**Grade Level Management Plan**

In teams of 4-5 students, you will complete a grade level management plan using what you have learned in class and from your placement.  Your group members are those at your placement school.   When completing this project, put yourself into the role of a new hire teacher.  Keep this project realistic, but be creative.  Take this project SERIOUSLY!!!  The ultimate goal of this project is to pull together everything you have learned and give you a starting point for when you are hired.  Your group’s plan should be uploaded to each member’s Wiki so that everyone has access to it.  It also needs to be uploaded to LiveText.  
  
  
Assignment:  
Working in small “grade-level” teams, you will outline management details of the minute components of classroom management you will employ in your overall operation of the classroom.  
  
The Problem:  How will you manage the details and minutiae that affect your ability to teach well?  
  
The management plan must have the following components:  
  
1.    Introductory Overview – Explain (briefly) the general needs and characteristics of the students (academic, physical, emotional, social) of “your” classroom (written).  
2.    Each team member must identify three specific management components and explain how the responses reflect personality/personal beliefs about teaching and learning (written).  
3.    Each team will need to elaborate on the details of their plan.  
a.    How and what the teacher will do to manage the concern  
b.   Explanation why/plus support or resources for action choices.  
4.    Be creative – Use Web 2.0 tools.  For your presentation, please do not rely solely on Power Point.  
5.    Keep a resource list with your project.  Use APA style as much as possible when citing resources (http://owl.english.purdue.edu).  
6.    I have created the grids for you if you (see Wiki).  They are a word document.   
  
   
Group Assignments                                 Grade                               Due Date  
Coal Mtn. Placement Group                   2nd                                   November 15  
Matt Placement Group                           Kindergarten                    November 15  
Silver City Placement                       1st                                           November 15  
  
  
**My Management Plan**                                                                    Grade Level: \_\_1\_\_\_\_\_\_  
Team Members (First and Last Names):  
Ashley Garcia  
Laura Opsina   
Bryanna Hamby   
  
  
***Getting Started***

|  |  |  |
| --- | --- | --- |
| **Procedures** | **Details:  How/What** | **Explanation:  Why/Plus Support** |
| Beginning the class | After students come in from the buses, they will come in and begin their morning routine. Which consists of, getting out their “take home” folder, making a lunch choice, un-stacking chairs, put away their backpacks, and choosing their “day-starter” activity. These activities will vary and include puzzles, play-dough, computer, sticker story, tessellations, blocks, etc.  When the bell rings, they will begin cleaning up their day-starters, and they will make their way to the carpet and wait for the morning announcements.  -During this time, the teacher will also work these students who need extra support using things like sight word flash cards and number flashcards. | Students need to learn responsibility and organization, and that is why we chose for them to begin their day by unpacking and making their own lunch choices. Some of the activities are helpful in developing their fine motor skills. Not only this, but we do not know their home life; so coming to school and starting out their day with fun, makes them have a positive outlook towards school.  -These activities will be posted on the Activboard every morning for them to see.  -The teacher helping kids who need more practice helps them receive the extra support that they need to master and practice.  - No support needed. |
| Supplies | Play-dough, computers, sticker story books, paper, tessellation boards, blocks, puzzles, etc. | These are the supplies needed on the tables for the day starters. |
| ●     Teacher | We will need the number or sight word flashcards as well as other materials that may help struggling students. | This is because the teacher will be walking around collecting items from the children’s take home folders and just guiding them to start their day.  -The materials are what the teacher needs to assist struggling students who need the extra assistance and practice. |
| ●     Student | Students will need a pencil box with scissors, markers, crayons, glue sticks, paper, back pack, folders, and homework. | These materials are needed for the students during their day at school and should be kept at their desk during the school day. Some supplies the students will need to bring back and forth to class on a daily basis. |
| Leaving seat in class | If students are doing group work, they may get up and walk around; or go to the restroom if needed.  If the teacher is lecturing, they need to do their bathroom sign, which is holding their pinkie finger in the air to avoid distraction while teaching. | It is okay for students to walk around the room and be responsible and make good choices for themselves.  However, while a teacher is teaching, they need to be respectful and wait for her to give permission so they are not disruptive. |
| Taking attendance:  ●     Tardies  ●     Absences | Instead of calling out roll, we would look at the lunch choice graph and see who has not made a lunch choice. However, we would make sure to look around and see if someone is not in the room; they may have just forgotten to make a lunch choice.  Tardies will go in their file for the year. | We chose to take attendance in a different way than just calling role, because it saves class time and eliminates the boring, “roll call” used in the past. |
| Other administrative  (Lunch count, etc.) | For our lunch count, we will have a magnetic board (dry erase board will work), with smaller magnets with the students name on it. It will be set up in a graph format with five spaces for lunchbox, choice one, choice two, choice three, and peanut butter and jelly. Then the students will place their name under the choice they want. After looking around the room for the students with the magnets left over, and giving a reminder to come make a lunch choice, we will take attendance based on the left over names. | It teaches the students responsibility and gives them a routine to follow. It allows them to facilitate the process instead of making the teacher do that, as well. |
| Other considerations | -The students can also choose to go to the library during this time to check out an AR book and a book of their choice. | -Students are required to take practice AR quizzes so that teachers can monitor their comprehension skills.  -This also encourages students to read books and expand their interests. |

