

# Apprentice Teaching in Secondary Mathematics and Science

## Classroom Management Implementation Plan

Completed Instrument Due: \_\_\_\_\_ October 15, 2012 \_\_\_\_\_ Observer: Kelly Matthews \_\_\_\_\_

<b>Class Date:</b> 9/25/12	<b>Class Location:</b> 17-004 GHS	<b>Number of students:</b> 26
<b>Class Time:</b> 11:25 am – 12:15 pm	<b>Name of Class:</b> Algebra 1	

Observed	Rules, Routines and Procedures	Observed impact on student behavior
	Classroom rules <ol style="list-style-type: none"> <li>1. Posted.</li> <li>2. Emphasize appropriate behavior.</li> <li>3. Adhered to without exception.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students behave, but they frequently require redirection.</li> <li>2. The teacher does not tolerate inappropriate behavior, language, or actions. Students, for the most part, do not misbehave as such (during instruction).</li> </ol>
	Classroom routines and procedures are taught and practiced. <ol style="list-style-type: none"> <li>1. Getting students' attention.</li> <li>2. Beginning and ending of class</li> <li>3. Materials acquisition, distribution and collection.</li> <li>4. Sharpening pencils, heading papers, etc.</li> <li>5. Students who are tardy, returning from an absent, or absent from class.</li> <li>6. Incomplete or missed work.</li> <li>7. Expectations for group work, seatwork and other activities.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students are expected to give attention at <u>ALL</u> times. Redirection is usually quick, and it does not distract the class for long.</li> <li>3 and 4. Students obtain materials quickly and instruction time is thereby maximized.</li> <li>6. There is no tolerance for missed or incomplete work. Some students still don't turn in work.</li> <li>7. Students are expected to be on task at all times.</li> </ol>
Physical Environment		
	<ol style="list-style-type: none"> <li>1. All students can see presentation of instruction.</li> <li>2. Teacher can observe all students at all times.</li> <li>3. Furniture arranged to facilitate learning and maximize space.</li> <li>4. Classroom is attractive, bulletin boards are current and student work is displayed.</li> <li>5. Frequently used materials are accessible.</li> </ol>	<ol style="list-style-type: none"> <li>1. Some students cannot see the SMARTboard. This distracts the class at times.</li> <li>2. All students can be seen by the teacher and they are held accountable for their actions.</li> <li>3. The desks are arranged in rows and some students seated in the back row tend to not pay attention.</li> <li>4. There are no bulletin boards.</li> <li>5. The calculators and textbooks are located in the same spot so that students can access both items easily.</li> </ol>
Instruction and academic work		
	Teacher <ol style="list-style-type: none"> <li>1. Varied teaching strategies.</li> <li>2. Well-planned lessons at appropriate level for students.</li> <li>3. Assignments are relevant and meaningful to students.</li> <li>4. Clear questions/directions/instructions.</li> <li>5. Balanced interactions with students.</li> <li>6. Circulates around the classroom.</li> <li>7. Utilizes formative assessment to guide the lesson.</li> <li>8. Positive atmosphere and expectation for success.</li> <li>9. Appropriate praise-tell them when they excel and how to improve.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students, in general, participate and pay attention to the lesson.</li> <li>2. The teacher holds students accountable to high expectations, and the students try to meet these expectations, despite the evident behavioral issues.</li> <li>3. Students know that the work is important in order for them to learn, even if they do not turn it in.</li> <li>4. Students follow the directions, as they are concise and not at all ambiguous.</li> <li>5. All struggling students are helped and they seem to feel supported.</li> <li>6. Students know to do their work and to be on task.</li> <li>7. The teacher is able to see who does and who does not understand. She stops to review if the whole class seems to not understand.</li> <li>8. The teacher expects the students to work hard for their own successes. Students take ownership of their work.</li> <li>9. The praise is appropriate and the students seek the praise. The praise is not overwhelming, but the small successes generated by the praise fuel the instruction.</li> </ol>

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	<b>Student</b> 1. Attentive and on task. 2. Accountable for their work.	1. Students are completing the work and are on task. 2. Students express that the work is important for them.

