

Danielson 2a: Classroom Environment: *Creating environment of respect and rapport.*

INTASC 3: Learning Environments: Teacher works to create environment that supports learning, social interaction, engagement, & motivation

Title: Case Study Scenario 3

Description: As a group in class, we collectively had to come up with solutions to scenarios that were presented to us that may happen in our classrooms in the future. In this specific scenario, the students were all collectively laughing at a student who was showing a lot of his back side, and he was not aware of this. We needed to come up with a solution as to how we would approach this situation and how we would solve the issue.

Rationale: I believe this demonstrates creating an environment of respect because as a teacher you need to be able to solve these issues with maturity, and if you handle it well, the students will have more respect for you for, one, being able to deal with this issue professionally, and two, they will begin to trust you more for looking out for them. Helping the students realize the situation and making sure it does not turn into a bigger situation is how you demonstrate your professionalism.

**Situation 3:**

Class is in session. Being the constructivist professor you are, you walk around the room as you lecture or guide your students in their tasks for that day. You notice a small group of students huddled over a computer trying to stifle their laughter. You approach the group to see what they are viewing on the screen, and it's then you realize they are not laughing at something on the computer; they are using the screen as a shield to hide their laughter. You look up to see what they are laughing at, and it's then you see the heavy-set young man at the front of the classroom leaning across a desk talking to another student. He has leaned so far forward that his pants (sans belt) have slipped .... they haven't just slipped below his shorts (if he had been wearing shorts), but his low-rider jeans have slipped so far down his body he's sharing his backside all with the rest of the class. The laughter escalates as other students catch on. He doesn't seem to recognize that the students are laughing at him.

Danielson 2b: Classroom Environment: *Establishing a Culture for Learning*

INTASC 8: Instructional Strategies: Teacher uses a variety of instructional strategies to encourage in-depth learning, skill building, etc.

Title: Discussion Board

Description: This artifact is a discussion board that we made as students to use as if we were in our own classroom. If students get their work done early, instead of sitting and doing nothing, or distracting others, they can sit quietly at their desk and complete the activities on the board. They are learning activities that deal with the content that we are currently learning that way the students can always be doing some sort of work surrounding the class.

Rationale: This establishes a culture for learning because even if the students do not have any work to do for the class, or they have finished it all, this gives them an opportunity to keep learning in the classroom. Having the ability for the students to do more work on their own is always a plus as a teacher in case you have students who get their work done fast while they wait for the other students to finish. The students have more opportunities to learn even when the teacher is not the one teaching them.



**Operation Equation taken from Lesson Planet. Specific source is Ann Whittemore on the website.**

**Math Mystery taken from Google images, When I click on the website it does not take me to the website it was made.**

Danielson 2c: Classroom Environment: *Managing Classroom Procedures*

INTASC 3: Learning Environments: Teacher works to create environment that supports learning, social interaction, engagement, & motivation

Title: Cooperative Lesson

Description: The cooperative lesson is a good way to show how a teacher can use social interaction and engagement in their lessons. The cooperative lesson requires students to work together to complete a task, but also requires them to work individually. This gives students the ability to help each other when it comes to learning, while at the same time, giving them that independent work they need as well. Being able to have both is a good way to get students more involved and wanting to learn.

Rationale: As mentioned before, this is a great way to get everyone involved and get other ideas into their heads. As a teacher, you can only use the same method of teaching for so long before you start to lose your students interest. Cooperative lessons are a good way to mix it up. It gives students the opportunity to learn from each other and bounce ideas around with each other, instead of another lecture from the teacher. Incorporating this type of lesson is good for not only the students, but the teacher as well, as it gives them a chance to see how the students work when they are the ones mostly in control.

## Cooperative Learning Lesson

Title: Polygons (Day 2)

Grade Level: 7<sup>th</sup>

Content Knowledge:

Skills: Students will be able to identify and understand what makes a polygon and where it is seen in everyday life.