***Managing Student Behavior***

|  |  |  |
| --- | --- | --- |
| **Consideration** | **Details:  How/What** | **Explanation:  Why/Plus Support** |
| How/who makes the plan? | The teacher will make the behavior plan. We chose to have a stop light on our dry erase board with the students’ number on a magnet. The first color is green and everyone starts out on green. After three strikes, their magnet is moved yellow, then to orange, then to red. Of course, some behaviors require immediate action with no warnings. Warnings are in place to give chances to correct behavior. | We chose to do the stop light format because it allows plenty of room for chances, but shows that eventually there are consequences for their bad choices. After a student has moved to yellow, they do not need any more reminders or warnings; their magnet should be moved immediately. |
| Class Agreements/rules | Participative discipline: We will outline a list of things that are important to us to share with the students.  On the first day of school, the teacher and the class will come up with the rules. The teacher will ask for the students input; since they are the ones that have to follow them. We would talk about good choices and bad choices; what is acceptable and what is not acceptable. We would write the rules on a poster board, laminate it, and hang it up somewhere in the classroom so that everyone can easily see it. | We chose to allow students to come up with their own rules so that they can have an understanding of acceptable behavior and good choices. It is important to instill this skill into a child at a very young age. It is beneficial in the future for a child to know how to behave properly. |
| Action Plan:  In-the-moment interventions | First, give warnings. After three strikes, make them move their magnet to yellow. If they continue to misbehave or make bad choices, they will move immediately to orange to red. | First graders are six and seven years old, they need redirection in their actions. Not all will behave perfectly, and they deserve to have chances instead of immediate repercussions. |
| “Consequences” | Going home on a different color than green. Dependent upon the color, students might need to call their parents, walk at recess and tell the teacher what they did wrong, apologize if another student was involved. | The parents can address the behaviors at home, not only at school. They can establish their own system of rewards and consequences. Students should not sit at recess. If they are constantly misbehaving in class, they probably need to get their energy out. Students should not have to sit out during recess; they should be able to walk laps and release energy, and reflect on their behaviors. |
| “Rewards” | If the student is on green all week, they will be able to go to the treasure box on Friday. As a class, if they receive a compliment in the hall, at specials, or in the lunchroom, they will get a marble in a jar on the teacher’s desk. Once the jar is filled, the class gets to choose their reward. These can be a movie, special snack, walking in socks, pajama day, hat day, etc. | Students should be praised for the display of good behaviors to encourage them to make good choices.  Rewards as a class is also important because it encourages students to set examples for other students in their class to follow. |
| Other considerations | A Star Student is picked each week. | These students display the characteristics of kindness, responsibility, truthfulness, problem-solving, and helpfulness. This encourages students to display these characteristics so that they can be star students. Students will also write letters to the star student of the week and the star student gets to take them home. |

