

Cartagena

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EING-3515: Methods in TESOL at the Elementary and Secondary Levels

*Classroom Management Digital Portfolio*

Genesis A. Cartagena

A teacher profile slide featuring a photo of Ms. Cartagena, a name tag, birth statistics, and a list of favorite foods.

**Photo:** A circular portrait of Ms. Cartagena with a pink starburst and a white flower graphic.

**Name Tag:** A pink nametag with a yellow paperclip that reads "HELLO" and "MY NAME IS" above "Ms. Cartagena" in blue script.

**Birth Statistics:** A yellow sticky note pinned to a stack of papers with a black binder clip. It shows the date "10/08/2003" and age "21YR" above a small illustration of blue clouds.

**Favorite Foods:** A list of three items: "Spaghetti" (pink box), "Chicken Tenders" (purple box), and "Chicken Sandwich" (orange box).

**About Me:** A green box containing a yellow smiley face and text: "Hello! My name is Ms. Cartagena. I will be your teacher, if u wanna be my favorite bring me anything red! My favorite hobbies are playing video games being a nerd in general!"

**My Favorites:** A list of three items: "Video Games" (green box), "Mangas" (pink box), and "The color Red" (orange box).

**Contact Information:** A blue rounded rectangle containing a yellow plus sign, a game controller icon, and text: "Contact information", "Email: genesis.cartagena3@upr.edu", and "Professional Hours: 7am-4pm".

**Decorations:** A red dot pattern on the left, a yellow dotted border at the top, and a blue striped border on the right.



Introduction to my class Ms. Cartagena

# Hello!

Dear Students and Families,

I am thrilled to introduce myself as your new teacher for the upcoming school year! My name is Ms. Cartagena, and I cannot wait to embark on this exciting learning journey with all of you. As we prepare to dive into a world of discovery together, I wanted to share a little bit about myself and my teaching philosophy. I believe in creating a warm, inclusive classroom environment where every student feels valued and supported. My goal is to inspire curiosity, foster creativity, and help each of you reach your full potential. I have a passion for hands-on learning experiences and collaborative projects that make education come alive. Throughout the year, we'll explore fascinating topics, tackle challenging problems, and celebrate our achievements as a class. I'm looking forward to getting to know each of you and working closely with your families to ensure a successful and enjoyable school year. Please don't hesitate to reach out if you have any questions or concerns. Let's make this year unforgettable!

I'm also committed to providing individualized support to each of you, recognizing that every student has unique strengths and areas for growth. My goal is to foster a positive atmosphere where curiosity is encouraged, questions are celebrated, and we can all learn from one another. I look forward to working together to make this a memorable and enriching year of learning and growth.

Thanks for reading,

*Genesis Cartagena*

**Genesis Cartagena**

[genesis.cartagena3@upr.edu](mailto:genesis.cartagena3@upr.edu)

LOGICAL CONSEQUENCES	
STUDENT BEHAVIOR	CONSEQUENCE
INCOMPLETE WORK	Finish the work at a time specified by the teacher.
RUSHED THROUGH WORK	Redo the work, this time doing best and taking time. (At a time specified by the teacher)
WORK REFUSAL	Complete the work by class the next day. If not, it will need to be completed by a time specified by the teacher.
OFF TASK DURING INDEPENDENT/GROUP WORK	Move to a teacher designated location to complete work and/or apologize to classmates.
DISRESPECTFUL BEHAVIOR	Separation from group. Write an apology letter. Come up with a way to make amends.
DISTURBING THE CLASS DURING INSTRUCTION	Separation from group. Finish work at time specified by teacher. Apologize to classmates.
OFF TASK	Make time up at recess. Set timer each time to see how much time needs to be made up. Complete work as homework.
MESSING AROUND IN LINE	Class: Go back and try again. Individual: Teachers places student in a different spot in line.
MISTREATING MATERIALS	Temporary loss of privileges, equipment, items and/or activities. Write an apology to owner.
NOT FOLLOWING RESTROOM EXPECTATIONS	Write a "rule book" for restroom breaks during academic help and share with the teacher.
NOT FOLLOWING RECESS EXPECTATIONS	Stand on the wall for 5 minutes to calm down and think of 3 ways to better meet expectations. Share with teacher before returning to play.



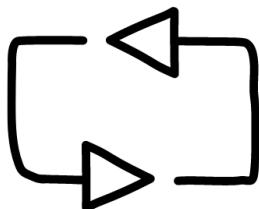
**FREE 100 ON  
ANY ASSIGNMENT**

SUBMIT THIS IN PLACE OF YOUR WORK. YOU  
MUST TELL ME WHICH ASSIGNMENT YOU'RE  
REPLACING.



**5 BONUS  
POINTS ON  
ANY  
ASSIGNMENT**

MUST TELL ME WHICH ASSIGNMENT YOU WANT  
POINTS ADDED TO.



**SWAP SEATS  
WITH ANYONE  
FOR ONE  
CLASS PERIOD**

PARTNER MUST AGREE OR CHOOSE ANOTHER  
SEAT



**WORK WITH A  
PARTNER ON  
(ALMOST) ANY  
ASSIGNMENT**

NOT APPLICABLE ON TESTS OR QUIZZES,  
PARTNER HAS TO AGREE (YOU CAN'T FORCE  
ANYONE TO WORK WITH YOU!)



**SNEAK PEEK  
ON ANY  
TEST**

NOT APPLICABLE ON  
EOGS OR CHECK-INS. 3 MINUTES TO LOOK  
OVER TEST DAY ON THE DAY BEFORE!



**PHONE HOME:  
I WILL CALL  
YOUR PEOPLE  
AND TELL THEM  
HOW GREAT YOU'RE  
DOING**

I DO THIS ANYWAY ONCE PER 9 WEEKS, BUT  
I'LL DO AN EXTRA ONE FOR YOU!



**5 MINS OF PHONE  
TIME AT THE END  
OF CLASS**

MUST HAVE GOOD BEHAVIOR ENTIRE CLASS  
PERIOD BEFORE PHONE IS ALLOWED.



**GET OUT OF  
ANY  
ASSIGNMENT  
NO QUESTIONS  
ASKED.**

NOT APPLICABLE ON TESTS, QUIZZES, EOGS,  
OR CHECK-INS.

# Classroom Rules



Be always nice to each other.



Listen to your teacher.

Listen when someone is speaking.



Be kind and respectful.

Help your classmates.



Always do your best.



Raise your hand to speak.



Be ready to learn.

