

Philosophy of Classroom Management

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### Philosophy of Classroom Management

My classroom management philosophy is to create procedures and rules that build on respect, trust, and building relationships with the students so that I may be able to stretch my student's minds. I will build respect with the students by differentiating instruction and being attentive to every student in the classroom. I will also be implementing procedures at the beginning of the semester that will guide the students towards growing responsibilities. Trust will be gained by being genuine with the students and being honest with them whenever I mess up and whenever they need to hear it. Next, I will explain how I am going to adhere to this philosophy by explaining the first week of school within my future classroom.

During the first week of school I will begin by getting to know the students on the first day. The second day will consist of rules, procedures, and going through the syllabus. The third day will be all about multiple intelligences. The fourth day will consist of a knowledge check so I can acquire an idea of where the students are or if I need to reteach. The last day of the first week of school will be a career day assignment.

The first day of school the seating chart (see Appendix A), my name, and the name of the class will be on the board and the students will find their spots while I continue to greet students at the door. After the bell rings, I will be telling the students know who I am and getting to know them. I will give the students some information about who I am and why I am here. Then we will play the "Guess Who" game. The students will write three clues about themselves-hobbies, activities, over the summer, sports, family, movies, books-and then write their name under the paper. The papers will then go into a basket, and each student will pick and read one to the class. The rest of the class then must guess who it is (Wong & Wong, 2014).

On the second day of school I will handout the syllabus and go over some rules and procedures. I will let the students know what they should expect to know when they walk out of my classroom at the end of the semester. This will be the time when I give some of my procedures and rules. The first rule will be that the rules in my classroom are the same as the school's. Then I'll post on the board my six big rules (see Appendix B) (Typical Secondary Classroom Rules, 2010). The next thing I will do is to go over some procedures within my classroom. This will include bathroom and locker passes, discipline slips, cellphone policy, and late homework slips (Payne, 2006). These procedures and rules will provide an environment in which the students are safe. They will also feel a sense of comfort because they will know what to expect because I do not plan on surprising them.

On the third day, we will be talking about multiple intelligences. On this day, I will hand out the learning style inventory assignment (see Appendix C). The students will then use their iPads or we will go to the library to do the assignment. They will turn it in at the end of class and I will use these as a guideline to differentiate instruction. Part of differentiating instruction involves changing instruction methods to accommodate to different students, and therefore I want to do the inventory so I can find out the learning style of the students and play around with different effective instruction methods that accommodate to the specific learning styles that come up.

The fourth day will be about review and what the class knows. This will be important because I will have the class take a test to measure how much they know. This exam will not be graded and will be more for me than anything. Once the students finish the exam we will correct it in class and discuss more about what we will cover throughout the year. Depending on where the students average will determine where I will begin teaching material. Doing this will allow

me to be thorough in my teaching because it will let me know if I must do any re-teaching at the beginning of the year so that my students can succeed in my classroom.

The end of the week will be a career day. I will provide the students with poster board and I will have them get into groups of two or three. Then I will have them look up what kinds of jobs are available that require knowledge in math. Then they will investigate the job and see how much it pays and so forth. This will be a fun way for the students to see some sort of importance in learning math, and possibly motivate them to succeed in my classroom.

My plan for connecting with the student's families will be to send letters, emails, and phone calls home (see Appendix D). I don't see how the parents can come in to help me out with the lecture. So, letters will most likely be the main form of communication. I truly want to build a relationship with the parents so that they may trust that I know how to teach their child.

Every school has a different philosophy. To mold my philosophy with the school's I plan include their philosophy within mine. Not only this, but I will also keep a poster up on the board of the philosophy to remind the students what I am all about.

In the end, every teacher has a different classroom management philosophy and this is great. We all have different methods to teach our students based on our personalities. I plan to show my personality to my students by showing them that I genuinely care about them. This will build trust with my students and build up a relationship in which I can push the students to do their best. The procedures and rules in which I implement will also build a safe and organized environment in which learning is fostered. I will also be sure to differentiate instruction in my classroom so that all my students may receive some teaching methods that benefits their learning

styles. My classroom management philosophy is to build trust and relationships with the students and their parents, and use procedures and rules that foster a safe environment that builds on trust.

