have a hand in tray organized by class right by the door that they walk in. Secondly, I want a corner for me that will have my desk, workspace, and cabinets for organization. I would also like a small desk up front by where I will teach. Dr. Willenbring, a college professor of mine, uses his tablet to do lectures, and the way he teaches the notes are much more readable and then can be used to do graphs and look at the book for zooming in. This is done with a projector. I know I do not have a budget first year, so I have a back up plan. I would like to have white boards cover three of the walls in the classroom. One corner I can write down an agenda for the week for each class that I have that can include the homework. The other boards are for me and the students. This is because I know how boring sitting in a desk can be. I hope to get students in pairs as often as I can so the whole class can work through math problems as a team. This way they can be active and not listening to me lecture. I do know that sometimes math needs to be lectured, so for my desks I hope to set up in

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pairs or groups. This will allow students to collaborate on homework. I expect each student to do the work, but they can have help from each other for further understanding. These pairs/groups also allow me to do turn and talks. This can give students a break to comprehend what I am teaching, and take a minute to slow down or ask questions. Lastly, I know that technology is a big part of today's environment, so I want cupboard in the back of the classroom for my student's books. Students can either take their books home, or take a picture of their homework problems and keep their book at school. This offers more choices for the students. It can also help students so that they do not have to carry a heavy math book all day. Technology also allows for multiple uses in mathematics, such as graphing, calculators, and an infinite domain of knowledge on the internet.

Conclusion

Overall, I hope to manage my classroom with mainly a love and logic standpoint. I plan to give my students respect and responsibility. I will hope to know each student personally, and try to use conscious discipline. My main goal is to make my classroom a safe, loving, and understanding environment for every student and myself. I know students will make mistakes in my classroom as will I. I encourage that my students will always try and not give up. I know that mathematics can be difficult for many students, so I do not want them to give up. I can back up my love and logic with using Jacob Kounin's Ripple Effect to spread positivity in my class. I hope that it can help build our desired classroom environment and family. I will add on to my love and logic with using Aaron Hobbies tips on how to talk with students using love and logic. Furthermore, I can put more responsibility on my students with my three rules for the classroom. Consequently, I have developed different procedures for my students to learn over the first few weeks to help develop our classroom environment. Similarly, I have set up my classroom for

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collaboration. This can help students ask questions to each other and not be afraid to get help.

This can build on the understanding part of our environment that we desire. To conclude, I know

things do not always go as planned. As a teacher I will need to have back up plans on back up

plans. This is why in my letter home to the parents I said things can change frequently. My

classroom will adapt to any changes that are needed. I will always be able to change anything in

my classroom that does not work. I will be constantly evaluating my management and ask:

“What can I do better?”

References

Bailey, Becky A. (2014). *Conscious Discipline: Building Resilient Classrooms*; Ovierdo, FL:

Loving Guidance

Hobbies, Aaron (2015). *Classroom Management for Dummies Ten Solutions for Misbehavior*;

<https://www.youtube.com/watch?v=bzMt2HWabVk>

Appendix A

Mr. Fishbecks Class Rules!!!

1. Always Participate!

I believe that in mathematics, you learn by doing. Participating can only help you develop the skills and knowledge needed for mathematics.

2. Be Respectful!

I will always be respectful to you. I expect that you are respectful to me, as well as your classmates and peers. We can handle issues and/or disagreement in a respectful manner. If you do not have anything nice to say, do not say anything at all. We can be nice and disagree.

3. Do Not Be An IDIOT!!!

As you can imagine, if you think that something is wrong it most likely is. Yes, this applies to everything.

Name: _____

Date: _____

Appendix B**This is Me!**

1. What are 3 things that you find interesting about yourself?
2. What do you think about your skills as a mathematician?
3. What are some good/bad experiences you have had in a math class?
4. What will I need to know about you so I can accommodate you for the best learning possibilities (i.e. Can you see the board, I have bad hearing, I CANNOT sit next to such and such)?

Name: _____

Date: _____

Appendix D

Mr. Fishbeck's Class

Dear Parents, Guardians, and Students,

My name is Mr. Fishbeck. I graduated from Bismarck State College and the University of Mary with a Math Education degree. I try to be an active facilitator. I love the outdoors and being physically active, so I try to not always have the students learning by listening and sitting down. I try to have at least some activities to do. In mathematics, we learn by doing. I am originally from Mandan North Dakota. In this letter I will explain a few topics that are important for everyone to know before we start the school year.

What is needed in my classroom:

- Pencils
- Two Notebooks (One for class notes\ One for homework)
- Folder to organize work
- Book (School Provided)

Class Procedures that need to be known:

- We will not be turning in homework. Students will be graded by completion. I do not expect students to master the content until it is tested on. I expect students to attempt problems rather than cheating on them using things such as Slader or Chegg. If it is a constant problem that no student is doing homework, I can change this.
- If students know they will be gone, they must come talk to me and receive a pink slip. This pink slip will contain the homework, when it is due, or any other content they might miss.
- There are other procedures we will learn once the school year starts.

Rules:

- Respect. This classroom is a safe space for students to express their ideas. Everyone, myself included, are expected to treat everyone respectfully and be understanding of one another. Not only will you make mistakes, but so will I.
- I have three rules, Respect is at the top. The rules will be brought up in class.

Grading: Grades will be weighted as such

- 40% -Homework
- 40% -Quiz's and Tests
- 20% -9 weeks and Semester Tests

Sincerely,

Your teacher,

Ben Fishbeck