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Classroom Management

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Classroom Management

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Abstract

This project focused its research on how various teachers implement classroom management into their classrooms. The definition of classroom management used for this project is from The Glossary of Education Reform, which says classroom management refers to the “wide variety of skills and techniques that teachers and schools use to keep students organized, orderly, focused, attentive, on task, and academically productive during a class” (Great Schools Partnership, 2014, p. 1). The purpose of this project was to determine how various teachers incorporate classroom management into their classrooms. Two schools were used during this project where two principals were interviewed and three teachers’ classroom management styles were observed and then inquired about with follow-up interviews. One result of this research was the discovery of new methods of classroom management to use in my future classroom. I was able to see how various middle level teachers were successful with their classroom management techniques and why that is. Then I researched what theories supported the use of their techniques from scholarly literature including *Building Classroom Discipline* (Charles, 2014), *Training Our Future Teachers: Classroom Management* (Greenberg, Putnam, and Walsh, 2014) and *Classroom Management: Research for Beginning Teachers* (Borden, 2013). In summary, I conducted a multiple case study that was descriptive and exploratory. I asked the how and why questions of classroom management and learned the theories behind classroom management from scholarly literature.

Introduction

Ms. Emich takes in a deep breath as she steps into what will soon become her second home. The smell of Clorox wipes fills the air from the desks she wiped down the day before. Every desk is in place, every pencil has been sharpened, and every poster has a message that she wants her students to be challenged by. Everything is ready for her first day of the career she has been preparing for the past four years. She could not be more thrilled that the first day of school had begun! She looked out the window and saw the buses pulling up that held her beloved students. She adjusted her dress, pushed back her hair and went to greet her students at the door.

Twenty-five students file in, all talking and energetic, they hesitantly say hello to their new teacher and then continue their conversations once they pass Ms. Emich. Once the bell rings, Ms. Emich turns to go to the front of the room, but all of a sudden a paper airplane cuts her off in mid-step. The students are all laughing and out of their seats that are clearly marked with their names. As she looks around she sees one student writing on her previously sparkingly, wiped desk. Another student has just tripped the smallest boy in the classroom. Two girls are shouting at one another about an incident that happened on the bus. Everything is out of control. Ms. Emich tries to get their attention. She tries clapping her hands, calling out to the class, and turning off the lights. Nothing seems to be working. It has only been the first ten minutes of school and everything has fallen apart. Completely shaken, Ms. Emich has no idea how to go on.

I have decided to focus my research project on studying classroom management so that this short vignette does not become a reality for me. Throughout my classes and field experiences, I have come to realize that one's classroom management can make or break a teacher. I want my classroom management to make me stand out as one of the most effective teachers in my district. The definition of classroom management I will use for this project is

from The Glossary of Education Reform, which says classroom management refers to the “wide variety of skills and techniques that teachers and schools use to keep students organized, orderly, focused, attentive, on task, and academically productive during a class” (Great Schools Partnership, 2014, p. 1). It also helps create and maintain appropriate behavior of students in classroom settings. The purpose of this project is to determine how various teachers incorporate classroom management into their classrooms.

School Backgrounds

For this study, I observed in two schools, and interviewed staff members at these two schools. One of these schools was an urban, public school that I will refer to as School A. The other school that was studied was an urban, public, charter school, which I will refer to as School B. At each school I interviewed the principal, who then suggested which teachers I should observe in order to learn more about classroom management. I also interviewed the teachers I observed to in order to dig deeper into their philosophy of classroom management. To establish context for my research, I would like to provide a description of each school to provide their academic background.

School A is a middle school that serves students in fifth, sixth, seventh and eighth grade. From School A’s most recent Ohio Report Card (2013-2014), about fifty percent of the students are white, about thirty-three percent are black, about eight percent are multiracial, about five percent are Hispanic and about five percent are from the Asian population. About five percent of the students have a disability and about four percent have limited English proficiency. One of the most interesting things is that one hundred percent of their students are economically disadvantaged. Across the board, the students attend school about ninety-seven percent of the time. The school as a whole seemed to be performing well according to state required

assessments. The school has a B for Performance Index and an A for Indicators Met. They have an A in all areas of Progress excluding the students with disabilities who were not rated. Lastly, School A received an A in Gap Closing (Ohio Department of Education, 2014).

School B is a middle school that serves seventh and eighth grade students. In this school about sixty percent of this school is white and about twenty-seven percent is black. The other thirteen percent fall within the Asian, Hispanic, and multiracial populations. About thirty-three percent of the students are female and sixty-seven percent are male. About seventy-five percent of the students are participating in a free or reduced-price lunch program. The school has a D for Performance Index and an F for Indicators Met. They have a C for their progress for value added overall and an A for their progress with value added for students with disabilities. Lastly, School B received an F in Gap Closing (School Grades, 2013-2014).

Analysis of Principal Interviews

Now that the schools have been described, it provides a starting point to see how the principals operate their schools. I had each principal respond to the same five questions, which are included in Appendix A. To keep confidentiality, School A's principal will be known as Mrs. A and School B's principal will be known as Mrs. B.

Mrs. A stated, "A middle school teacher with effective management has a positive relationship with students, engages students in the work, and keeps students safe. My philosophy is that high engagement minimizes most behavior issues" (personal communication, November 2, 2015). Over and over again, Mrs. A expressed how important engaging the students is to minimizing behavior issues. *Training Our Future Teachers: Classroom Management* (Greenberg, Putnam, and Walsh, 2014) also describes how important engagement is. In this document, engagement is part of the "Big Five," which are five strategies that include rules,

routines, praise, misbehavior and engagement. The authors' research found that successful classroom management includes fostering and maintaining student engagement by "teaching interesting lessons that include opportunities for active student participation" (Greenberg, Putnam, and Walsh, 2014, p. 4). From Mrs. A's interview, I realized how important high student engagement was to classroom management.

Another part of classroom management Mrs. A felt strongly about was rewarding positive behavior when the students follow the rules and express core values. At the beginning of the school year the teachers and administration explain how the students can be safe, respectful, and responsible by following school's Code of Student Behavior that is used district wide. Along with the rules, School A has a set of core values they want to see their students displaying. These core values include innovation, inquiry, imagination, inspiration, and integrity. Mrs. A said, "We reward students who demonstrate our core values with core cards they can trade in for gift cards" (personal communication, November 2, 2015). This form of systematic reinforcement was an essential belief B.F. Skinner understood. In *Building Classroom Discipline*, one can see that Skinner believed student behavior is shaped through constant and intermittent systematic reinforcement. Skinner says, to manage disruptive students, an educator should give constant reinforcement to a student who behaves in the way they desire (Charles, 2014). Constantly reinforcing the students at School A with core cards was a unique skill to add to managing one's classroom.

Mrs. B's responses were quite different from Mrs. A's, which provided a variety of ideas to include in my future classroom management toolbox. One of her big proponents of effective classroom management stemmed from passion within a teacher. She claimed, "A passionate teacher demonstrates patience, empathy, and an innate curiosity of wanting to know who their

students really are as people. When you have this in a classroom there is a new level of respect given” (personal communication, October 26, 2015). She believes that if a teacher has the passion for helping students and desires to truly get to know his or her students, this would lead to respect from the students, resulting in an effectively managed classroom. Mrs. B expects, “every teacher to know who their student is and where they come from” (personal communication, October 26, 2015). Mrs. B claims this passion and desire to know the students will cause the students to be more respectful and actively involved because they know the teacher cares.