Content: The lesson will involve the understanding of polygons and how to identify each specific polygon. They will need to understand where we see polygons in everyday life and be able to create their own town using their previous knowledge of polygons they have learned in class.

Rationale: This lesson is important because you see polygons in everyday life all around you. Students need to be able to identify polygons out in the world, and for the higher levels of math they will see polygons everywhere. Therefore, if they become accustomed now, it will be easier for them in the future.

Standards: CC.2.1.7. D.1 Analyze proportional relationships and use them to model and solve real-world and mathematical problems.

CC.2.2.7. B.3 Model and solve real world and mathematical problems by using and connecting numerical, algebraic, and/or graphical representations

CC.1.2.7.J (ENGLISH) Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

9.1.3.E. (ART) Demonstrate the ability to define objects, express emotions, illustrate an action or relate an experience through creation of works in the arts.

8.1.U.C. (HISTORY) Analyze, synthesize, and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research

Goal: Students will be able to analyze shapes and figures and will be able to graph and interpret the said shapes.

Essential Question: Where do we see triangles and polygons in the real world?

Objectives:

1. After direct instruction, students will work in groups of 3 or 4 to solve a real-world situation using the methods learned in class to be completed for a classwork grade.
2. After practicing in class, students will be able to correctly solve a real-world problem when presented with one using the methods learned in class.

Formative Assessment:

1. Students will be presented with an activity that deals with identifying polygons. The students will need to find two examples in everyday life of polygons that have 3 sides, 4 sides, 5 sides, and 6 sides, with 3 other polygon shapes with more than 6 sides. Once students have found their polygons, they will get into their assigned groups that are on the board and they will share their polygons. From there they will need to decide whose polygons to use for the layout of their town. The town must include at least 2 polygons from each person and must be colored and labeled with the specific name of the polygon. This project will require math skills, art skills, history knowledge, as they will need one



historical artifact to put on their town layout, and some English skills as they will be required to explain in detail what type of polygon it is and how they can tell.

Instructions for during class:

**1. Attendance and Warm-Up (5 minutes)**

- a. As the students walk into class the teacher will take attendance and the students will complete the warm-up from the previous day's content. They will have to determine if the polygon on the board is in fact a polygon or not and what the name of the polygon is.

**2. Review content with students (10 minutes)**

- a. To begin the class, I will ask them to tell me what a polygon is. I will then ask what makes a shape a polygon. I will then draw more polygons on the board and ask them to tell me what they are called and how they could tell. I will then draw polygons and they will have to tell me the sum of the interior angles of the shape and how they got that answer. Once we go over these review questions, I will then introduce the activity to them.

**3. Explain Assessment and have Students Work on during Class (45 minutes)**

- a. The teacher will begin to explain the activity to the students. Students will be presented with an activity that deals with identifying polygons. The students will need to find two examples in everyday life of polygons that have 3 sides, 4 sides, 5 sides, and 6 sides, with 3 other polygon shapes with more than 6 sides. One of their polygons must be a historical artifact, something they can display in their

town from any time. Once students have found their polygons, they will get into their assigned groups that are on the board and they will share their polygons. From there they will need to decide whose polygons to use for the layout of their town. The town must include at least 2 polygons from each person and must be colored and labeled with the specific name of the polygon. So, they will individually find polygons in the real world, then they will work together to decide which ones to use, and then they will draw the layout of their town together as a group following the criteria that needs to be met. The teacher will be available for any questions the students may have about the activity, but they will spend the duration of the class working on the activity.

**4. Conclude class (5 minutes)**

- a. Once the bell is about to ring, I will collect the students work and I will reiterate they do not have any homework, but to look over their notes to be prepared if there would happen to be a pop quiz, just to make sure they look over their notes. Then the students will wait for the bell to ring quietly in their seats on their devices.

Danielson 2d: Classroom Environment: *Managing Student Behavior and Expectations*

INTASC 1: Learner Development: Teacher understands how learners grow & develop cognitively, emotionally, linguistically, socially, etc.

