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SPE 301

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Case Study 1

Miss English's sixth day of school is off to a rough start. Her students entered the classroom like they had the first 5 days but they would not settle down and kept wandering around the room after the bell and also disregarded her attempts to to redirect them. Later in the day she hit another tough spot when a small group of students began using their phones during her social studies lesson. Her reaction to these issues were reactive redirection and sending a student to the office which shows she is feeling overwhelmed and reacting instead of being proactive and seeing the issues before they happen. She needs to do something about it before it happens again so that it will never happen again and her class knows what to expect.

To help Miss English understand where it went wrong in the first place she needs to look back to the days prior and think about what she did on those days. Classroom management starts way before the students even walk through the doors into the classroom. The biggest mistake she made was not establishing clear, concise and practiced SOP's for the students arrival and other classroom routines. She has "reviewed and rehearsed" the morning procedure with her students but their behavior shows that they have not fully learned it yet and made it second nature. The procedures are not just learned by the teacher talking to the students but they require modeling and

guided practice. If the students are still not listening then they most likely do not see a reason to follow the procedure or are unsure what it is supposed to look like.

Before the school year even started she could have proactively created a detailed plan for every time students would transition. It would contain arrival, attendance, materials, and the start to instruction. Each of these plans should be taught and gone over with the class in great detail so they can have a focused group when it comes to academic instruction. For example she could demonstrate the expected behavior when the morning bell rings. Then she could have her students try and do it and tell them that's what she expects every morning. And if the students forget later in the year she could calmly redirect them and she would spend far less time correcting and more teaching.

Another mistake she made involves the lack of a shared vision and code of cooperation. When students feel welcomed and feel like they belong in the class they are far more likely to follow them. Instead of just telling the students her rules she could have had her students help her create a shared vision for their learning community. Doing this together makes the students feel more comfortable in your class and if they break the rules they are breaking their own and you can always go back and say you are the one who created these rules.

The cell phone incident shows that she had not set any rules or consequences on this behavior. When the student said, "you never told me that rule." it revealed that Miss English had never communicated or reinforced the school policies on phones. Instead of waiting for the behavior to arise she should have addressed the non negotiable rules on day one such as phones stay in bags during class. She should add

consequences when she addresses this on day one so the students know what will happen if they do not follow the school rule. This will rule out any questions if the student breaks the rule and they say you never said that but you can always go back to your SOP you made with them and it will be there waiting for them. And when addressing your students in any aspect you should use a calm and consistent voice and keep it neutral, respectful and specific. This can help maintain the classroom without escalating the conflict.

Miss English also needs to manage her own stress and mindset. Showing that she is flustered at the start of the day makes it hard to project her authority. She should create routines for herself such as meeting students at the door to set a positive tone and to connect with each student on a personal level. Building relationships with each student will help with classroom management too.

Overall, Miss English's difficult morning and classroom disruptions are all preventable issues. She should have taught her procedures more with the class instead of just telling them but making them with the class. She should have used calm consistent teacher language that would help completely change the tone of her class. It would take time and repetition but in the end her class will run a lot more smoothly.