Many of Mrs. B’s beliefs aligned with the beliefs of Spencer Kagan. He believed the goal of discipline is to help students develop life-long responsible behavior (Charles, 2014). This resembled Mrs. B’s expectations when she said, “I expect teachers to come to work and help develop the whole child” (personal communication, October 26, 2015). Her desire is to create students who learn how to handle conflict and how to work cooperatively with other people while learning. Both Kagan and Mrs. B support the idea that to manage students you need to show how you and the student are supposed to be on the same side and a teacher should show that they genuinely care about the student. The ultimate result is to create students who can have life-long responsible behavior and Mrs. B believes that this process begins with the passion of a teacher.

Analysis of Classroom Observations

Within this section I describe some of the important classroom management situations I observed within the two classrooms recommended to me by the two principals. School A’s recommended teacher will be known as Mrs. C. School B’s recommended teacher will be known Mrs. D. All of the observation notes are included in Appendix B.

Mrs. C's classroom was a sixth grade math class with eighteen students. The room was joined to the science room by an open wall. The observation of the first class took place November 2, 2015 from 12pm to 1:15pm. The desks are grouped in four groups of five and one round table that fits four students. On the walls there is a poster including the core values and what they stand for. The school rules are posted on the wall and there is a 21st century skills poster. Along with the school rules there are rules that the students and teacher had come up with as a class. According to Borden (2013), it is important to allow students to be a part of the process of creating the rules and discipline for breaking the rules. It gives them a sense of leadership and ownership on the rules and discipline actions they created (Borden, 2013). Redl and Wattenberg (2014, as cited in Charles, 2014) are the two theorists who paved the way and established the value of involving students in making decisions about discipline.

When the class took place the students were very chatty. Mrs. C instructed the students to take their seats and work on ALEKS, a computer program each student has access to on their laptops. After about ten minutes Mrs. C is still trying to get the class under control. She shouts, "Class," which the students respond in a chorus, "Yes." Mrs. C continues by saying, "It is 12:09pm and you guys aren't doing what you are supposed to do." Pointing to the adjoining science room she says, "Do you see how everyone is quiet doing ALEKS over there? You guys got mad at me for yelling before, now you see why." The students begin to quiet down and take out their computers to start their work. Throughout the class, the students continued to be loud and Mrs. C would get their attention by saying, "Class" and they would respond. This seemed to be a very successful way to regain control of the classroom. However the students did continue talking after a few moments. During the middle of ALEKS time, a student addressed Mrs. C saying, "Ain't it good I moved otherwise I'd be talking to her." Mrs. C replied, "Yep, that was a

smart decision.” It was intriguing that the student wanted to please Mrs. C and show that he took responsibility for his own actions.

The last half hour of this class was dedicated to math lesson Mrs. C had prepared about fractions. When directed to put their computers away it took them awhile to do as they were told. At one point, Mrs. C put her hand on her face and said, “It should not take this long to put things away.” Finally, everyone is ready to begin and Mrs. C has projected problems on the board to work through with the students. The students are engaged during this part of the lesson and no issues occur. I was able to witness one of Mrs. C’s management strategies when a student asked to use the restroom. Mrs. C said the student could if he would pull a card. This card system has six cards. The first one is a reward card, next two are warnings, and the remaining are lunch detentions and a learner response form. These cards are pulled when a student is unprepared for class, they want to use the restroom, they are being inappropriate or disrespectful, tardy to class, and if they are eating in class. The cards are replenished each week, except for the reward card. This was one of the last instances of classroom management I observed in this class, the students were let out for specials soon after.

At 2:00 pm I observed Mrs. C’s last class of the day, which had fifteen students. The students are to come in and begin working on the warm-up. After five minutes of directing students into the room, Mrs. C begins. She says, “Class,” the students reply, “Yes,” Mrs. C says, “Stop talking.” With all of Mrs. C’s class she uses this tactic to get her student’s attention. Kounin called this tactic *group alerting*, where teachers gain full attention before giving directions or making explanations (1977, as cited in Charles, 2014). Mrs. C does group alerting and then asks the students to explain how they did the warm-up. For the next 30 minutes, the students are respectfully listening and answering questions. Mrs. C calls on students who raise

their hands and ignores those who do not raise their hand. This in itself is a management strategy; she ignores poor behavior and rewards those who fulfill her expectations by allowing them to speak and acknowledging them.

The last half hour of class, Mrs. C has the students solving book problems on their own with their fraction strips. They are to record their answers in their notebook. The students are engaged and are allowed to talk quietly while doing their work. Mrs. C is walking around constantly, checking to make sure the students are working and answering questions. After fifteen minutes of the students working hard, a woman walks in stating that she has the school pictures. At this point all of the students have become distracted reaching for their pictures and showing them to one another. Mrs. C comes over to me and says, "This had stopped all work. I wish they would wait until the end of the day to hand out pictures." The last ten minutes, Mrs. C reluctantly allows the students to share pictures. However, after gaining the classes attention she does say, "You guys, some of you have done the book problems, some have not. I hope when it comes to a notebook check you will have correct answers." This statement causes some of the students to finish working on their book problems. Class comes to an end; Mrs. C uses her "Class" technique to have the students clean up. However, in the middle of the cleaning process the bell rings and the students disperse into the hall, leaving the room a mess of paper strips. It was an interesting experience and I was able to see many management successful techniques.

Mrs. D's classroom was an eighth grade math intervention class. The observation of this class took place November 17, 2015 from 1:10 pm to 2:10 pm. At the beginning of class Mrs. D directs all students who are participating in Power of the Pen to leave the room. This leaves the class with nine students; five students were girls and four were boys. Mrs. D says, "Ski" and all of the students stand silently facing her with their arms at their side. She then says "Re" and the

students bow and say “Os.” The students take their seats silently and Mrs. D tells them the plan for the class. She states half of students will start playing Math Battleship, while the other half of students will be creating 3D shapes out of blocks to match the ones shown on paper. She splits the groups into boys and girls, has girls playing battleship first and the boys working on 3D shapes. Mrs. D says the students can work together or alone on the 3D shapes and they can pick their partner for battleship. This simple act of allowing the students to decide how they get to work is one technique for effective classroom management. Marshall (2001, as cited in Charles, 2014) believed teachers should include choice, offering students options within their daily communication with students. Mrs. D seemed to use this strategy to make her class run more smoothly and it worked!

As the students worked in their groups, Mrs. D would go around assisting the students. At one point Mrs. D goes to two distracted students and says, “Mike and Mike how’s life? What have you been doing?” The students stare at her blankly. “Speak to me,” she says jokingly, “Please don’t ignore me.” One of the student’s claims, “You didn’t tell me to do it.” Mrs. D explains that she clarified at the beginning of class how they were to complete the assignment using blocks to create the 3D shapes on the paper. She says, “This is the assignment, not making squares.” She then leaves these students, who express frustration, but start doing the assignment correctly. Mrs. D seems to have a very sarcastic/joking relationship with the students, but when she means business they know to listen.

Another distracted boy, who has not been completing the assignment, asks when they will switch groups. Mrs. D replies by saying, “When I tell you to switch. What have you been doing?” He replies, “I don’t know.” Instead of growing impatient with him Mrs., D sits down and helps him with the problems. Mrs. D is constantly walking around the room, assisting

students. Not once did I see her sit at her desk. She is constantly looking to see that the students are engaged in their work and created an interesting “hands-on-lesson.” Again this reminds me of one of the “Big Five,” which is engagement. “Teachers should constantly engage students in the lesson, whether through creating an interesting lesson that holds students’ attention or through building in frequent opportunities for student participation. Students who are involved in the lesson generally have less inclination to act out” (Greenberg, Putnam, and Walsh, 2014, p. 14). Mrs. D did a fantastic job at engaging her students.

