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Structure Project

Rhode Island College

Knowledge of School

My structure project was completed at Martin Middle School in East Providence. There are seven hundred and ninety four students and eighty two teachers. The makeup of the population of the students is seventy five percent White, sixteen percent African American, two percent Asian, six percent Hispanic, and two percent Native Americans. Two percent of the students receive English as a Second Language services, and fifty three percent receive free or reduced lunch. Seven percent of the school is in a self contained classroom and twenty percent receive general education with supports. Martin Middle School reached its proficiency in Reading and Mathematics compared with the percentage of similar students statewide. Writing is a little below its proficiency compared to similar schools statewide.

From my observations this school is very large and teacher I observed while observing my students was great and there for her students. She seemed like she goes above and beyond for them. There is a police officer in the school everyday and a nurse there everyday. The Nurse leaves for a half hour everyday, I'm assuming for lunch. This school isn't very secure though even though there is a police officer there. Every time I went to the school not one person asked for my identification, or even asked who I was. I would walk in and ask them for a visitors pass. The only thing they would ask is where I was going. They never talked to Mrs. Furtado to find out and make sure I was going there or if she knew I was coming or was supposed to be there. Other than this, the school seems to be a good school and very focused on their students.

Setting and Students

While at Martin Middle School I observed four students in their special education classroom. Their teacher was Mrs. Furtado. The students are going to have a pseudo names to keep their confidentiality. They will be called Sam, Ben, Kate, and Tara.

Kate is an eleven year old female in sixth grade. Her disability label is having an emotional disorder. Kate has an overall average academic achievement and is advanced in reasoning. She had received a three on all three NECAP tests. Kate has problems keeping herself in control when she becomes upset. Also, she doesn't like loud noises or the sound of pencils writing, chalk on the board, or the sound of markers. She will wear earplugs in class and writes with erasable pens. According to her individual education plan, she is an independent learner and is on-task during work time and works at an average rate. It also states that she interacts well with her peers, even through my observations, I haven't seen her socialize with any of the students unless asked to and same with the teachers. Personally, she is where she is supposed to be, average. She performs at a sixth grade level.

Kate sits in the first row, in the last seat, near the door. She seems to keep to herself and receives some help from the educational ~~psychologist~~^{specialist} in the room, Mr. Fish. They seem to get along well. She seems to be shy and only speaks when spoken to. She keeps to herself. She seems to be organized and this is backed up by her individualized education plan (IEP) and from what I have noticed does her homework every time it is due. She needs further development in her written competencies in written expression.

She has two goals in her IEP, which are to write for a variety of purposes, audiences, and genres using all of the stages of the writing process and incorporating correct grammar and conventions. Her second goal is to maintain appropriate behavior in all school environments.

From my observations, Kate is a shy girl who seems to keep to herself. Everyday I have gone to the school to observe she has been there. She doesn't seem to be absent very often. She does her work when directed to and doesn't ask many questions. She doesn't like to go to the board, but does raise her hand to answer questions from the teacher.

Tara is also an eleven year old female in the sixth grade. Her disability label is having a learning disability. According to her IEP, her strengths for her functional performance are she is extremely helpful, polite and sweet. She is good at typing and enjoys working on the computer and is encouraged to write her final copies of her stories on it. She likes hands-on activities, spending time with her friends, is very social and outgoing. She is nice to others and is always asking what she can do to help. She loves music and sings well. She is in the chorus and does well. She has a difficult time focusing on her work, and having on-task behavior. She constantly turns around at her desk and tries to see what others are doing. She has a hard time listening to directions and is always getting out of her seat instead of raising her hand. She is impulsive. She has some difficulty completing her work, she consistently turns in homework that is incomplete, messy and shows no effort. Due to her impulsivity, she has difficulty turning in work that is neat and not messy. She can be disrespectful at times and can be

emotional and will cry. She doesn't understand why she has to fix her work when told to do so.

Tara's present levels of academic achievement are that she can read a story at her level and has some good ideas for writing. She is capable of writing short paragraphs on given topics and can add and subtract with regrouping. She knows ~~her~~^{how to} multiply one digit numbers (1-10) and sometimes uses a multiplication chart to help her with her facts that she is unsure of. She also knows her place values into the millions and can count using coins. She has difficulty decoding words, reading words in isolation, comprehension skills, and answering questions about what she has read and especially in writing. When writing she needs to use a graphic organizer to help her get her ideas on paper. Tara writes very messy, which makes it very difficult to read at times and she also doesn't always use appropriate capitalization, punctuation, spelling, and grammar. She has a difficult time expanding her sentences and uses only basic sentences. When she is doing Math, she makes careless mistakes with addition and subtraction and her multiplication is inconsistent. She has a hard time with word problems. Her areas that are being addressed in her IEP academically are Reading, Writing, and Math and functionally are her organizational skills.

Tara has four goals in her IEP. They are that she will improve her decoding, fluency, and comprehension. The second goal is she will write an appropriate paragraph of five to six sentences using the correct capitalization, punctuation, spelling, and grammar. She will have an appropriate beginning, middle, and end to her writing and she will improve her writing to make it easier to read. The third goal is for her to improve her knowledge of all the math facts and their application to 2, 3, and 4 digit numbers.

She will learn techniques to help her to solve word problems. Her fourth and final goal is that she will improve her organizational skills to be more successful in school.

Sam is a thirteen year old boy in the seventh grade. His disability label is having a learning disability. Sam's present levels of functional performance are that he is a very pleasant, and puts forth his best effort in all academic areas. He is very organized through the use of his agenda. Sam needs to advocate for himself when he doesn't understand directions or a concept. He starts to shut down when he gets frustrated and he needs to use various ways to communication to advocate for himself.

Sam's present level of academic achievement is putting forth excellent effort in math and contributes during class. He needs to improve his reading, writing and math abilities. During the NECAP's he scored substantially below proficient in all areas of this testing compared to his grade level peers. His reading and writing are still in the inventive stage *(sounds lower than 6th grade level)* and he reads at a sixth grade level reading thirty eight words per minute when his peers are reading one hundred and fifty words per minute. There is a lack of understanding of academic vocabulary hinders his progress in all of his classes. Higher order thinking is difficult because his basic math skills are scattered. Explicit teaching is needed to incorporate a variety of problem solving strategies into his repertoire. The areas addressed in his IEP for academic achievement are reading, writing, and mathematics and for functional improvement is his communication.

