

The 5 effective strategies and the corresponding instructions that I will be focusing on, are structuring the environment, philosophical approaches to influencing students, nonverbal and verbal interventions, positive and negative reinforcements, and diversity awareness and Family involvement. I am choosing these effective strategies because I felt these would help me best and ultimately I find them very essential.

1. Structuring the environment.

I believe that this strategy, when done precisely as it should be by following guidelines and rules, would be a very effective strategy which ultimately should be considered to be number one of the 5 effective strategies I am to list. Reason for this is simply because I feel the classroom is where students come to to learn and spend the entire morning and afternoon in, therefore it should be set up to inspire. In order for my classroom environment to be successful in setting the stage, I have to first and foremost consider the four major components which are a) readying the classroom environment, b) planning rules and procedures, c) developing consequences, and d) teaching rules, procedures, and consequences. In order to prepare a well balanced classroom, I have to start with lighting, sounds (or smells), and worry about how to space everything out as I wouldn't want my students to feel cluttered and trapped – a cluttered and trapped environment could hinder students from concentrating and learning. My personal choice for lighting would be natural light, as much as I can get. More towards the winter-time I see it very essential to have a dimmed classroom with lots of small cozy and fun lamps and Christmas lights. I will arrange the seating in clusters or groups, and I will change this throughout as I feel it strongly promotes concentration and discussion techniques for stations. I will create 4 simple procedures that will guide my students throughout the day, such as how to start the morning, how to end the day, what to do when the teacher is giving a lesson or instructions, and how to behave when

going from one place to another such as the cafeteria for lunch or to related arts. I would adapt the overall school-wide rules and implement them in my classroom so students don't have to memorize too many rules – this would also further their understanding and realization of what a community does to function well (The rules are already provided in another section of this packet). I will focus on the 3 A's (bulletin boards) throughout my classroom so students have a chance to view a) announcements, see their own or their classmates b) achievements, and are aware of c) accountability such as when rules are broken, what would happen then.

2. Philosophical approaches to influencing students.

In my eyes, philosophical approaches have lots and lots of practice and theories behind it, which makes it the best factor to pull from. Not only can I as a teacher relate to one of those approaches, but I can integrate that approach paired with my character into my classroom. As mentioned in our notes, "Beliefs are actions, and actions come from my authority base". I view all the authorities as essential, however I do not think I could reflect just "one" authority base. I feel they are all important as students should know that I as a teacher 'care' for them, they should see that I am knowledgeable and am offering them to have that opportunity as well, and I believe coercive authority comes naturally as I am favoring rewards for a job well done.

3. Nonverbal and verbal interventions.

As already described in our chapter notes there is an essential hierarchy of interventions which focuses on 3 categories; proactive intervention, nonverbal interventions, and verbal interventions. As we have learned, it is best to start on the bottom with proactive interventions that include the term 'with-it-ness' which simply shows how a teacher can focus on all the essential settings and components in running a classroom. If the teacher shows good "with-it-ness", then perhaps no nonverbal or verbal interventions are needed. I can also resort to

proactive intervention by using what we learned in class called “class dojo” where the teacher can change pace and situations around before anything can even happen such as altering instructional pace and style, re-directing off-task behavior, and cue students to expected behavior, etc. However just in case there can be a few students that slip through the cracks, and I feel it is essential to be prepared which brings me to nonverbal interventions. Consistent with my beliefs I feel it necessary to not have to result in having to reach verbal interventions. Nonverbal implies such actions as walking towards the disruptive student, or simply giving him a nudge on the shoulders to let him know I am aware of the situation.

4. Positive and negative reinforcements.

As already mentioned, I am a huge fan of positive and negative reinforcements. It’s a simple conditioning strategy which was established by B.F. Skinner. I feel it is already such a natural thing that when introduced in the classroom it will simply teach children something they already know by instinct...”If I behave, then I will get extra recess time”; it’s all about moral judgment. With this I will also introduce rewards or ‘treats’ to make the situation more exciting. “Food for the Soul” is an important motto for me, as this can stimulate students want to succeed and I am able to shadow out students who might come from poverty struck homes; an empty stomach can be cause for lack of concentration as expressed in our course book and notes.

5. Diversity awareness and Family involvement.

As an ELL, I am completely aware of the difficulties that one can have when moving to a new area or a new country. I feel it to be most essential to know the diversity of my students and their family’s cultures. Beliefs can be different and for a teacher to not be aware of certain behaviors in their class, then this can lead to simple bullying and student neglect. Therefore I am planning to 1) be aware of my class’s diversity and culture, and 2) involve their families in their

child's education. By doing so, I can offer parents to see me on a weekly basis, I will send out daily updates on my teacher website, and I will send weekly newsletters to parents. I will also give parents the opportunity to come in and volunteer for various events and occasions.

I have learned that I can pull from all kinds of effective strategies, but ultimately in this course I have understood that a teacher – in order to be effective, should know how to master the ABC domains...

1. Affective Domain – teachers have positive expectations for student success
2. Behavioral Domain – teachers are extremely skillful classroom managers
3. Cognitive Domain – teachers can teach for lesson mastery

After taking this course I am confident that I have a great bag of tricks.