The students then switched groups. Instead of having the students move, Mrs. D moved the supplies from one group to the other. This saved a lot of time and created less opportunity for the students to become distracted. Mrs. D continued to help students who needed assistance. Near the end of class, Mrs. D goes up to the boy who was distracted in the last activity. She asks him if he is participating in the Battleship game. He does not reply and she says, “No you are not. You have not written anything on your board. I need you to do this.” He replies, “I don’t want to. Its boring.” Mrs. D replies, “I can find boring if you want me to. If you don’t chose to do this now, I can have you come in for lunch tomorrow.” He responds, “I choose not to do this.” Mrs. D replies, “Okay, you get a blue form,” and begins to walk away. The student frantically says, “Why do I get a blue form?” Mrs. D explains, “Because you are not participating. You chose to come at lunch, that is choosing to not participate, that means you get a blue form.” Mrs. D allows this to sink in for a moment and then tells him, “You can choose to continue now.” The boy decides to participate and does not cause an issue for the rest of class. This exchange showed me how important it is to stand your ground, keep authority and make sure the students follow the rules. According to Morrish (1998, as cited in Charles, 2014), a teacher should use real discipline by affirming that the teacher is the authority, establishing student compliance, and

correcting the student's misbehavior by having the student redo the behavior properly. He believes insisting that students comply with direction and rules of behavior it is essential to classroom management. Mrs. D's behavior demonstrated what Morrish was describing.

With a few minutes left of class Mrs. D has the students put away the supplies. The students straighten their desks without being told. Mrs. D then hands out tickets to reward the students for their exceptional behavior and for being such wonderful students. The tickets are a reward system where students can receive tickets from all of the teachers and use them to buy items at the school store. After the students receive their tickets, another student calls "Ski" and all of the students stand up quietly. The teacher says, "Re" and everyone bows. They then line up quietly and leave the room. This is another great example of group alerting and worked successfully.

My second observation of Mrs. D's classroom management took place November 19, 2015 from 8:00am to 9:00am. This was a seventh grade math class made up of two girls and three boys. Mrs. D begins class using her group alerting tactic and told the students to begin working on their "bell-work". While students are working on the "bell-work" Mrs. D is going around assisting students. At one point a girl has the problem written on her desk in Expo marker clearly incorrect. Mrs. D laughs and says, "I like you Taylor" as she erases Taylor's incorrect answer. Mrs. D then shows her the correct way to solve problem with the Expo marker. Taylor was not discouraged, but instead laughed when she realized her original answer was wrong. Alfie Kohn mentioned this type of relationship. He wrote that it is important to develop classrooms that are caring, supportive communities of learners, where students work together with educators to pursue education (Charles, 2014). The relationships Mrs. D has built with her students is key to her success as an effective classroom manager.

The class then goes over the “bell-work” on the Smart Board. When the students answer the problems correctly Mrs. D praises them and encourages them. According to Greenberg, Putnam, and Walsh’s (2014) findings, praise can be used effectively and appropriately to help manage a classroom. They found it is important to “be specific about the behavior you are praising...be sincere in the way you praise a student...give praise immediately following the behavior...praise the process or action” (Greenberg, Putnam, and Walsh, 2014, p. 14). Mrs. D applies these findings and also gives tickets to the students who participate, and for those who get correct answers.

The rest of the class is dedicated to learning about area and circumference of a circle. Mrs. D tells the students if they work hard on this activity, they can have game time at the end of class. Giving the students this opportunity to earn a reward is a great way to motivate students to fulfill expectations for the activity Mrs. D wanted them to complete. As a class they work through a hands on activity that includes two circles that are the same size. One of the circles has eight triangles the students cut out and tape onto a paper into the shape of a rectangle. The students are engaged, causing no discipline issues. After taping the triangles into a rectangle, the students find the area of the rectangle and the area of the circle that has not been cut. They come to the conclusion the areas are the same. Mrs. D congratulates the students for finding this out and rewards them for working so hard with game time on the computers. The class ends and Mrs. D says, “Ski,” the student stands, she says, “Re” and they bow and line up quietly. Again, this was another management success for her group alerting system. Mrs. D displayed some wonderful techniques on how to praise, set expectations, give rewards, and alert your students.

Analysis of Teacher Interviews

Within this section I describe the interviews of each teacher. The interviews provided context for why the teachers operated the classroom in the way I observed. Each teacher responded to the same ten questions, which are included in Appendix 3.

Mrs. C's interview took place November 13, 2015 around 1:00 pm. Many of her answers aligned with what I observed within her classroom. For example, I observed her card system in action and the rules and expectations they came up with as a class. She explained how important it is that students participate in creating expectations and rules of the class. Another aspect of her system of classroom management centers on having a good rapport with her students. Mrs. C said, "If you don't have a good relationship with them then they will be less likely to listen to you" (personal communication, November 13, 2015). Mrs. C did seem to have a good relationship with her students; they never blatantly disrespected her.

A topic Mrs. C believed was difficult to teach students was having them develop self-discipline. She said, "This is something that all middle school students struggle with and will probably continue because of their maturity" (personal communication, November 13, 2015). She said to help teach students self-discipline she tries to model the behavior she expects and have the students practice it. Mrs. C would like to continue to work on bettering her strategies to teach self-discipline. Another problem she wants to address is students being off task. She said, "I let too much get away with and need to follow through more on the rules/cards" (personal communication, November 13, 2015). This illustrated how important it is to formalize expectations and to continue to stick to the rules as the school year goes on. Mrs. C was a great example of a teacher who is displaying effective techniques of classroom management, yet realizes she needs to be stricter in some of her techniques.

Mrs. D's interview took place November 20, 2015 around 10:00 am. Again, a lot of Mrs. D's answers reflected what I observed within her classroom. For example, some classroom management techniques mentioned within her interview were witnessed during observations including allowing students to choose their partners, choose their seats, and the rotation of the materials during group rotations instead of students. When discussing this Mrs. D says, "This not only saves time, but keeps the kids more focused on their work" (personal communication, November 20, 2015). Mrs. D knew that for this specific class if the students rotated to the groups, they would become distracted and she knew that these students would work better with a partner of their choice. Mrs. D realizes how it is important to know your students and claims that it is the most important part to effectively manage a classroom.

To start the year, Mrs. D has a much more structured classroom setting. She says, "I make it very clear from the start of the year what our classroom rules are and if students try to push the rules they will be given a warning followed by some disciplinary action for a second offense" (personal communication, November 20, 2015). She is also a big supporter of making student responsible for their behaviors. Multiple times she has had the students go to the office to call their parents and tell them about the poor choice they have made. Coloroso (2002, as cited in Charles, 2014) agreed that students need to take ownership of what they have done wrong and she would then add that they should suggest strategies for solving the problems they created. I really like this technique and plan to use it in my future classroom.

Like Mrs. C, Mrs. D believes that self-discipline is very difficult to teach. One suggestion she gave was to have students chart their own behaviors and progress to gain a better concept of self-awareness, which can then begin self-discipline. She said that in her class some of her students self-monitor by turning in homework or by tracking their behaviors on behavior charts.

