

## Mr. Burdick's Classroom Management Plan

### **Article I: What Learning is?**

I believe learning is a continuous process of development through physical, emotional, cognitively and spiritual aspects throughout life. Our brain has components built into the system to learn, and when we experience new situations this allows us to form concrete concepts. As we get older, it is easier to learn these concepts. We gain knowledge from our experiences, which shape who we are as an individual.

### **Article II: How Learning Occurs?**

I believe a majority of students learn best when they take an active role with their education. When the teacher becomes the observer during the learning process, they often assist when the child seeks help. Through this concept, students take responsibility for their learning and they are in control of their learning, thus being child-centered education. This allows the students to become engaged in their learning since they are taking ownership of their education. The students are allowed to explore the problem on their own with an idea whether it is a science experiment or acting out the scenes from a short story. They form a concrete idea of what concepts need to be learned. If students can associate a specific event or memory with an important concept, then they're more likely to be able to recall that concept later when they are tested or assessed on it in the future.

I believe that it is important for students to feel as if they are a part of the entire learning process and not as if they are simply being pushed through the learning process. By allowing students to struggle with certain ideas and asking those questions that would help them to conclude correctly on their own terms, this will allow the students to have a greater sense of accomplishment. In my classroom, there is no wrong answer to a question. The goal is not finding the correct answer, but understanding the thought process to achieve the correct answer. I believe that when said, an answer "is wrong" it would diminish a child's self-worth and intelligence. Instead, I hope my concept will provoke/stimulate them to work harder and succeed. Through non-generic praising, the child will understand it's the effort, not themselves that cause the answer to be right or wrong. Therefore, I will ask the student to explain their thought process to the problem and how he/she interprets the problem or question.

### **Article III: Teaching Methods/Styles**

I firmly believe teachers need to establish different teaching methods in order to have an effective classroom. I implement differentiated instruction and multiple intelligence into my lessons. Each teaching method reaches to a different group of children in the classroom. Every child has their own unique personalities and learning styles. Thus, it is impossible for one person (Teacher) to instruct with twenty-five different learning styles. Therefore, the teacher should incorporate many different strategies for learning. This will allow the student to demonstrate their learning since they have a choice on how they want to demonstrate their learning which fits their learning style.

I believe one teaching method that teachers should incorporate in the classroom is the child-centered method. The class is focused on the child's pace in the classroom. This will allow be to build a classroom community where the students have a positive relationship with the teacher who respect and care is mutual between both parties. This idea needs to be integrated more into our education system. There are instances where the teachers may need to teach the information and concepts to students. But there are other instances when it's better for the child to advance at their own pace. I believe that always providing answers to questions without having the student think it through have been ineffective. Thus, I believe that students should lead a classroom and have the teacher to offer assistance when needed.

Also, I believe students need more individual attention in the classroom from the teacher. With the tradition education concept, it's harder for teachers to interact with their students individually and personally. No teacher can simply teach their class as a whole without one-on-one or small group work. With smaller classrooms that are child-centered, a teacher will have more one-on-one time with the students and enhance personal social interactions. When teachers take the time to communicate with their students on a more personal level, both parties of the relationship will have better understanding and start to form a bond between them.

Learning is more practical if students are engaged and are having fun. Teachers need to make learning fun, so their students want to come back to learn more. When students are stuck listening to a teacher lecture on and on, after a few minutes, they lose interest in the class and the lecture, thus their brain starts to wander and doesn't comprehend the information being passed to them. In order to keep their attention, I feel that it is important to structure academic games and breaks into the lesson. By incorporating engaged lessons which fit the students interest, they can still learn the concept, but in a different format. When I notice that my students' attention is fading and they're distracted, I believe a student centered classroom would be beneficial. It would be helpful to ask where they are lost at; perhaps I could explain the concept in differently or provide resources which fit their learning style.

Furthermore, I believe teachers need to relate the lessons to real world, so students will be engaged in what they're learning rather than not comprehending the information. Student's prefer to see the connection to what they are current learning towards the real world. If teachers are able to tie in the real world or students' previous experiences into the lesson, then the students will absorbed and remember the information. For example, apply the idea of fractions to a pie or cake would cause students to be able to not only remember fractions better but to better visualize what a fraction is. Younger students, in my opinion, grasp concepts better if they have a concrete representative of it as well as older children. I want to guide students during instruction in order for them to form their own connections.

#### **Article IV: What Education is?**

I believe that there are many different varieties of how to educate. One can receive education the traditional way in which our teachers instruct at school, but also education can be delivered non-traditional. One can receive an education through observations of our

environment. We often learn by experiencing the real world and from our family and friends. Each of these instances can impact what we remember for the rest of our lives.

I believe education is a necessity for our entity, which leads to a better quality of life. It allows us to gain experience and knowledge to interact with others. Thus, we are able to form beliefs, habits, and values.

I believe education allows us to learn and explore the world. We become aware of the different regions of the world, and this allow us explore past histories and understand the present.

I believe true education comes from the stimulation within the child by learning from their environment and establishing a relationship between student and teacher. This allows the child to find who they are as an individual and what are their possible careers could be someday by gaining experience and knowledge from learning different subjects.

