



**Tennessee State University**

**Professional Education Unit**

**Department of Teaching and Learning**

**Classroom Management**

**EDCI 2110**

**Instructor**: XXXXXXXXXX

**Phone**: XXXXXXXXXX

**E-mail**: XXXXXXXXXX

**Office Location:** XXXXXXXXXX

**Class Days/Times**: XXXXXXXXXX

**Office Hours**: XXXXXXXXXX

## **Pre-requisites**

Admission to Teacher

**Catalogue Description**

A course that is the of the first field experiences that gives students active service in the fields of methods of teaching, curriculum materials, school community relationships, and school organizations.

**Field Experience:** Students are required to complete (30) hours of field experience in a school.

\* Completion of the following in required:

\* Activity Log (each visit)

\* Observational Checklist

\* Summary and Reflection

\* Teacher evaluation (by cooperating teacher)

\* Principal Interview

**Course Proficiencies (Content Knowledge, Skills, Dispositions)**

Manage

4a1. Exhibits enthusiasm and positive disposition toward the content area and conveys high expectations for success to students.

4a2. Establishes clear classroom standards and expectations for behavior that emphasize self-control, self-discipline, collaboration, and mutual respect among students and teacher.

4a3. Establishes clear classroom standards and expectations for achievement that focus upon content knowledge, engagement in purposeful learning, high academic performance, and ownership of learning.

4b1. Creates a classroom environment that organizes and manages time, space, facilities, and other resources for maximum engagement of students in the content.

4b2. Demonstrates flexibility in restructuring time, space, facilities, and other resources as the situation demands.

Model Professionalism

5b1. Uses data and self-assessments to develop a professional development plan that articulates teaching strengths and identifies priorities for growth within at least one content area of the teaching assignment.

5c1. Engages in dialogue with students, colleagues, parents, administrators and stakeholders and consistently demonstrates respect, accessibility, and expertise.

5c2. Performs assigned duties in a timely manner with a professional disposition.

5c3. Uses appropriate technology to keep accurate records related to instructional and non-instructional responsibilities

**Portfolio Information (Artifact, Scoring Rubric)**

Artifact(s) for Portfolio:

Create a portfolio (3 ring binder or electronic). Create sections for Class Notes, Handouts, Copy of Articles/Critiques and Management Strategies (I suggest you read the chapters in this book and write down the strategies for you notebook). You may find other sections are necessary. You may add any additional information or interesting articles you have found on your own.

Your portfolio should include the following:

1) Cover page (including your name, grade level, school, academic year, etc.)

2) Welcome letter to students and parents.

3) About Me (tell the students about yourself, as a teacher, mother, daughter, etc.)

4) Classroom Expectations

5) Classroom Rules

6) Consequences and Rewards

7) Procedures and Routines

8) Policies regarding snacks, homework, birthday parties, lunch, etc.

9) How parents can be involved

10) Parent Teacher Conferences

**Field Requirements:**

Observation Activities

(1) Observation Log

(2) Activity Log

(3) Summary and Reflection

(4) Teacher Evaluation

(5) Principal Interview

Activity Logs 100 points

Teacher Evaluation 200 points

Observation Checklist 100 points

Reflections and Summary 200 points

Portfolio 100 points

Principal Interview 100 points

Philosophy of Classroom

Management 100 points (Use the one you wrote for the Classroom Management)

Field Experience (30 hours) 100 points

\_\_\_\_\_\_\_

Total 1000 points

**Grading Scale:** 930-1000 - A

850-920 - B

750-840 -C

650-740 -D

640 & below - F

**Course Requirements**

To receive a final grade in this course you must complete **all** components of the field experience and related assignments required for the course.

School based practical field experiences are required for the course. Students are required to be in a K-6 classroom under the teachers supervision to complete the assignments listed below. In addition the **teacher** must submit a **written evaluation** assessing the students work and performance in the elementary classroom.

Unless in Metro schools or otherwise noted by instructor, **students places in Sumner County have written consent from the teacher and principal of the school to complete the field requirements. Students must submit a consent letter** **with signatures to the instructor on the due date indicated on the calendar. A hard copy of th consent letter must be turned in to the instructor. Students must keep a copy for themselves!**

**Note: If you desire a Metro Nashville Public School, you must contact the instructor in order to be assigned to a school.**

**Disclaimer:** Please note that the specifics of this syllabus are subject to change, and **you will be responsible for abiding to any such changes.** Your instructor will notify of any changes.

