

APPENDIX 5
Classroom Discipline

Your Name Jill Gearhart Date 3/03/2008

Period and Time block 1 7:50 – 9:20

Reflect upon the classroom you are observing. Hopefully it is one that has a level of classroom discipline which you would like to enjoy in your own classroom. You will use the following questions to learn about how the teacher whom you observed achieved this learning climate. You will use the following scale for each item on the questionnaire that follows:

5 Always 4 Usually 3 Sometimes 2 Seldom 1 Never

Indicate your response for each item by filling in the number that corresponds to your choice in the spaces provided.

How often does the teacher:

- 4 1 begin class on time?
5 2 take roll quickly?
2 3 state the object of the day's learning activities?
5 4 wait for attention before beginning class?
5 5 give clear, easily understood, complete directions?
3 6 use routines for distributing material, collecting homework, etc...?
5 7 ask questions to check on student attentiveness?
4 8 stop inappropriate behavior quickly?
5 9 pace lessons appropriately (moves along at a pace to keep students interested)?
5 10 appear confident?
4 11 move among the students?
5 12 plan enough work to keep students engaged until the end of class?
2 13 permit students to wander around the room without permission?
3 14 require students to raise their hands before answering questions?
4 15 interrupt their own sentences to respond to interruptions from students?
3 16 ignore inappropriate behavior?
1 17 fumble through folders or drawers to find materials essential to teaching the lesson?
1 18 forget to collect homework assignments?
5 19 require written or oral answers to hold students accountable for learning?
4 20 return graded materials within one or two days of collecting them?

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Analysis and Synthesis of Data

Write a short description of the classroom climate. Pay attention to how it “feels” to you. Does it seem comfortable and relaxed, but orderly and conducive to learning? Is it restrictive and tense? Is there an inordinate amount of confusion and noise? Write down your general impression of how this climate impacts students’ opportunities for learning.

Discussion questions create an atmosphere of community and of routine since the teacher always starts with a discussion question related to the lesson. She has camaraderie with the students because she participates in these discussions questions. By asking questions in an almost a Socratic method, the teacher not only cuts down confusion by refining ideas, but also raises enthusiasm by fueling the discussion and guiding it to new places.

The aesthetics of the classroom are lacking, however, but understandably so. Of course, a livelier environment would contribute to the climate, but the aesthetics the classroom lacks are made up for in the exciting discussions.

Examine your questionnaire data. Think about the frequency of performance of the tasks and how it might be related to the level of discipline that exists in the classroom. Write a short statement about your impressions.

I think that if the teacher naturally and routinely uses management tasks seamlessly in his/her teaching, the level of discipline problems will be low. Students will respect a teacher that is organized and focused and also know “not to mess with” a teacher who does not tolerate inappropriate disruptions.

What did you learn from this exercise about the skills you will need in order to create a pleasant, comfortable classroom climate?

I’ve learned that the teaching can be greatly aided with an environment that is as enthusiastic as the teacher should be. If a classroom is lacking aesthetically, the teacher will have to be more directly involved with the students to move the lesson along, rather than just have the students conduct the lesson themselves.