

Intermediate Field Experience/Fieldwork in Education

Guidelines for Report:
Organizing the Classroom for Student Learning
(Classroom Management Plan)
(2/10/03)

Organizing the classroom for student learning is a critical task each teacher must carry out. Many educators speak about these organizing activities under the rubric of developing a classroom management plan. As part of the 30-hour requirement for Intermediate Field Experience, you are expected to describe and reflect upon how an experienced teacher organizes his/her class for student learning. Specifically, you are asked to focus your attention on the extent to which your cooperating teacher does the following:

1. Has his/her students assume responsibility for themselves and one another, participate in decision-making, work independently and collaboratively, and engage in purposeful activities.
2. Establishes and maintains appropriate standards of behavior.
3. Provides an environment that is safe and conducive to learning.
4. Uses instructional time effectively.

You are expected to write a report based on your ongoing observations of your cooperating teacher, on formal interviews and informal discussions with him/her, and on your own reflections. Sample questions for the interview of teachers will be made available prior to their first observation. Following are questions to guide your collection and presentation of data for this report.

1. **Extent to which the observed teacher has students assume responsibility for themselves and one another, participate in decision making, work independently and collaboratively, and engage in purposeful activities:**
 - a. How are decisions made in class?
 - b. How are students involved in their learning, or the lessons?
 - c. How do the students interact with one another during class time?
 - d. How do the students respond to transitions within lessons and between lessons?
 - e. What sorts of activities are incorporated into the lessons? Are activities student-centered or teacher-centered?
 - f. How are the lessons constructed (i.e. pace, structure, time, multiple intelligences, etc.) to address the individual needs of the students?
 - g. Is there time allocated for students to work individually and collaboratively?
 - h. Does the lesson involve students in purposeful activities?

2. Extent to which the observed teacher establishes and maintains appropriate standards of behavior:

- a. What classroom procedures and routines have been established by your cooperating teacher?
- b. What are the teacher's expectations of behavior, procedures, and routines?
- c. What role did the teacher play in establishing these expectations? What role did the students play?
- d. What are the interventions and consequences of inappropriate behavior?
- e. How are students expected to signal for attention and help or if they need to get up/leave the room?
- f. What sorts of policies have been established for attendance and lateness?

3. Extent to which the observed teacher provides an environment that is safe and conducive to learning:

- a. What is the atmosphere and tone of the classroom?
- b. How is the classroom set up or designed? (Where are desks, supplies, centers, etc.?) What does it look, smell, sound and feel like?
- c. What sorts of resources are available to the students?
- d. How does your cooperating teacher get to know his/her students?
- e. How does your cooperating teacher interact with his/her students – tone of voice, eye contact, humor, body language?
- f. How was the above-described environment established? What role did the teacher play in establishing the environment? What role did the students play?

4. Extent to which the observed teacher uses instructional time effectively:

- a. How does your cooperating teacher open and close the instructional day? Are there established opening and closing procedures?
- b. How does he/she open individual lessons? How does he/she draw students into lessons?
- c. To what extent are students engaged during lesson activities?
- d. How does the teacher close lessons?
- e. How does he/she deal with interruptions and disruptions?
- f. What does the teacher do when some students finish their work before others?

Organize your report into four sections, one for each category listed above. Each section must include three parts: (1) a description of the information gathered for that category (answers to the corresponding questions) based on your observations, formal interviews, and informal discussions; (2) an explanation of the strategies the teacher used relative to the category; and (3) a list of questions you might have about the category-related strategies used by the teacher. Conclude your report with a brief reflection upon the ways in which you intend to manage the learning environment in your own classroom. How do you think your classroom management style and procedures will be

similar to or different from those of your cooperating teachers? I will assess your report using the scoring rubric reviewed in class.

References of Possible Interest

Alper et al. (2001). Alternate assessment of students with disabilities in inclusive settings. Boston: Allyn & Bacon.

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Orlich, D. et al. (2001). Teaching strategies: A guide to better instruction. Boston: Houghton Mifflin

Saphier, J & Gower, R. (1987). The skillful teacher: Building your teaching skills. Research for better teaching. Carlisle, MA

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