**Expectations and General Information:**

**1) Academic Integrity** - You are responsible for what you achieve in this class: therefore neither cheating nor plagiarism will be tolerated. Any material taken from another work must be documented, and in no case should represent anothers work as ones own, this includes information received from others during examinations or submitting anothers assignments, papers, etc. As ones own. Students involved in collaborative research, to avoid questions of plagiarism, should exercise extreme caution. If in doubt, students should check with the major professor, I addition to the other possible disciplinary sanctions which may be imposed through the regular institutional procedures as a result of academic misconduct, the instructor has the authority to assign an F or a zero for the exercise or examination, or to assign anF in the course.

**2) Classroom Conduct** - The instructor has the primary responsibility for control over classroom behavior and maintenance of academic integrity, and can order temporary removal or exclusion from the classroom of any student engaged in disruptive conduct in violation of the general rules and regulations of the institution. Students are expected to attend classes regularly and be on time. The instructor will keep an accurate record of class attendance. Excessive absence is defined as no less than one more than the number of times a class meets per week. If a student has excessive absences and does not have as excused absence from the Office of the Vice President of Student Affairs, the TSU Health Center, or from a doctor, his/her final grade is lowered one letter grade. It is the students responsibility to withdraw from the course in which excessive absences have been incurred. Cell phones and text messaging are not allowed in the classroom. If a cell phone rings during class, the student will be dismissed from the class period.

3) **Official Course Enrollment** - Students who are not on the official class roll may not remain in class. These students must leave class and may not return to class until they enroll in the course and their names show up on the official class roster. Please make sure you are in the correct section.

**4) Disabled Student Services -** Any student who has a condition which might interfere with his/her performance in class is required to contact the Office of Disabled Student Services. This office is located in room 3117 Floyd Payne Student Center. The phone number is 963-7400. They will provide you with a document stating what type of classroom accommodations, if any, are to be made by the instructor. The student is to give a copy of this document to the instructor no later than the end of the second week of class. Failure to do so will result in the instructor making no special accommodations of any kind.

**Course Requirements:**

Activity Log - The student will be required to use and keep the attached **Activity Log**. This will be accomplished by directed observation and interviews with regard to learner behavior, classroom structure, routines, physical organization, etc. This will be added to your portfolio.

Observation Checklist - The student will use directed observation of classroom management strategies and record on the attached **Observation Checklist** and added to the portfolio.

Summary and Reflection - The student will reflect and record on the attached **Summary and Reflection** pages. Add these to your portfolio.

Teacher Evaluation - The signed copy of the enclosed **Teacher Evaluation** from the cooperating teacher evaluating the student’s professional deposition during the field exercise.

Principal Interview - The student will interview a principal in their school and reflect on that interview.

**Additional Readings/ Resources**

Charles, C. & Senter, G., (2005). *Elementary Classroom Management.* Boston: Pearson, Allyn and Bacon

Danford, S., & Boyle, J.,(2000).*Cases in Behavior Management.* New Jersey: Prentice Hall.

Evertson, C. & Edmund, E., *Classroom Management for Elementary Teachers.* Boston: Pearsons, Allyn and Bacon.

Hardin, Carlette., *Effective Classroom Management*. New Jersey: Pearson, Allyn and Bacon

Johns, B. & Carr, V. (1995).*Techniques for Managing Verbally and Physically Aggressive Students.* Denver, CO: Love

Marzano, R.J. (2003). *Classroom Management that Works: Research-Based Strategies for Every Teacher.* Alexandria, VA: Association for Supervision and Curriculum Development.

Noddings, N. (1992). *The Challenge to Care in Schools.* New York, NY: Teacher College Press.

Tharp, R. G., Estrada, P., Dalton, S.S. & Yamauchi, L.A. (200).*Teaching Transformed: Achieving Excellence, Fairness, Inclusion, and Harmoony.* Boulder, CO: West view Press.

Wong, H.K. & Wong, R.T. (

2002). *How to Be an Effective Teacher: The First Days of School.*  Harry K. Wong Publications, Inc.