One of the behaviors Mrs. D wants her students to self-monitor is students “picking on each other,” which she believes is her biggest discipline issue this school year. She said, “Each of my classes get the same speech regarding this topic and it is a one warning situation. I will write students up for this and the consequence is typically an essay and a phone call home explaining what they said or did” (personal communication, November 13, 2015). Again Mrs. D is holding the student responsible for their actions and is now having them write an essay that will include ways the student should have handled the situation. I think this is a great classroom management practice to help students’ self-discipline and take responsibility for their actions.

Overall, these interviews supported what techniques took place in my observations. I saw the context for why it is important to know your students and to strive for mutual respect between teacher and students. I learned more about the card system, which is an effective management system that holds students accountable to the classroom rules. I also learned once you know your students, it is important to provide your students with choices. Lastly, I learned how important it is to have students take ownership of their actions and for them to think of different ways they should have acted. All of these techniques were important ways to have effective classroom management.

Conclusion: Reflections and Future Application

This project has been quite a journey. Originally I was concerned there were so many ways to create an effective classroom management system, I would be drowning in trying to find what would work for me. However, throughout the process, I realized teachers have to figure out what management system works best for them. Borden’s (2013) findings solidified this for me when he said, “If an educator takes the steps of preparing, implementing, and consistently enforcing a management or discipline plan, students will know what is expected of them and be

able to adapt to multiple styles and rules” (Borden, 2013, p. 9). The key is to having a plan ready, implementing that plan, and constantly enforcing that plan so students know what is expected of them. This project helped me create a toolbox of many classroom techniques that I can use in my future classroom management. Classroom management refers to the wide variety of skills and techniques that teachers and schools use to keep students organized, orderly, focused, attentive, on task, and academically productive during a class. It also helps create and maintain appropriate behavior of students in classroom settings.

Throughout this process I learned that schools have different backgrounds which one must consider before creating their management system. I learned from Mrs. A, the principal at School A, how important it is to engage one’s students in order to minimize behavior issues. She also was a big supporter of rewarding students for following the rules and values of the school. Mrs. B, the principal at School B, taught me how important it is for a teacher to have passion. With this passion, she expects her educators to desire to have good relationships with their students, which will ultimately help the teacher to know how to better serve and manage her students. After these interviews, I was able to go and see what the principals expect in action.

My observations taught me many things. From Mrs. C’s classes, I learned it is important to allow students to be a part of the process of creating rules. I also learned about her card system, which held her students accountable to the rules they created. Lastly, she taught how important it is to have a group alerting tactic to gain full attention of the class in order to provide expectations and directions. Mrs. D’s classroom management style taught me it is important to give students choice. I also learned the importance of engaging your students at all times and to push yourself in order to plan interesting lessons. She used the real discipline model making her the ultimate authority, establishing student compliance, and correcting student’s misbehavior by

having the student redo the behavior properly. Lastly, Mrs. D displayed a classroom that was a caring, supportive community of learners, where praise and ticket rewards were not sparse. After my observations, I was able to go a little deeper and interview the teachers to see what other classroom management techniques they could share with me.

Following the observations, I interviewed Mrs. C. She confirmed a lot of things I had determined in my observation time, such as how it is important to have a system to hold your students responsible for the classroom rules. She also said it is important to have a good relationship with you students. Lastly, she claimed modeling the behavior you expect from your students and having them practice it will help self-discipline. Mrs. D preached how it is important to know you students. She also believes in making students responsible for their behavior. One way she believes you can help students develop self-discipline is having them chart their own behaviors and progress to gain a better concept of self-awareness. I learned an abundance of classroom management techniques from these two teachers and I know that I will be applying them shortly in my student teaching. I could not have hoped for better examples of principals and educators who have effective classroom management. I am now confident that I have a hefty toolbox of classroom management techniques that will not leave me stranded like the short vignette at the beginning of this project, but instead will leave me confident as the following anecdote describes.

Ms. Emich takes in a deep breath as she steps into what will soon become her second home. The smell of Clorox wipes fills the air from the desks she wiped down the day before. Every desk is in place, every pencil has been sharpened, and every poster has a message that she wants her students to be challenged by. Everything is ready for her first day of the career she has been preparing for the past four years. She could not be more thrilled that the first day of school

had begun! She looked out the window and saw the buses pulling up that held her beloved students. She adjusted her dress, pushed back her hair and went to greet her students at the door.

Ms. Emich knows exactly how she will run her first day of class. She has her classroom management system mapped out. As the students come to the door she greets them, asks for each student's name and then directs them to their seat and asks them to sit quietly. The students are a little uneasy about Ms. Emich's tone of voice, so they follow her specific directions. Once all twenty-five students have been quietly seated in their seats, Ms. Emich introduces herself and asks each student to share one favorite thing about their summer when they are called upon. After this activity, Ms. Emich tells the students about the school rules that are posted in the front of the room. She explains that these are the building blocks of what she wants her students to use to help her create new rules and expectations, along with consequences that they want to establish as a class. The students are thrilled they have a voice in the decision process and are more than willing to do this activity. The rest of the day will be dedicated to determining these rules, expectations and getting to know her students. The rest of the year, Ms. Emich will use her card system to keep the students in check with the rules they established. She will also reward her students using a ticket system to praise them for fulfilling her expectations. Everything is working smoothly and Ms. Emich cannot wait to see what the rest of the year will hold!

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Appendix A

Interview Questions for Principal of School A

Mrs. A-

11/2/15 11:45am

Interview Questions for Principal

1. What are the characteristics of a middle school teacher with effective classroom management? **A middle school teacher with effective classroom management has a positive relationship with students, engages students in the work and keeps students safe. My philosophy is that high engagement minimizes most behavior issues.**

more engage minimize behavior

Keep engaged!

2. What does their class look like on a daily basis? **As long as the students are safe and engaged there is no specific way the classroom should look.**

3. What are your expectations? **grade level - card system**

4. Are there a list of school rules or management policies that are enforced school wide? (If so, please describe) **We follow the [redacted] School's Code of Student Behavior. The focus is being safe, respectful and responsible. We hold class meetings at the beginning of the year and explain to the learners how they can demonstrate being safe, respectful and responsible. We reward students who demonstrate our core values with core cards they can trade in for gift cards.**

5. Who would you recommend I observe for effective classroom management strategies and why? **The 6th grade team is trying something new this year. They have the walls open for a blended learning environment.**

discipline issues - in hallways & w/ subs

3. every morning safe, responsible, respectful, be kind

Core cards - earn core values - collect cards to get gift card
 - reward pos. behavior
 - list certificate - celebrate kid once a month
 CSU - kindness rally