***Managing Students at Work***

|  |  |  |
| --- | --- | --- |
| **Consideration** | **Details:  How/What** | **Explanation:  Why/Plus Support** |
| Opening Activities | After students come in from the buses or their cars, teachers will greet them at the door. Students will come in and begin their morning routine. Which consists of, getting out their “take home” folder, making a lunch choice, un-stacking chairs, put away their backpacks, and choosing their “day-starter” activity. These activities will vary and include puzzles, play-doh, computer, sticker story, tessellations, blocks, etc.  When the bell rings, they will begin cleaning up their day-starters, and they will make their way to the carpet and wait for the morning announcements.  -During this time, the teacher will also work these students who need extra support using things like sight word flash cards and number flashcards. | Students need to learn responsibility and organization, and that is why we chose for them to begin their day by unpacking and making their own lunch choices. Some of the activities are helpful in developing their fine motor skills. Not only this, but we do not know their home life; so coming to school and starting out their day with fun, makes them have a positive outlook towards school.  - By allowing students to choose what they want to do allows the teacher to see a closer look into multiple intelligences of each student. When students choose what they want the do, it gives teachers insight of their best learning style.  -By the teacher helping kids who need more practice helps them receive the extra support that they need to master and practice.  - No support needed. |
| Giving instructions for doing work | In general, every time we want to get their attention, we can give them a signal. With this signal, they will know to come to the carpet and sit quietly and listen for directions. | This is important because teachers will be able to talk to the students without the distractions at their desk. She will be able to give directions clearly so that the students will know what is expected of them.  -Directions should be simple to understand so that students are not overwhelmed. It is also important to teach students to be quiet while giving directions so that all students can hear the directions that are given. |
| Movement in the room | When working in a group, students are able to move around the room. However, when a teacher is teaching a lesson, they must stay in their seats or on the carpet while actively listening. As stated before, they are allowed to go to the bathroom or get a drink without having to ask.  -We will have a stop light in the front of our classroom. When it is flashing green the students are allowed to talk and move around the room.  -When the stop light is flashing yellow it means that they can whisper to their neighbor.  -The red flashing light means that they should be at the desk working independently and not talking. | -Children are young and active. As teachers we cannot expect them to sit quietly the entire day.  -We need to allow them to socialize and interact with others.  - In order to keep them engaged during instruction or independent tasks and controlled during movement or group tasks, teachers should alternate quiet, still activities with loud, movement activities.  -The stop light allows students to have a visual of how they are supposed to act at the time without the teacher having to remind them. |
| -Obtaining, using, and replacing materials.  Borrowing materials | Students will have a pencil box with their belongings in it. If they need a new glue stick, eraser, or expo marker, they may ask an adult to get it for them. If they need a crayon, they must ask a person at their table/group of desks first before asking a teacher. If another student does not have one, they may go to the big bucket of crayons and get one from there.  - Students will also learn that it is important to treat all materials (globes, rugs, dry erase boards, etc.) with respect. | Having to ask permission from an adult prevents misuse and wasting of materials. Borrowing prevents students constantly asking the teacher for materials. It also teaches sharing.  - By teaching students to take care of things and treat them with respect is teaching them a valuable lesson in responsibility. This will help them throughout their life. |
| Providing assistance during work time | Students should raise their hands while working independently at their desks. They should not shout out, a simple hand raise will do. We also encourage working in pairs in groups that a teacher assigns. If in centers, they can ask their peers a question that might arise, instead of having to ask a teacher it would be beneficial in many ways. However, we are more than happy to help a student if they have a question. | Peer tutoring teaches students to be problem solvers. It benefits both students; the student who is asking the question as well as the one who answers them. Raising their hand and not shouting out also teaches them to be respectful. There are also many other ways to get teachers attention, such as, touching their head, thumbs up or thumbs down, etc. It is up to the teacher to decide which works best for their class. |
