Classroom Management Implementation Plan

Completed Instrument Due: \_\_\_\_2/29/2012\_\_\_\_\_\_\_\_\_\_\_\_\_\_Observer:\_\_\_\_Heather McNeill\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Class Date: 02/23/2012** | **Class Location: EHS 15-034** | **Number of students:15** |
| **Class Time: 10:40 – 11:15am** | **Name of Class: Algebra I Honors** |

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| **Observed** | **Rules, Routines and Procedures** | **Observed impact on student behavior** |
| ✓✓✓ | Classroom rules 1. Posted.
2. Emphasize appropriate behavior.
3. Adhered to without exception.
 | The students know what is expected. The rules are the same school wide and there is a poster of them in each room. The students know that there will be consequences for breaking any of the 7 rules.  |
| ✓✓✓✓✓✓✓ | Classroom routines and procedures are taught and practiced.1. Getting students’ attention.
2. Beginning and ending of class
3. Materials acquisition, distribution and collection.
4. Sharpening pencils, heading papers, etc.
5. Students who are tardy, returning from an absent, or absent from class.
6. Incomplete or missed work.
7. Expectations for group work, seatwork and other activities.
 | With these established practices the class runs very smoothly. Students know to email Ms. Wright for missed work. Students know to stop whatever they are doing when she says, “Pause please.” Students know to put their name, date and block on each paper and pencils can be sharpened at any time. Students coming in tardy are to hand in their tardy slip and join in with the rest of the class. All students are expected to participate and in turn there is no problem with students sleeping in class.  |
|  | **Physical Environment** |  |
| ✓✓✓✓✓ | 1. All students can see presentation of instruction.
2. Teacher can observe all students at all times.
3. Furniture arranged to facilitate learning and maximize space.
4. Classroom is attractive, bulletin boards are current and student work is displayed.
5. Frequently used materials are accessible.
 | The desks are arranged in quads with no student’s back to the board. The bulletin board shows linear equations (I made it!) and on the wall hangs exemplary student work. The class set of calculators are used daily and they are always found at the front of the room.  |
|  | **Instruction and academic work** |  |
| ✓✓✓✓✓✓✓✓✓ | Teacher1. Varied teaching strategies.
2. Well-planned lessons at appropriate level for students.
3. Assignments are relevant and meaningful to students.
4. Clear questions/directions/instructions.
5. Balanced interactions with students.
6. Circulates around the classroom.
7. Utilizes formative assessment to guide the lesson.
8. Positive atmosphere and expectation for success.
9. Appropriate praise-tell them when they excel and how to improve.
 | The lessons change from day to day incorporating different techniques and various teaching strategies, this caters to multiple learning styles. The lessons are able to be completed by the students but do provide a necessary level of challenge. The directions are clear so the students understand what it is they are to be doing. The room is set up to allow for easy circulating, this keeps the level of off-taskness to a minimum. Formative assessment is used frequently by way of clickers and the teacher is able to adapt the lesson immediately. The classroom has an overall positive feeling about it. There is nothing wrong with an incorrect answer. It is encouraged that you join in on the conversation so you can get feedback and improve.  |
| ✓✓ | Student1. Attentive and on task.
2. Accountable for their work.
 | The students follow directions and try problems on their own when asked to. This stems from set routines and procedures. Students are expected to try the problems and so they do and there is generally 100% class participation.  |

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|  | **Discipline** |  |
| ✓✓✓✓✓✓ | Teacher1. Calm, fair and consistent in word and deed.
2. Models positive behavior.
3. Knows students’ names.
4. Demonstrates respect for students.
5. Addresses conflict quickly and positively.
6. Consequences for inappropriate behavior.
 | Ms. Wright respects the students and in return expects respect back. She is always polite and pleasant and in return the students are less apt to act out towards her. This might be a different case if the teacher was rude and had no respect for the students.  |
| ✓✓✓ | Student1. Understands and has been taught the rules.
2. Understands there will be consequences for inappropriate behavior.
3. Student takes responsibility for his behavior.
 | When students do act out Ms. Wright does implement the appropriate consequence and the students know to expect it. They won’t get away with anything. |

After observing the classroom and the students’ behavior reflect on the following:

1. Think about how **rules, routines, and procedures** are established and why they are important to your classroom learning community. List a set of general classroom and/or laboratory rules, routines and procedures and briefly describe how you plan to implement rules, routines and procedures in **your** classroom and how they contribute to the functioning of your classroom learning community.

Rules are important for success and safety. Rules are a set of standards that everyone abides by and knows there will be consequences if broken. Created routines are to help with organization. Actions that take place daily allow for the class to run smoothly. Procedures are established actions for specific tasks such as collecting materials and heading papers. All three, rules, routines and procedures are essential in a smoothly run class.

General classroom rules – Be respectful of others’ thoughts and ideas. Remain in your seat unless you have permission to get up. Do not talk when another person is talking.

Routines – The students know that they have the first 2 minutes of the period to do whatever it is they need to do but after that I get their attention. They know that they are to read the back whiteboard for today’s assignment and homework. The know that they are expected to participate daily.

Procedures – Students are to write their names on each paper and to turn their homework into the basket each morning before the bell rings. To get missed work they are to look in the notebook under the day they missed the retrieve any handouts and to write down the assignment.

I feel that with the implementation of these rules, procedures and routines that my classroom could run smoothly. With these established practices there are clear expectations and the learning would not be negatively impacted by non-educational tasks.

2. Observe the **physical environment** of your mentor’s classroom. Draw a floor plan of your mentor’s classroom, paying attention to the arrangement of furniture and materials and the impact on student behavior. Label the different areas and write a short explanation of how different areas are used and whether and how this supports the classroom learning community.

The desks are grouped in quads and each student is able to see the front of the room. This makes it very easy for the students to work in pairs as well as in groups of four, and of course individually, so it allows the teacher to change the learning atmosphere quite easily. On test days the students pivot their desks to that they are individual and not touching any other student. I like this arrangement because I can easily circulate throughout the room.

3. After observing the teacher and student behaviors associated with **instruction and academic work**, reflect on the impact the observed behaviors have on creating the classroom learning community. Discuss your plans for instruction and academic work and the learning community you hope to create in your classroom.

My goal is to build in small successes for each student to create a comfortable. I want a supportive classroom environment for all my students. This way they are able to share their ideas even if they aren’t sure they are correct. I plan to have high expectations and the students to know that they will work from bell to bell and math class is not a do-whatever-you-want class. I hope that with exciting and engaging lessons this will be easy to do.

4. Observe the teacher and student behaviors associated with **discipline** in your mentor’s classroom. Describe the most effective techniques used by your mentor teacher when dealing with student behavior. Include any additional techniques you would implement in your classroom.

When a student is acting out Ms. Wright typically responds as soon as the student’s action is observed asking him/her to please stop. She will typically ask a second time if needed then after that she warns the student by saying, student name, I have asked you 3 times now to stop \_\_\_\_. The next time I have to tell you I will \_\_\_\_. And she warns them of their consequence. Many times she suggests what a better plan of action for the student to take might be, hoping they change their behavior. I like her method she doesn’t show frustration, just sternness and the students know that they won’t get away with it. I might try to minimize the amount of reprimanding of a single student that I do out loud before the entire class. I would try talking to the student one on one. Hopefully this way they would simply stop instead of act out again to get more attention from the whole class.