**Field Experience Teacher Evaluation**

**Student**

Course\_\_\_\_\_\_\_\_\_\_Semester\_\_\_\_\_\_\_\_\_Year\_\_\_\_\_\_\_\_\_\_

Legal Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(Last) (First) (Middle)

Certification Area(s)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_Class FR SO JR SR

Placement\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Grade/Subject Teacher School

Beginning Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_ End Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Hours in Classroom \_\_\_\_\_\_\_\_\_

I certify that the information provided by me is accurate.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student Signature Date

**Field Experience Teacher Evaluation**

**Cooperating Teacher**

Course\_\_\_\_\_\_\_\_\_\_Semester\_\_\_\_\_\_\_\_\_Year\_\_\_\_\_\_\_\_\_\_

Students Legal Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(Last) (First) (Middle)

**Students involvement in the Classroom:**

\_\_\_\_\_Observed classroom activities and lessons

\_\_\_\_\_Assisted large group activities

\_\_\_\_\_Assisted individual students in work/study periods

\_\_\_\_\_Led small group activities

\_\_\_\_\_Prepared instructional material implemented formal lessons

\_\_\_\_\_Other\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Professionalism/Dispositions:** (See Professionalism Scoring Guide)

Overall Professionalism Rating\_\_\_\_\_

**Would you recommend the consideration of this student for Student Teaching?**

Yes\_\_\_\_\_ No\_\_\_\_\_ Undecided \_\_\_\_\_

Comments:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Supervising Teacher Date School

**Professionalism Scoring Guide**

Students Legal Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(Last) (First) (Middle)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Score | **1** | **2** | **3** |
| **Appearance** |  | Rarely well groomed or appropriately dressed | Usually well groomed and appropriately dressed | Consistently well groomed and appropriately dressed |
| **Disposition and Attitude** |  | Rarely attentive, respectful, positive, or constructive | Usually attentive. respectful, positive, and constructive | Consistently attentive, respectful, positive, and constructive |
| **Collaboration** |  | Rarely offers to participate in our community of learners | Usually offers to participate in our community of learners | Consistently offers to participate in our community of learners |
| **Dependability** |  | Rarely fulfills tasks and responsibilities | Usually fulfills tasks and responsibilities | Consistently fulfills tasks and responsibilities |
| **Initiative** |  | Rarely recognizes and takes advantage of opportunities to contribute to all areas of teaching and learning | Usually recognizes and takes advantage of opportunities to contribute to all areas of teaching and learning | Consistently recognizes and takes advantage of opportunities to contribute to all areas of teaching and learning |
| **Maturity** |  | Rarely makes appropriate decisions | Usually makes appropriate decisions | Consistently makes appropriate decisions |
| **Preparation** |  | Rarely prepared for course and classroom instruction | Usually prepared for course and classroom instruction | Consistently prepared for course and classroom instruction |
| **Promptness** |  | Rarely prompt | Often late | Never or rarely late |
| **Responsiveness** |  | Rarely accepts professional guidance | Usually accepts professional guidance | Consistently accepts professional guidance |
| **TOTAL** |  | **\_\_\_\_\_/9 =\_\_\_\_\_\_\_\_**  **(Total/9 = Average** |  |  |

**EDCI 3110**

**Classroom Management Philosophy**

**Direction:** Each student will reflect on his/her personal philosophy of classroom management (Include what you believe about teaching, learning, and working with people, etc. Be sure to include theory and Theorist)

**Directions for completing the Assignment:**

1. Paper must be **typed, double spaced, 12 point font, no more than a page and a half.**

2. Type your name and the date at the top.

3. At the top of your paper title **Classroom Management Philosophy**

Dear Teachers and Administrators,

Thank you for agreeing to accept our pre-service teachers into your classrooms to complete field work requirements for EDCI 3110: Classroom Management. This semester, instead of attaching a number of hours to the placement, we are asking them to complete several activities. However, we estimate that the student will spend 10 - 15 hours in your classroom. These activities will largely involve observations with brief conversations with you and/or your students. The assignments are listed below:

1) **Activity Log** - Directed observation and interviews with regard to learner behavior, classroom structure, routines, physical organization, etc.

2) **Observation Checklist -** Directed observation of classroom management strategies

3) **Summary and Reflection -** Summary of classroom management strategies

**4) Teacher Evaluation -** Cooperating teacher evaluation of student teacher professional dispositions during field experience

Please feel free to contact me if you have any questions. Thank you again for your time and support of our future teachers. E-mail: dbellamy@tnstate.edu

Sincerely,

Deborah Bellamy

**EDCI 3110 - Classroom Management Field Experience**

*\* You must have a background check (for Metro Placements) ans liability insurance(STEA) before you can conduct your field experiences.*

**Observational Activity Log**

**Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Grade\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Level/Subject:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Teacher:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Teachers Initials \_\_\_\_\_\_\_\_**

**Date of Observation (include the weekday):\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Observation Starting Time:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Ending Time**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Total number of Hours:\_\_\_\_\_\_\_\_\_\_\_**

|  |  |
| --- | --- |
| Number of students |  |
| Number of females |  |
| Number of males |  |
| Name of ethnic groups represented |  |
| Number of special needs students |  |

When recording data, remember to use only the *first name of students and the word teacher.* Information that is recorded should be factual: the opportunity for reflection and analysis are provided after the observation. Complete all sections of the activities and reflections.