Ms. Cartgena

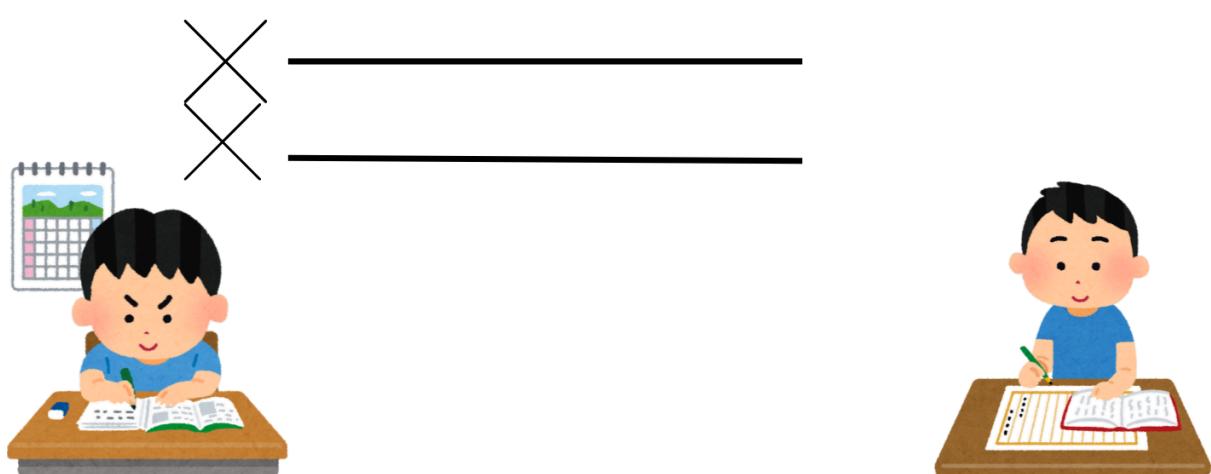
# HOMEWORK

**STUDENTS WILL RECEIVE 1 HOMEWORK PAGE EVERY WEEK. THE PAPER WILL GO HOME ON MONDAY AND THEY HAVE UNTIL FRIDAY TO TURN THEIR HOMEWORK PAGE IN. THEY MAY TURN IT IN ANY DAY OF THE WEEK, AS LONG AS I HAVE THE PAPER BY FRIDAY.**

**THE HOMEWORK WILL BE EITHER THE WEEKLY MATH SKILL, PHONICS, READING FLUENCY, READING COMPREHENSION, SPELLING OR GRAMMAR. IF YOU LOST YOUR HOMEWORK YOU CAN PRINT A COPY ON GOOGLE CLASSROOM!**

**PLEASE LET ME KNOW IF YOU HAVE ANY QUESTIONS REGARDING MY HOMEWORK POLICY.**

**THANKS, MISS CARTAGENA**



MS.  
CARTAGENA

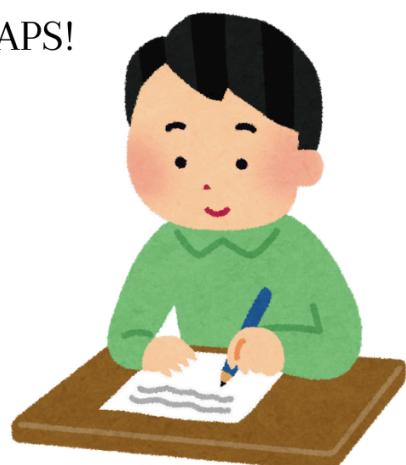
# ANNUAL

## *overview*

YEAR 2025

<u>January</u>	<u>February</u>	<u>March</u>
UNIT 6.1 CHARACTERS FACING CHALLENGES	UNIT 6.2 FACING COMMUNITIES NON- FICTION STUDY: CHALLENGES	UNIT 6.3 NON FICTION STUDY: EVENTS NEWSPAPERS AND CURRENT
<u>April</u>	<u>May</u>	
UNIT 6.4 CHALLENGES MEMOIRS: EXPLORING PERSONAL	UNIT 6.5 EXPLORING POETRY	

THIS SEMESTER IS ALL ABOUT  
CONNECTING WITH YOUR INNER  
WRITER! SO PREPARE THOSE  
PENCILS AND THINKING CAPS!





## PHOTO CONSENT FORM

Dear Parent/Guardian,

We would like to inform you that I occasionally take photos and videos during school events, activities, and classroom lessons for educational, promotional, and school-related purposes. These images and videos may be used in school publications, on the school website, or social media platforms.

Please review the following and provide your consent regarding the use of your child's photo/video:

Student Name: \_\_\_\_\_

Class/Grade: \_\_\_\_\_

Parent/Guardian Name: \_\_\_\_\_

I, the undersigned, permit Ms. Cartagena to:

Use photos and/or videos of my child for school-related purposes, including:

School publications (e.g., newsletters, brochures)

The school website and social media platforms

Yes

No

I understand that these images and videos will not be used for commercial purposes and that no other personal information about my child (such as last name or address) will be disclosed without additional consent.

I permit my child's photo/video to be used as described above:

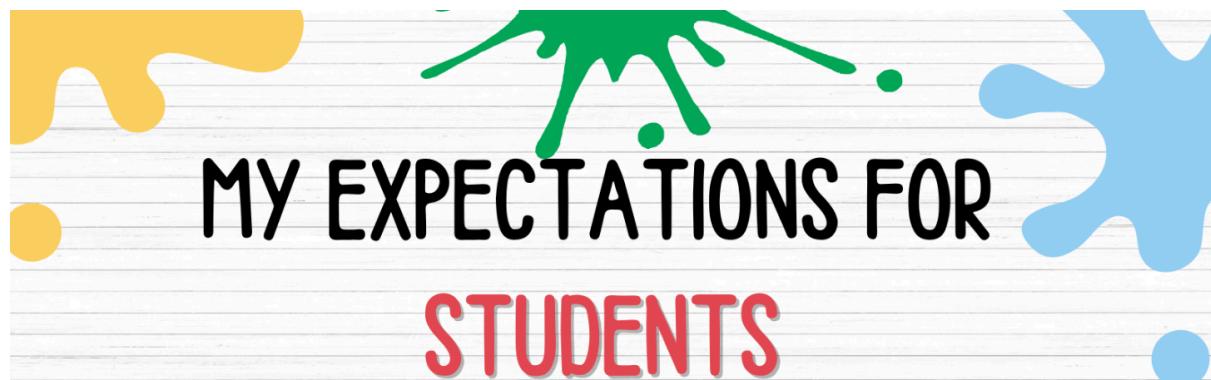
Yes

No

Parent/Guardian Signature: \_\_\_\_\_

Date: \_\_\_\_\_

If you have any questions or concerns, please contact me at [genescartagena@cupr.edu](mailto:genescartagena@cupr.edu)



# MY EXPECTATIONS FOR STUDENTS

**For success to begin taking place in the classroom, there are expectations a student should meet that would help establish an efficient and respectful learning environment. First, students are expected to come to class prepared. This involves completing assignments on time, bringing whatever materials with them, and reviewing past lessons. When students are prepared, this enables them to participate in discussions, grasp new ideas, and ask pertinent questions. It also reflects responsibility for fundamental skills both in and out of school.**

**Secondly, students will be actively involved in what is taking place within the class. In active involvement, one must listen attentively, take notes, and also contribute ideas or questions if there is a discussion going on. It instills in an individual understanding and retention of information while promoting a symbiotic learning atmosphere where everyone benefits from other shared perspectives. This involvement also depicts the willingness to learn, building up knowledge and confidence.**