Title: Classroom rules and management

Description: This artifact is a set of 10 rules that I had to make as rules I would want my students to know on the first day. I had to pick rules that I felt were most important to communicate with the students, such as boundaries, general rules, missing class, etc. These rules were picked because they were all important when it comes to managing a classroom and keeping the class from turning into chaos.

Rationale: This artifact is good for this standard because it demonstrates the expectations that the teacher requires of the students and the expectations the students can expect from the teacher. These rules are a good showing of respect, because if the students honor their rules, so will the teacher. Having a good set of rules in place will help the teacher and the students focus on what is important in the classroom, which is the content itself.

1. Students will keep their phones in their pockets and will only take them out in emergency situations the teacher deems as an emergency.
2. Tardy students who come to class without a tardy slip will get one warning, after that they will get marked up as late every time after that.
3. Students who need to leave the room must have a hall pass and must sign out on the sheet by the door when they leave and when they come back.
4. Students should bring their textbooks, notebooks, and writing utensils to every class; the teacher will provide extra paper as needed during the class.
5. Students will be permitted to work in groups that they choose, unless the teacher feels the need to separate the students, in which the teacher will reassign them to different groups.
6. Student participation will be determined by whether the students are actively writing notes and optionally asking questions.
7. As students work independently, they may talk quietly amongst themselves if it pertains to the work they are doing individually. The teacher has the right to silence the class if talks get off topic.
8. Students may approach the teacher's desk if they have any questions about schoolwork during the class. But before and after class the students may approach about anything that may concern them.
9. During fire drills and/or emergency situations, students will get in a single file line and will calmly exit the school through the specified exit.
10. Students must raise their hands to be called upon during class instruction. Students who call out will be disregarded and, in some cases, may be reprimanded.

Danielson 2e: Classroom Environment: *Organizing Physical Space*

INTASC 3: Learning Environments: Teacher works to create environment that supports learning, social interaction, engagement, & motivation

Title: Class Layout

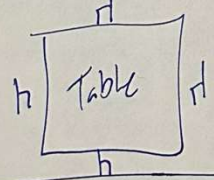
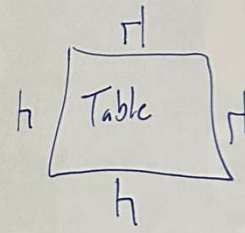
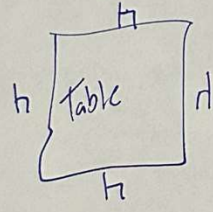
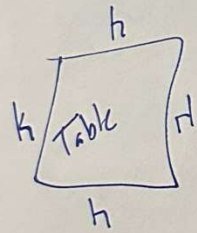
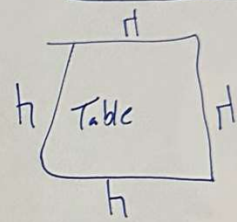
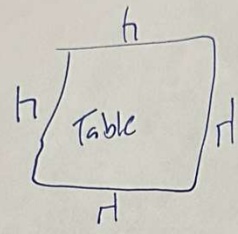
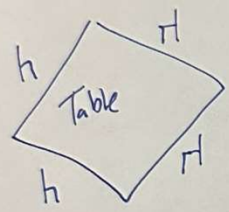
Description: This is a classroom layout from my second placement and how the students were all arranged. The table set up was set up so that way the students all had clear views of the board while also being able to work together on necessary activities. The students didn't have assigned tables, as it was random every day when they came to class.

Rationale: This artifact is a good example of organizing physical space, as it demonstrates the layout of a classroom, and it shows the students ability to work together as well as their ability to see the board and have access to it. The work environment promotes social interaction, as well as supporting learning at the same time.

Fidget Station / Relax Area

Prometheum Board

Teacher's Desk Area



Sign out sheet area

Back Board

Windows