

## Classroom Management Scenarios

Ms. Johnson, a first-year teacher, is having difficulty with students leaving supplies and materials all over the classroom. She spends a majority of her teaching time trying to organize her classroom.

Mr. Turner is a Culinary Arts instructor. He used to be a head chef in a restaurant, and this is his first experience as a teacher. He does not know what procedures to set in place for a successful lab experience for the students. Where does he start?

## Classroom Management Scenarios

Mrs. Garcia has been teaching Family and Consumer Sciences for two years. During an in-class small team assignment, she notices that Christopher has his head on his desk while his partners are working through the assignment. After asking him if something is wrong, he replies that group work is a “waste of time and I don’t care if I get an F.”

Mrs. Thompson spends the first five minutes of class taking roll. She often has to yell at the students to be quiet because she cannot hear students reply to their names being called. Some days it takes longer due to interruptions from the students asking permission to go to the restroom or because she is trying to control unruly students.

## Classroom Management Scenarios

Mr. Woods has a student in his fifth period class named Joe who consistently challenges Mr. Woods' instruction and classroom management and bullies the other students. Joe is a know-it-all and calls attention to Mr. Woods' mistakes. Mr. Woods spends the majority of fifth period addressing Joe's antics.

Mrs. Barrera is so frustrated with the lack of motivation in her students. She feels if she just assigns the students a chapter to read and has them answer the questions at the end of the chapter, the students should be able to complete the assignment. Fifty percent of her students are currently near failing her course.

## Classroom Management Scenarios

Ms. Moss was hired as a full-time substitute for a Child Development instructor six weeks into the new school year. She felt it was best to start where the previous teacher left off and failed to discuss her own classroom management procedures with the students. She is now spending the majority of her time trying to discipline the students instead of teaching and instructing them.

You notice that your cell phone is missing from your desk. You confront the last student who approached your desk. An angry confrontation arises between you and the student. Some of the students record the confrontation on their cell phones and send the video to their friends.

Ms. Jones developed a set of classroom rules and posted them on the wall. She asked the students to read them when they had time. Even though one of her rules states, "Follow directions the first time they are given," she finds herself repeating directions over and over.

## Classroom Management Scenarios

Mrs. Dominquez is an avid believer in the use of technology in the classroom. She allows her students to have their cell phones out on their desks. She encourages them to use their cell phones as a resource for research but often finds the students are using their cell phones in non-educational ways.

Ms. Burns has a history of not planning for her lessons. She is a busy woman who is going to school to finish her master's degree and working part-time at the mall. She often does not know what she is going to do in her classroom until the class begins. She assigns the students busywork to fill the time and takes weeks to grade the assignments.

## Classroom Management Scenarios

Mrs. Bailey has a high percentage of special needs students in her classroom. She fails to plan interesting and innovative lessons because she has negative and low expectations of her students. She feels she is just a baby-sitter for these students.