

CLASSROOM MANAGEMENT INTERVIEW-QUESTIONS ASSIGNMENT

1. What is the basic daily schedule? What are the procedures for beginning the school day/class period?
 - a. Morning work, special, reading workshop, writing workshop, lunch, DEAR, math, recess, social studies/science, clean up and dismissal. Students put home work in bin on the teacher's desk and start their monthly morning work packet.
 - b. The schedule is on the board – Life skill, WTRO (morning announcements) book groups, recess, writing, lunch, IDS, special, math, science/social studies. Homework is at the bottom of the agenda. Kids open signed planner and turn in homework to the bin. They also sharpen their pencils.
2. How is attendance, absences, tardiness handled?
 - a. Through the Zangle system. Teachers input the information into a web-based program.
 - b. Through the Zangle system. Teachers input the information into a web-based program Work goes on desk and put in mailbox at end of day
3. How are students assigned to seats/centers? Describe conditions under which students are allowed to leave their seats?
 - a. The students are generally randomly placed although students with special needs may maintain their preferential seating. Centers are based on skill level of the student. Students move fairly freely around the room except for writing workshop.
 - b. Seats are moved monthly so that kids get to work with everyone. Movement within the room is encouraged – pillow days, working in the hall or other areas of the room on the students particular day. As long as you're not bothering anyone, how you position yourself at the desk is ok.
4. How are books, supplies, materials stored, collected, and distributed? When and how do students sharpen pencils?
 - a. Each student has a book bin and other text books, supplies and materials are generally stored in the student's desks. The teacher has a supply of sharpened pencils that the students may use during the course of the day.
 - b. Pencil sharpening is first 15 minutes, lunch, writing time and end of day. Each student should have two sharpened pencil. The supply person passes out what is not stored in their desks.
5. How are students recognized to participate in class discussion?
 - a. The teacher uses sticks with the children's names to randomly call upon students
 - b. The students have people sticks that are drawn randomly.
6. Describe procedures for changing activities or classes.
 - a. The teacher rings a bell
 - b. The teacher has them line up at the door and quietly walk down the hall.
7. How much do students move around and during what periods of time? What procedures exist for students who must leave the room?

- a. Movement is allowed within reason except for writing workshop. The students raise their hand and use a finger system to indicate if they need the bathroom or a drink. The teacher's head nod indicates her ok.
 - b. As long as they are not disturbing anyone, students are allowed to move around freely except when there is active teaching going on in the room.
8. How is use of the bathroom handled? In groups? With a pass?
 - a. The group starts out the year by stopping at the bathroom after special time. By the end of the year, they are no longer going this but students may use the bathroom using the system described above.
 - b. Bath room passes are used and one boy and one girl may go at a time. Student may not leave when the teacher is actively teaching. There is a stop as a group for bathroom and drink after special.
9. How much decoration is there in the room? Does it relate to studies? Is it student made? How is student work displayed?
 - a. The room is bright and colorful. It includes both student and teacher made displays. The teacher displays are grouped by topic to help delineate the sections of the room. The children's work is displayed on two laundry lines that are strung long ways in the room.
 - b. The room is bright and colorful. It includes both student and teacher made displays. The teacher displays are grouped by topic to help delineate the sections of the room. The children's work is displayed on two laundry lines that are strung long ways in the room and in the hallway as well. The teacher uses the magnetic swing boards as well to hang charts that are used occasionally.
10. What are the posted rules in governing behavior in the classroom? How does the teacher deal with inappropriate talking? How does the teacher handle disturbances? Daydreaming? Talking? Other off task behavior?
 - a. The behavior expectations are positively stated. She discusses what was wrong with students who might use inappropriate language. Disturbances are handled by pointing out the correct behavior of others and lavishing praise on the correct behavior. Off-task behavior will be called out as necessary.
 - b. Daydreamers are called on to bring them back to the classroom. Life skills are taught as part of the class culture. Sticker charts are used liberally. Friday Fun! is also used in this class as well. Kate (teacher A) learned this from Marty (teacher B) who got it from her daughter.
11. What are consequences for student violation of classroom rules?
 - a. The focus is more on the positive rather than on punishment. Students may have to pay from their student economy number for minor violations. They may also loose part of recess.
 - b. A Friday Fun! letter is removed if it's a class-based misbehavior. If it's an individual violation, the student "flips his card" from green to yellow to red. Different colors carry different warnings and consequences. Most card flips happen during unstructured time periods at this point of the year.

12. How does the teacher reward or reinforce appropriate behavior?
 - a. Lots and lots of praise. The bucket for stars and the student economy for reinforcing positive appropriate behavior. Friday Fun!, a half-hour of free time on Friday if they don't lose all the letter in Friday Fun.
 - b. Stickers as rewards, emails to parents, notes in planners, lockers to praise the kids and let parents know about it. Emphasizes not embarrassing each other.
13. How does the teacher let students know they are valued, competent and putting forth good effort?
 - a. Lot of praise and hugs. She models respect for the students and expects it returned to her.
 - b. Stickers as rewards, emails to parents, notes in planners, lockers to praise the kids and let parents know about it. Emphasizes not embarrassing each other.
14. What are the procedures for beginning/ending the school day (lunchtime) or class period? How do homework assignments and notes get home?
 - a. Clean up time about 3:25. The homework assignments are written on the board to be copied into the agenda. Homework is waiting for them in their mailbox. Notes go home on a daily basis in hard copy form.
 - b. Homework goes into the mailbox and is emptied at the end of the day. Teacher signs all the planners on a daily basis. Students do their jobs are done at the end of the day
15. From your observation of this classroom, what is one thing that you would like to remember and implement in your own classroom? Why did you make this selection?
 - a. I would divide the room into learning zones and hang the appropriate information on the walls. I like this approach because it helps the students and the teacher move from subject to subject.
 - b. I really like the Friday Fun! approach to class behavior. The students enjoy the free time and they are more likely to behave well and remind each other to behave appropriately so that they can get the reward.
16. Name, position, grades taught, school name of each interviewee.
 - a. Kate Kaselitz, 1st grade teacher, 1st grade, Trombly Elementary School
 - b. Marty Weaver, 3rd grade teacher, special ed., 5th, 2/3 split, nursery school teacher, Trombly Elementary School.