***This section will need to be completed with each visit****.*

Activity 1

***Focus:* Learner Behavior**

*(approx., 5 mins. - preliminary analysis, approx. 45 mins. Student observation - 50 mins.)*

Select one student in this class to be the focus of your observation.

**A.** *Preliminary Analysis*

Write down why you selected this student. Be honest about behavioral assumptions that you feel the student will display with the teacher, peers, etc

.

**B.** *Student Observation* (Do not use the students name.)

Write a description of the students behavior (listening, following directions, responding to questions, initiating behavior, etc.)

*Reflection:* Reviewing your information about this student, discuss how the behaviors you observed differed from your initial expectations.

Activity 2

***Focus:* Physical Environment**

Draw a diagram of the classroom. Include the teacher’s desk, students desks, tables, storage areas, water supplies, bulletin boards, learning stations, etc.

*Reflection:*

1. How do you think the physical arrangement of the classroom accommodated the teachers instructional methods?

2. Was the arrangement flexible enough to allow for variety in activity planning?

3. Did the arrangement change during your time in the room?

Activity 3

***Focus:* Effective Teaching**

Pretend that you are a student teacher conducting the lesson. You are observing. Answer the following questions:

1. *What are the objectives of this lesson? (What are the main skills and/or concepts being learned by students?)*

2. *How does the teacher monitor student learning?*

3. *Do the students appear motivated to learn?*

4. *Describe the primary instructional strategies being used.*

5. *Describe the classroom climate.*

6. *How do you know students did or did not learn the material?*

*Reflection:* Based on your answers to the questions, discuss your readiness for teaching a lesson like this.

Activity 4:

***Focus:* Classroom Management (signals)**

Briefly note each type of verbal and non-verbal signal which the teacher uses to help elicit appropriate student behavior. Signals might include facial expressions, an object, gestures, words or phrases. Indicate specifically what signal was used.

*VERBAL NON-VERBAL*

*Reflection:* Which signal appeared most effective? Why?

Are there other signals that you think you would have been more effective? List your suggestions below.

Activity 5:

***Focus:* Instructional Strategies (questioning)**

Listen to the questions being asked during a class discussion. List the question and place an **X next to the type of question. If you are unsure of the type of question, write the question on the bottom of the page and think about it later. Answer BOTH parts of this activity.**

**TYPES OF QUESTIONS:**

*Evaluation:*

*Synthesis:*

*Analysis:*

*Application:*

*Comprehension:*

*Knowledge:*

How did the type of question influence the level and quality of student participation?

*Reflection: Do you think that your ability to identify types of questions needs improvement? In what ways?*

*What questions were asked most frequently? How do these questions affect students higher level thinking skills?*

Activity 6:

***Focus:* Incentive Plans**

Interview the classroom teacher that you have observed concerning his/her incentive system. Is it academic, behavioral, or both? How do the students respond to the incentives? Parents? How often are modifications made to the system? Is incentive system personalized or universal in grade/school?

*Reflection:* What are the strengths of the incentive system? What are the areas of improvements? How will this help you in developing your incentive system?

Activity 7:

***Focus:* Grading Strategies**

Interview the classroom teacher that you have observed concerning his/her grading methods. Use the following chart to record your information.

|  |  |  |
| --- | --- | --- |
|  | YES | NO |
| Grades are kept on computer |  |  |
| Grades are kept in grade book only |  |  |
| Grades are kept in both grade book and computer |  |  |
| Grades are complied only from test and/or quiz scores |  |  |
| Grades are compiled from a variety of student activities |  |  |
| Behavior and achievement grades are kept separate |  |  |
| Grading is primarily subjective |  |  |
| Grading is primarily objective |  |  |
| Grading is BOTH subjective and objective |  |  |
| Scoring criteria is clearly outlined for the student |  |  |
| Extra Credit points are possible |  |  |
| It is possible to do an assignment over for a better grade |  |  |

*Reflection:* Consider the grade level that you plan on teaching. What does grading mean to you and how will it determine the instructional operations of your classroom (intrinsic/extrinsic motivation, academic growth, etc.).

Activity 8:

|  |  |
| --- | --- |
| Number of Students: |  |
| Number of Females: |  |
| Number of Males: |  |

***Focus:*****Time Management**

As you observe a lesson being taught, prepare a time-line which show what tasks and activities occur from the beginning to the end of the lesson.