I believe that true education comes from the stimulation in the child in which each individual has to participate. Education depends upon on the effort that the individual puts into it. It is our responsibility to get an education. We have the choice to attend school, but external factors like society and our parents, promote education. Educators teach us what we need to know, but it's up to the student to learn. Educators instruct us about concepts and thus we will be able to apply it with other situations. Students need to take ownership of their education by actively listening and by paying attention to classroom lectures in order to gain knowledge. They can do this by being curious and asking questions. The learning curve is never completed in our lifetime and we are constantly learning.

I believe there is not one philosophy of education. Education is built on many different philosophies. I strongly believe that education is the social interaction between two people, like the interaction between a teacher and a student. Our world is comprised of many people with different gifts, abilities, knowledge and perspectives; we cannot establish a concrete definition of education. Thus, I believe that a philosophy of education is only sufficient and genuine, if the teacher puts forth affection and enthusiasm for their students.

#### **Article V: Class Structure**

The classroom structure is the centerpiece of the classroom management. In order to maintain appropiate control, the teacher must constantly walk throughout the classroom and being at every desk and arrange the classroom for maximum teacher mobility, physical proximity to students and moment-to-moment accountability of students. Therefore, I setup the classroom arrangement in groups of four with multiple walkways to reach each student quickly. The best arrangements put least and fewest barriers between the teacher and any student in the classroom.

#### **Article VI: Classroom Community**

The teacher and the students will build a classroom community of learners where it is safe to try new ideas and even to fail. The classroom will be a safe environment for students to

share their opinions. The students should care for each other, their teachers and the school. The students will continuously work together in groups and works towards a common goal. The students will acquire a sense of significance for being active participants in their own education. This will allow student's opportunities for practicing perspective taking and fostering intellectual growth while helping students to become more ethical and compassionate. Also, by building the classroom community, the students will have a stronger commitment to key democratic values, significantly greater academic motivation and performances and empathy/motivation to help others.

### **Article VII: Classroom Procedures**

I expected each of my students arrived to my classroom in a timely matter and ready to learn. The students should bring writing utensils, paper and their homework to class. The students should also be ready to be active learning throughout the class and come to class with a positive mind. As the students enter the classroom, the students should grab their assign calculators, turn in their homework and sit in their assigned seats. Once the student sit down, he/she should immediately work on their warm-up silently until the teacher starts the lesson.

After the warm-up, the teacher will communicate the daily agenda and instructions so that every student understands. This will allow the teacher to set the expectations and provide clear/specific instructions for the work requirements for the assignments. The students should be actively participation in class discussion by sharing their ideas with their peers and working on their assignments. Each student has a voice in the class and should share their thoughts. Their peers shouldn't judge them personally or their intellectual abilities. Instead, they should help promote each other learning. The students will either be taking notes, working on worksheet, and/or working on group work. The students should be active working on their assignments. Before the students ask me for help, they should ask three other classmates. This will allow the students to problem solve and help each other out as since they rely on their peers for assistance. The teacher will assist students who need assistance and ask questions to stimulate the child's thinking. The students should have their reflection journal with them which will allow them to reflect at any moment throughout the lesson. The students will fill out an exit slip before leaving. The students will write one thing they are confused from the lesson/what needs to be explaining to them. This will give me intermediate feedback to me and allow me to take time the next class period to go over the misconceptions from the previous day. Before class is over, the students will put away their papers in their binders and put away their calculators. Lastly, the students will remain behind their desks before the bell rings. The goals for my procedures are to promote learning and good behavior by providing positive and negative consequences for behavior. The student is accountable for his/her own work and needs to take ownership for their learning.

### **Article VIII: Classroom Rules**

Besides the procedures I've already implemented, I will allow the students to create the classroom rules and vote on them as a class. The classroom rules needs to be observable, enforceable age appropriate, show what the clear expectations are for each student as well as being consistent with the schools rules and procedures. The rules should teach the students appropiate classroom behavior. I want to hear the students input and allow them to share their opinions about fair classroom rules. Thus, I will empower the students by allowing them to take responsibility for creating the rules and ownership for their education. Once the rules are in place, then the students will sign the classroom constitution and I will placed the constitution in the class so each student can see them. The students will know the consequences for breaking the classroom rules. If a student's breaks one of the rules, I will have them re-read the classroom rules and make them reflect on their actions. For minor infractions, I will follow the three step process: The first strike could be a student-teacher conference out in the hall, the second strike might result in a call to the parents, and the third strike could result in a discipline referral to an administrator. For major infractions, I may remove the student immediatly from the classroom depending on the offense. I will make sure I'm enforcing the rules throughout the class and make sure the punishments are fair for each student. The teacher will monitor the student's behavior regularly by surveying the classroom and practicing routine checks on students before errors are practiced and reinforced.

### **Article IX: Strategies for dealing with Difficult Students**

The following are methods to react to behavior problems in the classroom.

- Minor intervention- making students aware of their behavior
  - Using nonverbal cues such as eye contact or signaling
  - Using proximity control
  - Redirecting the behavior
  - Giving the students a choice
- Moderate intervention
  - Withholding privilege or desired activity
  - Isolating or removing the student from an activity
  - Assigning detention
  - Referring student to the office.

If the student behavior continues, there will be a more extensive intervention. They will be more individualized and consist of creating individual behavior plans for the students for them to correct their behavior.