

Apprentice Teaching in Secondary Mathematics and Science

Classroom Management Implementation Plan

Completed Instrument Due: 03-11-13

Observer: Heather McNeill

Class Date: February 27th 2013	Class Location: BHS	Number of students: 19
Class Time: 12:50 – 1:40pm	Name of Class: Geometry Honors	

Observed	Rules, Routines and Procedures	Observed impact on student behavior
1. No 2. Yes 3. Yes	Classroom rules 1. Posted. 2. Emphasize appropriate behavior. 3. Adhered to without exception.	1. n/a 2. Karis is quick to correct inappropriate behavior. Students correct behavior quickly to demonstrate appropriate behavior. 3. Karis has a sense of “withitness” and shuts down inappropriate behavior before it manifests. Students see that they will not “get away” with anything.
1. Yes 2. No 3. Yes 4. Yes 5. Yes 6. Yes 7. No	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.	1. Karis will begin talking and the students know that they are to be quiet and listen. They have learned this expectation. 2. n/a 3. Karis will instruct students on what they need and have one student from each group get a specific material for the group. This helps to give each student a task and keep things organized. They students are used to this routine and respond orderly. 4. Students know that they are to wait until a transition time to sharpen pencils. There is no routine for heading paper except for name. 5. Students know that unless they present a pass they are tardy. Students are expected to come in and begin working on task. This keeps from interruptions during the lesson. 6. Students know that they are to get missed notes from a peer and the assignment from the side board. This keeps from the teacher having to spend time catching up the absent student. 7. n/a
Physical Environment		
1. Yes 2. Yes 3. Yes 4. No 5. Yes	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.	1. Students have no excuse to not be following lesson because they can all view the board. 2. The teacher’s back is never to the students. This limits the amount of off-task behavior students attempt. 3. The seats are in groups of four. Students are able to collaborate with one another. This helps to create a friendly classroom environment. 4. n/a 5. Students are able to easily attain calculators, white boards, markers and erasers. This way they can get them without causing a scene.
Instruction and academic work		
1. Yes 2. Yes 3. Yes 4. Yes	Teacher 1. 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.	1. The students are able to see and hear the material in different ways. This helps different learners. 2. Students are challenged, not bored. This keeps them engaged and on task. 3. Students work on problems from textbook and worksheets to practice new material. Improvement could be made on the meaningful aspect.

Apprentice Teaching in Secondary Mathematics and Science

5. Yes 6. No 7. Yes 8. Yes 9. Yes	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.	4. Students know what they are to be doing at each part of the lesson. 5. Students understand that they can be called upon to answer a question at anytime and thus better be paying attention. 6. N/a – stands at front. 7. Students are to participate in discussions and white board practice to show their understanding. 8. Students feel comfortable in participating. 9. Students feel good when they are told they correctly answered a question, this gives them confidence to share another answer.
1. Yes 2. Yes	Student 1. Attentive and on task. 2. Accountable for their work.	1. The students are attentive because they know they could be called upon at any time. 2. The students are accountable because they are to get their work stamped before the bell rings. This ensures students work until they are done.
Discipline		
1. Yes 2. Yes 3. Yes 4. Yes 5. No 6. Yes	Teacher 1. 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.	1. Students understand that they are all treated equitably and are to follow the rules. 2. Students are to follow example set by teacher. 3. Students know they can be called upon for their actions. 4. Students reciprocate this respect. 5. n/a 6. Karis sends students to neighboring classroom if behavior continues. Students understand this and it hardly reaches this point.
1. Yes 2. Yes 3. Yes	Student 1. Understands and has been taught the rules. 2. Understands there will be consequences for inappropriate behavior. 3. Student takes responsibility for his behavior.	1. Students know the rules and attempt to follow them. 2. Students are not surprised by consequence for broken rule. There should be no arguing. 3. Students apologize, generally.

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 and 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 side whiteboard for today's assignment and homework. They 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.

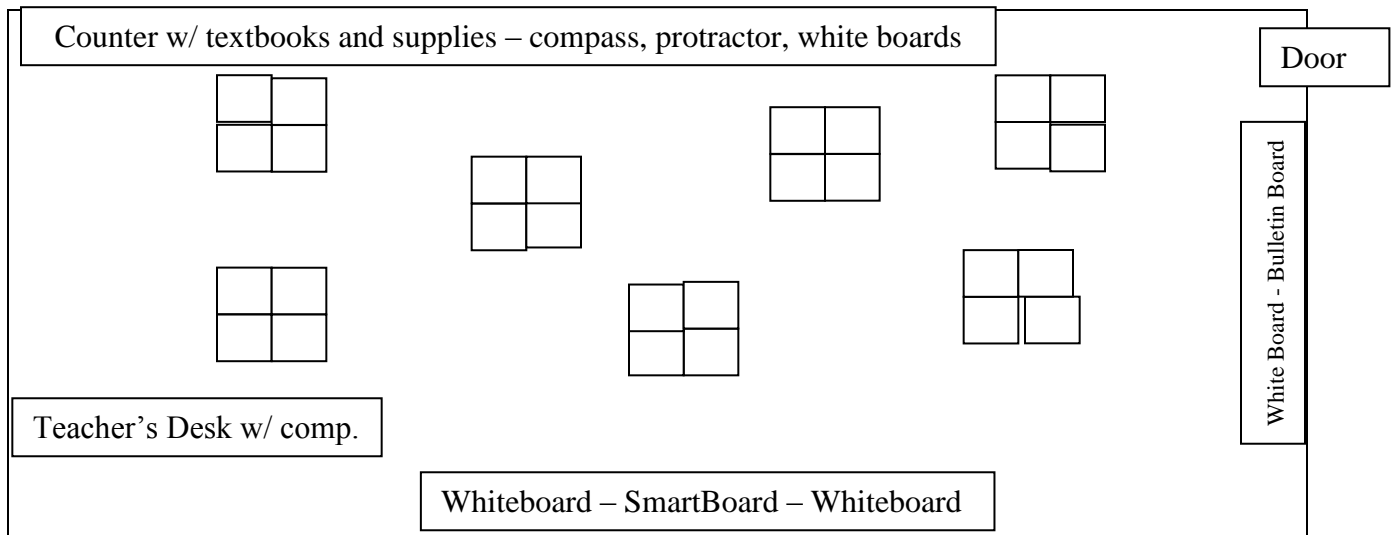
I feel that with the implementation of these rules, procedures and routines that my classroom could run smoothly. With these established practices there are clear expectations and the learning would not be negatively impacted by non-educational tasks.

Apprentice Teaching in Secondary Mathematics and Science

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.

The back counter is used to store all materials. This is where students can find calculators, protractors, white boards, rulers, pencil sharpeners, etc. The side white board is used to list current homework assignments for each class. The bulletin board has school information posted, calendar and schedule. The front white boards and smartboard are used for daily instruction. Each of these components of the physical environment support the classroom learning community because students are to be more independent by getting their own materials and writing down their assignments, while also still allowing them to collaborate while sitting in groups.



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.

After observing the impact from instruction and academic work, I see the importance of engaging and applicable lessons. Both make the day much more successful. My goal is to build in small successes for each student to create a comfortable atmosphere for the students. 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. Karis will call them out and instruct them to stop. If they continue with this behavior then she will send them to the neighboring classroom. 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. I do like how she sends the student out so that the lesson can continue without further disruption.