**Respect is another of those more basic classroom expectations that ensure a student's success. Respect for the teacher, other classmates, and oneself sustains a good atmosphere in which everyone feels valued. It includes listening when others are speaking, not distracting others, and following the rules of the classroom. It will also mean valuing diverse opinions, enabling them to create a safe place where open dialogues occur.**

**It is equally important that students develop a growth mindset that is, they view challenges as an opportunity for growth, are open to constructive criticism, and work through setbacks. In that case, students are likely to bounce back from setbacks, showing resilience and adaptability.**

**Preparedness, engagement, respect, time management, and a growth mindset are expectations that position students for success in the classroom and set the stage for achieving lifelong learning goals.**



# EXPECTATIONS FOR TEACHERS

TEACHERS HAVE FUNDAMENTAL RESPONSIBILITIES REGARDING CLASSROOM SUCCESS. THIS MAY INVOLVE SETTING HIGH EXPECTATIONS AND PROVIDING THEM WITH A RELATIVELY STABLE ENVIRONMENT. AMONG MAJOR EXPECTATIONS IS COMING TO CLASS PREPARED. A SET OF WELL-ORGANIZED LESSON PLANS INCLUDES CLEAR OBJECTIVES AND ACTIVITIES THAT WILL BE CARRIED OUT IN THE CLASS. WITH THESE ESTABLISHED, THE TEACHER CAN LEAD THE STUDENTS THROUGH THE MATERIAL. A WELL-PREPARED TEACHER WOULD RESPOND TO QUESTIONS, ACCOMMODATE ANY MODIFICATIONS IN THE LESSON IF NECESSARY, AND PROVIDE STUDENTS WITH STRUCTURED LEARNING EXPERIENCES.

ANOTHER EXPECTATION FOR TEACHERS IS TO CREATE AN INCLUSIVE AND RESPECTFUL CLASSROOM CULTURE. TEACHERS SHALL BE ABLE TO DO THIS BY TREATING ALL STUDENTS WITH FAIRNESS AND EMPATHY, RECOGNIZING THEIR DIVERSIFIED BACKGROUND, AND CREATING A SENSE OF COLLABORATION IN THE CLASSROOM. IN THIS WAY, THE STUDENTS WILL HAVE FULL FREEDOM TO PARTICIPATE, ASK QUESTIONS, AND EXPRESS THEMSELVES WITHOUT ANY THREAT OF BEING JUDGED.

TEACHERS ALSO NEED TO BE COMMUNICATIVE. COMMUNICATION INCLUDES GIVING CLEAR INSTRUCTIONS, USING DIFFERENT TEACHING METHODS WHENEVER POSSIBLE TO REACH A GREAT NUMBER OF LEARNING STYLES, AND CONSTRUCTIVE FEEDBACK ON THE STUDENTS' WORK. EFFICIENT COMMUNICATION ALSO ENCOMPASSES CONTACTS WITH THE PARENTS AND GUARDIANS: REPORTING ON STUDENT PROGRESS AT SCHOOL AND SOLVING THE PROBLEMS WHICH MIGHT EMERGE. SUCH OPENNESS SUPPORTS STUDENT DEVELOPMENT BY ALIGNING THE EFFORTS OF THE TEACHERS, STUDENTS, AND THEIR FAMILIES.

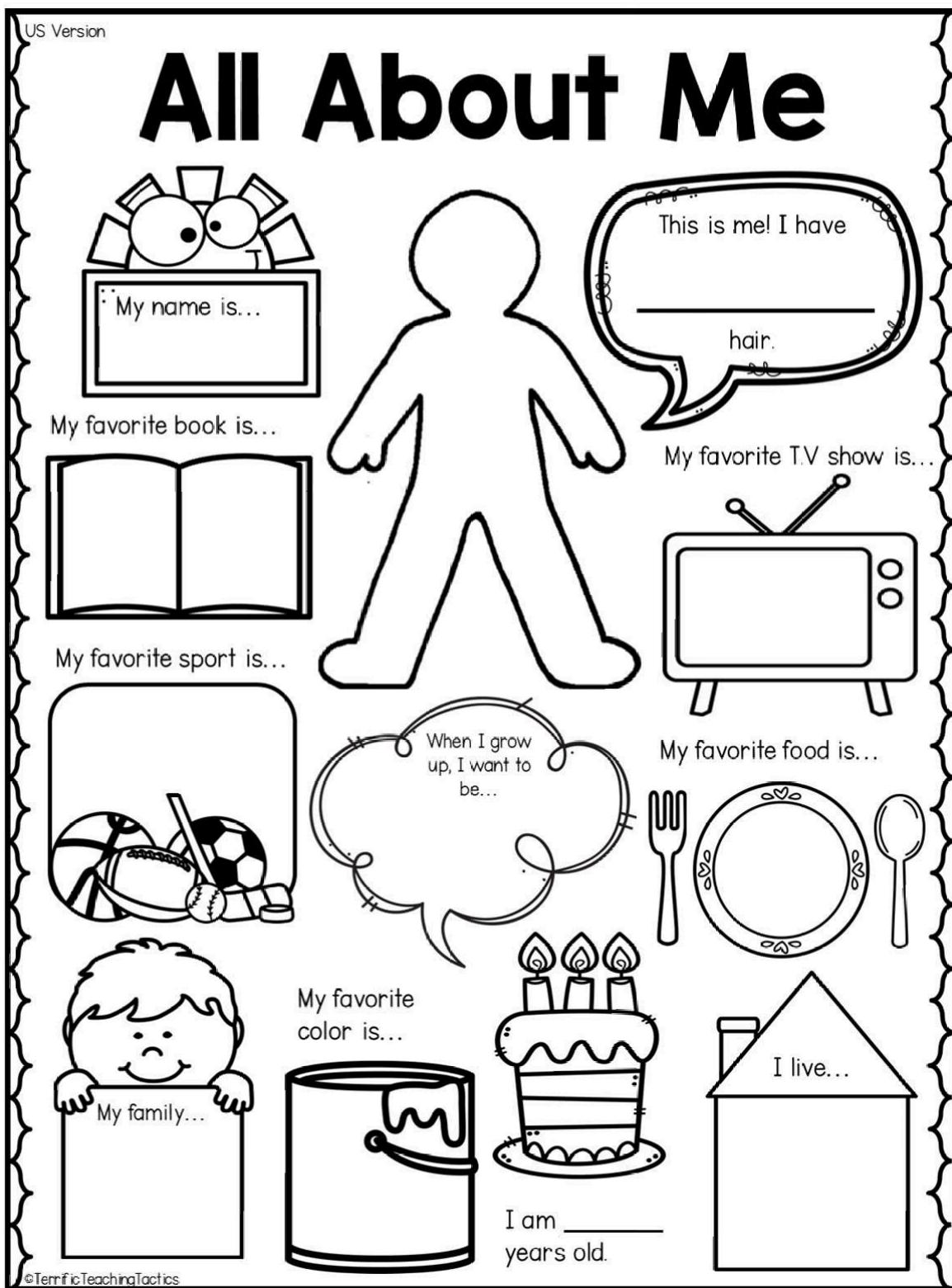
BESIDES THIS, A TEACHER SHOULD BE PATIENT AND FLEXIBLE. PATIENCE WILL ENSURE THE TEACHER REPEATS WHAT HE OR SHE IS TEACHING TIME AND AGAIN IN FLEXIBLE WAYS SINCE DIFFERENT STUDENTS LEARN AT DIFFERENT SPEEDS. BEING FLEXIBLE WILL ENABLE THE TEACHER TO GET THE NEEDS OF VARIOUS CHILDREN BY OFFERING EXTRA RESOURCES OR MODIFYING THE CURRICULUM TO ENHANCE SUCCESS.

LAST BUT NOT LEAST, THERE IS A COMMITMENT TO PROFESSIONAL GROWTH ON THE PART OF THE TEACHER: A DEEPENING AWARENESS OF FRESH TEACHING METHODS, EDUCATIONAL TECHNOLOGIES, AND CURRENT EVENTS ENHANCES THE CLASSROOM EXPERIENCE. CONTINUOUS LEARNING KEEPS THE TEACHER REFRESHED, ENTHUSIASTIC, AND RESPONSIVE TO CHANGING STUDENT NEEDS.

BY MEETING THESE EXPECTATIONS-PREPURATION, INCLUSIVITY, COMMUNICATION, PATIENCE, AND CONTINUOUS LEARNING-TEACHERS CAN ESTABLISH A POSITIVE LEARNING ENVIRONMENT WHICH MAY INSPIRE STUDENTS AND CREATE CLASSROOM SUCCESS.



This design was made in hindsight of a lot of kids like video games and age honestly even I'm 21 years old and I love video games so I want to have them know my interests as well. I wanna make my students have a comfortable environment and show them that we also have the same interests, you know, make it fun for the kids, enjoying looking at it and just being happy while looking at it. The kids should feel safe in school and not be too stressed out about the environment they are in. Makes the students excited to go to class rather than skip class.

**First day of school procedures**

# STUDENT INFORMATION

Student Name: \_\_\_\_\_

Address: \_\_\_\_\_

Medical Concerns/Allergies: \_\_\_\_\_

Siblings: \_\_\_\_\_

Are there any holidays your child does not celebrate?

How does your child get home? \_\_\_\_\_

Parent Name: \_\_\_\_\_

Cell Number: \_\_\_\_\_

Work Number: \_\_\_\_\_

E-mail: \_\_\_\_\_

When is the best time to contact you? \_\_\_\_\_

Parent Name: \_\_\_\_\_

Cell Number: \_\_\_\_\_

Work Number: \_\_\_\_\_

E-mail: \_\_\_\_\_

When is the best time to contact you? \_\_\_\_\_

Emergency Contact: \_\_\_\_\_

# PARENT QUESTIONNAIRE

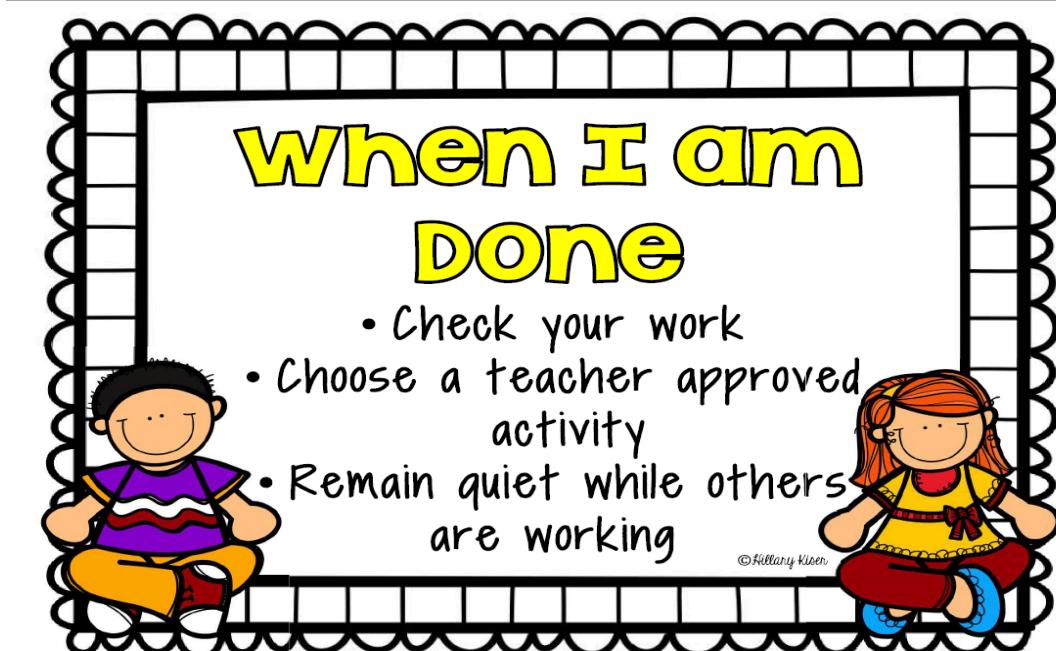
1. What are some of your child's strengths? \_\_\_\_\_
2. What areas do you think your child needs to work on? \_\_\_\_\_
3. What does your child like to do on the weekends? \_\_\_\_\_
4. Does your child enjoy coming to school? \_\_\_\_\_
5. What kind of books does your child like to read or look at? \_\_\_\_\_
6. What motivates your child to learn? \_\_\_\_\_
7. What are your expectations for me as a teacher? \_\_\_\_\_
8. Is there anything else about your child I should know? \_\_\_\_\_

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My first-day procedures will be to what to know about the kids and the parent's view on their kids so I hand them out these assignments. The first day of class is like a delicate dance of

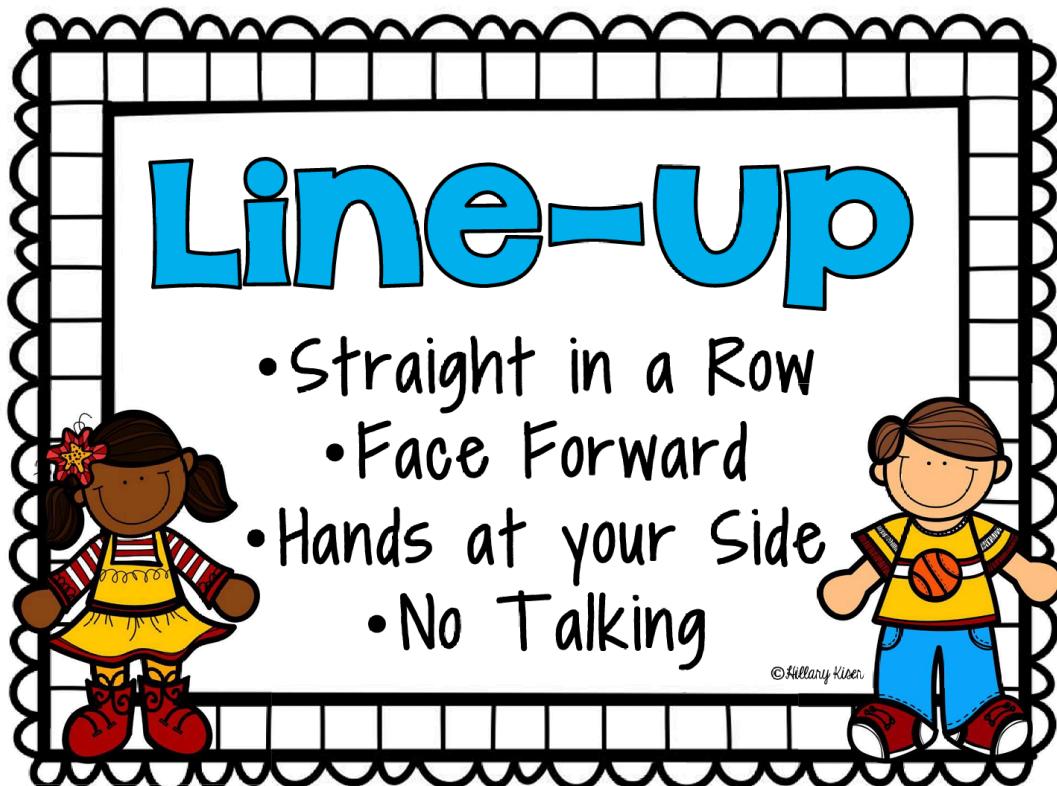
uncertainty and potential, where students and teachers are sizing each other up, trying to establish unspoken rules and boundaries. I've been through countless first days, and they're always a mix of anxiety and excitement. Teachers have this unique ritual of setting expectations, almost like a silent contract with the students - here are the rules, here's what will happen, and here's how we'll survive this semester together. Some teachers do it with a stern voice, others with a hint of humor, but the goal is always the same: create a structured environment where learning can happen. It's not just about rules; it's about creating a space where students feel safe to ask questions, make mistakes, and grow. The seating arrangements, the first icebreaker activities, the syllabus overview - these aren't just procedural steps, they're the foundation of the entire academic experience. Each gesture, each instruction is a carefully choreographed introduction to what the next few months will look like, a microcosm of the learning journey that's about to unfold.

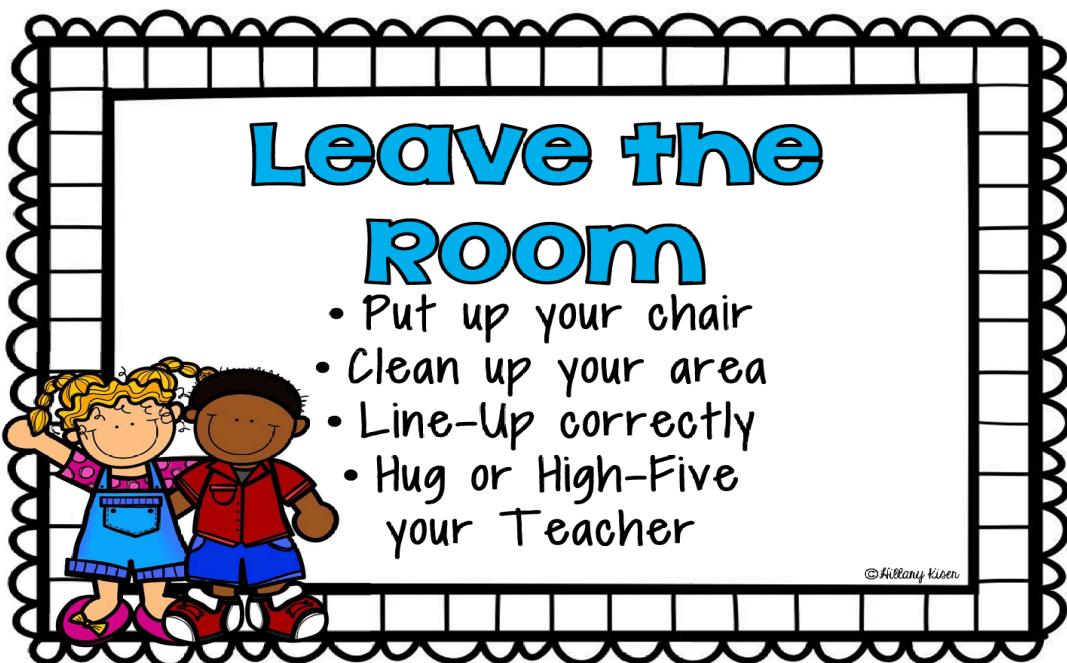
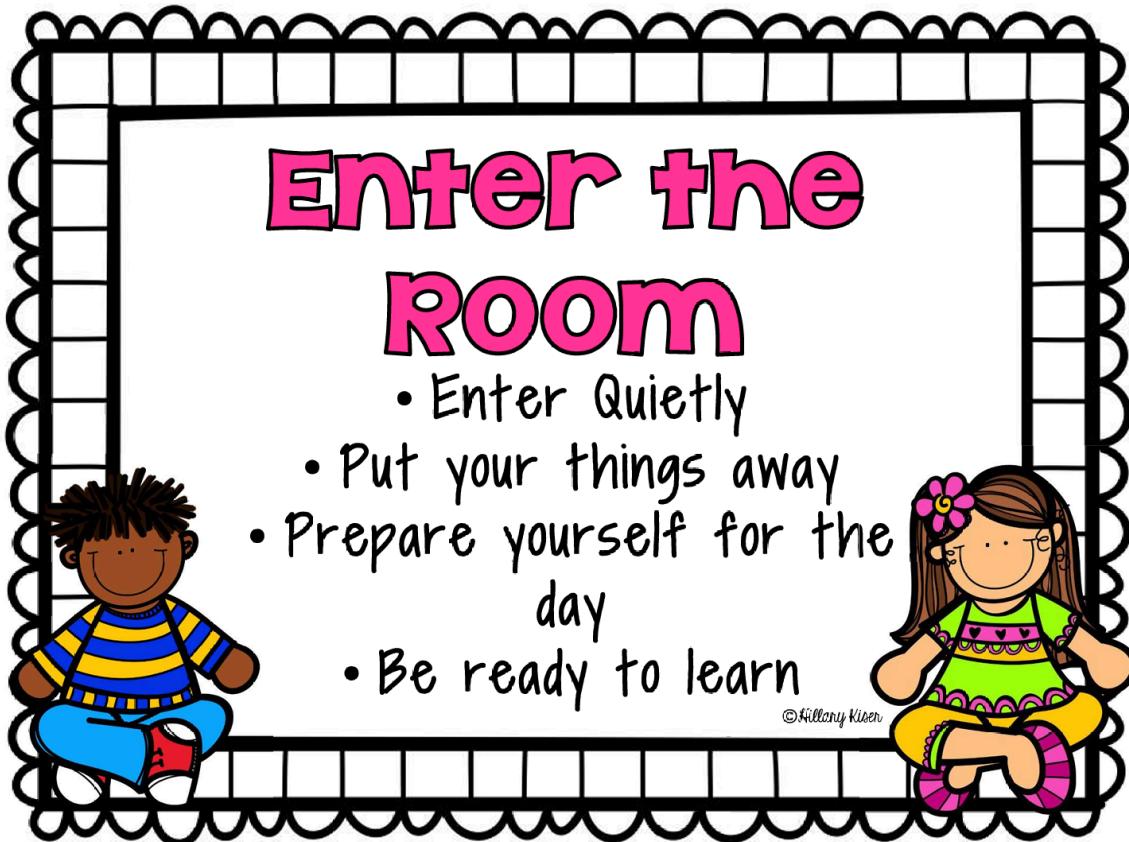
## **Procedures for students**

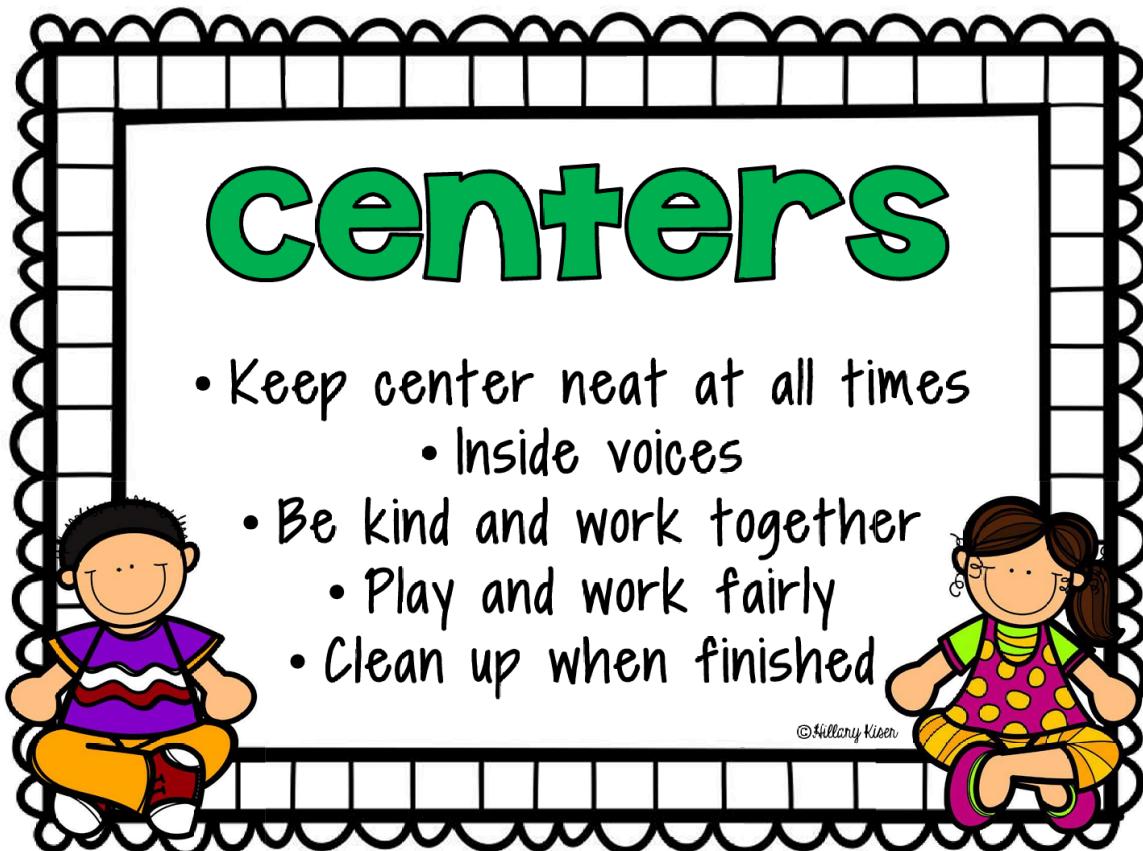


Waiting on the teacher and following through with the procedures when she is finished talking are just some of the important habits to be followed in the classroom. We show respect for our teacher while waiting for her to speak, truly listen, and prepare ourselves to understand more. It also helps prevent disruptions that may distract others and it keeps the class on schedule. Knowing what to do once the teacher is through, whether it be questioning, moving on to the next activity, or seeking help, makes certain everyone knows what is expected of them. Clear procedures create an organized, respectful environment where everyone can concentrate, learn, and feel comfortable. Once these routines had been performed, practices ranging from group work to quiet assignments were much easier to deal with, so we could make the most of our class time.

## **Procedures for the classroom**







Classroom procedures establish a smooth and effective way of organizing the daily class environment. The set routines will enable students to know precisely what is expected of them in the class for the class to run without any hitches. All procedures, right from entry into the class and sitting down, raising a hand to comment, or even turning in a paper, are established hence removing misunderstanding. If students know and can adhere to the procedures, they will be less worried about what to do and therefore will stand a better chance of learning. One of the wonderful things about classroom procedures is that they build respect and cooperation. When everyone is on the same wavelength concerning the guidelines, there is little room for disruption of any kind, and therefore people can focus more. For example, a procedure of waiting silently when the teacher is talking allows everyone to hear what is being instructed clearly. In addition, procedures instill responsibility

among the students in the way they conduct themselves and measure up to the standard set for them. Procedures also make transitions between activities easy, saving more time for learning. Since students know what to do, there will be no wasted minutes reminding them or pointing out errors. Generally, procedures lay the basis necessary to make the class a happy place where respect and efficiency make the students succeed.

