

PSII Classroom Management Plan

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Classroom Management Checklist

School Procedures

- Schedule
- Safety Procedures
- Library Resources
- School rules and procedures
- Student printing
- Computer access
- Late and absent procedures
- Photocopies

Classroom

- Moving desks and tables
- Supplies (Pens, paper, hole punch, pencil sharpener)
- Class technology
- Storage
- Bulletin boards
- Handing out assignments
- Gradebook

Teacher

- Lab equipment use
- Workspace
- Schedule of teaching
- Lesson plans for classroom management
- Classroom management PowerPoint
- Parent involvement

Students

- Class list
- Interests questions
- Unit plan handout for students
- Website for students for missed work

Classroom Management Plan

- Clear procedures
- Low level responses
- High level responses
- Intervention
- Rules
- Consequences

2. Lesson Plans for First Two Days of Practicum

Lesson Plan

Grade/Subject: Science 8 Unit: D Mechanical Systems Emphasis: STS
 Topic: Classroom Management Lesson Duration: 1hr Date: TBD

OUTCOMES FROM ALBERTA PROGRAM OF STUDIES	
GLOs: Attitudes – Mutual Respect and Collaboration	
SLOs: N/A	
LEARNING OBJECTIVES	
<i>Students will:</i> 1. Identify key classroom procedures and rules 2. Gain an appreciation for a positive learning environment 3. Develop positive classroom relationships	
ASSESSMENTS	
Observations: -Interest level of students -Readiness -Previous procedures and routines	Key Questions: -Do the students understand classroom procedures and policies? -What are some of the students interests? -Do you feel like you know the students better and that the students know you?
Written/Performance Assessments: -Interests sheets -Exit slip	
LEARNING RESOURCES CONSULTED	
Resource #1: http://www.youtube.com/watch?v=2nXJe9i70DE Resource #2: http://www.usask.ca/gmcte/resources/teaching/environment Resource #3: http://www.edutopia.org/blog/fostering-classroom-relationships-larry-ferlazzo-katie-hull-sypnieski Resource #4: Guidelines for PSI Classroom Management by Dr. Keith Roscoe Resource #5: Scientific Literacy Keith Roscoe	
MATERIALS AND EQUIPMENT	
* Four Squares activity * Powerpoint and corresponding technology * Interest sheets	
PROCEDURE	
Introduction (10 min.)	
Hook/Attention Grabber: Demonstration: Inverted Cup -purpose is for interest in science than scientific numeracy and literacy -S (Say) : I want to be able to turn this cup upside down and then right side up again while only holding it with one hand. Can we do it? -Invert cup and let water spill into pail -S: I have some paper here, maybe this will help -Take a cup and fill it with water, put cardstock paper over top Q (Question): What will happen when I flip this cup over? What do you think? -Invert cup Q: Who has seen this done before? -Put mesh overtop, fill with a little more water Q: Who thinks that this mesh will do the same thing?	

- Repeat experiment with mesh
- S: every science class we will have a demonstration

Advance Organizer/Agenda:

- 1) Get to know each other:
- 2) Create classroom procedures and review rules
- 3) Introduce Unit: Mechanical Systems

Assessment of Prior Knowledge:

Q: Hands up, how many of you have lived in Picture Butte over a year? 5? 10? Your entire life?

Expectations for Learning and Behaviour: See body

Transition to Body: See assessment of prior knowledge

Body (__ min.)

Learning Activity #1: Classroom Procedures (30 min.)

Slideshow (Refer to slideshow notes)

Things to remember in slideshow

- 1) When going through the procedures, model the behavior first and then have the students practice
- 2) Before going through procedures and a question is asked, say "by show of hands"
- 3) Remember to talk slow and smile

Learning Activity #2: Learner Profile (15 min.)

S: In order for me to better get to know each of you, I have created this learner profile. It will help me to get a better idea of who you are and how I can best teach you.

-Hand out the prepared learner profile papers. Give the students 10-12 minutes to complete.

CM: Put a box at the bottom of the learner profile sheet and ask the students to fill out. This will act as a sponge activity and also give me some insight into if they artistic or not.

Learning Activity #3: Unit Introduction (10 min.)

Hand out unit plan sheet

Go over what is on the unit plan:

- Schedule
- Assessments
- Quiz
- Explain ongoing science activity

Closure (5 min.)

Consolidation/Assessment of Learning:

Review the classroom procedures

- 1)attention getting
- 2)hands up
- 3)handing in assignments
- 4)groupwork

Feedback From Students:

Have on the Learner Profile what is one thing they are looking to gain from this class over the next 6 weeks.