- ① innovation
- ② inquiry
- ③ inspiration
- ④ imagination
- ⑤ integrity

Interview Questions for Principal of School B**Mrs. B- October 26, 2015**

1. What are the characteristics of a middle school teacher with effective classroom management?
 - The first characteristic that I look for in a quality teacher is passion. A passionate teacher demonstrates patience, empathy, and an innate curiosity of wanting to know who their students really are as people. When you have this in a classroom there is a new level of respect given. The respect then drives the classroom management. As a building leader you can always provide teachers with the PD needed to become better at their craft but you can never give a teacher passion. A teacher has to have the drive and want to know about their students and use that information in a meaningful way. A teacher who has effective classroom management understands how to set boundaries in the room that students will respect. Also, an effective teacher needs to understand which classroom battles they should stand strong on and which ones are alright to negotiate. Typically the battles they negotiate are ones that strengthen the student teacher relationship not damage it.
2. What does their class look like on a daily basis?
 - On a daily basis these rooms have active class participation. You can see the teacher and students joking around and having fun with the learning process. You will see certain accommodations being made to help students' better access the material. You will see I Can statements in the room, so students know what the expectation is for the day and what they should be getting out of the lesson. The student needs to know what they are learning and how it applies to their life. Students in these rooms want to learn and are willing to challenge themselves before asking for help. The teacher is moving around the room keeping a visual during whole class assignments and offer guided help when a student is struggling. They lead the students to finding the right answer to empower them not just handing out the right answers to enable them. Students will be talking, a lot, and developing a curiosity for answers. When you walk into a well-managed class, teachers will not be just sitting behind a desk. If these teachers are running groups you will notice the students are actively engaged in the lesson, not idly sitting. These are the classrooms where you see students thriving. As an observer in the classroom the time flies by because you become immersed in the learning with the students.
3. What are you expectations?
 - I expect every teacher to know who their student is and where they come from. This is important so they know how to relate material in a meaningful way to the students. I expect there to be boundaries in the room that keep order but also promote students to learn and grow both academically and as people. I expect the teachers to be actively engaged with the students. I expect there to be a clear learning goal for the day and for everything they do to help the students reach that goal. I expect for all staff to teach students with the understanding that all student can learn. I expect teachers to come to work and help to develop the whole child.

A quality teacher has effective classroom management because they can tell when students are not getting a lesson and can think on their feet and make changes on the fly. These teachers also communicate with others in the building to try and find the best way to help a student. The teacher collaborates through TBT's, emails, face to face, and talking with parents when needed.

4. Are there a list of school rules or management policies that are enforced school wide? (If so, please describe)
 - Yes, there is a staff and student handbook that covers these items. It is also available on the SRS site for anyone to access.
5. Who would you recommend I observe for effective classroom management strategies and why?
 - I would recommend observing Mrs. D in the math room. She has been with School B for 5 years and understands the model. She has a deep understanding of her students and her class provides an extremely conducive learning environment. Mrs. D's passion for what she does is incredible. She is able to maintain classroom management to the highest degree in her room. Mrs. D and her co teacher are an excellent example of how an effective classroom management. They emulate all my expectations and possess all the characteristics of a teacher with quality classroom management skills.

Appendix B-Observations

School A Observation Notes:

[redacted] & [redacted] 6th Grade 11/2/15 12pm-3pm
 [redacted] - 18 students
 [redacted] - 15 students
 - students told in Math room, walking around
 - "CLASS"
 → "its almost 12:09 and you guys aren't getting don't do what you are supposed to do"
 do you see how everyone is quiet doing ALEKS over there?
 "shhh" - sky shouldn't be using calculators on ALEKS
 [redacted] "you guys got mad at me for yelling before... now you see why"
 T- "had to spend 3 mins showing you in classroom
 12:12pm 4 students around her desks asking ?'s
 2 use expo markers on desk
 [redacted] can you help me [redacted]?
 [redacted] - I can help you, she's been showing me... gets out of seat.
 T - Sit down Sky. she sits
 [redacted] Room
 [redacted] wanders around following [redacted]
 [redacted] room quiet working on ALEKS
 [redacted] leaves students begin chatting in the corner
 [redacted] comes back, quiet again

- Math room - wall painted green
- Core values posted
 - school rules posted
 - 21st Century skills poster
 - Sign that Community is working well

Open wall to science Room — ^{pull} Cards in middle of classes

- Science Room - lab
- Screen separate
 - 21st Century Literacy Skills
 - Core values posted
 - Classroom rules
 - Cite it Right Poster
 - Mean list of expectations
 - LAB Safety

12:20 ■■■ talking w/ student, showing math skills → student from class

- ■■■ helping ■■■ who is seated near her desk
- students chatting in both classes

Once ■■■ stops helping student - class quiets more

Math room

- use Expo markers on desks
- ↳ Mae helping Day solve problem using Expo markers

Science: Two girls talking, one on computer, one standing

Math ■■■: talking about Halloween town

- ■■■ - come on, --- ■■■ turns around
- "■■■■ can you please help me?"
- goes to help her
- walking around room more
- sitting

12:26 - Math: 5 students not working on ALEKS

T- "What have you gotten done so far [redacted]?"

↳ [redacted] walking around group

[redacted] "I got 3 tapes done?"

"Ain't it good I moved otherwise I'd be talking to her."

↳ to [redacted]

[redacted] "Yep that ^{was a} ~~smart~~ decision"

Two new students come to

Math room talking more, science room picking up sound

8th grade student walks in, talks to [redacted], goes over to [redacted]

[redacted] - "Am I second best, you came to me second"

boy to 8th grader "I know your name!" shouts

8th gr. - "I know your sister"

12:30 → Subject time

"Class" "Class"

"Yes" "Yes"

Eyes should be on screen. (quiet voice)

↳ has their attention even though Math room super loud

"I'm coming around w/ grade book"

(Math room working on putting away computers)

[redacted] "Class" - ~~say~~ "Yes" →

T- "[redacted] you should probably go back to seat" everyone laughing class talks again

[redacted] waits, hand on face — kids - "shhh"

"It should not take this long, to put things away"

reads problem to students from screen

It'd be $\frac{1}{6}$ th

Why?

students give out answer, I said " " "
obain says answer

12 to 10, 12:10, $\frac{12}{10}$

" , how many girls to class?"

"10:22"

Is a 10th bigger or smaller than $\frac{1}{6}$
 "bigger" - whole class

"Put the food away" -

Asks whole class question & multiple students respond

can I go to bathroom?
 ↪ If you pull a card.

group in back M. room working on group car project
 other 3 groups following w/ lecture/discuss

T. passing out papers for make $\left[\frac{1}{2} \mid \frac{1}{2} \right]$ $\left[\frac{1}{3} \mid \frac{1}{3} \mid \frac{1}{3} \right]$ etc

Excuse me, how do you do this?

T "pay attention, then you wouldn't be asking me what"

T - helping student fold her paper
 ↳ other students trying

[redacted] allowed student to go to bathroom w/out card?
 - students bring laptops to [redacted] to look at report (science fair)
 - students working on PBL for GOJO
 - have screenshot of quizlet open & report open
 12:52pm - 3-4 students talking/ NOT working on their computer
 - [redacted] commenting on reports individually
 - student sitting on ground, group of 4 working together or talking

Math

1:53
 out group (left)
 "I can't do this!" student shouts & stomps away
 [redacted] ignores & student comes back to seat
 [redacted] helping student next to her.
 then once done she goes back to help temper tantrum student

[redacted] helps students create paper fractions
 groups all loud
 1:05 - girl stomps over to [redacted]
 says sit
 ↳ stomps back

[redacted]
 Can I use bathroom? - girl
 How do you ask? C
 "May I go to the restroom?"
 "Yes" [redacted] - goes w/out pulling card

process of invention
 (more closer to group)
 "suicides a sin"
 "I go to church Monday, Sunday, Thurs,"
 - 4 students not working on GOJO
 - [redacted] going through reports w/ student

Red - Math room very loud
 - 5 students up and walking around

Purple - Science - 6 students conversations not on science

3 students from Math room now in science room
 1:10ish [redacted] - what are you guys doing?
 Boy - "sharpening pencil"
 [redacted] - hugging another girl, now hovering [redacted]
 ↳ sharpening pencil & talking

