

Classroom Management Project

Project Overview

This project asks you to translate the classroom-management theories we have studied into a fully articulated **Classroom Management Project**. Over the semester you have examined how clear expectations, consistent procedures, and positive teacher–family partnerships shape a safe, engaging learning space. The portfolio consolidates those insights into practical artefacts—first-day parent packet, student and teacher expectation handouts, bulletin-board mock-up, twenty core procedures, a last-day reflection letter, and a concise teaching philosophy—so that, on day one of your own classroom, you will have a ready-to-use management plan that is both evidence-based and personally authentic. Successful completion demonstrates your ability to (1) align daily routines with research-supported best practices, (2) communicate those routines to multiple audiences, and (3) justify each decision through critical reflection on course concepts.

Learning Objectives

After completing the project, the student will be able to:

- compile a digital portfolio that contains every required artefact and meets the visual-design standards outlined in the rubric.
- justify the portfolio components by explicitly connecting them to course readings.
- articulate a one-page teaching philosophy that integrates personal beliefs about secondary ESL instruction with a coherent classroom-management stance, demonstrating reflective alignment between values and planned practices.
- present their portfolio to their peers by recording a video.

Part I: Classroom Management Portfolio

Due Date: November 9, 2025 before 11:59pm

Points: 100

Becoming a first-time teacher can be challenging, and effective classroom management is critical to ensuring a successful and productive school year. Throughout this semester, we have explored how strong classroom management skills create a positive learning environment and improve student outcomes. This project focuses on helping you develop a comprehensive **Classroom Management Digital Portfolio** that you can use as a practical tool in your future teaching career. Use insights from the course textbook, along with our class discussions, to guide your work and ensure that your portfolio reflects both theoretical and practical aspects of effective classroom management.

Sections:

1. **First Day Packet for Parents:** Prepare a packet that you will give to parents on the first day of school.

Your packet should include the following:

- **Introduction Cover Letter:** Briefly introduce yourself to parents and provide an overview of your teaching style and goals for the semester.
- **Classroom Rules:** Clearly state the rules you expect students to follow in your classroom.
- **Classroom Consequences and Rewards:** Explain both the positive reinforcement strategies and the consequences of breaking the rules.
- **Homework Policy:** Outline your expectations for homework, including frequency, due dates, and how it will be graded.
- **Contact Details:** Include information on how parents can reach you (email, phone number, preferred contact times).
- **Semester Overview:** Briefly describe what will be covered in your class during the semester. Look at the curricular documents provided by the DEPR for guidance on this part.
- **Permission for Photos:** Include a form for parents to grant or deny permission for their child to be photographed in-class activities.
- **Acknowledgement of Receipt:** A form for parents to sign, acknowledging that they have received and reviewed the packet.

2. **Expectations for Students:** Create a list of your expectations for student behavior and academic performance.
 - Create an attractive 1-page handout for these expectations.
 - Provide a written justification of **100-250 words** explaining why these expectations for students are essential for classroom success.
3. **Expectations for Teachers:** List the expectations you will hold yourself and other teachers to in your classroom.
 - Create an attractive 1-page handout for these expectations.
 - Provide a written justification of **100-250 words** explaining why these expectations for you as a teacher are essential for classroom success.
4. **Initial Bulletin Board:** Create a visual representation of your first bulletin board in the classroom.
 - Bulletin board one-page mock-up.
 - In a **100-250 word** justification, explain why you chose this design and how it supports your teaching goals.
5. **Procedures:** Select 20 procedures that you will implement as a teacher, ensuring that each category has at least one procedure.
 - For each procedure, create an attractive one-page handout that visually explains the steps for it. Follow this with a written justification of **100-250 words** explaining why you think this procedure is important and how it contributes to effective classroom management or learning.

Procedure Categories:

- Procedures for the first day of school
- Procedures for students
- Procedures for the classroom
- Procedures for instruction
- Procedures for special needs classrooms
- Procedures for teachers

6. **Last Day of Class Letter**

While this section doesn't require a specific justification, you should ensure your letter provides thoughtful reflections and closing statements to create a sense of closure and accomplishment for the students and parents.

7. **Teaching Philosophy**

Write a one-page summary of your teaching philosophy as a secondary ESL teacher. This section does not require a separate justification but should clearly express your beliefs about English language learning, classroom management, and student engagement.

Grading Criteria:

1. **Completeness (25%)**

- Has the student included all required sections (First Day Packet, Expectations for Students, Expectations for Teachers, Bulletin Board, Procedures, Last Day of Class Letter, Teaching Philosophy)?
- Is each section fully developed according to the instructions?

2. **Clarity and Organization (20%)**

- Is the information in each section clearly organized and easy to understand?
- Are the justifications well-written, with clear reasoning and connection to classroom management principles?

3. **Depth of Reflection and Justifications (25%)**

- Do the justifications demonstrate thoughtful reflection and a strong understanding of classroom management concepts?
- Are the justifications within the required word count (100-250 words)?

4. **Visual Appeal and Creativity (15%)**

- Are the visual elements (bulletin board, procedure handouts) creative, neat, and visually appealing?
- Do the visuals support the content and enhance understanding of the procedures or concepts?

