

Observation Analysis

Name: Ima Sample

Compare & Contrast

Day (Mon. or Wed.): Wednesday

Time (AM or PM): PM

NOTE: The assignment calls for you to compare and contrast classroom management and one of three other categories: student behavior, classroom set-up, or instructional strategies.

Observation Grades/Area (Low to high)	Classroom Management (Must be included)	Classroom Set-Up (Indicate Second Category)
K	<ul style="list-style-type: none"> • Withitness/overlapping • Structuring/framing - "I'll take one more answer" • Checks for understanding "Susie, what are you going to do when I say go?" • Multi-task • Signal - Teacher clapped hands in a pattern and students looked at her • Used indirect instruction • Teacher gives verbal praise 	<ul style="list-style-type: none"> • Students sit at tables • Daily schedule posted. • Area with a supply of books. • Rules listed at the front of room
1st	<ul style="list-style-type: none"> • Teacher Proximity - Teacher stood by a student's desk while teaching and the student stopped talking to his neighbor • Structuring/framing - "When I say Go..." • Checks for understanding "Johnny, what is the first thing you are supposed to do?" • Anticipatory Set • Manipulative projects (math games) • Rapport • Teacher gives verbal praise • 	<ul style="list-style-type: none"> • Students sit in rows. • Daily schedule posted • Reading area • Rules listed at the front of room
2nd	<ul style="list-style-type: none"> • Teachable moment • Multi-task • Signal - Teacher clapped hands in a pattern and students listened to her • Used indirect instruction 	<ul style="list-style-type: none"> • Students sit in clusters • Daily schedule posted. • Reading area • Classroom rules listed
3rd	<ul style="list-style-type: none"> • Stop light behavior chart • If students are talking in the "no talk area" then the whole class must go back to their desks • Structuring/framing- "You have three more minutes to work", "Eyes on me" • Checks for understanding • Uses higher order thinking skills - "What do you think about this? Why?" • Manipulative projects in math and science (experiments/labs, making compasses to measure angles) 	<ul style="list-style-type: none"> • Desks arranged in clusters of about 5 students. • Each week the desks are arranged a little differently. • Students who are usually off task have their desks seperated from the rest of the class. • One students desk is positioned next to the teacher aide's desk. • Daily schedule posted. • Routine activities each day. • Area in classroom that is set up like a

	<ul style="list-style-type: none"> • Signal - Teacher clapped hands in a pattern and students listened to her • Used both direct and indirect instruction • Teacher moves students' desks away from the rest of the class if they are misbehaving • If students were misbehaving, teacher has them stay behind and work on homework for awhile while the rest of the class goes to art. • When switching from one subject to another, the teacher tells students that if they can get everything put away in 2 minutes then they can go to art class early. • Students fill out self-assessment sheets when they finish a new concept in a subject to check for understanding. 	<ul style="list-style-type: none"> • "mini" library. • "About Me" area where a different student is selected each week to present pictures of themselves • Classroom rules listed. • Bins labeled with classroom supplies. • Towards the end of the day students have to pick up any garbage under their desks.
4th	<ul style="list-style-type: none"> • Teacher Proximity - Teacher stands by a students desk and they stop talking instead of singling them out in front of everyone. • Teacher gives verbal praise • Checks for understanding • Anticipatory Set • Uses higher order thinking skills - "Tell me how you got that answer" • Manipulative projects in math - Had students work out math problems on personal chalkboards • Multitasking - Walked around room to help students while teaching lesson • Rapport • Used indirect instruction • 	<ul style="list-style-type: none"> • Students sit in rows • Daily schedule posted. • Reading area • "About Me" area • Classroom rules listed
6th	<ul style="list-style-type: none"> • Teachable moment • Checks for understanding • Uses higher order thinking skills - "Explain how you got that answer." • Used indirect instruction • Uses proximity - Walks up to students desk who is not following directions and places fingers on the desk while still teaching the lesson or gives them "the look" • Multi-tasking • Moves students from their original desk when they are misbehaving. 	<ul style="list-style-type: none"> • Students sit in rows of three. • Daily schedule posted • Reading area and bookcase filled with books. • Classroom rules listed • Date displayed on the board • "Important information" board • Not much color in the classroom, however, there are several plants.
Art	<ul style="list-style-type: none"> • Used direct instruction when teaching lesson 	<ul style="list-style-type: none"> • Students sit at tables (about 8 kids at each table)