| Collecting/Returning completed work | We would have a finished work bin. Instead of students having to ask constantly what to do with their assignments, they will automatically know to put it in the finished work bin. We can grade these papers during free time in the classroom. After we are finished grading them, we will hand them out to the student and talk to them about their mistakes or give praise when praise is due. Then the students can place the returned papers in their mailbox to go home. | Having a finished work bin prevents teachers from unorganized, paper piles, as well as lost papers. It also eliminates frequent questions from the students.  - Students can get the work from their mailbox and it prevents having to hand out papers individually which takes up time at the end of the day. |
| Correcting completed work | We can correct work during free time, while students are at specials, and before and after schools.  -Other ways to correct them is while they are working on a task. | Doing it during free time or specials allows us to provide immediate feedback to the students.  -Correcting students on a task while they are working on assignments, provides immediate feedback.  However, it is not possible to grade everything during the school day which is why we have time before and after school. |
| Homework | There will be a “Homework Menu.” This will be given to students on Monday. It will have a variety of choices that they can choose from, but they have to choose three things. They must also complete the “must do” assignment. It is collected on that Friday. | The “Homework Menu” provides choose and variety to students. They can choose activities that are best suited for their learning types. It will be collected on Friday so that they can have sufficient amounts of times to complete these assignments. |
| End-of-day Closing | At the end of the day, students would stack and pack; which consists of getting their back pack and stacking up their chairs. After they are stacked and packed, they will pick up a “mystery piece” from the floor and make sure their area is organized.  - After they are all packed, we will read them a chapter from a book above their grade level but, it will be something that they find interesting.  -Every once in a while, for example Fridays we could play a game as a class. For example, around the world, four corners or charades.  -When car riders are dismissed, they may leave the room.  -When bus riders are dismissed, they will line up in bus order and we will be in charge of walking with those students to the buses. | It teaches students responsibility be held accountable for their area and organization in their classroom.  We will teach them that this helps out our hard-working custodians.  -We chose to read a book after “stack and pack” because it enhances their vocabulary, it promotes higher level thinking and it helps them visualize without seeing pictures.  -To vary with the routine, we will take Fridays off from reading the book and play a fun, yet educational game.  -The adults in charge of car riders will make sure that they are picked up by their parents or authorized adult.  -The teachers have to walk the car riders down to the buses and make sure they get on the right bus. |
| Monitors | We will have a busy bee. This student is in charge of every task throughout the day. This student will be the line leader, door holder, paper collector, lights person, the morning messenger, and the board eraser. | Monitors are a huge help to teachers and students love to have the responsibility of a job. -Having a busy bee, allows every student to get a turn. It promotes responsibility in the classroom. This is also easier for the teacher because it prevents having to remember eighteen classroom jobs on a daily basis. |
| Differentiation | -We will have groups based on ability level.  -To challenge our higher students, we could create “The extra mile” which is something else they can create when they are all through.  -Varying the level of difficulty of the content for different ability groups. | -This is so that we could cater to those groups’ individual needs.  -The extra mile challenges these students.  -Varying the levels allows the teacher to plan the same lesson using the same materials, but can change the questions or some of the tasks. |
| Group work | In some areas, groups will be mixed ability. However, in other groups it is best if the groups are leveled by their ability. | Mixed ability helps students learn from one another (scaffolding), and leveled groups allow students to benefit from instruction that best meets their needs.  -Sometimes students might need extra practice on a skill which is why there might be different levels of instruction. |
| Other considerations |  |  |

