



Examined through Self-Reflection

Classroom Dynamics entails establishing and maintaining conditions that allow students to engage in powerful learning through deliberate and purposeful planning, actions, and responses.

Guiding Principle

Teachers want to develop and have access to classroom strategies that are definitive enough to implement, but flexible enough to be relevant for their own school, class, and situation.

Who

Teachers who want to:

- reflect on their practices
- work independently to grow professionally in mathematics classroom dynamics.

Task

Teachers complete the Self-Reflection tool to:

- determine the current strategies they are using to establish positive classroom dynamics
- develop new strategies to further engage students in activities that improve their achievement in learning mathematics.

Process

- Highlight each element, in the second column, that you feel is evident in your classroom on a regular basis.
- In the first column, give at least one example of how you demonstrate the highlighted elements in your classroom on a regular basis.
- Choose at least 3 elements that you have not highlighted, and that could benefit student learning in your classroom to a high degree.
- Using a variety of available resources, identify strategies that could assist you in enhancing opportunities for powerful learning. List these in the third column.
- NOTE: If you are working with a critical friend or within a Professional Learning Cycle, you can involve these colleagues in your reflection process.

Classroom Dynamics – Classroom Management

Current Practice	Self-Reflection	Action Plan
	<p>Clear Communication</p> <p>Do I:</p> <ul style="list-style-type: none"> • communicate clearly the learning goals for the lesson/activities? • communicate clearly to individual students their role/tasks/responsibilities/expectations? • use a variety of modes to communicate clearly the instructions for the learning activity? • communicate instructions in manageable sections for students? • maintain access to the instructions throughout an activity? • introduce and build the skills of effective group work in a progressive, sequential manner? 	
	<p>Established Routines</p> <p>Do I:</p> <ul style="list-style-type: none"> • establish and maintain a variety of routines on a daily basis? • have all materials/resources available and easily accessible for students to use? • have an activity prepared for immediate student engagement? 	

Current Practice	Self-Reflection	Action Plan
	<p>Engaged Learners</p> <p>Do I:</p> <ul style="list-style-type: none"> • have all students engaged in each portion of a lesson? • know which students are not engaged and the reason(s) why? • organize my lessons into activities that are connected and manageable for students? • provide opportunities for a variety of levels of thinking • ensure that a learning activity is relevant and of interest to the learners? 	
	<p>Responses to Behaviour</p> <p>Do I:</p> <ul style="list-style-type: none"> • manage student behaviour, discipline, late arrivals, ... in a way that minimizes disruption of instructional time for others? 	
	<p>Alignment of Practices</p> <p>Do I:</p> <ul style="list-style-type: none"> • plan how I will implement policies, procedures, and practices that are consistent with those of other classrooms in the department/division and school? 	

Classroom Dynamics – Classroom Set-up

Current Practice	Self-Reflection	Action Plan
	<p>Lesson Content/Goals</p> <p>Do I:</p> <ul style="list-style-type: none"> • plan purposefully to match the physical set-up of the classroom with the learning goals of the day, e.g., clear sightlines to screen/IWB, access to chart paper, markers? • explain clearly the rationale for groups, use of materials, use of technology, etc.? • post purposeful and current materials for easy reference? • set up the classroom with Differentiated Instruction (DI) in mind? 	
	<p>Classroom Movement</p> <p>Do I:</p> <ul style="list-style-type: none"> • arrange the classroom to allow for quick student/teacher and student/student interactions? • plan and execute quick transitions and a variety of appropriate configurations for working in groups? • manage the distribution and collection of materials quickly? 	

Current Practice	Self-Reflection	Action Plan
	<p data-bbox="779 215 1188 245">Accommodation of Special Needs</p> <p data-bbox="779 272 842 302">Do I:</p> <ul data-bbox="779 334 1318 444" style="list-style-type: none"> <li data-bbox="779 334 1287 363">• accommodate physical needs of students? <li data-bbox="779 386 1318 444">• incorporate learning preferences of students, where possible? 	

Classroom Dynamics – Relationships

Current Practice	Self-Reflection	Action Plan
	<p>Know Students</p> <p>Do I:</p> <ul style="list-style-type: none"> • invest the time to get to know students? • prepare activities and/or groupings, considering students= learning styles and/or learning preferences? • prepare activities and/or groupings, considering students= interests? • prepare activities and/or groupings, considering students= multiple intelligences? • prepare activities and/or groupings, considering students= readiness? • work with individual students or small groups as a result of assessment for learning? 	
	<p>Responses to Behaviour</p> <p>Do I:</p> <ul style="list-style-type: none"> • provide explicit, positive reinforcement for desired behaviours? • give responses to students that are planned, consistent, and predictable based on my articulated expectations? 	

Current Practice	Self-Reflection	Action Plan
	<p>Culture of Respect</p> <p>Do I:</p> <ul style="list-style-type: none"> • develop classroom norms collaboratively with students? • interact positively with students? • ask for student input/feedback regularly? • construct activities that allow students to learn from their peers? 	