<b>Discipline</b>		
	<b>Teacher</b> 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 are not afraid to talk to the teacher. They are asking her advice about life and higher education. 2. The teacher uses good manners and behaves as a responsible adult. This models the behavior expected from the students. 3. The students approach the teacher as a mentor and it is evident that the teacher truly cares for students and their learning. 4. The teacher respects the students as young adults and human beings, and the students reciprocate. They respect her, not only as an authority figure, but also as somewhat of a caregiver. 5. Conflict is addressed immediately. Students who are involved in conflict retreat and it does not come back up. One student was quickly sent to the Dean's office. 6. The teacher follows through with consequences. The consequences are appropriate and justified. Students know the consequences of their actions, and most of the students try to avoid this by behaving as they are told.
	<b>Student</b> 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 are chatty, but they behave. 2. Students who witnessed the incident with the referral who were also previously misbehaving stopped.

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.
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.
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.
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.

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Reflections:

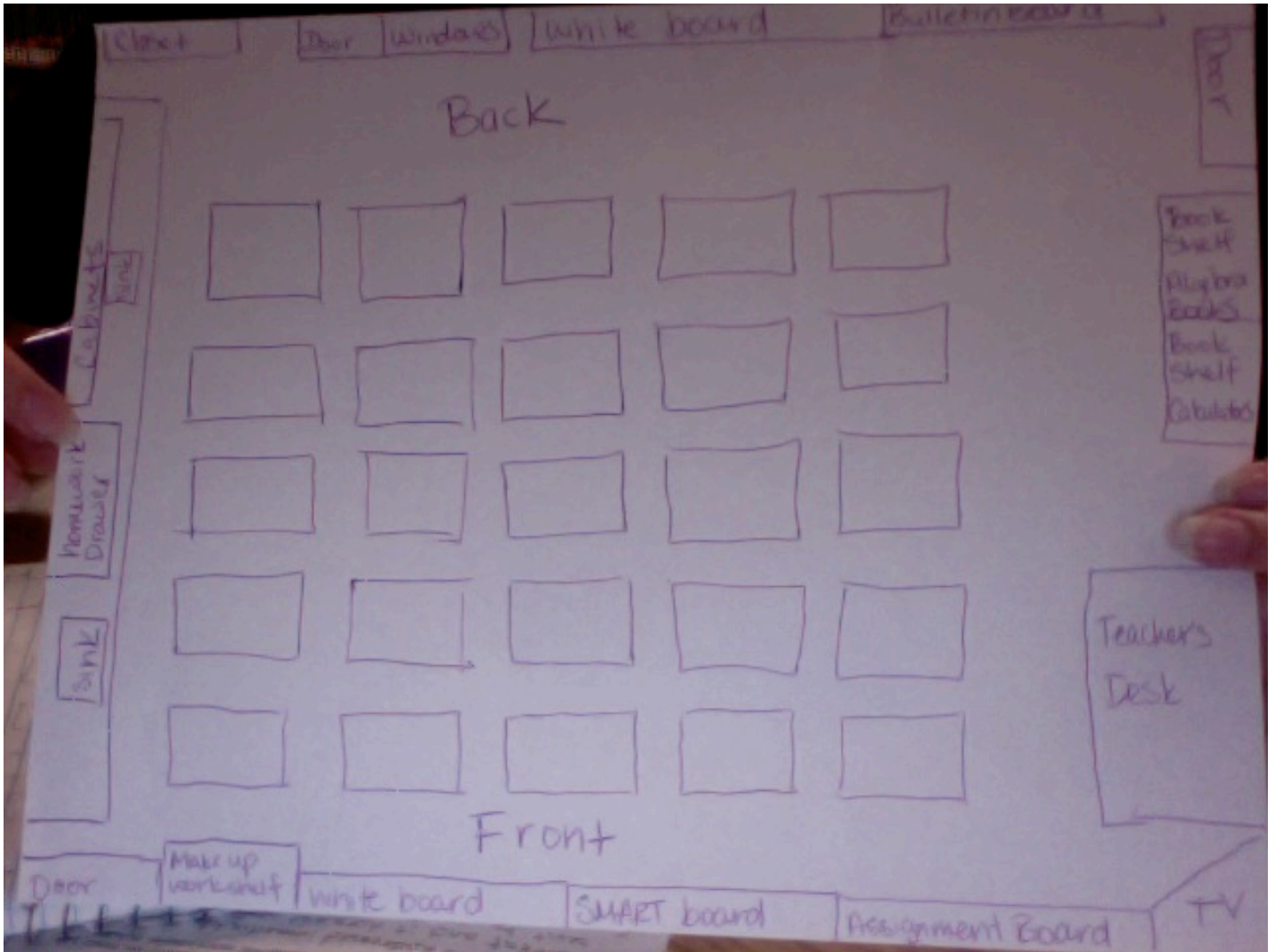
## 1. Rules

1. Come to class prepared and ready to work.
2. Follow ALL directions.
3. The use of electronic devices is unacceptable. If I see one, it will be taken away.
4. Treat one another with respect and courtesy.
5. No food or drink allowed in class.
6. Adhere to the student code of conduct.

The rules are designed to minimize conflict and distraction, and to maximize the facilitation of learning. There should be a consistent “no tolerance” policy for misbehavior and rule breaking, and the rules will be implemented as such. Rules should apply to all of the students, and all students should be held accountable for their actions to the same degree. Sending a student out for misbehaving may take away from his or her instruction time. However, in the long term, distraction will be limited, as he or she should learn that the behavior is inappropriate and won’t be tolerated.

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2.



- The assignment board is at the front of the class directly to the left of the SMARTboard. This holds students accountable for their work. The topic and work for the day is updated every day.
- The SMARTboard is where the majority of instruction takes place. The adjacent white board is used supplementally.
- The bookshelf next to the small whiteboard at the front of the room is where the worksheets are kept. When students miss class or lose a worksheet, they know where to find them.