***Adaptations and Modifications for Individual Differences***  
For this section, each team member is to write about one exceptionality or special needs.  Describe the conditions of the exceptionality, accommodations to be made, and support for these choices.

|  |  |  |  |
| --- | --- | --- | --- |
| **Name** | **Exceptionality** | **Conditions of the Exceptionality** | **Accommodation:  How/What/Plus Support** |
| Bryanna Hamby | Cerebral Palsy | Individuals can have hearing and visual impairments, speech problems, intellectual disabilities, and of course motor disability. An individual might only have motor impairments, but another might have a combination of symptoms. | Students with CP will need occupational therapy for their muscular impairments. They might also need special education support because of their vision, hearing, and speech disorders.  Students will need an OT as well as any special education support. This could be for a learning disability, autism, or a vision or hearing disorder. |
| Laura Ospina | Students of lower ability | Some tendencies these children show are lower achievement rates than their general ability level would indicate. They are often disorganized, forgetful, tend towards anger, hopelessness and low self-concept. | Teachers can differentiate content, process or product to meet the students need and ability. A couple more strategies are providing predictable routines, model information, emphasizing on their achievements rather than their mistakes. Assistive tools include audio books, talking computers, captioned films and videos and semantic mapping software manipulatives and calculators for math problems. Internet and computer based instructional programs also help students study and learn. |
| Ashley Garcia | Emotional/Behavior Disorders | Academically these students cannot be generalized some may perform well, some may not it really has nothing to do with their disability more so their home life and how they’ve been taught to handle their disorder. Socially and emotionally these students severely differ from others. These students can at the drop of a hat become aggressive, act-out, or hit someone else because they are angry or dealing with something in the wrong way. These students also sometime will withdraw from what’s going on in the classroom and be in their, “own little world.” | Teachers need to really understand the child home life and know what is going on to serve that student. Teachers also need to be aware of triggers and pre-meltdown behavior. In severe cases such as the case in my class teachers should talk to the other students and let them know not to touch or try to calm the student down when they are mad because they can get hurt. Another technique used in my class is a student maintained behavior chart. The child colors in a sad or happy face depending on how he acted during that hour, it’s shown to really work with our friend. |
|  |  |  |  |
|  |  |  |  |

***Use of Technology***

|  |  |  |
| --- | --- | --- |
| **Purpose** | **Details:  How/What** | **Explanation:  Why/Plus Support** |
| For instruction – teacher | We would use the Activboard to present new material to the students before they break off into centers. We would also use this for our calendar time, math, phonics games, and to watch educational videos.  -We will also take students to the computer lab to work on assignments. | Common Core focuses on and encourages technology. We found it would be best to incorporate it as much as possible in all grade levels. Visiting the computer lab allows students to learn how to use technology. |
| For learning – student | Laptop carts are an easy access tool for technology in the classroom. They can be used for whole class activities as well as centers or group work. Laptops can be used in a variety of content areas. | Laptops can be used in a center rotation. There are beneficial websites and programs that are helpful to students on a variety of different levels. Laptops and technology allow teachers to reach a variety of students on different levels. |
| For record keeping | Teachers will use technology on a day to day basis. The provided electronic program from the school can keep track of grades and attendance. | This eliminates an abundance of papers, and it encourages organization.  -By having grades and attendance entered into the computer we can have immediate access for whoever may need it (Caregivers, parents, or admin). |

