

# Classroom Management Grade 7, Class 2 - Attempt 1

## Benchmarks

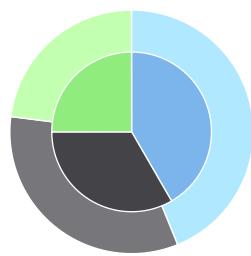
### Report

	Description	N/A	Needs Attention	Satisfactory	Good	Feedback
1	Regularly assesses individual and group performance.			✓		
2	Uses information of differing student strengths and needs to further each learner's development.			✓		
3	Designs, adapts, and delivers instructions to address each student's diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways.			✓		
4	Makes appropriate and timely provisions for individual students with particular learning differences and needs.			✓		
5	Understands students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address these needs.		✓			
6	Gives students adequate time to transition between instructional activities.			✓		
7	Pacing maintains student involvement and engagement.			✓		
8	Uses proximity control.			✓		
9	Uses praise and encourages positive behavior			✓		
10	Demonstrates fair and equitable practices for students of varied genders, appearances, cultures, and learning needs.			✓		
11	Feedback is given to students.			✓		
12	Uses appropriate discipline when necessary.			✓		
13	Makes effective use of non-verbal communication.		✓			
14	Responds to observable needs of students.			✓		

## Attention by Demographic

## Student Attention By Gender

'Attention' determined by speaking to a student, looking at a student's profile, assigning a differentiated task, applying a differentiated strategy, or zooming in on a student.



- attention received by female students
- attention received by male students
- attention received by gender diverse students
- female students in classroom
- male students in classroom
- gender diverse students in classroom

## Student Attention By Ethnicity

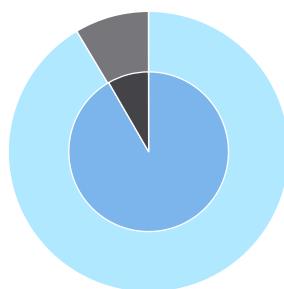
'Attention' determined by speaking to a student, looking at a student's profile, assigning a differentiated task, applying a differentiated strategy, or zooming in on a student.



- attention received by asian students
- attention received by black or african american students
- attention received by hispanic or latino or of spanish origin students
- attention received by multiracial students
- attention received by white students
- asian students in classroom
- black or african american students in classroom
- hispanic or latino or of spanish origin students in classroom
- multiracial students in classroom
- white students in classroom

## Student Attention By English language learners

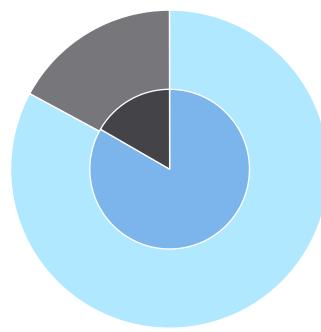
'Attention' determined by speaking to a student, looking at a student's profile, assigning a differentiated task, applying a differentiated strategy, or zooming in on a student.



- attention received by non-english learning students
- attention received by english learning students
- non-english learning students in classroom
- english learning students in classroom

## Student Attention By Iep

'Attention' determined by speaking to a student, looking at a student's profile, assigning a differentiated task, applying a differentiated strategy, or zooming in on a student.



● attention received by non-iep students  
● non-iep students in classroom      ● attention received by iep students  
● iep students in classroom

## Activity Log

[00:00:11]

Implemented strategy

"**Greet student(s)**"

Recipients: **Whole class**

[00:00:29]

Assigned task

"**Sit quietly and work on your breathing while I play music in the background**"

Recipients: **Whole class**

[00:01:00]

Raised hand

**Mateo Guseman** raised their hand

[00:01:05]

Called on

**Mateo Guseman** was called on

[00:01:10]

Put hand down

**Mateo Guseman** put down their hand

[00:01:23]

Assigned task

"**Journal in your notebook for a few minutes. Make sure to note anything interesting you observed yesterday in interacting with your natural environment.**"

Recipients: **Whole class**

[00:01:25]

Raised hand

**Mateo Guseman** raised their hand

[00:01:34]

Called on

**Mateo Guseman** was called on

[00:01:35]

Put hand down 

**Mateo Guseman** put down their hand

[00:01:50]

Made conversation 

"**You are doing well.**"

Recipients: **Mateo Guseman**

[00:01:51]

Raised hand 

**Karla Di Costanzo** raised their hand

[00:01:55]

Called on 

**Karla Di Costanzo** was called on

[00:02:00]

Put hand down 

**Karla Di Costanzo** put down their hand

[00:02:10]

Made conversation 

"**You are working hard.**"

Recipients: **Karla Di Costanzo**

[00:02:25]

Raised hand 

**Mateo Guseman** raised their hand

[00:02:36]

Called on 

**Mateo Guseman** was called on

[00:02:40]

Put hand down 

**Mateo Guseman** put down their hand

[00:02:50]

Raised hand 

**Karla Di Costanzo** raised their hand

[00:02:52]

Made conversation 

"**You are doing well.**"

Recipients: **Mateo Guseman**

[00:02:58]

Called on 

**Karla Di Costanzo** was called on

[00:03:00]

Put hand down 

**Karla Di Costanzo** put down their hand

[00:03:16]

Made conversation 

"**You are doing well.**"

Recipients: **Karla Di Costanzo**

[00:03:30]

