

Management in the Classroom
Structured Observation

Student _____ Grade _____

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 two pages long.** Up to 2 points will be deducted for grammar and spelling errors. Please attach this handout to the front of the paper.

Teacher Behaviors (3 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 (2 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 (2 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 (3 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 6 points or less need to be rewritten and submitted to receive up to 8 points.

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