Sam has five goals to try to reach. The first goal is to learn writing skills that will increase her score on the East Providence Rubric to level two. The second goal is to generalize his mathematic knowledge and use problem solving skills to solve a variety of mathematical problems. The third goal is to increase his reading readiness skills in the

areas of decoding and word recognition by increasing his words per minute by fifty percent of his current ability. The fourth goal is to increase the appropriate use of classroom discourse skills to eighty percent accuracy as measured by teachers and/or SLP. The fifth and final goal for Sam is to increase the appropriate use of asking and answering questions in conversation and written work to eighty percent as measured by teachers and/or SLP.

Through my observations, Sam talks to his peers before class starts. He has a machine called a Kindle which is a machine that reads books to him. He has headphones and his mother buys the books to download onto it and he listens to it read to him while he follows along in the book. This way more than one learning style is being used. He can see the words, and listen to them being read to him. Sam is very shy when it comes to new people, he didn't really open up to me when I had a conversation with him about something he was writing about. He opened up to me and had a short conversation with me once he realized I had the same experience as him at Universal Studios. He seems to be a very nice child. Sam sits in the middle row, second seat.

Ben is an eleven year old male in the sixth grade. His disability label is having a learning disability. According to his IEP his present levels of functional performance are that he is independent with Activities of Daily Living/ Dressing Skills within school environment and he can produce most sounds accurately and it is understood most of the time. He has a significant amount of nasal emission during connected speech and at times, this impacts his intelligibility.

His present levels of academic achievement are that he is able to add multi-digit equations with regrouping independently, to read a passage and uses minimal assistance

when decoding words, to produce great ideas when given a topic to write about, can follow directions and simple comprehension questions after listening to a story and his understanding of categorization has improved. He can state category names when given four names and can identify words that don't belong and give a reason why they don't. Ben can also retell familiar stories in sequence. He is able to cut within boundaries using right dominant hand to cut and assisting hand to shift the paper. He does need assistance and visuals when solving subtraction equations with regrouping, and he also needs visuals and a manipulative when solving multiplication equations. He has difficulty when reading a passage and needs prompts when answering comprehension questions. He needs to understand/ express many word relationships such as antonyms, synonyms, and multiple meaning words. He also needs assistance with when organizing his thoughts and ideas to produce a final product. He needs to continue to improve his ability to produce grammatically correct sentences. Ben's standardized visual perceptual testing reveals below average visual motor integration skills and motor reduced visual perceptual skills. He has demonstrated improved written communication skills when he works in a quiet distraction free area and utilizes adaptive writing paper. Some samples of when Ben uses wide ruled notebook paper reveals a difficulty with letter alignments and spacing between words. He is able to produce approximately four to five sentences in a twenty-five minute period utilizing the computer and word prediction software program. Having him use the computer seems to help produce more written expression for lengthy assignments with an improved legibility/ quality. His areas to be addressed during this IEP are his receptive and expressive language, his writing and written expression, reading, writing, and math.

Ben has seven goals he is trying to reach. The first one is he will improve his fluency when reading familiar text with phrasing and expression and with attention to text features such as punctuation, italics, and dialogue. The second goal is to be able to add and subtract multi digit equations with regrouping independently and he will be able to solve times tables with minimal use of visuals and manipulatives. The third goal is to use pre-writing, drafting, revising, editing and critiquing to produce final drafts of written products. His fourth goal is to improve the amount of written expression he produces as well as quality/ legibility in order to write a variety of complete simple and compound sentences, using a paragraph form and applying directionally concepts. The fifth is that he will make predictions and answer why questions with eighty percent accuracy when given pictures. The sixth is to improve his word knowledge and use by achieving eighty percent accuracy on vocabulary tasks. His seventh and final goal is that he will formulate eight out of ten grammatically correct sentences when retelling a story.

From my observations, Ben is very disorganized and needs much improvement in this. He seems to lose something everyday and doesn't always complete his homework. One time, he said he didn't know how to do his homework when the directions were explained a few times over the course of two days and he still did not complete it. He seems very friendly and social. He also sits in the first row, but in the second from the front seat. He sits behind a girl who has a one to one. The other seat I have seen him sit in is in the last row, in the last seat, which is near the teacher's aide.

any NECAP levels on Ben?

Physical Arrangements

When I walked into this classroom, it seemed very organized. There were three rows of desks and five desks in each row. They were set up vertically, all facing the front. My four students seemed to mostly be in the first row or last row or in the front/last seat of one of the middle rows. Having them sit there seems to make it easier for the teacher or the aide to get to them without distracting the other students. The student's desks were in the middle of the room. Next to the last row of desks is a closet that has all of the student's assignments and notebooks. Anything they need in this classroom is in that closet, except for pencils or pens. The teacher's desk is in the front left corner near the blackboard. The teacher's aide's desk is in the back right corner of the room. The teacher's desk and the teacher's aide's desk are diagonal from each other in the classroom. The education ~~psychologist~~ ^{specialist} sits at a table to the left of the door to get in the classroom. I think they are placed there so they can see all of the students to see if they are on or off task.

When Tara sits in the front seat she seems to turn around a lot and distract the boy who sits right behind her. When Tara sits in the middle row and in the last seat, she doesn't distract as many people. She seems to do her work more independently without being as distracted as she is in the front seat. In the back, she can turn around but nobody is behind to distract. She stays faced forward and from what I have noticed, does her work. If she hears something, she will lift her head but gets right back to her work.

Kate sits in the first row in the last seat near the door. I think she sits here because her ears are so sensitive that sitting here she is away from the chalk board. She

is at least a desk away from the other students and I think this is because the other students use pencils. Even though she wears ear plugs, I think seeing the students use the pencils bother her. So being able to have some space between her and the pencils being used helps her behavior.

good observation - Noting at pencils is a sitting event for her huh?

Ben sits in either the first row, second seat or the last row, in the last seat. He sits here so when he needs assistance he is either near the one to one aide, who will help him or the teacher's aide. They can help him find his work without distracting the other students or just assist him with the work he is trying to complete. I have also seen the aide write his notes for him from the board because he writes sloppy and have some trouble writing what is on the board into his notebook the same way. He will leave things out.

- I don't think he gets what accommodation in a different class does he?

Sam sits in the middle row in the second seat. He needs to sit in the front so he is on task and can focus on what the teacher is trying to teach. I think Sam would do better though if he sat in one of the corner seats in the front or just one of the first seats. If he sits in one of these seats I think he would accomplish more than he does in his current seat. The teacher or one of the other three adults in the room would be able to watch him more closely. He wouldn't be able to just sit there and not do anything for a long period of time. I think at least one of the adults in the room would notice and start asking him questions and get him to accomplish his work.

good suggestion

There are a few learning and recreation centers throughout the room. There is a table set up in the back of the room which has books they can read on it. Where Mr. Fish sits, there is a puzzle, he is always doing one. Next to him there is a computer that the students can use. Also in the opposite corner of where the door is there is a closet which

holds laptop computers which the students will use to type out assignments they have. It seems that every center in this classroom is on a different side of the room. One is in the back of the room, one is near the door and where the laptops are in the farthest side of the room, diagonally from the door.

