Our group worked well together and generally seemed to agree on the plan we developed. One drawback was that we couldn’t all see the screen at the same time. Ideally, problem-solving would be done in a room with a projector so that the entire group could easily refer to what had been written rather than relying primarily or solely on verbal communication.

I think our goal or learning objective does not accurately reflect our plan, and would have preferred to state “Students will be engaged in learning while in the classroom.” The focus needs to be on redirecting student behaviour from housekeeping and socializing to active learning, and merely being “seated quietly” does not ensure this.

I liked how our attention-getting strategy involves physically redirecting students’ hands, eyes, and mouths. The gong/bell might work effectively in the classroom, but a different strategy would have to be used outside the classroom (field trips, phys. ed., fire drills), so it would be more effective to use something portable. For consistency, I might have the kids repeat a clapping pattern, as this could be used anywhere and would force kids to drop whatever they’re doing with their hands in order to pay attention.

I think our communication strategy was mostly effective. I would limit student feedback to having the students put the procedures in their own words and give examples (i.e., introduce the procedures in simple phrases and then discuss what they mean rather than having students come up with solutions to the problem behaviour). The teacher needs to establish that s/he is organized and in control. Also, although our reflection stated we would review our plan with school staff, but we didn’t include that as part of the plan. I would share my plan with a trusted peer first and revise accordingly, and then with students. Because the plan addresses procedures rather than rules, I don’t think it is necessary to discuss with parents ahead of time.