

Informed Teaching Reflection

In every classroom, there can be concerns, issues or problems that exist that a teacher may have to intervene to improve upon. Reflecting on my almost four years of teaching, I believe one main reoccurring concern is the lack of timely and efficient transitions. My research question is how can a teacher improve their students' in-class transitions? I have review three different articles and broken them down into three categories. How can I improve, how can my students improve and how can my classroom improve? This breakdown will ensure that everyone is an active participant to improve upon this current issue, as well as bringing a new environment for this all to take place. My reason for choosing this topic is because within my classroom, every day, there are several in classroom transitions.

Teacher Improvements

Before asking my students to improve upon anything, I always reflect on how I can first improve upon it first. Although it may seem obvious to teachers, since we constantly do this; observing was one of the most helpful pieces I received from doing my research. Linsin (2015) says when transitioning resist the urge to offer reminders or encouragement or otherwise interrupt them during the transition. This may seem controversial to some teachers who often give verbal cues to students who are not following instructions. I believe Linsin's intention is that this would be an opportunity for you to note what areas your students need improvements.; instead of chaotically running around the classroom trying to micromanage every little detail that offsets the routine. Now having this knowledge, I will do my best to observe more passively, which will ensure that I am focused on what to improve upon.

Student Improvements

Student improvement on transitions would come in the form of incentives, reinforcement, and consequences. This would complement my teacher goal by allowing me time to observe which students deserve the appropriate incentives. Our schoolwide goal this year was to have a 3:1 ratio of positive to negative interactions with students throughout the day. An example of a positive interaction could be as simple as a greeting in the hallway, whereas the negative interaction was usually reprimanding or giving consequences to a student. Stacho (2013) says consequences should NOT be the PRIMARY method of behavioral intervention and that teachers should plan to implement the consequence unemotionally. I think that I use consequences appropriately but could always improve on my consistency. Implementing a uniform incentive for transitions would help to motivate students to follow through with the expectations and instructions given for a transition. After gathering this information through my research, I have decided that I will use reinforcements in the form of rewards to motivate students to follow expectations during transitions.

Classroom Improvements

Out of all three topics that I reviewed while reading through these articles, this is the one I gave the least amount of thought to prior to my research. Kruse (2017) says chunking matters in lesson planning to reduce the total number of transitions or putting activities back to back to eliminate the need to get devices out and put them away twice can improve transitions. He goes on to discuss the importance of having a fluid layout to your classroom that is conducive to an efficient transition. Every few months I enjoy moving around my classroom furniture, I believe it brings a new energy into the environment. Normally I see my transitions through a lens of

instruction. By that, I mean to say that I structure my transitions so that every student can have small group time if needed. Now I will need to add in a lens of what would be the most time efficient transition set up.

Conclusion

Throughout my research on this topic of improving my students' in class transition, I have found a plethora of helpful information that I can utilize moving forward. Some things that I learned are that observation is best practiced while being silent, consequences have their place if used consistently and transitions should be at the forefront when making my lesson plans. I do believe that this research and the information that came with it has helped to answer my original question. This advisement will aid me in improving students' transition to be timelier and more efficient.

References

Kruse, Melissa. (2017). *Classroom Transitions: 6 Ideas and Strategies for Secondary*. The

Reading and Writing Haven.

<https://www.readingandwritinghaven.com/classroom-transitions-6-ideas-and-strategies-for-secondary/>

Linsin, Michael. (2015). *The Secret To Perfect Transitions In 5 Simple Steps*. Smart Classroom

Management.

<https://www.smartclassroommanagement.com/2015/01/17/the-secret-to-perfect-transitions-in-5-simple-steps/>

Stacho, Thomas J. (2013). *My Students Have Trouble with Transitions...What Can I Do?*

(pp. 8-9). Newbury, OH. Behaviors In School.

https://www.behaviorinschools.com/My_Students_Have_a_Hard_Time_with_Transitions.pdf