There are no room dividers or study carrels in this classroom. There is one seat in the room which looks like a study carrel but it is actually where the students go before they are sent out of the room when they are in trouble. This seat is where they fill out the Critical Thinking Center sheet. This sheet is something a student fills out to explain why they broke a rule. It will be better explained in the Rule section of this paper. *good to mention here & explain what.*

There are three storage centers in this room and they are on the opposite wall of the door. Near where the teacher's aide sits is a storage unit with three drawers. The teacher stores books in there and the students also store their binders in there. Next to that is a taller storage unit, which holds all of the teacher's student's academic things. Everyone of her students has a bin in there and they keep some of their binders and notebooks in there. Everything they need for this class is stored in these two storage areas. The last storage is for the teacher only. On that same wall, there is a closet, which stores the laptops. This seems to be enough storage for this teacher and her students. Everything seems to have a place and her room seems very organized. She knows where everything is and so does her students. If they need anything, they know where to go.

There is a set of windows in the back of the room. They are about two feet tall and span the back wall. They are about ten feet up though, so no one can look out of them. Also I don't know if the windows are just really dirty or have some sort of film on them, but all a person gets from these is some light. Nobody can actually see anything

outside. I think it is good that the students cant see anything outside though because I think it would be a huge distracter to these students. Having them only able to see light is a good idea because this way it is one less distracter for them to have.

The only distinctive feature I found is there are a lot of adults in this classroom. There are between three to four adults in this room at any given time. There is the teacher, the teacher's aide, a one to one and an educational ^{specialist} psychologist. A person would think this would be distracting but the students seem well adjusted. The four adults work very well together and this seems to help the students a lot. They receive the much needed help they need and should have. In this classroom, the students get that one to one help they need to help them with their academics.

When the students have homework that is completed there is a small stack of shelves on the teacher's aide's desk. When the students come into the classroom, they bring their homework and stack it on one of the shelves. The students don't have work completed folders. Since the students keep all of their work in the classroom, the teacher just goes through their bin and corrects it. The students are only responsible for turning in the homework to the aide and everything else the teacher corrects from their personal bin.

I think this is a great idea because most of the students have no organization skills. So having them keep their stuff in the classroom keeps them from losing their work they have completed. /

Temporal Arrangements

(Names Not changed on them)

Following this report, I have a copy of each of the four students daily and weekly schedules. One suggestion I have for all of their schedules are to have it all typed. All four students have hand written in some parts of their schedule and it is very noticeable that their handwriting is not neat. In the beginning of the year, they could have had some trouble reading their schedules because it is so sloppy that they cannot understand what it says. All four of these students basically move between two classrooms for their academics. This makes it easier and lets there be less confusion in their schedule. The other classroom they go into is across the hall in the same side of the building. Their electives though have them moving around the building. Most of these four students have their electives at different times and with different students. I think this is a good idea. It lets them interact with the rest of their grade and possibly their school. Besides their lunchtime, this is the only time they can socialize with their peers that are not in one of these two classrooms. For Sam, Kate, and Tara, having this schedule seems to work for them. I haven't seen them have any issues with it, but for Ben he seems to be a little confused at times of where he is going. I think Ben needs the same schedule everyday and for it not to change daily. I think he needs period's ^{through} ~~one thru~~ seven in a row everyday. If he had this, I think it would help him be a little more organized or at least let him know where he is going at every moment of the day. This would help with his confusion, he shows at times. Otherwise, the student's schedules are good just minor fixes if they are possible.

Within period temporal sequencing?
 - *What about warm up?*
 - *Sequence of whole group vs independent work.*

Rules

When I first went into this classroom I did not see the rules posted. It took me about a half hour or so to finally see them. There is a dry erase board on the back wall near the door and they are posted on this. When I saw them posted I was surprised that there were only five rules. Seeing this was pleasant. The rules are, One speaker at a time, Raise your hand if you have something to do, Stay in your own personal space, Be polite, and Be prepared. Unfortunately though, when I looked at them a month later they had erased. So there were no rules posted anymore. One way to fix this would have been to put them on a poster and post it in the room on the wall. This would be an easy fix to the problem.

great.
 > Parsimonious
 Solution!

The five rules in the classroom are developmentally appropriate. They are in simplest form so everyone on every level will understand them. I would have to say that the four students I observed understand them, even though they don't always follow them. The rules are few in number. The five rules the teacher has expresses everything needed to have a well maintained classroom, to have good classroom management. There are not ~~too many~~ where the students would never remember them and not ~~too little~~ that they don't cover everything needed to have a well managed classroom.

The students in Mrs. Furtado's class helped her to make the rules. They came up with the first four of them and the teacher steered them to having the fifth one, being prepared. Having students help make the rules makes it easier for them to remember them because they made them. A person remembers something better when they make it. The rules are all positively stated, without any negative words at all.

From my observations, I haven't noticed many of the rules being periodically reviewed. The one that is reviewed the most is to raise their hand when they have something to do. Every time I have observed, I heard this rule reviewed. Throughout every class I have seen, this rule is reviewed. The other rule I have heard repeated a few times is to have one speaker at a time. This one is usually repeated a least once a class. For the rest of the rules, I wouldn't have even known they were rules if I didn't read them. I have never heard them said by anyone, the students or the teachers. An easy step to help this situation would be to go over the rules periodically. If the rules were gone over more often throughout the day and not just when they are not being followed, the kids might not break them as often. The students will break the rules at some point but maybe not every class, maybe only once a day.

are they mentioned when someone is breaking the rule - That's a correction - Not a pre-correction.

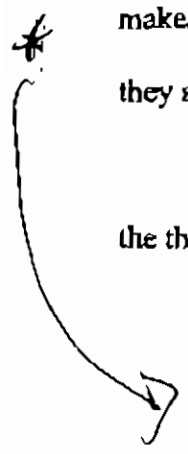
Nice

The rule following behavior is not always positively reinforced. I would have to say most of the time it is but sometimes it is not. Sometimes the teacher will remind the students to raise their hand and will tell the students they are doing a great job. She will point out the students by saying their names when they are following directions and the rules. When the students have a good week of following the rules and directions all week they earn time with Mr. Fish. At their lunchtime, they can come back to the classroom and hang out with Mr. Fish. The students seem to look forward to earning time with him. He teaches them how to make things out of gimp, make origami, and to juggle. He also makes puzzles and they are allowed to help him make it, but only if they do everything they are supposed to.

