

Classroom Management Plan – Part 3

Please select and identify at least 3 areas for personal improvement or maintenance related to: Student Motivation, Issues of Diversity, and/or Special Needs. This template may be modified by the individual to suit needs & preferences.

<u>Priority Number</u>	<u>Area for Development or Attention</u>	<u>Specific Goal(s)</u> (or Description of the Ideal State)	<u>Specific Action Steps to be Taken</u> (must be controllable by you)	<u>Review Dates</u>	<u>Evidence of Action Taken</u>
1	Student Motivation	I will provide opportunities to learn with active student involvement in every lesson.	<ol style="list-style-type: none"> 1. Present main idea boldly at the beginning of the lesson in a presentation, poster, demonstration, or through multimedia. 2. Discuss connections between new information and content from previous lessons. 3. Make the lesson as active, investigative, adventurous, and social as possible. 4. Include at least 3 different activities related to Garner's multiple intelligences in each lesson. Vary each lesson. 5. Provide students with the opportunity to summarize and apply the new information. 	9-26-12 12-10-12 3-29-12	-Clearly and boldly state the lesson objective or topic for almost every lesson. Use whiteboards now so as not to use too much poster board. -Students are used to having to summarize at the end of the lesson using a TTYP strategy. -Touched on every multiple intelligence of Gardner's. -Kagan group strategies help students apply information learned in ways other than just a worksheet.
2	Special Needs	Help students with learning disabilities be academically successful as well as promote appropriate behavior.	<ol style="list-style-type: none"> 1. Always control the difficulty of the task making sure the modification is right above the student's level to ensure challenge yet success. 2. Model processes and strategies while thinking out loud so students can follow my thought process. 3. Ask other students to share their thought process. Sometimes peers can explain it in a better way to a classmate having difficulty 	10-23-12 2-4-13 4-1-13	-For the 3 students with learning disabilities, assignments are modified prior to the lesson. -Think alouds help students, sometimes they ask me to repeat it several times. I then ask them to repeat the steps back to me. -Individual positive reinforcers have made an excellent impact on a

			<p>understanding.</p> <p>4. Adjust workload and time by reducing the amount of work (i.e. do only the odd numbered problems).</p> <p>5. Use positive reinforcement activities when good academic or social behavior is observed (i.e. extra computer time).</p>		<p>student lacking motivation to complete work. I also meet with him for 10 minutes after school a few days a week to discuss progress and assignments.</p>
3	Issues of Diversity	Respond to all students enthusiastically and give praise and feedback daily to every student.	<ol style="list-style-type: none"> 1. Greet each student at the door daily with a handshake, high five, or a hug (their choice). 2. Ask a personal question or compliment each student daily. 3. React genuinely and positively to all student contributions during class discussions. 4. Write a short note of encouragement to 1 student a day and place in their mailbox. 5. Give high fives and praise to a student who takes a risk and answers a question they weren't sure about. 	<p>10-1-12</p> <p>1-15-13</p> <p>4-29-13</p>	<p>-Students are greeted every day with 1 of the three H's. They know to stay outside the door until I'm there to greet them.</p> <p>-Taking the time to talk personally with each student has helped our relationships grow.</p> <p>-Students appear happy to be in class and they're taking more risks because they know they won't be ridiculed for wrong answers.</p>

Resources to Facilitate Personal Goals:

Student Motivation

Website- Kirk, K. (2012). Motivating Students. Retrieved from: <http://serc.carleton.edu/NAGTWorkshops/affective/motivation.html>

Book- Kagan, Spenser (1994) Cooperative Learning. San Juan Capistrano, CA. Kagan Cooperative Learning.

Book- Cummings, Carol (1990). Teaching Makes A Difference. Edmonds, WA.: Teaching, Inc.

Issues of Diversity

Book- Banks, J. A. (2006) *Cultural diversity and education: foundations, curriculum and teaching* (5th Ed.). Boston: Allyn & Bacon. ISBN.

Book- Payne, R. (2005). *A Framework for Understanding Poverty*.

Book- Cole, R. (2008). *Educating Everybody's Children: Diverse Teaching Strategies for Diverse Learners*. Association for Supervision & Curriculum Development; 2 Rev Exp edition.

Special Needs

Book-Beatty, R., Moss, J. *Teaching the Meaning of the Equal Sign to Children with Learning Disabilities: Moving from Concrete to Abstractions.* The Learning of Mathematics, 69th Yearbook (2007). NTCM, Inc.

Book-Vaughn, S., Bos, C. (2002). *Teaching Exceptional, Diverse, and At-Risk Students in the General Education Classroom (3rd Edition).* Allyn & Bacon.

Website- Outside the Box! Especially for Teachers...(2012). Retrieved from: <http://adhd.kids.tripod.com/teachers.html>