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Teaching Philosophy

 My philosophy consist of using the National Council of Teachers of Mathematics standards, creating a standards based classroom, and making sure you are consistent with your rules and procedures in your classroom.

 My mathematical goals consist of using the National Council of Teachers of Mathematics standards. They are problem solving, reasoning and proof, communication, connections, and representation. Problem solving is important to learn in a mathematics classroom. Problem solving requires previous knowledge and leads to new mathematical understanding. Good word problems will combine multiple topics and entail significant mathematics. Being a good problem solver will help students solve problems in their life, work, and school. Good problem solvers have the ability to approach a problem several different ways, which will allow them options. Being able to make mathematical connections will lead to a deeper understanding of mathematics. For students to make successful connections they need to recall their previous mathematical knowledge while learning new concepts.

I believe in a standards based classroom over a traditional classroom setting. Standards based classrooms require more small group time, open-ended questions, and encourage students to explain and question. This type of classroom allows the teacher to ask open-ended questions to facilitate class discussions and students are able to make connections in mathematics. The students should be the mathematical authority in a classroom. My goal is to get students to work together to try to come up with an answer to a problem instead of asking the teacher how to solve the problem. In my classroom I would like to ask more questions that probe for the students understanding of the material and have more student led class discussions. The book *5 Practices for Orchestrating Productive Mathematics Discussions* is a great resource to have when trying to get your students to have productive class discussions. The five steps are anticipating, monitoring, selecting, sequencing, and connecting. This book shows you how easy it is to get students engaged in mathematical discussions. My main goals are to have students become the mathematical authority in the classroom and to help students see the connections in mathematics. I want them to learn it is not about memorizing formulas, but instead about understanding the mathematics so that memorizing formulas is unnecessary.

Classroom management is very important especially if you want your students to be able to work in groups effectively. The first day of class you should go over the rules and procedures for your classroom. The rules should be posted on the wall and there should only be about 3 to 5 rules for you classroom. Procedures are important because students like routine and it allows you to get more accomplished in the short period of time you have each class. I feel the most important procedure is how you will get your students attention. I like asking if I can have their attention and then waiting quietly at the front of the room. Usually this will get some students attention and then they will tell their neighbor to pay attention. When I used this during my TOSS field experience it worked well for me in both class periods I taught. Also, being consistent with your rules and procedures is important for them to be successful. Make sure that you always enforce the rules and if students forget a procedure simply remind them how to do it. The chapter called Tools for Rules and Procedures in the book *50 Ways to Improve Student Behavior* talks about the difference between rules and procedures as well as if you are consistent with using them you will be successful with classroom management. This book also has some other great chapters to read such as Make the Responsible, Defuse the Bully, and Teaching in Small Bites Makes Them Hungrier.

I want students to get excited about learning mathematics and enjoy the problem solving it requires. My goal as a teacher is to never let my students down. I want them to be excited about coming to my class everyday because they know they are going to be challenged and that they are going to learn something new. My hope is that creating a standards based classroom and having effective classroom management strategies will allow a productive mathematical learning environment.