.  
***Incidentals***

|  |  |  |
| --- | --- | --- |
| **Procedures** | **Details:  How/What** | **Explanation:  Why/Plus Support** |
| Seating | We would use modular seating with desks; clusters of desks. Desks allow students to have their own area in the room and it teaches responsibility. | Modular seating can also be described as clusters of desks. This allows easy access for group work. The clusters will have a variety of ability levels. This allows help for the lower students in the cluster. The higher students will be able to model collaborative working. It facilitates cooperative group work during centers. It provides flexibility for different kinds of activities. |
| Entering and Exiting the room | For entering the room we will have the students line up using different prompts. Some examples are “If you are wearing a \_\_\_\_\_ color shirt you may line up”. “If your birthday is in the month of \_\_\_\_\_\_\_ you may line up”. “If you are in the \_\_\_\_\_\_ group, you may line up.” During other times you can pick who can line up first based on students who worked efficiently or behaved well. Another method is alphabetical order. When entering the room they will enter in whatever manner they were lined up in however they were coming from. This is usually done in a first come basis. | This gives different students an opportunity to be at the front and the back of the line. This also prevents every single student in the classroom running to the front of the room in order to line up. This could cause someone to trip and get hurt. |
| Pencil sharpening | Pencils are sharpened by an assistant student before class or by the teacher. If their pencil is dull, they may go and get one out of the cup that says “sharpened.” They are to put their dull pencils in the cup that says, “please sharpen.” Pencil sharpening is not permitted during class time. | This is a distraction to other students. Not only that but it is also disruptive to class instruction. Having pre-sharpened pencils is a way of making it easy for students to get a new pencil after their breaks. |
| Out-of-room passes | There will be a girl and boy hall pass by the door that students can get when they leave the room after having the teacher’s permission. There will be passes for the bathroom, the nurse, the library. Two of each; one for boy and one for girl. | This allows other people in the hall to know that these students have permission to be out in the hallway. It is also helpful to the teacher because if there is a pass missing, she knows there must be someone out of the room. |
| Signals for attention | We could say “1, 2, 3, all eyes on me.” Then the students would say, “1, 2, eyes on you.” Give me five. Which is the students raising their hands. Close your mouths, which are everyone, closing their mouths. If the teacher is on the phone, the students will give the phone sign and hold it up to their ear, to show they all need to sit quietly. Clapping patterns is also a good strategy to get the students attention. | Too much noise is distracting to everyone in the entire school. Yelling is not the best way to get students to quiet down, so a signal for noise control is the best way to keep a steady noise level in the classroom.  - Teaching students to be quiet while a teacher is on the phone, teaches the student to be respectful in all areas.  -If they students hear these signals they will know what they are expected to do. |
| Noise control | Talk to the students about expected noise level during different lessons. For example, for silent reading there should be no talking. During discussions, only one person should be talking at a time. During centers they can talk quietly. During music and other movement lessons in the classroom a little bit more noise level can me tolerated. We will model for our students what is acceptable and what is too loud.We can also practice as a class. | Children in first grade are six and seven years old. They need things modeled for them. In modeling and talking about expectations on noise levels, they will be clearer on what is expected. |
| Procrastination | To prevent procrastination we will try to make tasks interesting and short, allow time for brain breaks and dance parties, providing incentives such as “When you are done you can \_\_\_\_\_\_\_\_”. And allow them to engage in something they like. | Everyone has a hard time engaging in unexciting assignments. When assignments are too long or complicates students choose to fool around and not complete their work. We would try those strategies to motivate them to complete their work and not procrastinate. |
| Tattling | Unless someone is hurting you, another person, themselves, or school property, they will need to keep the information to themselves. It is not necessary to try to get another student in trouble. And if they continue to tattle, they can move their magnet.  -We will have a tattle hippopotamus. His name is Greg. | Greg is a hippopotamus that sits in the corner of the room waiting for students to come and express their feelings and problems with him. He is a great listener and students do not have to bug the teacher with constantly tattling. It reduces unnecessary distractions while trying to teach. |
| Bullying | Bullying will not be tolerated. It is to be reported to the teacher or another adult. It will be reported to children’s caregivers; whether the victim or the bully.  Administration and parents will be contacted. We will have a “No Bullying” policy in our classroom. Class meetings and backbones builders will help students talk about the subject of bullying. During this time we can model what expected behavior is.  -Consequences for bullying will be administration referral. | We will talk about bullying on Mondays during our backbone builders lesson. This program allows students to learn ways to cope with certain tense situations such as conflicts, playground fights, and lunchroom behavior. This program teaches children how they are expected to behave in these situations. We have to infuse expectations of good character. |
| Other considerations | Messiness- Modeling neatness -During classroom meetings we could talk about pride in one’s work and work area.  -Clean desk fairy on Monday. | Messiness is an unattractive habit some students may engage in. To prevent/ correct this we would use the incentive of the “clean desk fairy”. The clean desk fairy comes to the cleanest desk in the classroom on Mondays and puts candy on top of it. |

