

Classroom Management Unit Reflection

Things that went well:

[Levi] The anticipatory set on Monday was awesome. It culminated better than I had expected it to, in that the chaos increased realistically and at a steady pace. The fact that so many of my peers were up in arms was an indication that we had "gotten under their skin." At the risk of being cliché, I don't think it'll be a lesson they'll soon forget.

[Liz] The end discussion was also more successful than I thought it was going to be. The appreciations really made me appreciate what we did and how we did it. I think that Cassie's activity for the second 'posters' or cards was very successful too. They weren't bored with yet another poster.

[Levi, @Liz above] I did hear one moan & groan about another poster, but I also think that's at least partly because they're so prevalent in the education department.

[Cassie] I also agree that the simulation was a great success. It was nice to hear the justifications people gave during our discussion on Friday. I believe it was extremely helpful to include a wrap up discussion on the unit overall. As an educator, I was able to see and hear justification for the unit and how we could improve to make it better (i.e. being explicit with why reading is being assigned as it is). As the students, this reflection allowed for deeper thought into what educational knowledge they had gained from the week and personally think about how it would affect them. Which is important aspects to learning.

Things that we could change:

[Levi] We didn't actually enforce the classroom rules that we had the class create. While not the worst thing in the world, it was a bad example as far as actually *enforcing* them went - and we probably missed out on some really teachable / demonstrable moments.

[Liz] We did really well in getting needed information, next time, that is if there was a next time, instead of posters and presentations we could have more hands on activities.

[Levi] We could have given them more time to read their section from chapter 7.

[Cassie] I agree that time management would be one thing we could work on. Within our own classrooms, I believe this will be an easier task in regards to time allocated to an activity as we will have more than a week to go over a unit.

[Cassie] Another thing I would change is when I'm giving instructions for an activity, instead of just asking for the simple "Are there any questions" or "Does that make sense," to actually employ strategies to check for understanding. As we talked about in our discussion on Friday,

this would look like asking "if someone could please restate the directions for activity." I am curious what other strategies there are to check for understanding when giving directions?

What we learned:

[Liz] I learned just how powerful a simulation can be! I also gained perspective from the students as for what does and doesn't help them.

[Levi] I learned that having solid co-teachers is a **wonderful** experience, especially when all of us are in a similar place with how long we've been teaching. I wish that our first-year experience could work in this way, because we would grow so much together - it's going to be different working with a teacher who has been basically doing direct instruction for a decade.

Also, I learned that one of my primary ways of interacting with the class (being that I am clear, simple, and obvious about what they're supposed to do) isn't a bad thing. I know I need to keep refining it, but it was really good for me to get that feedback.

Also also, some specifics (totally stolen from Cassie):

- Before letting students move, explain to them what you want them to do after they get there. Otherwise, things can become chaotic and difficult to regain control of.
- Having a student repeat what you said not only re-enforces it for that student (because they have to rephrase it), but it also allows other students to hear it for a second time.
- The activity we did on Friday proved beneficial, even though we thought it was repetitive: they still had trouble coming up with procedural and behavioral rules for their subject area, so it was good to have them do it again (especially with their content areas - that allowed them to bounce very specific things off each other).

[Cassie] I agree with both Liz and Levi. I always knew simulations were a good learning opportunity, but I definitely now know just how great of a learning experience they can be. I wonder if there is a way to set up 'positive' simulations in which students would gain the same knowledge. Specifically, would students benefit the same amount if they only saw 'good' classroom management implemented as opposed to going through a 'negative' situation of classroom management? Maybe, sometimes the most effective, in terms of memorable, are the experiences that evoke emotion as we saw on Monday. As in all, I will definitely use experience based learning activities as much as I can in my own classroom.

[Cassie] Another thing I gained from this experience is sometimes when I think an activity will be repetitive, it is truly useful in deepening students knowledge or understanding. This is in regards to the content/age specific rules each group had to make on Friday. When we were creating the specifics of the lesson, I felt that we were being repetitive in creating another 'poster' and basically going over the same information. However, after hearing students reflections in our concluding discussion on how much it helped to think about their content specific rules, I realized that the activity was not in the least bit repetitive. Instead, it was necessary for the students to accomplish this task in order to understand how to engage with the knowledge they learned.

Did your students learn? Provide Evidence, discuss why or why not.

[Liz] I feel like our students learned a lot. This I gathered not only from the presentations we had them do in class where they shared what they'd learned, but I also got that from the end discussion, and the reactions to many of the activities we did what they were learning and what they enjoyed. The self reflection was a useful tip to see if they felt they had learned and if that was due to their lack of participation or our lack of instruction.

[Levi] Our students did learn, and my evidence is thus: their heightened involvement in our anticipatory set, the materials that they turned in (showing reflection, summary, and comparison [among other things]), and their feedback during our discussion on Friday. A few things that they communicated:

- They liked how they created their own rules
- They reflected that enforcing the rules doesn't always happen in the classroom, and that it's good to address
- Someone felt like classroom management is neglected in the education department, and it's good to have a unit covering it

[Cassie] As discussed above, it was demonstrated that the students did engage and have learning experience. This was shown through the statements made in our concluding discussion, the responses written on the exit tickets, and completion of the poster activities.

“TRUE” reflection on the part of your teaching team.

[Liz] I'm not sure if I need to respond to this one...?

[Levi, @Liz above] I don't think we do.

[Cassie @ Group] I believe this is definitely shown above in our written discussions.