→ great

When the students are not following the rules or directions they are usually given the three strikes and your out. When they get the third strike, they have to go to CTC

It would be nice if they could earn a point for each rule followed & then a number of points = Mr. Fish. That way rule following would see a lot more attention.



(Critical Thinking Center). CTC is in the back of the room at a desk that looks like a study corral. The student and the teacher have to fill out the same sheet of paper that asks him/her questions. The teacher fills out one side asking her for her explanation of what happened and what her recommendations are and then the administration wants to have happen. The other side the student fills out explaining their side of what happened. I do find it interesting that on the students side of the CTC paper, "you" and "not" is in capitals. It points out to the students that it is something that they did wrong and it is nobody else's fault but their own. At the end of this report is a copy of a blank CTC form. I agree with having a CTC form because it makes the student think about what they did and makes them realize that it isn't anybody else's fault but their own. If a student thinks it is somebody else's fault, they wouldn't be able to fill this form out. Every question on the form has the word "you" in it. So there is no way around filling out this form if the student thinks it is someone else's fault. I think this is great so the student has to take responsibility for what they have done.

→ even better to have them think about what they could have done instead.

Group Composition

When I observed in Mrs. Furtado's classroom, I noticed that the days schedule is on the board for her room. She has when all of the academics are and if the students have advisory or IBT on their schedule. The only ^{things} she doesn't have on the board is their electives. The teachers aide and the teacher though ^{try} to know when these are for each student. When they ask them what they have, they have always been able to give them an answer.

Any class that walks into this classroom does a warm-up first. It is always written on the left side of the chalk board. I think this helps the students get ready for the class they have and gives them an idea of what the class is going to be about. When the kids come in they know to go over to the storage closet where their bins are and get out their materials for that particular class. Once they gather their materials, they sit down at their seats and start the warm-up until class is ready to begin. The students usually get about five minutes to complete the warm-up.

At the end of the day, Mrs. Furtado announces that the afternoon announcements are going to be in a few minutes. Even between classes, she gives the students a notice about a minute or two before the bell rings to help them transition and get ready for the end of class and for the bell ringing. I think transitioning the students before the bell rings and at the end of the day is a great idea. This helps them prepare themselves for leaving the room, changing the subject or going home.

For students who are misbehaving, the teacher has the three strikes and your out system. They get two strikes, then go to CTC, then are sent to the office and have to go

*Belongs
in Temporary
Arrangement*

see the principle. Once a student gets the second strike, they seem to calm down and they realize that they will be in more trouble if they get one more. I have only seen one student get sent to CTC and it wasn't one of my four students I'm observing. My students I have noticed usually stop at strike one. Once they get the first strike, they seem to start focusing on what they are supposed to be doing and not what everyone else is doing or just being off task in general. This system seems to work for an effective classroom management strategy. On the other hand, I haven't seen much immediate positive reinforcement. I have the adults in the room tell the kids that they are doing a great job but to be able to do an activity for being good they have to be good for a week straight. The students get a lot of verbal praise and not as much tangible things for doing a good job.

Rule

Once the teacher has started the lesson, she will have the students work together as a large group to solve a problem on the board. For example, she is teaching a lesson in Math. She will first put an adding fractions problem on the board and ask the class a whole to raise their hand if they know how to complete the problem. She will do this a few times with the whole class. Also, she encourages the students to draw pictures or use an envelope of manipulatives to help them solve the problem. Then she will hand out a ditto full of adding fractions. As the students are working, the teacher's aide and herself will go around the room giving the students one on one attention to then explain the directions again to them. Teaching this way helps the students who might be a little ahead in Math than the other students are. They can go ahead and do the ditto without having to wait for the other students to catch up. While the other students who are not sure about what they are doing, can get the one on one instruction they need. This is a

great way to teach kids who are at different levels a lesson in any subject. This is how it can be done.

This classroom is all around the leveled students. This class is considered the low level class of special education. Ben, Sam, and Tara are all about the level academically, but Kate is in the average range for her grade. She doesn't have any problems academically. The other three need the extra help they receive in this classroom.

The students I observed are all at stage two according to Rockwell and Guetzloe. They only respond appropriately most of the time. The students have a higher tolerance for when they become frustrated with the other students and I ^{not} have seen any tantrums or physical aggression. They all seem to want friends and have the need to belong. Kate is more shy about it and won't initiate a conversation with anyone but if someone talks to her she will have a conversation with them. The other three are very social and talk all of the time, even when they are not supposed to be, especially Tara. This cannot be explained more because this is what I have observed from watching the whole class. I haven't observed any of these students when they are broke up into groups.

For the most part, the students in this class are space a little bit away from each other. There aren't any students who are right next to anyone, unless there is a student who sits in front of them. The rows are all about three or four feet apart to keep some space between the students and having them like this helps keep the students from always being in each others personal space. This influences their behavior because they cant touch people as easily as if their desks were all right next to each other. Mrs. Furtado also tries to have some space between the students who she knows are easily distracted by other students. This is a great way to keep the students on task.

Guidelines for forming groups, Group Process in the Book? Gender, Ability level, academic extremes etc.

Summary

After carefully observing in this classroom for about a month, I have only a few suggestions for change. Otherwise, I think this teacher is doing a great job with the structure of her classroom. She is very quick to change a child's seat or try to figure out the easiest way to make a child's behavior decrease without having to make dramatic changes. She has a lot of experience and working with people with disabilities and she takes all of her experience into her job as a teacher. She has great ideas for her students to try to help them and I agree with what she does.

For the physical environment, there are only minor changes to be made. An example I already said was to change Tara's seat to the back and see if this helps her to stay on task. If she is back there she won't be able to turn around and talk to other students. If there aren't any students directly next to her, she will not be as distracted and might be able to stay on task more often. The other three students seat are good where they are and I think where they seat benefits them.

For temporal arrangements is also a quick fix. I would just make sure all of the student's schedules are completely typed and they don't write any of it on. When it is written sloppy, they might not understand what it says.

For rules, I would just make sure they are posted in the room and not on a dry erase board that could erase, like it did in this classroom. Having only five rules were great and having the students be able to work together to make them is a great idea. Having them be part of the process is important for them. This way they can say they made the rules and this way they should know what they are.

Group composition/ processes in this classroom are good. The four students I had observed are all at stage two and seem to get along well with each other. They all seem to like each other and don't seem to have any problems with each other or anyone else in the classroom. Most of the students I observed are on the same level, but Kate is at a higher academic level but also has more behavioral problems. Overall, the group composition in this classroom is good and doesn't need any major changes.

