**Early Field JOURNAL PROMPT #1 Classroom Environment**

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| Name:  Date: | Cooperating Teacher:  School Site:  Grade Level: |
| Danielson Framework Component: 2a Creating an Environment of Respect and Rapport | |
| Danielson Framework Component: 2b Establishing a Culture of Learning | |
| Danielson Framework Component: 2e Organizing Physical Space | |

Introduction to Journal Topic:

In the Danielson Framework, creating the classroom environment is a key component of classroom success. The teacher has to consider how to develop positive relationships and to have students cooperate with one another (2a). A teacher needs to consider organizing physical space to bridge cultural gaps and to reach learners with special needs (2e). In your early field placement, these are important areas to address in order to establish a culture for learning (2b).

Required Elements:

In this journal, you must address the relationship between at least two (2) of the above components (2a, 2b, 2e).

Things to consider:

*2a – In what ways do students interact with each other? How do students interact with the teacher?*

*2b – What expectations does the teacher have for student learning? How is the importance of content conveyed by the teacher? To what extent do students have the opportunity to demonstrate pride in their work?*

*2e – How is the classroom set up? Is the classroom safe for all students?*

**After considering some of the above questions, explain how one of these components has a direct impact or relationship on another.**

For example, you might discuss the organization of the physical space in your placement classroom (2e) and how that space lends itself to cooperative learning (2a).

Evaluation Rubric:

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| **CATEGORY** | **2 POINTS** | **1 POINT** | **0 POINTS** |
| Required Elements | Addresses two (2) of the three (3) selected components from the Danielson Framework with equal attention to both | Addresses two (2) of the three (3) selected components from the Danielson Framework with limited attention to one of them OR addresses only one (1) component | Does not address any of the selected components of the Danielson Framework |
| Evidence (Support) from Field Placement Experiences | Provides detailed, specific evidence from field placement classroom | Makes minimal or incomplete references to field placement classroom | Makes no reference to field placement classroom |
| Relationship to Course/Seminar Learning | Draws specific comparisons and/or makes contrasts to theory and content from University courses/seminars | Makes indirect/incomplete connections to theory and content from University courses/seminars | Provides no connections to theory/content from University courses/seminars |
| Reflective Disposition | Considers specific field placement evidence and University classroom learning to reflect significantly on personal/professional beliefs and future teaching practice | Offers some vague reflection on how field placement evidence and classroom learning may impact beliefs and teaching practices | Makes no substantive reflections on evidence and learning in relationships to beliefs and future practices |
| Grammar/Conventions/Quality of Writing | Free of grammatical and spelling errors;  Writing is clear and concise with appropriate transitions | Minor grammatical and spelling errors; Some issues with clarity and transitions in writing | Major grammatical and spelling errors; Awkward writing style that prevents understanding |

**TOTAL= \_\_\_\_\_/10**

Comments: