

Seminar I: ECEL 412/502
Organizing the Classroom for Student Learning

Task Description
(6-13-11)

As part of the 120 hour requirement in Seminar I, you are expected to use the observation time, opportunities to engage in classroom activities and instruction, interactions with individual students and collaboration with the cooperating teacher to maintain a record of the insights you have that speak to each of the following areas: 1) active and mindful engagement of students, 2) classroom management, 3) classroom environment, 4) time management, and 5) developmentally appropriate instruction.

You will submit reports of your clinical I experience and how each of these elements was reflected during your observations. The objectives of this assignment are to guide your experiences during clinical I to be productive and meaningful, develop a critical lens to the dynamics of a classroom setting, and begin to formulate your teaching methods and strategies for student teaching.

What follows below is a list of questions that will help focus your observations in the classroom to meet each criteria. Although you may not be exposed to situations that would provide you with answers to all of the questions, try to address as many as you can during the course of your 120 hour observation. You are strongly encouraged to include descriptions of events to support your responses and to include evidence from field notes, journal entries, student work or other documentation from class work.

1) Having students assume responsibility for themselves and one another, participate in decision making, work independently and collaboratively, and engage in purposeful activities

1. How are decisions made in class?
2. How are students involved in their learning, or the lessons?
3. How do the students interact with one another during class time?
4. How do the students respond to the transitions within lessons and during lessons?
5. What sorts of activities are incorporated into the lessons?
6. Are activities student-centered or teacher-centered?
7. How are the lessons constructed (i.e. pace, structure, time, multiple intelligences, etc.) to address the individual needs of the students?
8. Is there time allotted for students to work individually and collaboratively?
9. Does the lesson involve students in purposeful activities?
10. Write out a daily schedule.
11. **Reflect on the information you have gathered and remember to refer to previous classes, readings, and current articles/readings etc. Use scholarly sources to link practice to theory.**

II) *Establishing and maintaining appropriate standards of classroom behavior*

1. What classroom procedures and routines have been established by your cooperating teacher?
2. What are the teacher's expectations of behavior, procedures, and routines?
3. What role did the teacher play in establishing these expectations?
4. What role did the students play?
5. What are the interventions and consequences of inappropriate behavior?
6. How are students expected to signal for attention and help if they need to get up / leave the room?
7. What sorts of policies have been established for attendance and lateness?
8. **Reflect on the information you have gathered and remember to refer to previous classes, readings, and current articles/readings etc. Use scholarly sources to link practice to theory.**

III. *Providing a physical environment that is safe and conducive to learning*

1. What is the atmosphere of the room?
2. How is the classroom set up or designed? (Where are the desks, supplies, learning centers, etc.)
3. What sorts of resources are available to the students?
4. How does your cooperating teacher get to know his/her students?
5. How does your cooperating teacher interact with his/her students – tone of voice, eye contact, humor, body language?
6. How was the above-described environment established? What role did the teacher play in established the environment? What role did the students play?
7. Include a classroom map
8. **Reflect on the information you have gathered and remember to refer to previous classes, readings, and current articles/readings etc. Use scholarly sources to link practice to theory.**

IV. *Using instructional time effectively*

1. How does your cooperating teacher open and close the instructional day? Are there established opening and closing procedures?
2. How does he/she open individual lessons? How does he/she draw students into lessons?
3. To what extent are students engaged during lesson activities?
4. How does the teacher close the lessons?
5. How does the teacher deal with interruptions and disruptions?
6. What does the teacher do when some students finish work before others?
7. **Reflect on the information you have gathered and remember to refer to previous classes, readings, and current articles/readings etc. Use scholarly sources to link practice to theory.**

V. *Developmentally appropriate needs of the child (Child Study)*

1. Concentrate on one specific child for this study. Explain how you chose this child and what you hope to gain from the study.
2. *“Draw” a vivid textual picture of the child.*
3. How are the physical needs of the child being met? How is the classroom set up?
4. How are the emotional/social needs of the child being met?
5. How is the classroom environment conducive to the emotional and social growth of the child? What planning and teaching strategies does the teacher use?
6. To what extent are the language needs of the child being met? How does the teacher provide for language expression? What planning and teaching strategies does he/she use?
7. To what extent are the cognitive needs of the child being met? How does the teacher provide for different learning styles? What planning and teaching strategies does the teacher use? Include three samples of the student’s work with an insightful analysis of how these samples illustrate your points
8. ***Reflect on the information you have gathered and remember to refer to previous classes, readings, and current articles/readings etc. Use scholarly sources to link practice to theory.***