Math: using fraction papers to answer questions in book

"Are you ever sharpening pencil [redacted]?" [redacted] shouts to
 [redacted] across Math/Science room
 "Yes" - [redacted], then walks back
 working w/ other students
 [redacted] - touches [redacted] hair
 ↳ doesn't respond

"Class" - Yes, "Class" Yes
 Some of you didn't attempt the ?'s so when we have
 a notebook quiz you won't know the answers
 ↳ so you may want to do ~~with~~ for hw

1:15 - class switch

pick your battles
 - connect w/ wld [redacted]
 - pull students into the hallway

Misuse of Classroom Materials

Card Infractions

- Unprepared for class
- no book, pencil, computer charger
- Restroom / water fountain
- Off Task: Not following directions
- Inappropriate Talking: Timing & Volume
- Disrespectful to peers
- Tardy to Class
- No eating in class

[redacted]

* get replenished every week except purple

date, what did wrong, what class

Yellow - lunch
 orange -

green - 1st warning
 yellow - lunch detention
 blue - 2nd warning
 orange - lunch detention & learner response form
 pink - 2nd learner response form

power my learning - playlist

purple - reward (candy or Hw PASS)

white - missing Hw

once a grading period

try to do small groups

15 - direct

25 - on computer

15 - lab

} blended learning

Math Cube : Jon Scieszka & Lane Smith

Connect Mathematics

1:45-2:00 Break

2:00 same classes, switched for Science & Math
 2-2:05 Science: "do quizlet, get @ least 80%"
 -gets class going right away

2:05 Math class coming to order

start w/ warmup
 "Class" "Stop talking" T.
 T asks students how they got answer to warmup
 girl answers... T clarifies answer
 now moving on to making $\frac{3}{10}$ | $\frac{1}{2}$ fraction strips
 one group working on project, other 3 working on strips

T- reads problem, class is quiet
 asks question, one student raises hand & answers

did they get @ least $\frac{1}{10}$ of goal? - T

"Yes" - girl

why - T

we learned about it last yr? - girl

what did you learn? - T

Idk - girl

Asks [redacted] to help (who is raising his hand)

$$\frac{1}{6} > \frac{1}{10}$$

[redacted] - Red

room quietly working on computers quietly
 [redacted] gave good, concise directions, many things for them
 to do, (quizlet, report, PBL) & they met w/ him) students engaged

Math- Purple

T → talking about how many 6^{ths} are in $\frac{1}{3}$
↳ describes it to students

T "some of you have done strips, some haven't"
Vds the folding directions → tells them to mark them to go
go get your strips → then sit back down from Thurs.

- starting to get ^{little} louder in Math room

- ↳ going back to seats

- folding papers

█ goes over to students & helps w/ folding $\frac{1}{5}$'s

as students are making strips they are chatting

each make strips for $\frac{1}{2}, \frac{1}{3}, \frac{1}{4}, \frac{1}{5}, \frac{1}{6}, \frac{1}{8}, \frac{1}{9}, \frac{1}{10}, \frac{1}{12}$

█
"now that math is chatting, 3 students not focused in even (could be done) w/ quizlet)

• ~~commenting~~

• █ commenting on reports — making connections / relating
"great hypothesis" "really like this part"
"could work on this"

↳ asks questions to better their reports

• girl comes from math room to get sanitizer

• boy comes over to get sanitizer

• boy goes over to sharpen pencil

Math

- did you guys get all of yours done? → [redacted]
- [redacted] allows student to go to bathroom w/out pulling card
 ↳ she said it was an emergency & that she got let out of specials at 2:02 so she didn't have time to go
- [redacted] shows another student's work of cars to show student how they can print out car & write di.
- 2:36 - students engaged w/ fraction papers, but can talk while doing it
- How's yours? T
 - good, I'm still working, [redacted] constantly walking around
- class medium volume, as is science, but more math
- 8 students cranded around 2 computers

C- "I don't know why you are out of your seat [redacted] & [redacted]
 ↳ boys go sit down

[redacted] helping student, back turned
 7 students not in seat in math room
 ↳ [redacted] walks over, students go back to seats
 [redacted] has them start working on book problems

"[redacted], I don't know how to do it"
 ↳ [redacted] walks over to help

class Pictures brought into rooms,
 2:47 work stops in both classes for almost all students
 students walking around looking at pictures
 [redacted] comes over and tells me how this stopped all work & should happen @ end of day

2:50 "Class" - [redacted] "Yes" Science class
 "I need these 10 mins" Finish working on reports &
 I need to ~~be~~ go over reports"

comes to Math - [redacted]
 "Class" I need these 10 mins

[redacted] to math

↳ I need You guys, some of you have done the back problems, some have not

I hope when it comes to a notebook check you will have correct answers

→ students start working on math problems

[redacted] "whatever game you are playing right now..."

"walks over to their ^{computer}
 we are not ^{this} playing right now"

has to stop & go back to what he was working on one on one w/

[redacted] going around ~~without~~ ^{helping} answer ?s

What are you doing? student asks me

7 "Class" "Yes" "Class" - Yes, clean up the strips
 bell rings

floor is a mess in math

chairs on desks

students everywhere - walk to lockers

School B Observation Notes:

School B: [REDACTED], 8th grade
 observing: 1:10-2:10 Intervention 11/17/15

• no bells
 teachers ^{directs} instructs students if they are to go
 to power of the pen

• students talking when come in, but they sit down
 • you have to decide, "yes or no"

↳ to [REDACTED]
 ↳ says it 7 times asking him if he wants to do
 power of the pen
 5 girls, 3 boys

- one group is playing math battleship, other is doing

- recognizes students when they say comments about
 activity
 "Go ahead [REDACTED], take your crumbooks"

• explaining math battleship
 - everyone attentive

"we'll make this very boys & girls."

"allows students to work together or work alone
 she doesn't care"

• [REDACTED] not paying attention

"[REDACTED] [REDACTED] says firmly
 turns back to correct position"

- doesn't fight students on working together

• lights have been off

• teacher walks around to assist students
 who still don't understand

- intern in classroom also assisting
- hands on activity working on making 3D shapes
- two groups: 5 girls + 1 intern are playing math battleship
4 boys creating 3D shapes independent
- [redacted] taping on desk
- [redacted] "stop"
↳ teacher ignores & continues her explanation to group
- [redacted] boy trying to get [redacted] attention
↳ makes comment, [redacted] jokingly replies to this one
- "Ms. [redacted], I need help with this one"
"Okay, I can help you!" [redacted]
↳ walks away addresses another student
- "Okay, [redacted] whats up dude?"
- students don't raise hands if they have question
- continues to help [redacted]
- student raises hand in front of room, teachers backs are turned
↳ puts down hand after a few minutes
- one student, new student off task throwing blocks in air, was just helped by teachers
- 2 boys with blocks are finished & now making random shapes
- [redacted] walking two girls through how to play math battleship

" [redacted] + [redacted], how's life?" - [redacted] "okay, okay"
 "What have you been doing?" }
 "Speak to me" } [redacted] to [redacted]
 "Please don't ignore me."
 → well you are telling me I didn't do the work.
 "Do you need help?"
 "You didn't tell me to do it - [redacted]"
 "This is the assignment; not making squares" → leaves who frustrated but starts bawling
 "I went to school, to get a piece of paper to be able to tell you to shh"
 "[redacted] how's it going?"
 → constantly addressing students who are being distracted

[redacted] go → intern leaves @ 1:30 pm
 "When do we switch?" [redacted]
 "When we tell you to switch"
 "[redacted] what have you been doing?"
 → "I don't know" - [redacted]
 [redacted] helps [redacted] w/ problems
 Can the ship be diagonal?
 lady comes in... - says [redacted] says can log into chromebook as guest... - "do you know what he means?"
 [redacted] + students turn & answer her question
 → two [redacted] respond to tech lady
 - she says thanks and leaves
 - students go back to work w/out missing a beat
 "[redacted] Miss [redacted], I need more blocks to make all the shapes."