The teacher I had observed during observing the four students tries to have the best classroom. She is always talking to her students to make them feel comfortable in her room. If one of her students is having a problem, she will always take them aside and talk to them to make them feel better. She is there for her students and tries to do her best at meeting all of their needs. She is always trying to help them. If a student is having a bad day, she will change their seat or give them a strike or talk to them to try to get them back on track and on task. From what I have noticed this isn't always very easy. She is always joking around with her students but when she is serious they know when to switch modes back into being serious. It does take Tara a little more time to switch from jokes to serious but Mrs. Furtado knows this. She will give her the time needed to calm back down and to be able to focus. She knows how to teach the students and to not be mean and to make learning fun. She tries to always have pictures or some tangible the students can hold on to. The students will also use manipulatives to help them solve problems. When she does this, she tries to accommodate all types of learners.

Since she has many different students in her classroom, she needs to be able to teach to all types of learners and she does. She is a great multi-tasker. She can help more

than one student at a time. She will have the students listen, write, use visuals or different tangibles, depending on what the lesson is about.

When the students are not behaving appropriately, they know that when she gives them a strike she is serious. She is not mean about it though, she just tells them in her normal tone of voice. It doesn't rise or change at all. I think the three strike rule she uses is great and the CTC even though I don't think that was her idea. I think that was the school's idea. She talks to the students and ~~down~~ to them. She makes herself on the same level as them. She doesn't consider herself higher than they are. She considers everyone in the classroom as being on the same level. This will help the students to like you and to trust you.

She models respect!

Mrs. Furtado encourages positive social interaction between her students. She only likes the students to talk positively and nicely to each other. If anyone is being rude, she will stop it right away. She will explain to them that they were being rude and that they should apologize to the other student. Sometimes the students don't always know when they are being rude and so when Mrs. Furtado sees this happening, she explains why what they said is rude. I have seen one discussion she has with her students about wearing glasses. She had this conversation with them because some of her students are supposed to be wearing glasses and they don't. They are afraid they will be laughed at by the other students. So Mrs. Furtado told her students that she used to wear glasses, it made them feel a little better about having to wear glasses. She told her students that none of their classmates would laugh at them and that everything would be alright. She also explained that if any of them need to talk about it or anything else then they ~~can~~ come speak to her.

Mrs. Furtado always encourages active engagement in learning and self-motivation. Every lesson I have seen has active participation. The students always seem to have more discussion in class than sitting at their desks and doing dittos. She is always asking them to answer question and if they are not then she will call on them to answer one. This way none of her students are ever being left out and everyone is getting a turn. When the students write on the board she has the students take turns to make sure everyone writes on the board. This is important for Kate to do since she doesn't like chalk. She still gets to wear her earplugs, but has to write on the board so she is included.

She gives the students a lot of verbal praise while they are completing work. This helps the students be self-motivated because they know they are doing good. When a student knows they are doing something correct then they want to keep doing those things to keep getting the praise they are getting. The students are always being motivated and encouraged by all of the adults in this classroom. When they are consistently being encouraged to do their academics then they are also going to be motivated from within themselves to keep doing good work. When students who might not be ^{as} well as other students who are will want to imitate the students doing well. It will be a good role model for students. They will want to be like the other students.

Overall, I am very pleased to have been in Mrs. Furtado's class. I have learned a lot about her students and much more about how the structure of a classroom affects the students. I couldn't have asked for a better teacher to observe. She only has minor changes to make and doing this might help decrease some of the problems she has with at least the four students I observed. Doing this observation has also made me realize middle school isn't as bad as I thought it was. It looks like it would be fun to teach these

→ good!

grades. I am very surprised at how much structure has to do with a student's behavior. I didn't realize it influenced it so much. When I become a teacher, structure will always be the first to change because it is the easiest.

→ of course!

1st Quarter 2009-2010

Name ~~Alfredo Lopez~~ Homeroom 7A5

	Monday	Tuesday	Wednesday	Thursday	Friday
7:45-7:55	Lockers - Breakfast - Announcements - Homeroom				
7:55-8:50	1 Math room B123 Mrs. Furtado	7 PE	4 SRA Furtado	3 Heath	2 English room B123 Mrs. Furtado
8:51-9:46	2 English room B123 Mrs. Furtado	1 Math room B123 Mrs. Furtado	7 PE	4 SRA Furtado	3 Heath
9:47-10:42	3 Heath	2 English room B123 Mrs. Furtado	1 Math room B123 Mrs. Furtado	7 PE	4 SRA Furtado
10:43-11:08	Advisory A9	IBT-7A5 homeroom	Advisory A9	IBT-7A5 homeroom	Advisory A9
11:09-11:38	5 History room B123 Mrs. Furtado	6 Science room 129 Ms. Croteau	5 History room B123 Mrs. Furtado	6 Science room 129 Ms. Croteau	5 History room B123 Mrs. Furtado
11:38-12:03	2 nd Lunch	2 nd Lunch	2 nd Lunch	2 nd Lunch	2 nd Lunch
12:08-12:32	5 History room B123 Mrs. Furtado	6 Science room 129 Ms. Croteau	5 History room B123 Mrs. Furtado	6 Science room 129 Ms. Croteau	5 History room B123 Mrs. Furtado
12:32-1:03	6 Science room 129 Ms. Croteau	5 History room B123 Mrs. Furtado	6 Science room 129 Ms. Croteau	5 History room B123 Mrs. Furtado	6 Science room 129 Ms. Croteau
1:03-1:58	4 SRA Furtado	3 Heath	2 English room B123 Mrs. Furtado	1 Math room B123 Mrs. Furtado	7 PE Gym
1:58-2:00	Afternoon Announcements				

Name Christina Anderson

Homeroom 6612

	Monday	Tuesday	Wednesday	Thursday	Friday
7:45-7:55	Lockers - Breakfast - Announcements - Homeroom				
7:55-8:50	1 Math room B123 Mrs. Furtado	7 Health Mrs. Small	4 SRA Croteau	3 Art DB	2 English room B123 Mrs. Furtado
8:51-9:46	2 English room B123 Mrs. Furtado	1 Math room B123 Mrs. Furtado	7 Health Mrs. Small	4 SRA Croteau	3 Art DB
9:47-10:42	3 Art DB	2 English room B123 Mrs. Furtado	1 Math room B123 Mrs. Furtado	7 Health Mrs. Small	4 SRA Croteau
10:43-11:08	Advisory DI	IBT - homeroom 6612	Advisory DI	IBT - homeroom 6612	Advisory DI
11:09-11:38	5 History room B123 Mrs. Furtado	6 Science room 129 Ms. Croteau	5 History room B123 Mrs. Furtado	6 Science room 129 Ms. Croteau	5 History room B123 Mrs. Furtado
11:38-12:03	2 nd Lunch	2 nd Lunch	2 nd Lunch	2 nd Lunch	2 nd Lunch
12:08-12:32	5 History room B123 Mrs. Furtado	6 Science room 129 Ms. Croteau	5 History room B123 Mrs. Furtado	6 Science room 129 Ms. Croteau	5 History room B123 Mrs. Furtado
12:32-1:03	6 Science room 129 Ms. Croteau	5 History room B123 Mrs. Furtado	6 Science room 129 Ms. Croteau	5 History room B123 Mrs. Furtado	6 Science room 129 Ms. Croteau
1:03-1:58	4 SRA Croteau	3 Art DB	2 English room B123 Mrs. Furtado	1 Math room B123 Mrs. Furtado	7 Health Mrs. Small
1:58-2:00	Afternoon Announcements				