Feedback To Students:

S: Great work today class. I feel like we are on a good start and I am looking forward to teaching you this semester.

Transition To Next Lesson:

Next class we are going to be getting to know each other better, review procedures and possible get started on the unit.

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ASSESSMENTS	
Observations: -Interest level of students -Readiness -Previous procedures and routines	Key Questions: -Do the students understand classroom procedures and policies? -What are some of the students interests? -Do you feel like you know the students better and that the students know you? -Do the students have a brief overview of this unit?
Written/Performance Assessments: -Interests sheets -Exit slip	
LEARNING RESOURCES CONSULTED	
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MATERIALS AND EQUIPMENT	
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PROCEDURE	
Introduction (9 min.) Hook/Attention Grabber: Youtube video: http://www.youtube.com/watch?v=fUXdrl9ch_Q Q: What would be good teamwork in the classroom? Q: What would be bad teamwork in the classroom? Advance Organizer/Agenda: 1) Get to know each other: -Four Squares -Interest Sheets 2) Review classroom procedures 3) What I find most fascinating about the universe Assessment of Prior Knowledge: (Remember one fact about everyone in class) Name a fact about the people in the class. Ask: Do you remember anything about me from the other day?	

Expectations for Learning and Behaviour: See body
 Transition to Body: See assessment of prior knowledge

Body (__ min.)

Learning Activity #1: Classroom Procedures Review (10 min.)

1)attention getting

Practice getting the students attention at the beginning of the class. If they do well with it then quick review, if not practice again. Repeat the same with the hands up portion.

2)hands up

See above

3)handing in assignments

S: Remember class, I will try not to give you homework but if you do not complete the assigned work in class then it will be for homework.

4)groupwork

Remodel real quick how to do groupwork. Show appropriate volume to speak and how to collaborate together.

Learning Activity #2: Knowing Interests (30min.)

S: We will be spending the next 6 weeks together and I want to get to know who you are and what some of your interests are. To start I want each of you to get out a blank piece of paper and fold it as so

D (Demonstrate) : Fold paper into four squares

S: Unfold your paper and you have 4 boxes. I want you to write one question in each box

1) Favorite kind of music?

2) Do you have pets?

3) Favorite food

4) Favorite Superhero and/or Disney princess

5) Actual name on the bottom of the page

-Give students time to fill out

-Snowball activity, everyone throws one and grabs one

-Each student will read the answers try to guess who it is

-Have time for about 10

Classroom management – Have a signal to return to seats and silence

Learning Activity #3: What I find most fascinating about the Universe (20 min.)

Show prepared slideshow about the universe

(I gave a speech about this in my speech class. It was about what I loved about science.)

Closure (__ min.)

Consolidation/Assessment of Learning:

Q: Are you excited for science this semester?

Feedback From Students: Class exit slip

Feedback To Students: Great class. I feel like I know you better as a class. I am excited for this semester and to get started on science.

Transition To Next Lesson: Next class we are going to start learn about the history of machines and start on the first project, the photo essay.

Creating a Positive Learning Environment

Grade 8: Picture Butte High School




Daily Agenda

- Procedures and Class Rules
- 4 Squares Game
- Introduce Unit



By the end of class:

- Identify key classroom procedures and rules
- Gain an appreciation for a positive learning environment
- Develop positive classroom relationships



A Little About Me - Pick 4

- Schooling
- Music Interests
- College/University Basketball
- Other Sports
- Wife
- Family at Home
- Food Interests
- Books I Like
- Why I am a Teacher
- Why I Love Science
- Other School Subjects I Enjoy
- Movie Interests
- Video Games
- Brief History of Life
- My Inner Nerd



Class Rules (3)

- 1) Maintain a Positive Learning Environment
 - 1) Respect
 - 2) Cooperation
 - 3) Safety
- 2) Follow Classroom Procedures (5)
- 3) ELE

• <http://youtu.be/2nXle9tZDEt=5s>



Classroom Procedures - Getting Class Attention

- How do you want me to get your attention? (Student Choice)
- If the preceding fails, then a countdown



Classroom Procedures - Hands up Policy

- ▶ Raised hand means "may I interject?"
- ▶ Only one person speaking at a time during instruction



Classroom Procedures - Group Work

- ▶ Always allowed unless:
 - Off task
 - Copying



Classroom Procedures - Handing in Assignments

- ▶ Minimize homework
- ▶ If work is not completed in class, it will be for homework

Classroom Procedures - Others

- ▶ Absences
- ▶ Lates
- ▶ Note Taking
- ▶ End of Class

3. Classroom Rules

1. Maintain a positive learning environment
 - Respect
 - Cooperation
 - Safety
2. Follow classroom procedures
3. ELE (Everybody Love Everybody) – Movie Reference

The first two rules are essential for learning. If a student does not feel respected or safe in a classroom then it will be very difficult for them to learn. Cooperation helps to build a classroom community and helps the students to feel welcomed. These three aspects will help to build a positive learning environment to maximize student learning. I will also set out clear procedures for students to follow to help class flow as smoothly as possible (See procedures below). I plan on reinforcing procedures by modeling appropriate behavior. Many times students do not follow procedures because they were unclear to the student. If there are infractions to a procedure, there will be no punishment, just a low key response according to the “bump” system. If the misbehavior continues I will remind the class of what the procedure is and I will remodel it. If a student is consistently and purposefully breaking a procedure an informal discussion will follow. If the misbehavior continues then a more formal discussion will take place. In educational psychology we learned there is always a reason for misbehavior and I will use my problem solving skills to find that reason. When I present the class rules I will receive a confirmation that everyone is agrees with the rules and have a commitment to follow them.

I included the ELE because it is a non-confrontational and fun way for students to respect each one another. I have used this before for a basketball team and it worked great. For example one player on my team called another “stupid”. Instead of me having to address the name calling a few players instantly called out “Hey man, ELE” Everyone on the team felt it was their responsibility to say it. The situation diffused and both players laughed it off.

4. Classroom Procedures:

1. Attention-Getting Procedure
 - I will allow the students to choose how I will get their attention. I am doing this because if they have input into the process then they will be more willing to follow the process
 - If I do not get the students attention then I will count down from 10
 - Attention getting procedures are only when the noise level higher
 - Students should be in his or her desk, quiet and eyes up front
2. Question-Answering Procedures
 - When someone is speaking and you want to interject raise your hand. It is then up to the speaker to address the raised hand when and if it is appropriate. (I will also follow this rule)
 - The teacher may interrupt the speaker if the comment is inappropriate for class or the discussion
3. Transition Procedures
4. Individual Seatwork and Group Procedures
 - Students will always be allowed to do group work (this is a collaborative world) unless:
 - Off task
 - Copying answers without understanding what is going on
5. Other Procedures: as appropriate to situation
 - If you miss school then I will post all slideshow’s and assignments on class website
 - If you are late come into class quietly and sit down. If the door is closed knock and wait for the teacher to answer
 - Have a section for this unit in the binder
 - When class ends you may pack up and speak quietly to those around you if you wish. They are dismissed when the bells ring but do not pack up until the lecture is done or the bell rings.

The purpose of the procedures is to allow the class to run as smoothly as possible. I will physically demonstrate each procedure. I find that when students physically see how a procedure should be done, they are more likely to follow that procedure. They will also practice the procedures themselves on the first day. More procedures will be implemented as needed; I do not want to procedure overload the students on the first day.

5. Relationship-Building Plan

First thing that I want to do with the students is to build trust. I hope to achieve this by letting them know who I am. By being open about myself and trying to be myself I hope to give them a glimpse into who I am. I have prepared a section about me on my introductory slideshow. In the slideshow there are a list of topics and the students will choose what they want to know about me. By having the students inquire, rather than me just telling them, will peak interest. I also can inadvertently assess some interests from what topics they choose. The next step is to show how I am interested in them. This is accomplished by doing two things. The first is I have created a learner profile for each of them to fill out. I will use these in assessing what extra-curricular activities I should start and how to best teach them. The second is I have a foursquare game planned where I get to know students interest. It also will take a student out of his or her comfort zone slightly. Some of the other strategies I plan on implementing throughout the practicum are:

- Learn all students names
- Not dismissing students comments
- If I misunderstand saying “I am confused what you mean. Could you clarify?”
- Incorporating students work and comments in class
- Never ridicule or joke about an incorrect response
- Having a warm and friendly demeanor

6. Intervention Plan

Low Level

- Intervention Strategies:
 1. Low key responses
 - Signal student
 - Proximity of student
 - Teacher look
 2. Squaring off
 3. Choices
 4. Informal Chat
 5. Defuse Power Struggle

Higher Level

1) If the misbehavior persists I would create a formal contract with the student. I would also send a copy of the contract home to be signed by his parents.

2) Next step if there are still problems would be to involve the school administration. I would contact the principle. I would also work with the student to create a plan to keep him in the class.

• I hope to address most classroom management issues by prevention. When reactionary situations arise, the bumps system should keep things low key and on track. Part of creating a positive environment is having an orderly class.

7. Reflections on Classroom Management

A. Successes/Strengths: TBA

B. Problem Areas/Areas for Growth: TBA

C. Alternative Strategies/Things to Try

TBA