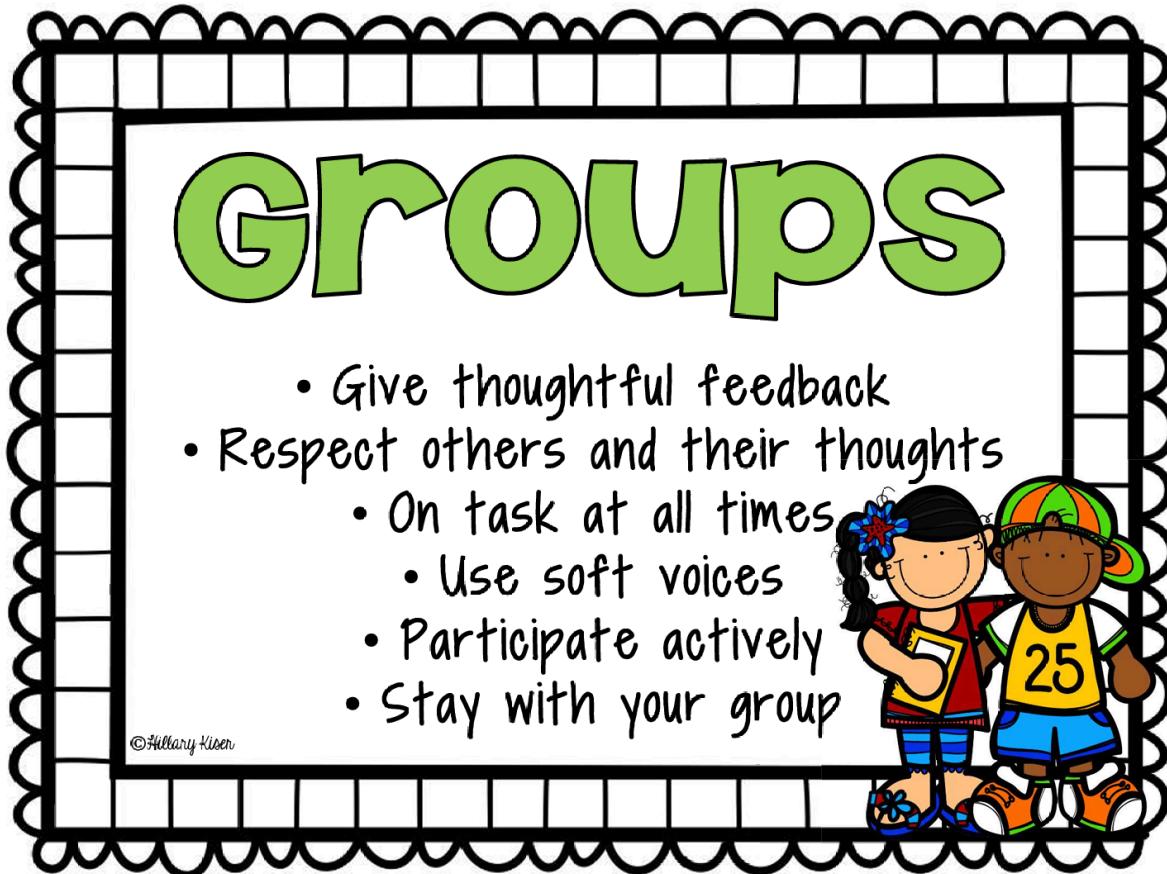
## **Procedures for instruction:**

test-taking

Name \_\_\_\_\_

Did you remember to:

- Read the questions **FIRST** and highlight any key words?
- Decide if the question is a right-there (RT) question or a think-about (TA) question?
- Read the selection at least **TWO** times?
- Highlight the right-there answers in the selection?



Classroom procedures for practices such as group work or taking tests are vital enablers of collaboration and academic integrity. For instance, group work procedures spell out how learners interact with one another, respect one another, and remain concentrated on the assigned task. For instance, it may be spelled out in the procedure as to who speaks first, how to delegate tasks, or how to be respectful towards others. Students establish good teamwork through such procedures, remain focused on matters at hand, and are likely to drive their projects to completion. During test-taking, procedures play an equally important role in establishing a non-distracting, fair environment. Such rules may include no talking, keeping eyes on one's paper, and following specific instructions regarding questions. These rules promote honesty and enable the students to give full attention to their work without diversion and concerns about cheating. Procedures also help to minimize anxiety since they provide a

familiar, orderly routine upon which students can rely each time. Group work and test-taking procedures allow students to be prepared and involve respect in the learning process. These routines allow for productive use of time, foster responsibility, and allow students to develop selected skills that will be of great use outside the classroom. Clear procedures allow all students to be successful in an organized, focused, and fair environment.

## Procedures for Special Needs:

**5 Ways to Fight Student & Teacher Anxiety**

**1 Find Time for a ME Moment**

Take an opportunity throughout your day to stop and recognize how you feel. Students and teachers benefit from taking a moment to stop, close their eyes, breathe, relax, and refocus.

**2 Lessen' the Stressin'**

Try to respond to only the things that you have control over. Don't focus on overwhelming projects and deadlines. Break up into multiple tasks. Realize that everything will get done!

**3 Focus on Executive Functioning Skills**

These skills allow us to plan, manage time, and organize. Focus on self-awareness, self-regulation, and self-motivation to better manage your daily workflow.

**4 Just Breathe**

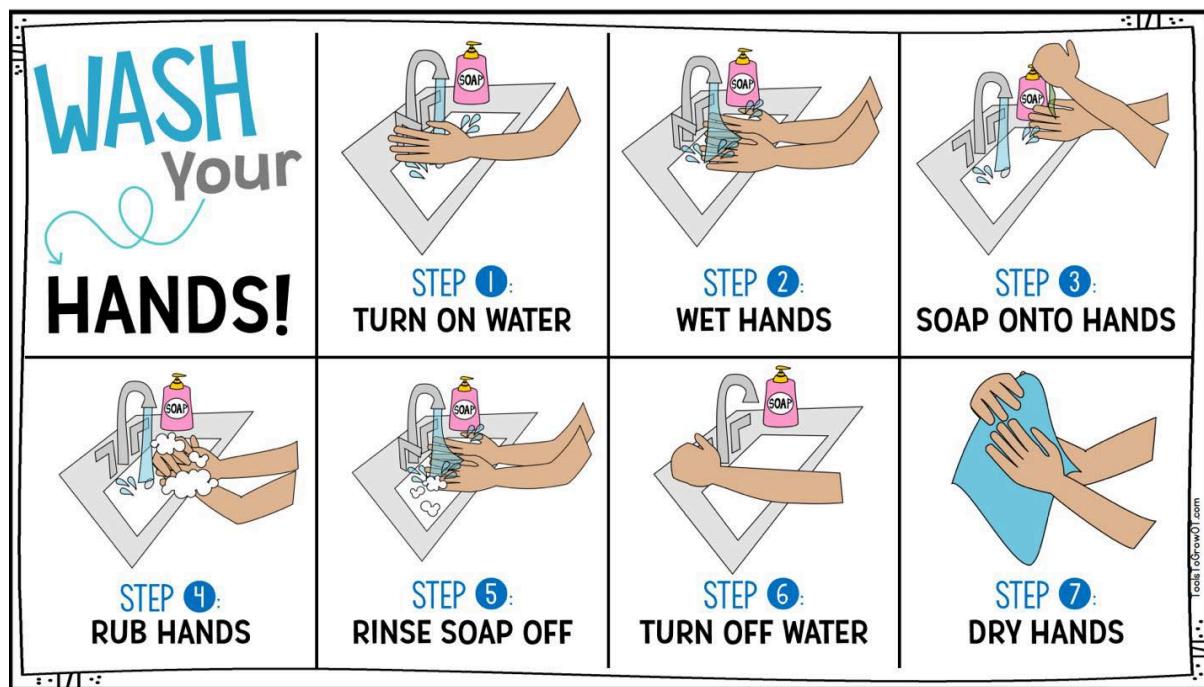
Take time during the day to breathe. A relaxing minute or two of breathing exercises can help to relieve stress and help you to refocus. Schedule a planned breathing break throughout your day.

**5 Stop and Go for a WALK**

The benefits of walking are well-documented. Feeling stressed or anxious?! Take a break. Go for a walk. If you can walk outside, even better!