Name

[Handwritten signature]

Homeroom

6070

	Monday	Tuesday	Wednesday	Thursday	Friday
7:45-7:55	Lockers - Breakfast - Announcements - Homeroom				
7:55-8:50	1 Math room B123 Mrs. Furtado	7 Health Mrs. Croteau	4 SRA Croteau	3 Let Sp Mrs. Furtado	2 English room B123 Mrs. Furtado
8:51-9:46	2 English room B123 Mrs. Furtado	1 Math room B123 Mrs. Furtado	7 Health Mrs. Croteau	4 SRA Croteau	3 Let Sp Mrs. Furtado
9:47-10:42	3 Let Sp Mrs. Furtado	2 English room B123 Mrs. Furtado	1 Math room B123 Mrs. Furtado	7 Health Mrs. Croteau	4 SRA Croteau
10:43-11:08	Advisory Beggs	IBT - homeroom 6070	Advisory Beggs	IBT - homeroom 6070	Advisory Beggs
11:09-11:38	5 History room B123 Mrs. Furtado	6 Science room 129 Ms. Croteau	5 History room B123 Mrs. Furtado	6 Science room 129 Ms. Croteau	5 History room B123 Mrs. Furtado
11:38-12:03	2 nd Lunch	2 nd Lunch	2 nd Lunch	2 nd Lunch	2 nd Lunch
12:08-12:32	5 History room B123 Mrs. Furtado	6 Science room 129 Ms. Croteau	5 History room B123 Mrs. Furtado	6 Science room 129 Ms. Croteau	5 History room B123 Mrs. Furtado
12:32-1:03	6 Science room 129 Ms. Croteau	5 History room B123 Mrs. Furtado	6 Science room 129 Ms. Croteau	5 History room B123 Mrs. Furtado	6 Science room 129 Ms. Croteau
1:03-1:58	4 SRA Croteau	3 Let Sp Mrs. Furtado	2 English room B123 Mrs. Furtado	1 Math room B123 Mrs. Furtado	7 Health Mrs. Croteau
1:58-2:00	Afternoon Announcements				

Name ~~XXXXXXXXXXXXXXXXXXXX~~

Homeroom GBA

	Monday	Tuesday	Wednesday	Thursday	Friday
7:45-7:55	Lockers - Breakfast - Announcements - Homeroom				
7:55-8:50	1 Math room B123 Mrs. Furtado	7 HT Mrs	4 SRA Furtado	3 COMP, Mrs Reese	2 English room B123 Mrs. Furtado
8:51-9:46	2 English room B123 Mrs. Furtado	1 Math room B123 Mrs. Furtado	7 HT Mrs	4 SRA Furtado	3 COMP Mrs Reese
9:47-10:42	3 COMP Mrs. R	2 English room B123 Mrs. Furtado	1 Math room B123 Mrs. Furtado	7 HT Mrs	4 SRA Furtado
10:43-11:08	Advisory B1	IBT - homeroom GBA	Advisory B1	IBT - homeroom GBA	Advisory B1
11:09-11:38	5 History room B123 Mrs. Furtado	6 Science room 129 Ms. Croteau	5 History room B123 Mrs. Furtado	6 Science room 129 Ms. Croteau	5 History room B123 Mrs. Furtado
11:38-12:03	2 nd Lunch	2 nd Lunch	2 nd Lunch	2 nd Lunch	2 nd Lunch
12:08-12:32	5 History room B123 Mrs. Furtado	6 Science room 129 Ms. Croteau	5 History room B123 Mrs. Furtado	6 Science room 129 Ms. Croteau	5 History room B123 Mrs. Furtado
12:32-1:03	6 Science room 129 Ms. Croteau	5 History room B123 Mrs. Furtado	6 Science room 129 Ms. Croteau	5 History room B123 Mrs. Furtado	6 Science room 129 Ms. Croteau
1:03-1:58	4 SRA Furtado	3 COMP Mrs R	2 English room B123 Mrs. Furtado	1 Math room B123 Mrs. Furtado	7 HT Mrs
1:58-2:00	Afternoon Announcements				

1st Quarter 2009-2010

Name _____ Homeroom _____

	Monday	Tuesday	Wednesday	Thursday	Friday
7:45-7:55	<i>House B locker room</i>				
7:55-8:50	1 Math A	7 planning	4 READING	3 planning	2 English
8:51-9:46	2 English	1 Math A	7 planning	4 READING	3 planning
9:47-10:42	3 planning	2 English	1 Math A	7 planning	4 READING
10:43-11:08	Advisory	IBT - 6B12	Advisory	IBT-6B12	Advisory
11:09-11:38	5 History	6 B Math	5 History	6 B Math	5 History
11:38-12:03	2 nd Lunch	2 nd Lunch	2 nd Lunch	2 nd Lunch	2 nd Lunch
12:08-12:32	5 History	6 B Math	5 History	6 B Math	5 History
12:32-1:03	6 B Math	5 History	6 mathB	5 History	6 B Math <i>Math B</i>
1:03-1:58	4 READING	3 planning	2 English	1 Math A	7 planning
1:58-2:00	<i>Afternoon Announcements</i>				

2:00 -2:15 House B locker room duty

10:43-11:08 is a waste of your time

Everything else is self explanatory.

MARTIN MIDDLE SCHOOL STUDENT REFERRAL SHEET

NUMBER OF ASSIGNED HOURS _____

STUDENT	GRADE	HOUSE
TEACHER	DATE	CLASS
TIME STUDENT REPORTED TO ASSISTANT PRINCIPAL	NAMES OF OTHER STUDENTS INVOLVED	

Teacher Explanation:

<input type="checkbox"/> Excessive talking	<input type="checkbox"/> Throwing objects	<input type="checkbox"/> Inappropriate language (Swearing or Sexual)	<input type="checkbox"/> Distracting/Insubordinate Behavior
<input type="checkbox"/> Fighting or Trying to instigate a fight	<input type="checkbox"/> Damaging School Property	<input type="checkbox"/> Inappropriate contact with other students	<input type="checkbox"/> Harassing other students (Verbally)
<input type="checkbox"/> Stealing school property	<input type="checkbox"/> Stealing from another student	<input type="checkbox"/> Inappropriate contact with a teacher or administrator	<input type="checkbox"/>

Explanation (To be filled out after class.)