- The homework drawer is where students turn in all of their collected work (unless it is specified that the teacher will come around to collect work). This limits confusion about where to or how to turn in completed work.
- The white board in the back of the room rarely, if ever, gets used. This is a missed opportunity for displaying student work. Perhaps this could serve as the assignment board while all the white boards at the front of the room could serve for instruction.
- The bulletin board is where the class rules, bell schedule, school map, expectations, and tutoring opportunities are posted. The students walk by this every day as they come into class. I feel as though this bulletin board is not used to its full potential. It is also the only bulletin board in the classroom.
- The Algebra bookshelf is where the Algebra 1 textbooks are located. Students do not have their own books, and they retrieve them from this location every day. The calculators are also kept in this area.
- The teacher's desk is located so that all students are in sight of the teacher while she is at her desk. She can also monitor the textbooks and calculator use.

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3. The behaviors I observed tend to help the learning community. Students contribute to discussions and pay attention to the teacher. In general, students behave and show respect for one another. This leads students to want to share what they know and it helps to foster a friendly learning environment in which opinions are respected and students are not ashamed of unveiling misunderstanding, in hopes to correct misconceptions.

I will implement a 100% participation policy in my classroom. Participation is very important and I will have it reflected in students' grades. I hope to create a community of learners who help each other and respect each other. I want my students to take responsibility for their learning. I would like to have a classroom where mathematical discourse is one of the norms, but I am unsure of how to filter out non-mathematical discourse from the classroom during the class period in which students should be focusing on math.

4. The mentor teacher reprimands students immediately upon noticing the inappropriate behavior. The teacher consistently follows through with implementing consequences for misbehavior and this is very effective. The students know that they will be punished for behavior that results in distracting from the learning environment, and they adhere to all, if not most, of the rules. The students respect the teacher and find her approachable enough to confide in her.

I want to use similar techniques in my classroom. I believe that my mentor teacher has an innate ability to perceive her students' struggles both inside and outside of the classroom. I hope that I could be able to pick this up from her. Also, I want to maintain the balance of keeping order in my classroom, while still allowing students to express themselves.