Raised hand 

**Mateo Guseman** raised their hand

[00:03:35]

Made conversation 

"**How are you doing?**"

Recipients: **James Gluszewski**

[00:03:50]

Raised hand 

**Karla Di Costanzo** raised their hand

[00:04:03]

Implemented strategy 

"**One-on-one instruction**"

Recipients: **James Gluszewski**

[00:04:05]

Raised hand 

**Addison Cunningham** raised their hand

[00:04:09]

Called on 

**Mateo Guseman** was called on

[00:04:10]

Put hand down 

**Mateo Guseman** put down their hand

[00:04:22]

Called on 

**Karla Di Costanzo** was called on

[00:04:25]

Put hand down 

**Karla Di Costanzo** put down their hand

[00:04:32]

Called on 

**Addison Cunningham** was called on

[00:04:35]

Put hand down 

**Addison Cunningham** put down their hand

[00:04:48]

Implemented strategy 

"**Give praise for doing well**"

Recipients: **Whole class**

[00:05:13]

Implemented strategy 

"**Smile at student(s)"**

Recipients: **Whole class**

[00:05:33]

Implemented strategy 

"**Give students a break to transition before starting the next activity"**

Recipients: **Whole class**

[00:06:25]

Raised hand 

**Mateo Guseman** raised their hand

[00:06:31]

Called on 

**Mateo Guseman** was called on

[00:06:35]

Put hand down 

**Mateo Guseman** put down their hand

[00:06:54]

Made conversation 

"**How are you doing?"**

Recipients: **Willow Levy**

[00:07:15]

Raised hand 

**Karla Di Costanzo** raised their hand

[00:07:25]

Raised hand 

**Mateo Guseman** raised their hand

[00:07:34]

Implemented strategy 

"**Use "teacher face" to indicate that student(s) should change their behavior"**

Recipients: **Willow Levy**

[00:07:41]

Raised hand 

**Addison Cunningham** raised their hand

[00:07:43]

Called on 

**Mateo Guseman** was called on

[00:07:45]

Put hand down 

**Mateo Guseman** put down their hand

[00:07:53]

Called on 

**Karla Di Costanzo** was called on

[00:07:55]

Put hand down 

**Karla Di Costanzo** put down their hand

[00:08:00]

Called on 

**Addison Cunningham** was called on

[00:08:05]

Put hand down 

**Addison Cunningham** put down their hand

[00:08:12]

Implemented strategy 

**"One-on-one instruction"**

Recipients: **Addison Cunningham**

[00:08:35]

Raised hand 

**Mateo Guseman** raised their hand

[00:08:45]

Raised hand 

**Karla Di Costanzo** raised their hand

[00:08:55]

Raised hand 

**Addison Cunningham** raised their hand

[00:09:13]

Assigned task 

**"Re-read the background article and highlight words that are new to you. Then spend a few minutes looking up those words on your tablet and defining them in a Google doc."**

Recipients: **Whole class**

[00:09:20]

Called on 

**Addison Cunningham** was called on

[00:09:25]

Put hand down 

**Addison Cunningham** put down their hand

[00:09:31]

Called on 

**Karla Di Costanzo** was called on

[00:09:35]

Put hand down 

**Karla Di Costanzo** put down their hand

[00:09:41]

Called on 

**Mateo Guseman** was called on

[00:09:45]

Put hand down 

**Mateo Guseman** put down their hand

**Mateo Guseman** put down their hand

[00:09:54]

Made conversation 

**"You are doing well."**

Recipients: **Mateo Guseman**

[00:10:13]

Implemented strategy 

**"Move about the classroom to monitor on-task behavior"**

Recipients: **Whole class**

[00:10:33]

Implemented strategy 

**"Give praise for doing well"**

Recipients: **Whole class**

[00:11:03]

Made conversation 

**"How are you doing?"**

Recipients: **Aaliyah Burwell**

[00:11:10]

Raised hand 

**Mateo Guseman** raised their hand

[00:11:20]

Implemented strategy 

**"Use "teacher face" to indicate that student(s) should change their behavior"**

Recipients: **Aaliyah Burwell**

[00:11:26]

Called on 

**Mateo Guseman** was called on

[00:11:30]

Put hand down 

**Mateo Guseman** put down their hand

[00:11:42]

Made conversation 

**"You are doing well."**

Recipients: **Mateo Guseman**

[00:11:54]

Implemented strategy 

**"Give praise for doing well"**

Recipients: **Whole class**

[00:12:08]

Implemented strategy 

**"Smile at student(s)"**

Recipients: **Whole class**

[00:12:45]

Raised hand 

**Mateo Guseman** raised their hand

[00:12:52]

Implemented strategy 

"**Move about the classroom to monitor on-task behavior**"

Recipients: **Whole class**

[00:12:55]

Put hand down 

**Mateo Guseman** put down their hand

[00:13:36]

Made conversation 

"**How are you doing?**"

Recipients: **Whole class**

[00:14:11]

Assigned task 

"**Since you are done you may play games on  
[https://www3.epa.gov/acidrain/education/site\\_students/beingdone.html](https://www3.epa.gov/acidrain/education/site_students/beingdone.html).**"

Recipients: **Karla Di Costanzo**

[00:14:59]

Made conversation 

"**You are doing well.**"

Recipients: **Whole class**