Teacher Monitoring Steps

Warning 1 _____ Warning 2 _____ CTC _____ Other _____

<p>Teacher Recommends:</p> <p><input type="checkbox"/> No Additional Action</p> <p><input type="checkbox"/> Office Detention _____ Hours</p> <p>Other:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
--

<p>Administration Action:</p> <p><input type="checkbox"/> Conference With Pupil</p> <p><input type="checkbox"/> Call To Parents</p> <p><input type="checkbox"/> Letter To Parents</p> <p><input type="checkbox"/> Parent Conference</p> <p><input type="checkbox"/> Social Probation</p> <p><input type="checkbox"/> Office Detention _____</p> <p><input type="checkbox"/> Assistant Principal Conference</p> <p><input type="checkbox"/> Suspension _____ Days</p>
--

Initials
Administrator _____

Teacher _____

Chalk Board

Bulletin Board

Door

Teacher's Desk

Table

Back Shelf

Table w/ Computer

Chair

Table w/ Computer

Chair

Puzzle table
Mr Fish sits here

D
E
S
K
S
Tara's seat

Tara's D seat
E Sam's seat
S
K
S

D
E
S
K
S Kyle's seat

draw this w/ dry erase board with word wall

Storage chest student bins

bin with drawers

Back shelf

CTC

Teacher's Aide's Desk

Table with Books

Desk

the door students enter

dryerase whiteboard and announcements

Windows

Special Education 310
 Rubric
 Structure Project
 Rhode Island Beginning Teacher Standard #6

Teachers create a learning environment that encourages appropriate standards of behavior, positive social interaction, and active engagement in learning and self-motivation.
 Indicators:

- 6.1 Use principles of effective classroom management to establish classrooms in which clear rules and standards of behavior are maintained.
- 6.2 Establish a safe and secure environment.
- 6.3 Organize and allocate the resources and materials and physical space to support active engagement of students.
- 6.4 Provide and structure the time necessary to explore important concepts.
- 6.5 Help students establish a classroom environment characterized by mutual respect and intellectual risk taking.
- 6.6 Create learning groups in which students learn to work collaboratively and independently.
- 6.7 Communicate clear expectations for achievement that allow students to take responsibility for their own learning.

Each area of the report is evaluated in accordance with the following:

- 1 Does not meet standard
- 2 Emerging
- 3 Meets standard
- 4 Exceeds standard

	Exceeds Standard	Meets Standard	Emerging	Does Not Meet Standard
Knowledge of School (4 points)	Describes in detail with full understanding of the school setting each of the following: 1. Number of students, 2. Make up of student population, 3. Number of teachers, 4. Academic performance of school, and 5. Number of students receiving special education services.	Describes in detail with adequate understanding of the school setting each of the following: 1. Number of students, 2. Make up of student population, 3. Number of teachers, 4. Academic performance of school, and 5. Number of students receiving special education services.	Describes in limited terms the school setting inclusive of minimally three of the following: 1. Number of students, 2. Make up of student population, 3. Number of teachers, 4. Academic performance of school, and 5. Number of students receiving special education services.	Describes in limited terms less than three of the following: 1. Number of students, 2. Make up of student population, 3. Number of teachers, 4. Academic performance of school, and 5. Number of students receiving special education services.
Setting and Students (4 points)	The specific setting and four students are comprehensively described inclusive of:	The specific setting and four students are adequately described inclusive of:	The specific setting and four students are minimally described inclusive of:	The specific setting and four or less students are described in broad general terms.

Physical Arrangements (4 points)	<p>1. Chronological age, Gender, Disability Label, Level of academic functioning, Personal and social skills, and Unique individual characteristics.</p> <p>The physical structure of the room is comprehensively described inclusive of each of the following:</p> <ol style="list-style-type: none"> 1. Location of desks and student assignment to desks, 2. Learning centers, 3. Recreation centers, 4. Room dividers, 5. Study carrels, 6. Storage areas, 7. Windows, 8. Other distinctive features, 9. Mobility patterns for students, and 10. Task cards and work completed folders if used. <p>A detailed floor plan is provided. The physical environment is thoughtfully reviewed in terms of influencing behavior with reference to assigned readings and class lectures as appropriate. Aspects of the environment to be maintained and aspects to be changed are noted and a thoughtful rationale for each provided.</p>	<p>1. Chronological age, Gender, Disability Label, Level of academic functioning, Personal and social skills, and Unique individual characteristics.</p> <p>The physical structure of the room is adequately described inclusive of each of the following:</p> <ol style="list-style-type: none"> 1. Location of desks and student assignment to desks, 2. Learning centers, 3. Recreation centers, 4. Room dividers, 5. Study carrels, 6. Storage areas, 7. Windows, 8. Other distinctive features, 9. Mobility patterns for students, and 10. Task cards and work completed folders if used. <p>A detailed floor plan is provided. The physical environment is reviewed in terms of influencing behavior with reference to assigned readings and class lectures as appropriate. Aspects of the environment to be maintained and aspects to be changed are noted and a rationale for each provided.</p>	<p>1. Chronological age, Gender, Disability Label, Level of academic functioning, Personal and social skills, and Unique individual characteristics.</p> <p>The physical structure of the room is minimally described inclusive of eight of the following:</p> <ol style="list-style-type: none"> 1. Location of desks and student assignment to desks, 2. Learning centers, 3. Recreation centers, 4. Room dividers, 5. Study carrels, 6. Storage areas, 7. Windows, 8. Other distinctive features, 9. Mobility patterns for students, and 10. Task cards and work completed folders if used. <p>A simple floor plan is provided. The physical environment is reviewed in terms of influencing behavior. Aspects of the environment to be maintained and aspects to be changed are noted and a limited rationale for each provided.</p>	<p>The physical structure of the room is minimally described inclusive of less than eight of the following:</p> <ol style="list-style-type: none"> 1. Location of desks and student assignment to desks, 2. Learning centers, 3. Recreation centers, 4. Room dividers, 5. Study carrels, 6. Storage areas, 7. Windows, 8. Other distinctive features, 9. Mobility patterns for students, and 10. Task cards and work completed folders if used. <p>The floor plan and reflection specific to the influence of the environment on behavior and suggested changes are superficial.</p>
Temporal Arrangements (4 points)	<p>A detailed copy of the daily and weekly schedule is provided. A thoughtful reflection is included inclusive of aspects of the schedule, which are appropriate, and aspects, which require change, with reference to assigned</p>	<p>A copy of the daily and weekly schedule is provided. An adequate reflection is included inclusive of aspects of the schedule, which are appropriate, and aspects, which require change, with reference to assigned readings</p>	<p>A copy of the daily and weekly schedule is provided. A limited reflection is included inclusive of aspects of the schedule, which are appropriate, and aspects, which require change.</p>	<p>Daily and weekly schedules lack detail. Reflection section is minimal or not included.</p>

