



Legaspi, Edmore CPT-42

Mrs. Navales

Activity #3

You will be assigned to the different grade levels(7-12). You will examine how classrooms are structured or designed to allow maximum participation and effective learning. Be guided by the following:

1. Observe an online class or face to face class that is assigned to you, make an Observation Report regarding the classroom management. Please be guided by the given questions.
2. Based on your observation report, answer the Classroom Management Matrix, and analyze the matrix by answering the questions.
3. Make a reflection on how the classroom was structured or designed for an effective learning environment by answering the given question.
4. For purposes of reliability, include this in your e portfolio.
5. You may answer column 3, "Effects on the Learners" after answering the questions below.

Guide Questions:

1. Are there noticeable rules and procedures imposed during the classes? List them down.
 - Treat others with respect at all times.
 - Listen to the teacher when s/he speaks.
 - Ask for help when you need it.
 - Be prepared every day with required items.
 - Respect other people's property.
 - Listen and follow directions.
 - Raise your hand before speaking or leaving your seat.
 - Respect your classmates and your teacher.
 - Keep hands, feet, and objects to yourself.
2. Did the students participate in the classroom rules? Enumerate how students participate. While the majority of the students adhere to the guidelines, some do not, according to the teacher. He provided the students constructive punishment for breaking the rules based on his judgment.
3. What are the routines of the teacher? Enumerate the routines and describe how are they done?
 - Clean your off your teacher desk (put papers away, pencils and pencils back in the drawer or cup holder, file away any papers...etc)
 - Present powerpoint presentation that taking notes of the students.
 - The teacher explain the lesson or the topic.
 - Prepare the students for the quiz or group activity.
 - gather all materials and supplies needed for next-day activities
4. During synchronous activities / recitation, observe if there is presence of noise. How is it managed by the teachers?
He Set the tone early and address students individually. The teacher only say things once and make activities more engaging. The teacher promote active listening and listen more.
5. What does the teacher do to reinforce positive behaviors of the student during synchronous classes?
Teachers should provide a variety of praise, including verbal praise in synchronous settings and written praise on asynchronous assignments, and should integrate activity reinforcers or token systems to ensure all students receive reinforcement that motivates them.



CLASSROOM MANAGEMENT MATRIX

Aspect of Classroom Management	Description	Effect on the Learners
Platforms use during synchronous meeting	<ul style="list-style-type: none">• Web-based conferencing tools that support both private and public chat sessions. This group includes Cisco WebEx®, Microsoft Teams®, Google Meet®, Zoom®, and Skype for Business®. With the use of web conferencing solutions, teachers can quickly connect with their students and receive an appropriate level of personal connection. Additionally, these tools are helpful for experimenting with various educational content (audio, video, images). As a result, the frontal lesson is more engaging and can accommodate various learning preferences. Live chat and instant messaging tools such as Skype® and Slack®. Through these tools, the flow of communication within the classroom is particularly easy, though not necessarily orderly. The main advantage is that every kind of didactic material can be quickly communicated by the teacher to the students.	Education can become more accessible by making classes and other educational opportunities and activities available online. The proper use of video meetings in the classroom can increase learning opportunities for participation and engagement, according to many students and teachers.
Classroom Rules	<ul style="list-style-type: none">• Detailed: Rules should be as detailed as possible.• Positive: Instead of stating your guidelines in the negative, use positive language. Say "talk quietly in class" as place of, for instance, "don't yell in class."• Flexible: Regularly assess the effectiveness of your regulations. Change a rule if it doesn't seem to be working at any point in time!	The purpose of setting up rules for the classroom is to teach students how to behave in a proper and safe manner, which will enhance their learning. Every second spent in class is significant. If there are no regulations for the pupils to obey, chaos will ensue.



	<ul style="list-style-type: none">• Few: Limit the number of your regulations. No more than five rules should be present.• Reasonable: Establish laws that make sense!	
Classroom Procedure	<ul style="list-style-type: none">• Make hand gestures.• Create a standing-in procedure.• Time transitions with a stopwatch.• Clearly state the laws of technology.• Date stamp student assignments.• Arrange submission trays.• Before submitting their work, instruct pupils to underline their names.• Say hello to each student at the door.	By establishing a structured learning environment that improves students' academic abilities and competences as well as their social and emotional growth, you can increase student achievement.
Routines	<ul style="list-style-type: none">• Entering/Exiting the classroom• Turning in assignments & late work• Attendance/Absent/Tardy procedures• Finishing work early• work• Getting supplies• Handing out papers• School-wide expectations and rules• Heading papers and assignments• Dismissal• Homework• Assigning classroom jobs• Behavior management – warning, action, contacting parents/referrals/infractions	Since students are more confident and at ease since they understand what is expected of them in various scenarios. When working with young learners and teens that require additional guidance in behavior regulation, established routines are very beneficial.
Handling misbehavior / off-task behavior	<ul style="list-style-type: none">• Use fewer words and less emotion.• Teach kids specific non-verbal directives, like hand signals or sign language.• Stand near the off-task kids but keep eye contact with the on-task kids.• Pair up a 3 second freeze with The Teacher Look.	Students are less able to focus and absorb knowledge when poor and disruptive behavior is present in the classroom. It also makes children feel uneasy and puts teachers under a great deal of stress.



	<ul style="list-style-type: none">• Create a natural break in the lesson to talk privately with students who are being disruptive.• Ask simple questions that prompt students to self-correct.• Involve students in the lesson to engage, not embarrass.	
Reinforcement of Positive behavior	<ul style="list-style-type: none">• Clapping and cheering• Giving a high five• Giving a hug or pat on the back• Giving a thumbs-up• Offering a special activity, like playing a game or reading a book together• Offering praise• Telling another adult how proud you are of your child's behavior while your child is listening	Positive reinforcement increases students' and even the teacher's enthusiasm. It can also enable a class to celebrate success together.
Others	<ul style="list-style-type: none">• To plan and prepare appropriately the assigned courses and lectures• To conduct assigned classes at the scheduled times• To demonstrate competence in classroom instruction• To implement the designated curriculum completely and in due time• To plan and implement effective classroom management practices• To design and implement effective strategies to develop self-responsible/independent learners• To promote students' intrinsic motivation by providing meaningful and progressively challenging learning experiences which include, but are not limited to: self-exploration, questioning, making choices, setting goals, planning and organizing,	Since the knowledge transfer from the lecturer to the student is not centralized, the teaching approach is said to be more successful. The strategy is particularly effective in raising student achievement because it also encourages goal-oriented conduct in pupils.



	implementing, self- evaluating and demonstrating initiative in tasks and projects	
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