

**EDU 1/266 FIELDWORK ASSIGNMENT #2: MOTIVATION & MANAGEMENT
(15 POINTS)**

Observation of Effective Instruction & Classroom Management

PRACTICE TASKS:

TPE 1 Engaging & Supporting All Students

1.4 Use a variety of developmentally and ability-appropriate instructional strategies, resources, and assistive technology, including principles of Universal Design of Learning (UDL) and Multi-Tiered System of Supports (MTSS) to support access to the curriculum for a wide range of learners within the general education classroom and environment.

TPE 2 Creating and Maintaining Effective Environments for Student Learning

2.6 Establish and maintain clear expectations for positive classroom behavior and for student-to-student and student-to-teacher interactions by communicating classroom routines, procedures, and norms to students and families.

TPE 4 Planning Instruction & Designing Learning Experiences for All Students

4.4 Plan, design, implement and monitor instruction, making effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students by removing barriers and providing access through instructional strategies that include:

4.6 Access resources for planning and instruction, including the expertise of community and school colleagues through in-person or virtual collaboration, co-teaching, coaching, and/or networking.

PURPOSE

Your visit to your Content Area Coach’s school will allow you an opportunity to apply your knowledge of TPEs 2 & 6 as well as the principles gained from our discussion on class management, dealing with disruptive behaviors, affecting self-esteem positively, and overall creating a welcoming learning environment for the classroom.

You will be able to observe your coach’s strategies for student engagement, use of instructional time, and promotion of an effective social environment. In addition, you will be able to review the school site’s provisions for student and personnel safety, student discipline, and conflict resolution. **You will also be able to observe your Coach’s incorporation of first-and second-language strategies, classroom organization, and use of paraprofessionals or specialists in support of the content and language learning of English Learners.**

PROCESS

1. Speak with your Content Area Coach and arrange a visitation time. You should plan on observing for at least one full class period, interviewing your Coach following your observation, and reviewing available school documents on safety and discipline. These tasks will take you approximately 2 to 3 hours.
2. **Observe one period** in your Coach’s classroom using the observation chart (attached). **Interview** your coach using your observation notes, asking questions and seeking clarifications about what you

observed. Also ask the questions on management and motivation (attached). **Be sure to include the questions you asked, written out, in order for the reader to know which question was asked.**

PRODUCT

Your fieldwork report should include three parts:

Part I: Field notes using the classroom observation chart during the observation. (5 points possible)

Part II: Summary of your observation of your content area coach's classroom. (5 points possible)

Part III. Summary of your interview of your content area coach. (5 points possible)

The report should be typed and double-spaced. Standard academic English usage should be used and edit carefully.

CONTENT AREA COACH INTERVIEW QUESTIONS

You can download this form off of CANVAS and insert the answers after each question.

MANAGEMENT ISSUES

1. Groupwork:
 - a. How do you teach students how to work in groups?
 - b. How do you get the groupwork started? Monitor it?
 - c. What guidelines do you give students? Do they have roles?
 - d. What are kinds of assignments lend themselves well to groupwork?
 - e. What kinds don't work well as groupwork?
 - f. What size groups do you typically use? Why?
 - g. Your question here.**
2. How do you handle these management concerns?
 - a. Choose three areas to ask about.**
 - b.
 - c.

MOTIVATION ISSUES

- a. How do you encourage students' effort in your classroom?
- b. How do you help students feel valued or successful?
- c. Your question here.**

Fieldwork #2 Classroom Observation Chart

TPE ELEMENTS TO CONSIDER	Observations/comments/questions
Communicates instructional objectives/goals/standards	
Ensures active, equitable student participation	
Monitors Ss progress toward goals, including ELs	
Uses strategies to re-focus Ss off-task	
Encourages Ss to share points of view	
Uses students' experiences	
Asks stimulating questions	
Encourages Ss to ask questions	
Maximizes time Ss spend on task	
Establishes routines	
Manages transitions	
Adjusts time to optimize learning opportunities & outcomes, including for ELs	

Sets clear expectations for behavior	
Creates positive climate for learning	
Establishes rapport with Ss	
Responds to sensitive issues	
Helps Ss work responsibly with others & independently	
Makes necessary changes in environment to maximize academic achievement for all students, including ELs	

CLASSROOM OBSERVATION CHART: USE THIS FOR YOUR FIELDNOTES.

GRADING SUMMARY

**Fieldwork Assignment #2: Motivation & Management
Observation of Effective Instruction & Classroom Management**

PRACTICE TASK:

TPE 1 Engaging and Supporting All Students in Learning

TPE 2 Creating and Maintaining Effective Environments for Student Learning

TPE 4 Planning Instruction and Designing Learning Experiences for All Students

Element	Comments	Score
Part I: Field notes as taken during the observation. (5 points possible)		
Part II: Summary of your observation of your content area coach’s classroom. (5 points possible)		
Part III. Summary of your interview of your content area coach regarding management and motivation. (5 points possible)		
Total Score (15 points possible)		

CONTENT AREA COACH INTERVIEW QUESTIONS

Management Issues		2. How do you handle these management concerns? Choose three areas to ask about.	
1. Groupwork: Checked box indicates the element was included.		a.	
a. How do you teach students how to work in groups?		b.	
b. How do you get the groupwork started? Monitor it?		c.	
c. What guidelines do you give students? Do they have roles?		Motivation Issues	
d. What are kinds of assignments lend themselves well to groupwork?		3. How do you encourage students’ effort in your classroom?	
e. What kinds don’t work well as groupwork?		4. How do you help students feel valued or successful?	
f. What size groups do you typically use? Why?		5. Your question here.	
g. Your question here			

