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| Artifacts 1-4 |
| E-portfolio |
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| **11/2/2010** |

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Classroom Management

Wong & Wong, (2005), suggest “successful instructors institute order by beginning their day establishing methodical steps to opening the day for their class.” Students need to know the predictable steps to organizing the day and the management of the classroom. As a new teacher I must admit I had many fears about teaching, one of them being classroom management. I knew I wanted my students to be comfortable and respectful, and our days to roll out in an orderly fashion. My limited experience had given me some idea of the way my classroom should function however, I did not know how to sustain an orderly classroom over an extended period of time. Wong & Wong, (2005), suggest “establishing constructive feedback” as the tone for rapport between a teacher and her students will help the classroom environment remain calm and receptive for teacher instruction.

Effective classroom management includes establishing a predictable environment begins before the first day of school with the initiation of the following; an introductory letter to students, an introductory letter to parents with contact number and informing parents of supplies their students will need to bring on the first day of school. I also learned that moral guidance can be interwoven within classroom standards, school rules. In fact classroom standards must include fire, emergency and safety procedures as well as other important classroom information, combined it becomes the classroom management plan. Wong and Wong, (2005, p. 82) remind us that “Instructors are held accountable to create, design and orchestrate a learning atmosphere that is safe, orderly, inspirational and allows all students to focus, learn and successfully achieve skill mastery.” One example of integrating all procedures, rules and morals into one less is this teacher directed reading lesson. In this Teacher directed reading lesson students learn classroom procedures, rules and appropriate moral behavior.

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Rules and Procedures

I have learned it is vital for educators to do the preliminary work ahead of time; to be prepared to receive our students on the first day of school. A portion of that preliminary work is finding out not only how many students, their names, ages and grades. But the teacher must also review students’ records and make notes for quick reference. When reviewing students records a new teacher should look for indications or learning styles, cultural classroom preferences, assisted learning requirements. Effective classroom management means leaving nothing to chance or happenstance. And even then some things might not go as planned. But it is simpler to modify an existing plan than it is to create one from nothing. Teachers also need to stay abreast of the current IDEA and NCLB blanket restrictions within the current standards and individual requirements and recognize how it impacts the pedagogical content and quality of the lesson. Next teachers must get up close and personal with student’s IEP. Review the plan, ensure parents are involved when you contact the team Woolfolk, (2010, p.68) cautions that “some parents have had bad experiences so they may be guarded” the teacher and parents must work through the issues and establish a connection/agree on a methodology to ensure every student’s need is appropriately met. Wong & Wong, (2005, p.20) suggest “teachers should make it a point to establish protocols for maintaining order within the classroom.” It is vital that all teachers ensure my students are first taught what my expectations are and second what it takes to achieve the desired results. My students also need to know what they can expect from me and what the consequences are for blatant disruptions, disorder and disrespect. This will ensure that our time in the classroom is spent giving my students the opportunity to learn, grow and become their best.

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Introduction 03

As an educator it is imperative that I not only stay abreast to the current laws governing children and adults with disabilities such as the Smith and Tyler (2010, p.13) state mandated, “ IDEA, 1997 law and the NCLB law of 2001”. I am also responsible for ensuring all the state mandated requirements are met and that children within my care receive a fair and appropriate education.

These laws act as guides in conjunction with state to mandated standards that ensure all my students receive a quality education. ESL students are also another protected category of students requiring assisted educational plans. I need to be sure assisted devices are in place before the lesson begins. I have created many unique, diverse fun activities to help my students get to know their teacher, each other and as a way for me to get to know them and assess their capabilities. I have plan to use a variety of team supported, group discussion and brainstorming exercises to quickly break the ice in the first 2 weeks of our school year. I designed these activities to reveal their cultural background to allow them to connect and bond as well as learn about each other’s background. My lessons use constructivist methodology and differentiated learning to allow each student to shine in their element creating win/win bonding situations from the beginnings will help them become quickly comfortable in a beautiful, inspiring warm home environment. It is my goal to create a classroom family bond where each person feels valued, accepted and appreciated. Student assessment is critical, Brookhart and Nitko,(2007, p.96) cautions that we teachers are required to render “modified or substitute assessment where warranted for individuals who are challenged in any way.” As a result my assessments will be ongoing during lessons, quizzes and end the unit testing will tell how effective my lessons have been for my students. If need be then I will modify re-teach and reassess This will ensure them that when they leave my class they will be equipped to not only function but excel within our global market place.

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Professional growth and integration of technology

Lastly, I will also focus on my personal development because it’s very important to me both personally and professionally. If, I may borrow and old quote, “the more I know the more I realize I need to know”. There are also some wonderful irons in the fire starting with the reform of High Stakes testing and education reform. It is my plan to be in on the ground floor of the research, considerations and later part of the team that identifies, creates, designs and implement the new policies and procedures. It only makes sense that in order for us to be the most effective teachers for our students we need to ensure the policies, laws and procedures are not only feasible but, appropriate and actually address the existing wholes within the current system. I also plan to take part in many “Teacher action research” projects. I became a teacher because I no longer wanted to be the one who is observing what is going on within our educational system; I want to be a part of the solutions. Meyers and Rust, (2003, p. 1) “Action research can be a significant component to facilitate change.”

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Another recent change to education is the use of technology; I believe that utilizing current and future methodology and technology to meet our students’ unique learning styles, be they audible, visual, kinesthetic or cognitive. We must create lessons and design classroom environments to understand, spark their interest, excite them to dig deeper so they begin to embrace learning and by default become lifelong learner. My education at Kaplan has opened my eyes to the many responsibilities and resources available to teachers and it is my desire to empower my students by inspiring positive changes for my students, my school indeed my professions.

“Artifact 4 modified version of Ceville(2006)

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