Michelle Cordonnier

March 21, 2013

Dis[position Journal #4

Classroom Management

**Standard #5 – Creating a positive classroom learning environment the teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages active engagement in learning, positive social interaction, and self-motivation.**

**Quality Indicator 1: Classroom Management, motivation, and engagement**

**Human Relations Skills-** a productive classroom environment requires that teachers use appropriate human relation skills. The four human relations skills that are necessary in a school environment; they are friendliness, positive attitude, the ability to listen and the ability to share a genuine compliment. According to Charles (2011) working with students becomes more successful and more rewarding when teachers are consistent with attention, discipline and reinforcement. Teachers should be consistent in their willingness to help, and be a model of good behaviors and manners.

I am writing about Human Relations Skills today. In my classroom observation and in teaching my junior experience unit I have observed how my cooperating teacher relates to the students. She uses a hands on approach and has encouraged me to do the same. Our class is held at 7:42am so we are the first teacher faces our students see in the mornings. We open the door by 7:25am and students are encouraged to come into the classroom as they arrive. We greet every student by name and with a smile. We are friendly to the students and always ask how they have been. Central high school operates on a block schedule so we only see the students every other day, so the first few minutes before class has actually started students are encouraged to share their previous few days’ experiences with us. We always have an individual seatwork activity for the students to do for the first 10-15 minutes of class, this allows the students to settle in, wake up, and late arrivals do not feel as if they have missed much. I believe my cooperating teacher does this as way of controlling the atmosphere in the classroom. It is an effective form of classroom management and one I will continue in my own classroom. During all seatwork, readings, and lessons we wander the classroom checking for understanding, and asking and answering questions. We pause and ask questions if we see a student struggling with something. We give positive feedback when students answer questions or do homework correctly. When a student gets something wrong, we individually help them find the correct answer. On Thursday of last week, I gave an EOC practice. I walked around the classroom checking to see if there had been any improvement. Several of the students received better than their normal grades on the practice work. A few students had gotten perfect or near perfect marks. I gave positive verbal feedback to these students by saying “Way to go,” “Good Job”, “I knew you could do it”. My positive comments were answered with smiles. Several students whom I had not yet checked with then started holding out their papers so I could see how they had done. The students who had done well were given the same positive responses that I had given the others. The students who had not done as well as the others had still shown improvement. I responded to these students with comments of “Not Bad, I can see you have improved, let’s see where you are still struggling.” These comments were also met with smiles and we worked together to find the correct answers so that they could improve their skills even more on the next practice.

This is an example of Quality Indicator 1: Classroom Management, motivation, and engagement- Human Relations skills-because we met and exceeded the four human relations skills that are required in a school environment. We are friendly. We greet the students with a smile and by name, we carry on limited friendly conversations. I say limited conversations, because as teachers it is expected that we maintain a friendly relationship with students but not become friends with them. We maintain a positive attitude and atmosphere in the classroom. We are receptive of student feedback, we listen carefully, and individual interaction and attention is a daily activity. The expected rules are posted in the classroom, but we have never once had to go over them, the students for the most part just due as is expected, rarely is discipline an issue in the classroom.

During Thursday’s lesson, I did the instructing. My Missouri Western Supervisor was observing me teach on this day, in his comments at the end of the class he commented on my interaction with students and on my classroom management skills. He said that I had good interaction skills with the students. I interact with them well, both as a group, and individually. He also commented on my classroom management skills by saying that I interact well with the students, and I work well with my cooperating teacher in a tag-team teaching approach that was appropriate for what we are teaching. He said that my voice and manners are appropriate for the amount of students we have and the space. He also said that he likes how I walk around the classroom and ask questions of the students checking for understanding and feedback. He did say that I needed to work on putting inflection into my voice when reading aloud.