**Early Field JOURNAL PROMPT #2 Management in the Classroom**

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| Name:  Date: | Cooperating Teacher:  School Site:  Grade Level: |
| Danielson Framework Component: 2c *Managing Classroom Procedures* | |
| Danielson Framework Component: 2d *Managing Student Behavior* | |

Introduction to Journal Topic:

*An effective classroom environment is something student teachers work hard to learn and is an essential skill of teaching. A smoothly functioning classroom is necessary for quality instruction to take place and for high levels of student engagement. Effective teachers realize that they must establish an orderly classroom environment in order for students to be highly engaged in quality learning. Your cooperating teacher uses many strategies to manage his/her classroom, as well as student behavior, which you should begin to reflect upon and to practice yourself.*

Required Elements:

Observe your cooperating teacher during the week and respond to the following:

*\*How does your cooperating teacher organize materials and supplies to facilitate classroom procedures?*

*\*What rules, procedures, and routines has the teacher established to manage transitions, use of supplies, and instruction? How does the teacher communicate expectations to the students?*

*\*What strategies does the teacher use to monitor student behavior? How does the teacher respond to misbehavior?*

*\* Other than the classroom responsibilities, for what additional duties is the teacher responsible? How are volunteers and paraprofessionals used in the classroom?*

Evaluation Rubric:

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| **CATEGORY** | **2 POINTS** | **1 POINT** | **0 POINTS** |
| Required Elements: | Addresses all questions | Addresses 3 required questions | Addresses less than 3 required questions |
| Evidence (Support) from Field Placement Experiences | Provides specific classroom evidence for all questions | Provides general evidence or evidence for only 2-3 required questions | Does not provide evidence from the classroom |
| Relationship to Course/Seminar Learning | Connects evidence to theory, concepts, and discussion from course work and seminar | Connects evidence to discussion from course work and seminar, but not to theory | Does not connect evidence to course work or seminar |
| Reflective Disposition | Thoughtfully addresses connections to personal teaching practice and implications to teaching future | Addresses only connections to current field placement | Makes no connections to practice |
| Grammar/Conventions/Quality of Writing | Free of errors | Relatively free of errors | Has significant errors |

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

Comments: