

1. What will students do FIRST as a routine upon entering your class at the beginning of the day or class period?

When the students first enter my classroom they will always have a bell ringer on the board. This will be a small activity to ensure that the students are ready to begin the material as soon as the class starts. This activity will not be time consuming, but it will be important and pertaining to the lesson being taught that day. When students enter they will be expected to begin on the bell ringer, but this will also be the time they have to sharpen pencils, talk quietly, or use the bathroom. After the bell rings they will be given additional time to complete the bell ringer in case they were doing any of the things previously mentioned during this time.

2. What will students do when they need to use the bathroom?

If students have to use the bathroom in class I don't see that it is a problem unless it becomes a constant, every day occurrence. Students will raise their hands or call me over to their desk if they need to, and ask if they can use the bathroom. As long as the school does not have a policy against it, I will allow the student to go, but I will walk to the door to ensure that the student goes to the bathroom without harm and does not go somewhere else instead of the bathroom.

3. What will be the rule about the way students will line up to leave the room or be dismissed from class?

My students will know from the first day that I am the teacher and I dismiss them, not the bell. This may sound harsh, but I feel as if it is disrespectful for them to run out as soon as the bell rings. Another reason I choose to dismiss them instead of the bell is because there is a chance I will not be done with my lesson and if I had any announcements to make at the end of my lesson, I will still need to stop my lesson and make those announcements. If the announcements are important, all of the students need to be in the classroom instead of running out of the door.

4. How will you go about taking attendance?

If my school requires me to take attendance for each class I have, I will do that independently around the middle or closer to the end of class. To begin the school year I will do it aloud so that I can learn names and faces of my students, but after I am familiar, I will start doing it in my own time so that my teaching time is not interrupted. The reason I will do it toward the end or middle of class is just in case there are students that are in other teachers' classrooms, in the restroom, or just tardy. If I do attendance at that beginning I will have to make adjustments if any other student walks in.

5. What will you tell students to do about fire drills and tornado drills?

I feel like fire and tornado drills are extremely important to ensure the safety of my students. I will explain the severity of these drills and the danger that everyone would be in if the occurrence was real instead of just a drill. Students will be told the expectations I have for these drills during the beginning of the year, and also when the drills are announced to the teachers I will remind them how they need to behave.

6. What will be your rule about moving through the halls?

When the students and I are moving through the hallway, they will be allowed to talk and don't necessarily have to be in a straight line. I feel at the secondary level, the students should be mature enough to walk without all of that structure. They will be expected to be respectful to other classes in session though. As long as the students do that there won't be a problem.

7. What will your students do when they leave the room at the end of the day?

At the end of the day students will be expected to clean up any mess they made during that class, make sure they understand the material I presented to them, ask any questions about it, and then wait until I dismiss them to leave the classroom. If they were given homework they will be expected to ask any questions about that assignment also.

8. How will you distribute materials?

For papers that do not have a grade on them I will chose a student to distribute materials. This will give the student a responsibility in class and lower chances of misbehavior in the classroom. However, if there are grades on the papers I will be the one to hand them out so that no student is embarrassed or called out by another students because of his or her grades.

9. How do you want your students' papers headed?

I don't have a preference on how students head their papers. As long as the necessary information such as their name, class period and date is on their paper somewhere I don't mind how they organize it.

10. How will you assign homework? What will be their understanding?

Homework will not be assigned every day. It will be assigned when there is material I need students to be familiar with before class. Even if homework is assigned it will not be strenuous, which means I expect it to be done by each student. The extent of the homework I will assign would be small things, such as read a section of their book or an article or finishing up a lab report.

11. How will you check homework?

If I assigned a section or article to read then I will either give them a couple (no more than 3) questions to answer just to be sure the material was read. This assignment will be for points so that if a student has read, they get extra points to help their averages, but if not it won't be enough to harm their averages. If it is just simply finishing an assignment they had in class then I will just take it up for whatever grade it was worth to begin with.

12. What will your students be told to do when their seatwork has been completed?

I will plan my classes to where the students are engaged and working until 3 to 4 minutes before class is over. I will do this so that I get the most out of the time I have with them, but I don't want them to be busy for the entire class time. The time at the end will be used for the students to talk and to get packed up before they are dismissed. This will also eliminate students packing up before it is time.

13. What will be your rule about talking during seatwork?

I feel like collaboration is important in a classroom, so as long as I am not lecturing and an exam is not going on students will be able to talk during their classwork. Prohibiting talking may eliminate pointless discussion, but it also eliminates useful and necessary collaboration.

14. What will be your rules about class discussions, hand-raising, etc?

If I am asking a specific question I will call on students to answer. If someone has something to add they will raise their hands so that there is no disrespect toward other students who may be talking. Class discussions will always be welcome, but the students should be respectful of others in the room, even if they disagree with what they are saying.

15. What will you tell your students about how they should act if you have a visitor? What if you need to divert your attention from class business for a moment?

When a visitor is in the classroom, my students will behave, but not act differently than any other day. Class discussions will still be welcome, students will still be allowed to collaborate, and they will be free to ask questions. I know there are going to be both welcome and unwelcome visitors in the classroom, but I won't change the structure of my classroom for them. If I have to divert my attention for any reason, my students will either be given time to talk or be told to work on their assignment.

16. What will be your rule about how the students' free time is spent?

There will be limited free time in the classroom, but any free time given used to complete any assignments they need to work on. The only time students will have free time to talk to each other will be the extra time at the end of the class.

17. How will your students signal you for your help while they are supposed to be working on independent practice?

I will be walking around the classroom while the students are working on independent work so if a student has a questions, they will raise their hands to get my attention. If for any reason I am not circling the classroom, students will be able to come up to my desk and ask.

18. How will your class know that you want them to be quiet?

I don't feel the need to yell and scream, but I feel like I am good enough at communicating through body language. My students will know that they need to be quiet by just a look. If that doesn't work I will try something simple such as clapping myself and them clapping with me to make sure they know that it is time to come together and be quiet.

B. How will you arrive at your rules? Will you decide, will you let your class decide with you; will you develop a Bill of Rights, or use some other way to establish rules? What would you like your basic rules to be?

I feel very strongly about there being respect in my classroom. Not just toward me, but I expect them to be respectful to each other. I understand that this will take some adjusting and

also some time. Students won't respect me until they see I respect them. After they see this they should show more respect toward everyone. Other than respect, students will be to help decide on classroom rules. They will do this because if they have a part in creating the rules, the chances are they will be more likely to follow them. They will also be part of making up consequences for rules not being followed. With the 3 rules I have in place in my classroom, I have a basic idea of what they need to be, but the students can help make the rules more specific. The rules will involve respecting everyone in the classroom, being accountable for their own learning, and that if they give me my time, I will give them their time (i.e. the 3-4 minutes at the end of class). These 3 basic rules will cover a lot of ground for problems in the classroom. Once we come up with the rules, I will post them in the classroom.