What was the ratio of teacher-directed (lecture, directions, question/answer, discussion) to student-initiated (small group work, independent work, etc.) learning time?

*Reflection:* Review you time-line and discuss the amount of time was devoted to student learning and what amount of time was needed for classroom management of student behavior.

List additional ways to increase learning time:

Activity 9:

***Focus:* Physical Environment**

Make a list of classroom instructional aids suck as computers, bulletin boards, reference books, manipulatives, and whiteboards. Mark each time the aid is used during the lesson; use (S) if a student uses it and (T) if the teacher uses it.

*Reflection:* Based on your observation, what was the purpose of the instructional aids, and how effectively do you think they were used during this lesson.

List additional ways the instructional aid could be used.

Activity 10:

***Focus:* Instructional Strategies**

Place an **X** next to each strategy that the teacher used during your classroom observation and indicate the amount of time used for each strategy.

*Cooperative Groups*

*Independent Practice*

*Guided Practice*

*Lecture*

*Demonstration*

*Questions*

*Learning Stations*

*Peer Tutoring*

*Review*

*Partners*

*Assessment*

*Reflection:* Select one of the strategies that the teacher did not use and describe how it could have been used for teaching this lesson.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\* *Modified from Eastern Michigan University Pre-Student Teaching Coursepack: http://www.emich.edu/NCATE1997/Docs/I.H.3/I.H.3.1.PST/Coursepak.html#7*

OBSERVATIONAL CHECKLIST

**PART I: GENERAL INFORMATION**

School:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Grade Level:\_\_\_\_\_\_\_\_\_\_Subject Taught:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Teacher:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Principal:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Address of School:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Telephone:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Your Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Semester: F\_\_\_\_\_ Sp\_\_\_\_\_ Sum \_\_\_\_\_

**Part II:** CLASSROOM ENVIRONMENT: Respond to the statement by placing a check mark in the appropriate space or by filling in requested information.

STATEMENT YES NO

A. The classroom was organized for optimal learning.

Describe what you observed. \_\_\_\_\_\_\_ \_\_\_\_\_\_\_

B. The learning environment was warm, colorful, and supportive.

Give an example of supportiveness. \_\_\_\_\_\_\_ \_\_\_\_\_\_\_

C. Learning resources were available in the classroom.

Underline the resources tat you see (books, computers,

overhead projectors, television, recorder, globe, handouts,

weekly readers, filmstrips, films etc.) \_\_\_\_\_\_\_ \_\_\_\_\_\_\_

D. Bulletin boards. Both general and content related, were

displayed in the classroom. (Comments) \_\_\_\_\_\_\_ \_\_\_\_\_\_\_

E. The teacher has developed an excellent teacher-student relationship.

Describe what gives you this impression. \_\_\_\_\_\_\_ \_\_\_\_\_\_\_

**PART III. INSTRUCTION**

STATEMENT YES NO

A. Whole group instruction was the primary form

in which instruction was given. \_\_\_\_\_\_\_ \_\_\_\_\_\_\_

B. Small group instruction was used in the classroom.

When did this occur? \_\_\_\_\_\_\_ \_\_\_\_\_\_\_

C. Both whole and small group instruction occurred in the classroom.

Describe. \_\_\_\_\_\_\_ \_\_\_\_\_\_\_

D. Students moved in and out of large and small group instruction

with ease. (Please describe) \_\_\_\_\_\_\_ \_\_\_\_\_\_\_

E. Students were informed of the purpose for the learning

activity (etc). (How?) \_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_

F. The teacher followed a plan but used flexibility when needed

(Give two examples how the teacher could adjust the plan

based on student need.) \_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_

G. The teacher used a system of reward to encourage students learning.

Give system and give an example. \_\_\_\_\_\_ \_\_\_\_\_\_\_

H. Positive feedback was given to students.

(State exactly what the teacher said) \_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_

I. Feedback was given to students. (Explain) \_\_\_\_\_\_\_ \_\_\_\_\_\_\_

J. The teacher used more to teach (e.g. visual information,

hands-on activities, whiteboard, small group, learning centers, etc.) \_\_\_\_\_\_\_ \_\_\_\_\_\_\_

K. Students work was displayed in the classroom. (What?) \_\_\_\_\_\_\_ \_\_\_\_\_\_\_

Field Experience Summary and Reflection

EDCI 3110 Classroom Management

1) Classroom Management Strategies Observed

2) Reflection on Classroom Management Strategies Observed