***Communications***

|  |  |  |
| --- | --- | --- |
| **With whom** | **Details:  How/What** | **Explanation:  Why/Plus Support** |
| With grade-level team members | We would communicate via email and have weekly planning times. After school short check-ups with the rest of the grade level just to see how their day went, would be useful. | If we could communicate before and after school, it would be beneficial so that we could form a close relationship with them. We could collaborate on what we teach our students as a grade level. |
| With teaching partners | We would communicate via email, phone, and in person. We could have our own planning time one day a week to gather our thoughts and collaborate. | Communicating multiple times a day allows both teachers to be on the same page throughout the day. |
| With support providers for students | We would communicate via email, phone, or in person. Before and after school, as well as while the students are at specials. | Communicating with these individuals, allows teachers to know when to expect these students to be gone. Also, the general ed teachers can make sure to incorporate what students are learning in support classrooms into the general ed classroom. These teachers should be notified of any changes that affect their time with the student. (i.e., field trip, sickness, etc.) |
| With volunteers | We would communicate via email and our volunteer calendar. | Having a volunteer calendar gives the volunteers the opportunity to choose the date and time best fits their schedule.  Communicating via email also helps see what ideas they have come up with for special events in the classroom. |
| With caregivers | We would communicate with caregivers frequently. Some ways to communicate with parents are via email, weekly news letters, phone calls, and when necessary conferences. | Parents and caregivers need to know what is going on in their child’s classroom. These are their babies and they want to make sure their school year is going smoothly. Teachers need to make sure that communication with caregivers is professional, approachable, and simple. It is important to avoid teacher lingo and every acronym learned in college, this can be intimidating to parents and it is not necessary, on the other hand, do not talk down to parents. Having a newsletter, allows parents to be informed on the latest events and homework, these can be, sight and spelling words, parties, math families, birthdays and Star Students. |
| With administrators | We will communicate with admin via email, phone, and radio. Scheduled meetings would be beneficial so that we could communicate face to face. | We will communicate with administrators about important situations to seek support and advice. A teacher communicating about problems in the classroom to administration avoids angry parents calling administrators and the administrators not knowing what parents are talking about. |
| Student teachers  Secretaries  Book and Record Keepers | We would use email, intercom, speaker phone, and in person. | Student teachers need to be communicated through email or maybe phone calls. This is important for any last minute changes in their schedule.  - The secretaries also require communication. This is mostly done by the phone or intercom.  - The book and record keeper is usually done in person or by email. |

***Assessment, Record Keeping, and Reporting***

|  |  |  |
| --- | --- | --- |
| **Content Areas** | **What kinds of assessments are needed?** | **Explanation:  Why/Plus Support** |
| Language Arts | Formative and summative | Formative assessments could be used in language arts for in the moment lesson. These will include quizzes, in-class work, or discussion. At the end of the unit we will have to give summative assessments to make sure that the students have mastered skills. |
| Reading | We will start with formative assessments during guided reading and other lessons, and at the end of that quarter give students a summative assessment of skills. | During guided reading, a teacher can really see if the students have been using learned skills to read. During guided reading the teacher can also assess for reading comprehension.  -The summative assessments can be done one-on-one with the teacher. She can have them read a book, ask them questions and monitor their reading. These assessment grades can be used for their report cards. |
| Writing | Writing can be done with formative assessments on a day to day basis, as well as at the end of the quarter with summative assessments. | When we assess our students we will give a formative assessment for writing because it can be done during a lesson. For example, we can do a response to literature lesson, a personal narrative lesson, and a letter writing lesson.  -Letter writing can be observed when they write letters to the star student.  -For formative assessments, after we have concluded teaching each type of writing, we will conduct a whole class assessment on each student to see if it has been mastered and use this for report cards. |
| Spelling | Spelling can be assessed in both types of assessments, formative and summative. | -For formative assessments of spelling, we will have students do rainbow spelling, where they write their spelling words every day in rainbow colors.  For summative ways of assessing, a spelling test will be given at the end of each week. |
| Math | Math assessments can be done with formative and summative assessments. | Whole class instruction and center work can count for formative assessments.  -For summative assessments, after we conclude working on a topic in math, we will have an assessment, such as a test, to monitor the students’ progress. |
| Social Studies | Formative and summative assessments will be used. | Activities that go with the lesson taught can be used to assess social studies topics. In class discussion can also give us an insight of their understanding. Having students act out a scene of something in history would be a fun way to assess in a summative way. |
| Science | Formative as well as summative assessments will be used to assess a student’s understanding of a science concept. | Discussion will allow us to tell how well the students are grasping the concepts throughout instruction. Then, experiments, observations, data collection, and journaling can give us an insight of their understanding after instruction has been completed. |
| Art | In the general education classroom formative assessment will be used, however most assessing will be done in the art classroom. | In the general education classroom we will be looking for students who’s development with fine motor skills is evident in while coloring or doing art projects. Students who color in controlled movements, can cut appropriately, and have other controlled fine motor movements. |
| Music | Formative assessment can be used inside the classroom. Other assessments will be done by the music teacher. | Most assessing is done in the music teachers classroom, however in the general ed classroom we will be looking for children who can clap, stomp, and keep up with the beat of songs in the classroom. An example of this would be during calendar. |
| Physical education/Movement | Assessment for PE/Movement will be done in both the general education room as well as in PE. | In the classroom we will be looking for students who are up and moving when they are asked and following directions, we will be looking at handwriting to assess fine motor movements. |
| Technology | Assessments needed for technology will be formative. | We will assess their ability to get on the computers in an effective way, typing, and use of programs like Pixie. |
| Character education/ community | One on one question and answering will be used as well as formative assessment. | One on one we will ask students questions about what they should do if they see a friend being hurt, is it nice to bully, should we be mean to other friends, how do we talk to adults, etc. We will formally assess throughout the year by watching how they interact with other peers. |
| Other considerations | Diagnostic or placement assessments will also be conducted at the beginning of the year for us to see where our students are academically. | Teachers can do this in terms of pretests at the beginning of each new school year so that they can properly teach their students.  -Pretests can also be done for spelling or math a couple of days before the actual test is given to see if teachers have been teaching the material in a way that is most beneficial for their students. |