[fouroclockfaculty.com](http://fouroclockfaculty.com)

#4OCF



Practices that provide a safe and supportive environment for special education involve hand-washing and dealing with anxiety. It is crucial to keep clean to prevent germs from spreading. This is most critical in the special education setting, where individuals have health conditions that may make them particularly vulnerable to poor health. Teaching proper hand-washing techniques will further hygiene and health by creating a healthier environment among classmates. Many special education students benefit from step-by-step routines in which incorporating the process of washing hands would fall perfectly into place for such students and could therefore develop a necessary practice of independence. Handling anxiety is also a similarly crucial area because some special education students may have increased stress related to sensory sensitivity, problems with communication, or learning issues. Educators may teach breathing techniques or grounding techniques that can help students learn how to handle their emotions. It may be useful to create a balanced system that provides a serene, well-structured environment with foreseeable routines; this helps reduce anxiety and

will make students feel more secure. Educators can model effective coping strategies; by setting the example themselves, students become confident in dealing with stress. A tranquil environment allows the students not only to learn but also to grow emotionally, which makes them feel at ease and thus more involved. Therefore, good hygiene and anxiety management combine to enable students to perform well academically and socially, as well as be emotionally stable in a caring learning environment.

## Procedure for teachers

### 5 Steps to Taming That Temper

1. Know what pushes your “anger buttons.”
2. Know your body’s “warning signs.”
3. Stop and think. Ask yourself:  
“What happened that made me get angry?”  
“What else did I feel when it happened?”
4. Cage your rage:  
Don’t lash out.  
Walk away.  
Take deep breaths.
5. Decide what to do.

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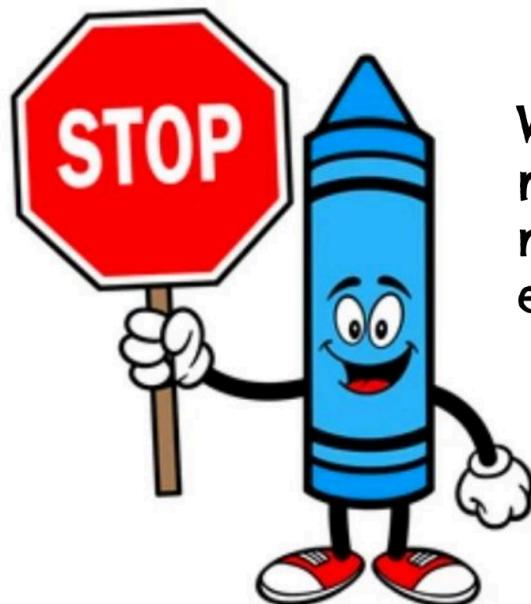
An Imprint of Teacher Created Materials

Excerpt from *How to Take the Grrrr Out of Anger* by Elizabeth Verdick and Marjorie Lisovskis • Copyright 2015 • Free Spirit Publishing • All rights reserved.

84479

# No visitors please

**COME BACK LATER**



We are working on self regulation strategies and need a quiet and calm environment

*thank you*

## Classroom Visitors

- You may smile and you may say hello if it is appropriate and it does not disrupt the class.
- Continue to work in class as you normally would.
- Remember to make a good impression for visitors. We want to impress them with your fabulousness.



# Parent-Teacher Conference Checklist

## BEFORE

- Ask your child how they feel about school.
- Ask your child if they're is anything that they want your to talk about with their teacher.
- Tell your child that you and the teacher are meeting to help them.

- Prepare questions on:
  - participation
  - strongest/weakest subjects
  - homework
  - ways to help
  - social/emotional well-being



## DURING

- Be on-time or early
- End meeting on time
- Relax and stay calm
- Bring your child
- Ask most important questions first

- Ask for clarification, if needed
- Make sure to check child's progress
- Leave updated contact information
- Thank the teacher



## AFTER

- Talk about the conference with your child
- Talk about the positive points
- Be direct about problems mentioned

- Discuss plans and goals that were created
- Keep in touch with the teacher throughout the school year





## Classroom Technology Contract

In order to protect all students and classroom technology, students need to follow some important rules and procedures. The choice of a student to violate these requirements will result in that student not being allowed to use any technology for the rest of the school year.

1. Students must wash their hands prior to using any classroom technology.
2. NO food/drinks should be near our classroom technology at any time.
3. Mobile technology devices, such as iPads, should remain on a desk or table at all times. Students should not carry these devices around without permission.
4. All technology in our classroom should be treated with RESPECT. Students should use them gently and for educational purposes only!
5. Students must NOT change the "settings" on any devices, unless specifically asked to by their teacher.
6. Students must respect the files of others by refraining from using, altering, reading, or deleting another student's file(s). If a file is left open on any device, the students should alert the teacher or creator of the file, or save and close the file.
7. Students must ONLY use apps or websites in which the teacher has instructed them to use. Students are NOT to check personal email or browse the internet freely for personal entertainment purposes.
8. The use of the camera or video on any device must only be utilized for educational purposes, such as recording learning results.
9. All technology should be properly turned off and put away safely prior to class dismissal.

Student Name: \_\_\_\_\_ Teacher: \_\_\_\_\_

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent Name: \_\_\_\_\_

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Group therapy begets a transforming approach to the classroom setting, creating a potent platform whereby students explore emotional challenges in collaboration in instances such as the death of a student or parent. This approach will encourage the students to share their experiences and gain from other students' insights into developing a critical sense of problem-solving. The peer-to-peer learning process in group therapy sessions will help dismantle each individual's barriers, and the students will start to realize that they are not alone. This also deepens a sense of community in which empathy and shared growth become almost the bedrock of this approach. In such a safe environment, students learn to communicate more effectively, validate feelings for and with each other, and work through complex emotional landscapes together. The resilience and emotional intelligence developed to become important for long-term benefits beyond the immediate therapeutic context.

Parent-teacher conferences create a very important link from home to school and vice versa. These conferences allow for the sharing of the academic progress and personal development of a student in a cooperative environment. Such strategy meetings guarantee open communication, whereby teachers can share certain details concerning the performance of a student in the classroom environment, their social interaction, and problems that may arise while allowing parents the opportunity to supply valuable context concerning their child's home life and learning experiences. Setting realistic and achievable goals through common understanding, such conferences provide a strong arm toward the holistic support of students; hence, both the school and home environment work together in tune for the growth of a child through his or her educational journey and emotional well-being. Considering the dynamics of today's world of education, laying down technology rules and procedures forms one of the major cornerstones for sustaining an effective and focused classroom. With clearly

spelled-out guidelines, educators reduce digital distractions that derail student engagement and sustain a very structured environment where technology does not become a paradigm of detraction but of learning. The well-thought procedures have set forth explicit expectations of the use of devices, cultivating in the process responsible digital citizenship and informing these young people about their obligations of self-regulation, online etiquette, and responsible technical interaction. The students will most likely consider digital resources as instruments of learning and collaboration, rather than mere entertainment platforms, when they can understand the limits and purpose of using technology in the classroom. The result of such practice will hence be a more disciplined and productive academic experience.

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