<p>Rules (4 points)</p>	<p>readings and class lectures as appropriate.</p> <p>A list of classroom rules is provided and thoughtfully critiqued inclusive of consideration of each of the following:</p> <ol style="list-style-type: none"> 1. Are the rules developmentally appropriate? 2. Were the rules collaboratively developed? 3. Are the rules few in number? 4. Are the rules positively stated? 5. Are the rules appropriately posted? 6. Are the rules periodically reviewed? 7. Is rule following behavior positively reinforced? 8. What are the procedures when a rule is violated? <p>Thoughtful suggestions, demonstrating full understanding of the rule setting process and or the rules is included? Reference to assigned readings and class lectures is included.</p>	<p>and class lectures as appropriate.</p> <p>A list of classroom rules is provided and adequately critiqued inclusive of consideration of each of the following:</p> <ol style="list-style-type: none"> 1. Are the rules developmentally appropriate? 2. Were the rules collaboratively developed? 3. Are the rules few in number? 4. Are the rules positively stated? 5. Are the rules appropriately posted? 6. Are the rules periodically reviewed? 7. Is rule following behavior positively reinforced? 8. What are the procedures when a rule is violated? <p>Appropriate suggestions, demonstrating full understanding of the rule setting process and or the rules is included? Reference to assigned readings and class lectures is included.</p>	<p>A list of classroom rules is provided with adequate consideration of at least six of the following:</p> <ol style="list-style-type: none"> 1. Are the rules developmentally appropriate? 2. Were the rules collaboratively developed? 3. Are the rules few in number? 4. Are the rules positively stated? 5. Are the rules appropriately posted? 6. Are the rules periodically reviewed? 7. Is rule following behavior positively reinforced? 8. What are the procedures when a rule is violated? <p>Suggestions for change are superficial or not provided.</p>	<p>A list of classroom rules is provided with adequate consideration of less than six of the following:</p> <ol style="list-style-type: none"> 1. Are the rules developmentally appropriate? 2. Were the rules collaboratively developed? 3. Are the rules few in number? 4. Are the rules positively stated? 5. Are the rules appropriately posted? 6. Are the rules periodically reviewed? 7. Is rule following behavior positively reinforced? 8. What are the procedures when a rule is violated? <p>Suggestions for change are superficial or not provided.</p>
<p>Group Composition and Group Process (4 points)</p>	<p>The composition of the group is comprehensively described with reference to the guidelines for group composition as included in Chapter 9. The stage of development for the group and individual students is specified. Examples demonstrating full understanding of group composition are provided. Group processes described in Chapter 9 are comprehensively described inclusive of classroom examples when available. Uses of group</p>	<p>The composition of the group is adequately described with reference to the guidelines for group composition as included in Chapter 9. The stage of group development for the group and individual students is specified. Examples demonstrating understanding of group composition are provided. Group processes described in Chapter 9 are adequately described inclusive of classroom examples when available. Uses of group</p>	<p>The composition of the group is minimally described. Examples demonstrating understanding of group composition are provided. Group processes are minimally described inclusive of classroom examples when available. Uses of group processes within the context of the current setting are minimally discussed indicating usefulness in influencing behavior within this setting.</p>	<p>Group composition and group process are superficially described. Examples are inappropriate or not provided.</p>

7

	<p>processes within the context of the current setting are thoughtfully discussed indicating usefulness in influencing behavior within the setting.</p>	<p>processes within the context of the current setting are adequately discussed indicating usefulness in influencing behavior within the setting.</p>		
<p>Summary (4 points)</p>	<p>The summary section provides a comprehensive review of the physical environment, temporal arrangements, rules and group composition/process demonstrating critical thinking skills within the context of the Rhode Island Beginning Teacher Standard #6 and the related indicators; Teachers creates a learning environment that encourages appropriate standards of behavior, positive social interaction, and active engagement in learning and self-motivation.</p>	<p>The summary section provides an adequate review of the physical environment, temporal arrangements, rules and group composition/process demonstrating critical thinking skills within the context of the Rhode Island Beginning Teacher Standard #6 and the related indicators; Teachers creates a learning environment that encourages appropriate standards of behavior, positive social interaction, and active engagement in learning and self-motivation.</p>	<p>The summary section provides a limited review of the physical environment, temporal arrangements, rules and group composition/process within the context of the Rhode Island Beginning Teacher Standard #6 and the related indicators; Teachers creates a learning environment that encourages appropriate standards of behavior, positive social interaction, and active engagement in learning and self-motivation.</p>	<p>The summary section provides a superficial review of the physical environment, temporal arrangements, rules and group composition/process within the context of the Rhode Island Beginning Teacher Standard #6 and the related indicators; Teachers creates a learning environment that encourages appropriate standards of behavior, positive social interaction, and active engagement in learning and self-motivation.</p>
<p>Writing Style (4 points)</p>	<p>The student's written communication effectively presents ideas in an organized fashion and free of mechanical errors (spelling, syntax, grammar, and usage).</p>	<p>The student's written communication effectively presents ideas in an organized fashion with a few minor mechanical errors (spelling, syntax, grammar, and usage).</p>	<p>The student's written communication effectively presents ideas in an organized fashion but with many mechanical errors (spelling, syntax, grammar, and usage).</p>	<p>The student's written communication does not present ideas in an organized fashion and demonstrates minimal competence in the proper mechanics of writing (spelling, syntax, grammar, and usage).</p>

Structure Project

SPED 310-03 Fall 2009

	score
Knowledge of School (4 points)	4
Setting and Students (4 points) <i>Extensive, Detailed Descriptions</i>	4
Physical Arrangements (4 points)	4
Temporal Arrangements (4 points) <i>some of temporal ground in group composition.</i>	4
Rules (4 points)	4
Group Composition Group Process (4 points)	2
Summary (4 points) <i>Extensive</i>	4
Writing Style (4 points)	2
Total	28/32

Exceeds the Standard

Summary: *Many great observations and points!*

Professor: *[Signature]*

Date: *11/1/09*