Begin to switch groups

↳ but then

"[redacted] where is your desk?" [redacted]

(He moved to a place near girls

↳ "Uhhh" - [redacted]

"You need to go back by your desk" [redacted]

"Time to switch"

switching activities, keeps students in same areas, takes new activities to students

- "This is boring" [redacted] when talking about Battleship

- has girls get their blocks, while she teaches [redacted] & [redacted] to play battleship

★ has a joking/sarcastic relationship w/ many students

◦ walks around to groups, but comes back frequently to the boys who were off task in last activity

- "Miss [redacted], I'm confused" - [redacted] → not afraid to ask ?'s

- [redacted] & [redacted] talking across room about being arrested

- [redacted] redirects [redacted] by asking a ? about the game

- girls doing 3D objects + talking, but working @ same time

"I did it Miss [redacted]!" "Miss [redacted]"

- "What?" - [redacted]

- "I did it" proud of her accomplishment [redacted] praises her

- makes learning fun, in an engaging, hands on, small group way

- everyone in groups of three, working w/ partner

11:00 [redacted] ... [redacted] ... [redacted] " [redacted] & [redacted] giggling, were

"Girls, you can't be trusted. You can't be partners anymore." - [redacted]

girls stop & get serious

changed tone of voice & it worked

"Mrs [redacted], I sunk it!" - [redacted]

"Good job! How about you [redacted]"

"Yes, I'm doing good"

"Clear, great!"

1:50 pm -

"What were you going to show me [redacted]"

"Oh I was going to show you how she missed!" [redacted]

"I helped her by giving her an answer" [redacted]

"That was very nice of you."

[redacted], are you participating?

No you are not.

No have not written anything on the board!

I need you to do this.

"I don't want to; it's boring."

"I can find boring if you want to"

"If you don't choose to do this now, I can have you to come in for lunch tomorrow"

"~~Am I~~ I choose not to do this"

"Okay you get a blue form"

"Why do I get a blue form"

"Because you are not participating."

teacher comes back to room from meeting, assists girls making 3D objects

"You chose to come at lunch, that is choosing to not participate, that means you get a blue form"

explains more about blue form

"You can choose to continue now" "should we start over?"

No → "We aren't making [redacted] start over, he has been working ^{at} it harder"

"Okay"

"Pick a point [redacted]"

⇒ doesn't allow student to be the boss

- he blank stares at her

- "Pick a point, like (5, -3)"

"Uhh (6, -2)"

"Good, now keep participating" walks away

[redacted] participates for the last couple minutes

"[redacted] is throwing things in class, you get a blue form"

"You are going to prison" [redacted] to [redacted]

Uhhhhh that escalated quickly" [redacted]

everyone laughs

[redacted] transitions students to getting ready to pack up.

- students reorganize desks w/out being asked

- [redacted] " [redacted] will you give everyone a ticket for being such wonderful students"

Teacher gives them tickets

"Only one sitting, gets an extra ticket"

- student calls ski, all students stand up quietly then say ray and teacher has them line up

School B: [redacted], 7th Grade
 Observing 8:00am-9:00am
 • two girls, three boys

11/19/15

Bellwork

"We always got to do something" - [redacted]

"Yep, we do" [redacted]

"[redacted] was it a whole coloring book?" [redacted] addressing autistic student

"I-I"

"Someone threw it away!" [redacted]

"[redacted] we will look for it buddy, I don't know what to tell you." [redacted]

"Let's start on the bellwork" - [redacted] to [redacted]

"I'm too sad to work." [redacted]

laughs

"I like you [redacted] [redacted] as she erases [redacted] bellwork

Problem she drew on the desk (allowed to use expo markers on desk to solve probs)

[redacted] shows her the correct way to solve the problem.

- [redacted] has students go up to board to answer bellwork probs
- encourages them & applauds/praises them
- doesn't embarrass them when they get it incorrect
 ↳ give tickets for participate/correct answers

"We have a whopping five of you today" [redacted]
 discuss what they will do today

-tangent about playing dodgeball & their other games

teacher & one intern
 *two assistants

passes out circle

"Who can say area of a circle" [redacted]

" πr^2 " - [redacted]

"Great job [redacted]"

"What's circumference?" [redacted] "Umm" [redacted]

"How many legs of your chair are on the ground?"
 B to [redacted]

"2" - [redacted]

"Put that number in your equation & put your chair down" - [redacted]

Class comes up w/ circumference

"Go ahead and cut out your circle" B to class

- B goes over to [redacted] who has head on his desk & frustrated about coloring book
- asks him if he wants to rip his paper circle or if he wants help cutting it
- he says ~~want~~ doesn't want to do it
- B says he needs to participate & has intern go over & help him


[redacted] shows students next step of taping circle to paper

- as students tape circle to paper they begin talking about Thanksgiving break

↳ [redacted] asks where they are going/doin' for Thanksgiving

- every student but [redacted] responds

[redacted] goes over to a student who is struggling w/ taping correctly

8 triangles lined up from the circle 

"here you go bud" - B helps L.

B goes around room checking progress

"four on the floor, next time you stand" B to J

8:22 am [redacted] leaves room → students begin talking about calling some girl fat
 8:24 am she returns

B goes to [redacted] and says "What is that you're doing so well?"

"I don't know" → B help her fix it

"What shape do you see on your paper?" B

"A rectangle" - class

"What's the area of a rectangle?" B

→ They have trouble recalling

- B says "have you ever heard of $l \times w$ "

- yes "Measure the length of rect. on your paper"

- [redacted] - raises hands to get Ms. [redacted] attention and tell her the length he found

B helping other student, so she misses his hand.

[redacted] tells other teacher. Intern continues to help him.

Students finds length, B has them find width

[redacted] phone goes off in her pocket playing "funkey" music as a student calls it

"Whoops, maybe Miss [redacted] should turn her phone off" - B

- students don't get thrown off track from this, they briefly comment & continue working

[redacted] "how are you doing back here?" - B

"Good!!" - [redacted] says

"I'm so glad, are you working hard?" - B

"Yeah" - A

"Good job, here's a ticket for doing so well" - B

B moves on to another student and gives him ticket for working hard
 *same to another student-

*has students tape a new circle to paper & find its Area (same \odot as the one they cut)

*Are the area of our rect. & our \odot the same?