## References

Payne, R. K. (2006). *Working with students: Discipline strategies for the classroom. aha!*

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*Typical Secondary Classroom Rules* [Class Handout]. (2010). Classroom Management,

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Appendix A

**Board**


**Teacher's  
Desk**

**Homework Board**

Appendix B

Rules

1. Follow all school rules
2. Bring all needed materials to class
3. Be in your seat and ready to begin when bell rings
4. Show respect and be polite to all people
5. Speak at appropriate times, using appropriate voice and language
6. Respect other people's property



## Appendix C

**Learning Style Inventory Assignment****Mr. Jimenez's Classroom****A Learning Style Inventory**

A learning style inventory is a test that asks simple questions that relate to the way in which you prefer to learn. It helps us to understand some of the weaknesses and strengths that we have in the ways in which we retain information and learn it. Differences in experiences and genetics determine the styles in someone and they can change over time. Everybody is different so everybody has different learning styles they prefer.

**Significance to Student**

So why should you care about this test? It's just another test, right? Nope! This test has the potential of helping you to learn what the best way for you to learn is. Taking this test will be very helpful in teaching you some new strategies that may help you in becoming a better learner.

It might also help you to understand why you are having such a hard time learning and understanding material in a classroom. Once you know this you can find strategies that will be essential in helping you to learn better.

**Significance to Teacher**

When I go through and figure out what your most prevalent learning style is I become a better teacher because I will find out how you prefer to learn. This is useful because now I can adjust the way that I teach you and make the lesson more interesting for each one of you. My job is to teach you and I want you to pass, so knowing how you learn best will allow for me to change up the way I teach each of you.

## Assignment

You must complete two different learning inventories and print the results. Help will be given to those who ask for it. So, having said that please let me know if you need help or a computer with access to internet. **Print** the results and bring them to class for group discussion and submission. Please answer the question at the bottom of the page. **Due Date** \_\_\_\_\_

### Learning Inventory #1 Directions

Go to the first link online and fill out the survey honestly and thoroughly. Once you're done with the questions, print the results. Type in the second link to learn about your top three learning styles. Bring results to class for discussion.

- ❖ <https://www.edutopia.org/multiple-intelligences-assessment>
- ❖ <https://www.edutopia.org/your-multiple-intelligences#vs>

### Learning Inventory #2 Directions

Go to the link provided and fill out survey honestly and thoroughly. Once you're done with the questions, submit them and print the results. **Be sure to only print the page with the results on it.** Then click on the link that say **Learning Styles Explained** to learn about your learning styles and read the one that applies to you. Bring results to class and be prepared to discuss with classmates.

- ❖ <http://academic.cuesta.edu/kbontenbal/dist101/lsurvey.htm>

**What did you learn about your learning style from having taken these inventories and how do you feel about the results? What strategies do you believe might help you in learning based on the results you found?**

## References

- George Lucas Educational Foundation. (n.d.). *Multiple Intelligences Self-Assessment*. Retrieved March 15, 2017, from Edutopia: <https://www.edutopia.org/multiple-intelligences-assessment>
- George Lucas Educational Foundation. (n.d.). *Redefining Smart: Multiple Intelligences*. Retrieved March 15, 2017, from Edutopia: <https://www.edutopia.org/your-multiple-intelligences#vs>
- Learning Styles Survey. (n.d.). *Cuesta College*. Retrieved March 15, 2017, from <http://academic.cuesta.edu/kbontenbal/dist101/lsurvey.htm>

## Appendix D

**Letter to Parents**

Dear Parents,

My name is Mr. Jose Jimenez and your son/daughter is enrolled in my Algebra 2 class this year. I am looking forward to a wonderful year. It is my goal to push all my students to do their best in my classroom.

Algebra 2 is not an easy class. There will be many homework assignments. Each student will need a single subject notebook, a pocket folder, a TI-83 or greater calculator, red pens and pencils. These materials should be brought to class every day. Hopefully, your son/daughter has brought home their course syllabus and you have both read and signed the syllabus contract. I have written this contract to ensure that both the students and their parents understand how this course will run. If you have any questions regarding the syllabus or the course, please contact me.

I have extremely high expectations of all my students, and for that I will not apologize. I am asking for your help to maintain those expectations by checking with your son/daughter periodically to make sure that his/her work is being done. I am available to help students individually before school, during my prep periods, and after school. I have included a copy of the course syllabus with this letter. If you would like me to notify you of test dates and/or update you on your son/daughter's progress, please fill out and return the e-mail form included with this letter. Please do not hesitate to contact me at 123-456-7890 x 4321 or [jljimenez1@UMARY.EDU](mailto:jljimenez1@UMARY.EDU) if you have any questions or concerns during the year.

Thank you,

Mr. Jose Jimenez

References

Wisconsin Education Association Council. (n.d.). *Section 6: Sample Letters to Parents*.

Retrieved from WEAC: <http://weac.org/articles/new-teacher-handbook/letters/>