**Cooperative Summary Worksheet**

Grade Level:   \_\_\_\_\_\_\_\_\_\_\_1st\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_11/15/2011\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
What each member did to prepare and present (oral and written):

|  |  |  |
| --- | --- | --- |
| Team Member’s Name  (First and Last Name) | Oral Preparations & Presenting | Written Preparations & Presenting |
| Laura Ospina | Incidentals & Managing student behavior | Incidentals & Managing Student  Behavior |
| Bryanna Hamby | Managing Students at Work Communication Assessment | Managing Students at Work Communication Assessment |
| Ashley Garcia | Getting Started & Technology | Getting Started & Technology |
|  |  |  |
|  |  |  |

**1. What are the benefits of cooperative groups?**  
We can share different ideas.  It also helps us view a situation from a different perspective. Working in groups lightens the individual load of the students.   
**2. Did all group members do their “fair share?”  If not, how could the project assignments have been completed differently in your groups?**  
The workload was divided evenly to where everyone got a fair share. We would have liked to have a part for individual grades.  
**3. How can you use project-based learning in your classroom?  How would you organize it?**  
It allows us to take the ideas we learned from other students and sources into our future classroom. By all of the research we have done, we should know how to best use the activity or strategy in our own classroom.  
  
**References and Resources:**  
Hallahan, D. P., Kauffman, J. M., & Pullen, P. C. (2009). *Exceptional learners: An introduction to special education*. (12th ed., pp. 400-403). Boston, Maryland: Pearson.  
  
Charles, C. M., & Senter, G. W. (2012). *Elementary classroom management*. (6th ed.). Boston, Maryland: Pearson.  
  
**Web Resources:**  
      
United States Department of Education    <http://www.ed/gov>  
  
Georgia Department of Education    [http://www.doe.k12.ga.us](http://www.doe.k12.ga.us/)  
  
National Education Association            [http://www.nea.org](http://www.nea.org/)  
  
Professional Association of Georgia Educators            [http://www.pageinc.org](http://www.pageinc.org/)  
      
Council for Exceptional Children         [http://www.cec.sped.org](http://www.cec.sped.org/)  
  
Georgia Federation Council for Exceptional Children [http://www.gacec.org](http://www.gacec.org/)  
  
Georgia Professional Standards Commission        [http://www.gapsc.com](http://www.gapsc.com/)