

**Management in the Classroom**  
Structured Observation

Student \_\_\_\_\_ Date \_\_\_\_\_

Cooperating Teacher \_\_\_\_\_ School \_\_\_\_\_

Effective classroom management is something student teachers work very hard to learn. It is essential to good teaching. Your cooperating teacher does many things to manage his/her classroom, which you should observe and begin to practice yourself.

Read the following criteria and observe your cooperating teacher during the week. Observe what your teacher does (and does not) do and say to establish and maintain effective management. Write a summary of what you observed in each of the four areas listed below. **Your paper should be at least three pages long and no more than seven.** Up to 4 points will be deducted for grammar and spelling errors. Please attach this handout at the back of the paper.

**Teacher Behaviors (6 points)**

1. Observe your cooperating teacher's behavior while working with the class.  
How much does she/he stand or sit while working with the classroom?
2. How does she/he move around the classroom?
3. How are facial expressions used? (smiles, eyes, "teacher looks")

**Rewards and Consequences (4 points)**

1. What intrinsic and extrinsic rewards (if any) are given? (praises, smiles, pats, points, stars, prizes, parties, etc.)
2. What consequences (if any) are used? (detention, recess time deductions, points off, etc.)

**Language (4 points)**

What does your teacher tell her/his students for:

1. on-task behavior?
2. following rules and procedures?
3. correcting behavior?
4. off-task behavior?

(Note: Whenever possible, make sure to include examples of specific words or expressions.)

**Preventative Management (6 points)**

1. What rules, procedures, and routines has the teacher established to prevent disruptions during the following times?
  - a) Unstructured time (i.e. any time that is not linked to work on a particular subject)
  - b) Transitions, both in the classroom and when transitioning to other places in the school building
  - c) Classroom disruptions during discussions
  - d) Difficulties when students arrive in the morning and when they are getting ready to leave
2. How is non-verbal communication (hand movement, touch, proximity) used?
3. How does the teacher's organization of materials for instruction serve as preventative management?

**TOTAL POINTS** \_\_\_\_\_

**Papers receiving 12 points or less need to be rewritten and submitted to receive up to 16 points.**

**Points will be deducted for late papers. Late papers may not be resubmitted.**

## **Tips for Writing Your Classroom Management Paper** (by Raúl A. Mora, TA)

Writing an observation is an art in and of itself. During the duration of your time as preservice teachers, you will have to write observations for the different classes you visit. This is just the first attempt at reporting what goes on in your classrooms. Here are some suggestions that can hopefully make your reports more thorough:

1. A **structured observation's** main purpose is to find out what you have found about a particular area of teaching, such as classroom management. Make sure you cover each question in as much detail as you can within the page limitations. This is the only chance you may have to give the reader information about what goes on in the classroom, so detail becomes important.
2. We know you might not be able to see **everything** that happens in a classroom, due to your own time constraints. However, that should not be an excuse for not addressing one question. In case you **really cannot** discuss one question because you cannot see that (e.g. you only observe in the morning, so you cannot see what your teacher does at the end of the day), make sure to explain that situation. Your observation should report both the **presence** and the **absence** of each item.
3. Although we expect it to be unlikely, there might be situations wherein the teacher provides you with a **negative** example of classroom management. In that case, be professional. Do not "throw your teacher under the bus." They deserve all our respect since they were kind enough to provide us entry into their classrooms. Report the negative examples in detail (after all, we still need to hear about that), but avoid bashful statements or overly critical comments.
4. Conversely, you might be very impressed with your teacher's techniques. Do not let the awe blind you from the task at hand. If you wish to include praise for your teacher, do so either in the introductory or in the concluding paragraphs of your paper (or both). You are still supposed to report the happenings, not to write an ode to your cooperating teacher.

Some specifics for some of the sections:

*Rewards and Consequences:*

- It can be useful to specify which techniques/procedures are teacher-specific and which are school-wide policies, and how your teacher applies both of these.

*Language:*

There is a very thin line between on-task behavior and following rules and procedures, as well as correcting behavior and off-task behavior. If you are not sure, use the following questions to help you:

- On-task/Off-task behavior: What does your teacher say when students are getting/not getting their work done?
- Following rules and procedures/Correcting behavior: What does your teacher say when students manifest proper/improper attitudes regarding classroom rules (not necessarily related to performing a task)

Finally...

**Proofread your papers!** Remember up to 4 points may (and probably will) be deducted for grammar and spelling. Watch out for punctuation, check for typos, and be careful about those run-on sentences (Tip: If you are writing a sentence, and you have not used a period after three lines, that may be a run-on sentence. Go back and split it in half; that will make it more readable and it will be easier to follow your ideas.)