	<ul style="list-style-type: none"> • Anticipatory Set • Manipulative projects (painting, origami, etc). • Signal - Clapped hands in a pattern to get students to listen 	<ul style="list-style-type: none"> • Classroom rules listed • Room seemed cluttered with classroom supplies.
P.E.	<ul style="list-style-type: none"> • Checks for understanding • Manipulative activities- (Frisbee) • Multi-tasking • Used both indirect and direct instruction 	<ul style="list-style-type: none"> • Students line up in rows for stretches • Music is played throughout the entire class period.
Resource	<ul style="list-style-type: none"> • Checks for understanding - "Do you know what you're going to work on when I say "go"?" • Manipulative activities (electronic flashcards) • Uses a timer to show how much time is left to work on a test. 	<ul style="list-style-type: none"> • Room divided into four sections and is shared by 3 teachers. • Very colorful with lots of posters • Room is filled with bookcases and many books for students to read.
BD	<ul style="list-style-type: none"> • Checks for understanding - Asks each student individually if they know what they are supposed to be working on • Multi-tasking - Each student was working on something different and the teacher was able to help all the students with all their assignments • Manipulative activities - Some students worked on a coloring activity • Used indirect instruction 	<ul style="list-style-type: none"> • Classroom is sectioned off into several sections. • One section is the teachers desk area • One section consists of a reading area with books, a lamp, and a rocking chair. • Cupboards are labeled with all the letters of the alphabet along with common words that start with each letter. • Room was very colorful with lots of posters.

Summary

Classroom Management	Classroom Set-Up (Indicate Second Category)
<p><u>Similarities:</u></p> <p>I noticed that the majority of the teachers use a signal which seems to get the students refocused on what they are supposed to be doing. This signal consists of clapping part of a song and having the students clap back the remaining part or simply turning off the lights. I also noticed that a lot of the teachers focus on indirect teaching methods and construct assignments that involve manipulative work. A lot of the teachers always check for understanding before continuing with a lesson. When a student seems to be off task, the teachers use proximity to get the student refocused. The most common type of proximity used involved the teacher relocating themselves by the student that was misbehaving.</p>	<p><u>Similarities:</u></p> <p>All of the classrooms that I visited, I observed that each teacher had some kind of daily schedule posted at the front of the room. Also, I noticed that the classes that take place with an instructor other than the regular classroom teacher (example, art or P.E.) the seating arrangement was focused more towards group seating at large tables rather than seating in rows. Another similarity was that each classroom had a reading area or corner where a supply of books were kept and where students could go to read silently. All of the primary grades that I visited had a display of the alphabet that was easy for students to refer to.</p>

Differences:

Structuring and framing was more popular in the primary grades compared to the upper grades. Students in the upper grades did not need to be reminded as much of the classroom rules and expectations. I witnessed more hands on and manipulative activities in the primary grades compared to the upper grades.

Differences:

I noticed that the majority of upper grade classrooms have a seating set up where students sit in rows while younger grades sit in clusters. I also noticed that the primary grades have more colorful classrooms than the upper grades. The primary grades have more classroom rules where as the upper grades have only a few.

Conclusions

After observing well over half of the teachers at Grant Wood Elementary School, I have realized many important factors that I want to incorporate into my future teaching career. First of all, I noticed that the students are really affected if the teacher is having a bad day. When I become a teacher, if I am having a bad day, I will make sure not to take it out on my class. Also, I realized how important it is to have classroom rules. This way if a student is misbehaving, all I will have to do as a teacher is tell them that they are breaking a certain rule and then make them correct their negative behavior. I also saw how important it is to give students a reward to work towards. If the whole class works as a team in transitioning from one subject to the next effectively, then they should earn points towards something, such as extra time at recess or some kind of a party. In my teaching career, I will make sure to post a daily schedule at the front of the room so that students will not ask what we will be doing next over and over again. Another great idea I witnessed in the majority of the classrooms was to have a job chart or bulletin board. By assigning students with certain jobs they need to perform each day, such as taking attendance or feeding the class fish, the students will gain a sense of responsibility along with a position in the class. I look forward to starting my own classroom and incorporating these tactics into my daily routine.