

Classroom Management Part 1

1. Why is it important to have a classroom management plan? What are the most important elements that this plan should include?
 - a. A classroom management plan is important to have to establish the atmosphere of the classroom. With an effective plan in place, a teacher can deal with common disruptive behavior swiftly and smoothly without having to lose instructional time with their students. The plan should contain all of the following elements: statement of purpose, rules, procedures, consequences, and an action plan. The overall plan needs to be easily understood and focus on positivity.
2. How can procedures that are well developed and specifically taught reduce behavior problems?
 - a. Specific procedures, especially during transitional periods, can help eliminate unnecessary confusion as to what is expected of students. If the procedures are kept simple and short, students can more easily understand expectations and adhere to them.
3. Name at least four things teachers should keep in mind when delivering positive or negative consequences.
 - a. When teachers are planning the consequences for their classroom management plan, they should take numerous aspects in to consideration including the following: what students perceive as pleasant or unpleasant, cost of the rewards given, how easily they can administer the consequence, and the manner of administering (being educative and not being vindictive).
4. Ms. Gardner teaches seventh-grade science. For the first time in her career, her room is equipped with several lab stations. Because of this, she plans to have her students perform more hands-on experiments. She is excited by this prospect but also concerned that her students will be disruptive as they go to their lab stations and work in small groups. She is also concerned that her students will get hurt if they are not careful at the lab stations. To alleviate her concerns, help Ms. Gardner:
 - a. Develop a set of classroom rules
 - Wear safety equipment as instructed for lab.
 - Be respectful of all lab equipment.
 - Use lab equipment only as is instructed in your lab handouts.
 - If an accident occurs (broken glass, spills, etc.), notify the teacher immediately for proper clean up.
 - Maintain a clean and organized workstation for yourself and classmates.
 - o Create at least three procedures for walking to and working at the lab stations
 - If there is an accident at a lab station:
 - o Stop what you are doing.
 - o Notify the teacher.
 - o Stand back while the teacher deals with the clean up.
 - o Sign the accident form to verify that the situation was resolved.
 - Preparing for the lab:

- Enter the lab room with caution and maturity for the material we will be working with.
- Place all unneeded materials in the provided storage bins.
- Check the handout/board for what safety equipment you should have for the current lab.
- Organize your supplies at the workbench.
- Read the instructions/steps for the completion of this lab.
- Cleaning up:
 - Dispose of waste materials in labeled waste disposal.
 - Wash all used glassware and tools and dry them.
 - Once everything is dry, put the supplies back where they belong.

5. Sierra, a student in Ms. Gardner's science class, is shy and often anxious. However, when working with a partner at a lab station, she usually is very talkative. This disruptive behavior often results in her and her partner missing important teacher directions and not completing labs on time. Name at least two surface management strategies that Ms. Gardner could use to address Sierra's disruptive behavior.

Explain why you chose these strategies.

- a. A couple of the simplest go-to strategies that I have seen a lot are redirecting and proximity control. Both of these are fairly subtle and easy to use. Redirection helps let the students know that they are behaving inappropriately without being so direct as to "call them out" in front of their peers. Proximity is even less invasive. The teacher can simply make sure that they frequently visit the area where the students are working. If these strategies do not work, the teacher should consider more obvious ways of making students aware of their inappropriate behavior.