5. **Application of Course Material (15%)**

- Has the student applied theories and concepts from the textbook and class discussions to the project?
- Do the procedures and expectations reflect strategies discussed during the course?

Rubric:

Criteria	Excellent (A)	Good (B)	Satisfactory (C)	Needs Improvement (D/F)
Completeness (25%)	All sections are fully developed and detailed	Missing 1-2 elements, but still thorough	Missing 3-4 elements or lacking detail	Multiple sections missing or incomplete
Clarity and Organization (20%)	Extremely clear, well-	Mostly clear, with minor	Some parts are unclear	Lacks clarity, difficult to follow

Criteria	Excellent (A)	Good (B)	Satisfactory (C)	Needs Improvement (D/F)
Depth of Reflection (25%)	organized, easy to follow Strong, thoughtful justifications, deep reflection	organizational issues Good reflection, most justifications clear	or disorganized Some justifications lack depth or clarity	Weak or missing justifications, little reflection
Visual Appeal (15%)	Creative, neat, and highly engaging visuals	Visually appealing, but lacking creativity	Basic visuals, minimal effort	Poor or no visuals included
Application of Course Material (15%)	Strong integration of course theories, well-applied	Course material referenced but not deeply integrated	Minimal application of course concepts	Little to no use of course material

Total Possible Points:

- Completeness: 25 points
- Clarity and Organization: 20 points
- Depth of Reflection: 25 points
- Visual Appeal and Creativity: 15 points
- Application of Course Material: 15 points

Part II: Oral Presentation Instructions

Due Date: November 9, 2025

Points: 100

Each student will present their **Classroom Management Digital Portfolio** to the class in a brief 5-15 minute presentation. During your presentation, you should:

1. **Provide an Overview of Your Portfolio**
 - Summarize the key sections of your portfolio, highlighting any unique or creative approaches you took in classroom management.
2. **Focus on Specific Elements**
 - Choose at least **two sections** of your portfolio to go into more depth. These sections should reflect what you consider the most important or innovative aspects of your project. Explain your rationale for these choices and how they will contribute to your future classroom management.
3. **Explain Your Justifications**
 - Briefly discuss the justifications behind some of your key decisions (e.g., rules, procedures, bulletin board, teaching philosophy). You don't need to cover all justifications, but make sure to include at least **one justification** for each of the sections you've chosen to focus on.
4. **Engage the Class**
 - Keep your presentation engaging by using clear visuals, examples, or anecdotes. Feel free to show parts of your bulletin board design or handouts as part of the presentation. Your face should appear throughout the presentation.

Rationale for the Oral Presentation

The oral presentation is designed to help you articulate and reflect on the classroom management strategies you have developed throughout the semester. By presenting your portfolio, you will:

- Practice communicating your ideas clearly and confidently, a critical skill for teachers.
- Share insights and innovative strategies with your peers, fostering collaborative learning.

- Reflect on your decisions and justifications in a real-world context, deepening your understanding of classroom management principles.

This presentation will not only reinforce the work you've done but also prepare you to discuss and implement these strategies in a real classroom setting.

Grading Criteria (100 points)

Criteria	Excellent (A) (25 pts)	Good (B) (20 pts)	Satisfactory (C) (15 pts)	Needs Improvement (D/F) (10 pts)
Clarity and Organization (25%)	Presentation is well-organized and easy to follow	Mostly organized with minor clarity issues	Some parts unclear or disorganized	Lacks clarity and is difficult to follow
Depth of Content (25%)	Strong, thoughtful explanations of portfolio sections	Good explanation with some depth	Explanations are present but lack depth	Weak or minimal explanations, little thought shown
Engagement (20%)	Engages the class effectively, uses visuals/props well. Shows face throughout the presentation.	Engages the class moderately, uses some visuals	Basic engagement, minimal visuals	Little to no engagement, poor or no visuals used
Use of Time (15%)	Stays within the 5-15 minute limit, balanced pacing	Slightly under or over the time, mostly well-paced	Struggles with time management, either too long or short	Overly long or very short, pacing issues
Professionalism (15%)	Professional, confident delivery,	Mostly professional, minor	Some professionalism	Unprofessional, lacks

Criteria	Excellent (A) (25 pts)	Good (B) (20 pts)	Satisfactory (C) (15 pts)	Needs Improvement (D/F) (10 pts)
	good voice and body language. Face should be shown throughout.	delivery issues	, but noticeable delivery issues	confidence in delivery

Academic Integrity: According to the Academic Integrity of the General Student Regulations, Article 6.2, I certify that my answers in this work are the result of my efforts and that I properly identify the references used (if applicable). In addition, I acknowledge that non-compliance entails obtaining an evaluation of 0 points and / or sanctions as established in the General Student Regulations of the UPR in force.

Overriding Criteria:

- Cite all sources in APA or MLA format (if applicable).
- Plagiarized assignments will receive a zero grade.
- Late assignments will lose 10% of the grade for each 24-hour period that it is late (including weekends).