"Yes" - class

"Good job." - B

"Now find Circumf." - B

"I can't do it" -

"Sure you can buddy you already have the radius" - B

"Oh" -

begins blue crying in back - intern tries to calm him down

B looks back, hides a smile & continues explaining circumf. to 4 other students

-moves on to telling students to get on Math XL and get a chrome book

"what is wrong dude?"

explains to B now he is sad and doesn't want to do it

"I'm sorry dear" - B

↳ great job of not focusing only on autistic student but still giving him attention

B has A get onto XL too

helping students find correct section on XL

B fixing A XL login because its not working

- has I can statements on the board
- "When will I ever use this"
- School rules posted (4 Pillars)

B tries fixing A's login, doesn't work

Classroom Rules

- ① Keep hands & feet to self
- ② Respect others area
- ③ Raise hand to participate
- ④ Replace materials to appropriate location

- nice posters / colors, diagrams

B helping one student, tells other that she is next on list for help - lets her know she has ~~not~~ been noticed
↳ intern goes to help her

B tells [REDACTED] he has been very patient, rewards him by giving him coloring supplies to color

- students working hard on Math XL which connects to the direct instruction about Circumference & Area

8:55am B had told students they could play a math game the last 10mins

"Hey guys, I don't like to go back on my word, but we have 5 mins left so you can play a game on the computer till the end of class"

B & [REDACTED] work on [REDACTED] login info for XL, intern helps [REDACTED]

- two girls talking w/ each other

- A-coloring

- [REDACTED] working on XL

- Ski, Race, line-up quietly

Appendix C

**Interview Questions for Mrs. C
Friday 12:47pm November 13, 2015**

1. How do you get students to do what you want them to do? Describe your system of classroom management.

The best way to get students to do what you want is to have a good rapport with them. If you don't have a good relationship with them then they will be less likely to want to listen to you.

2. Share three interesting classroom management techniques used in your classroom.

We use a "card system" in our grade level. There are 6 cards. The first one is a reward card, next 2 are warnings, and the remaining are lunch detentions and a learner response form.

Another thing we do in 6th grade is fun days; we reward those who have done all their work for certain time period. Those who don't have a work day instead.

3. How do you go about setting behavior standards for your classroom at the beginning of the year? We do a discussion on expectations and behavior and have them come up with expectations/rules of the class.

4. How do you get students to develop self-discipline? How can this be taught?

If you know the answer to this, then please share. The only thing that seems to make the most sense so far is modeling the behavior and having them practice it. This is something that all middle school students struggle with and will probably continue because of their maturity.

5. Who is responsible for the discipline in the school? We are responsible for our own discipline in our rooms for the everyday kind of behaviors and to contacting the parents. The principals will deal with the bigger issues or repeated behaviors if we don't see any change.

6. If you have a student disrupting your classroom, what steps do you take to solve this problem? Give them a warning at first then following the card system. If it is real disrupting, then I will move them from the room or to another part of the room where they will not distract others and give them a chance to calm down.

7. What is your biggest discipline problem? How do you address it?

Students being off task. I let too much get away with and need to follow through more on the rules/cards.

8. What are your classroom rules? Are they posted? Have you gone over them with your students?

Yes, and they are posted. (I have these so you do not have to fill this one out)

9. How do you incorporate the school rules?

The school rules are the very basic/normal rules you would see in a school. I review them with the kids at the beginning of the year so that they can use them for their own expectations.

10. How/when do you contact parents?

I mostly email parents; they find this the easiest and most convenient as well as I do too. I will contact them about missing work, being disruptive, also for the good things too (improvements, great work done, etc.). I do call parents when needed as well; if they prefer it or when it's a bigger issue that needs verbal/direct communication.

**Interview Questions for Mrs. D
Friday, 10:00am, November 20, 2015**

1. How do you get students to do what you want them to do? Describe your system of classroom management.

I have found that the most important part of managing a classroom is student respect. At the middle school level students feel that as they are growing up they "deserve" more respect from their teachers. Instead of fighting this I embrace it by explaining to them that I will be happy to show respect when respect is shown to me. Students seem to respond to this and understand that respect is earned not given.

I also am very thoughtful when I group students for small group instruction. The majority of our classes are run on a three group rotation and I like to mix up the groupings depending on the topic. Sometimes students will work better on an assignment when they are paired with people they get along with and sometimes multiple tiered groups work better even if the students are not necessarily friends with each other. These groups allow students to use their strengths to help the group complete the project.

Basically I have found that to effectively manage your class the most important first step is knowing your students.

2. Share three interesting classroom management techniques used in your classroom.

- At the start of the year I allow students to choose their own assigned seats. This is done with the understanding that I have the ability to change them if the students have made poor choices as to who they sit by.
- In a previous school year when I worked in a resource room setting I gave the students Pilates balls to sit on instead of chairs. This allowed them to rock without rocking in their chairs.
- When we rotate between groups I have the teachers rotate instead of the students. This not only saves time but keeps the kids more focused on their work.

3. How do you go about setting behavior standards for your classroom at the beginning of the year?

At the start of the school year I have a much more structured classroom setting. The students will immediately see how far they can push and what they can get away with. I make it very clear from the start of the year what our classroom rules are and if students try to push the rules they will be given a warning followed by some disciplinary action for a second offense. I have also found that making students responsible for their behaviors is vital. I have on multiple occasions taken the students to the office and had them call their parents. I explain to the students that I am not the one who made the poor choice, they are, and they should be the one to explain it to their parents.

4. How do you get students to develop self-discipline? How can this be taught?

Self-discipline is a challenging concept to teach. All of the studies show that when students chart their own behaviors/progress they gain a better concept of self-awareness and can then begin to self-discipline. At the middle school level not all students have matured enough to self-discipline so it looks different for different students. Some of my students self-monitor by simply turning in their homework to the correct spot on time and for them this is a success. Others will self-monitor/discipline by tracking their own behaviors. I feel as if this concept is a challenge for everyone and teaching it is very difficult especially if the students have not matured enough to gain an understanding about why it is important.

5. Who is responsible for the discipline in the school?

All staff is responsible for discipline in the school. We are all given the ability to assign lunch detentions and essays (blue forms) as necessary. If the infraction is major, then the write up goes on a white form and the student is sent to the office. Once there our administrative team will discuss the situation with us and ask for our input as to what the consequence should be.

6. If you have a student disrupting your classroom, what steps do you take to solve this problem?

First and foremost, I try never to call the student out in front of the class. I will usually walk over to the student's seat and quietly redirect them by tapping on their desk or bending over next to them and asking them to stop. If the disruption is significant and is effecting the learning of the other students, I will ask the student to "go for a walk" or take a break in the hallway. Often the students just need a couple of minutes to collect themselves and they can return to class.

7. What is your biggest discipline problem? How do you address it?

The biggest discipline problem this year seems to be students "picking on each other". I don't call it bullying because the majority of it is not bullying just picking. The students will seek out others weaknesses and poke at those. In this case I have zero tolerance. I make it very clear to my students that the classroom should be an environment where everyone is able to learn and ask questions without being judged or feeling ashamed. Each of my classes get the same speech regarding this topic and it is a one warning situation. I will write students up for this and the consequence is typically an essay and a phone call home explaining what they said or did.

8. What are your classroom rules? Are they posted? Have you gone over them with your students?

Yes, and they are posted. (I have these so you do not have to fill this one out)

9. How do you incorporate the school rules?

The school rules are incorporated through the Full Value Contract. This is a contract that all students sign at the start of the school year. It deals with the five pillars of summit academy and all of the classroom rules are based on these pillars.

10. How/when do you contact parents?

I generally contact parents for three basic reasons:

- If the student is struggling in class and their grade is below a D.
- If there was a behavior issue in class and the student or myself needs to explain what happened to the parent.
- If the student is performing very well I try to make positive phone calls as well. I find this to be effective for students who were struggling and turned it around as well as for students who are generally well behaved and therefore are often overlooked.

When calling parents, I will either wait until there are no students in my room or I will go to the office to make the phone call. Our school policy is to always have a second person available to listen in on the conversation. The second person does not have to be involved in the conversation they just act as support in case the parent and teacher have any disagreements or if the parent later claims the teacher said something they didn't.