

Entry 4

Analysis of Classroom Learning Environment

Creating an Environment of Respect and Rapport

Explain how the classroom teacher established and maintained an atmosphere of trust, openness and mutual respect in the classroom. Describe specific strategies used to encourage:

- Positive student verbal and non-verbal communication skills
- Positive student social interactions

Both teachers at Manhattan High School and St. George Elementary used peer teaching in their classroom. This strategy included students reviewing and teaching concepts to their peers. By using this strategy the teachers created an environment that encouraged positive student social interaction because students were able to work collaboratively on activities and assignments. The teachers used strategies of allowing students to pick their partners and assigning students to each other.

The teachers promoted positive student verbal and non-verbal communication skills by involving students in coming to the board to present answers, explanations, or show movement of the musical line. Students were encouraged to both verbally answer questions, or notate/draw answers on the board.

Establishing a Culture for Learning to Encourage Student Engagement and Responsibility

Describe how the classroom teacher created a culture for learning in the classroom. Describe specific strategies used to encourage:

- Active engagement in learning
- Student responsibility for their own learning
- Student commitment to the subject
- High expectations for achievement
- Student pride in work

The teachers at Manhattan High and St. George Elementary both created a culture for learning in their classroom. They used strategies of asking higher order thinking skills in the classroom that challenged students to think deeply about the subject and give thoughtful answers. They gave the students responsibility of their own learning by using peer teaching strategies, or having students share their own strategies for learning concepts. In the theory class at Manhattan High students were encouraged to share the strategies that they use to remember the major scales and key signatures. This strategy gave the students responsibility for their learning, gave them pride in their achievement, and encouraged commitment to the subject. Students were also actively engaged in the learning in their classrooms because they were offered opportunities to present in class. In the St. George Elementary classroom students were given the opportunity to physically show their classmates the shape and movement of a musical piece. This strategy gave the students pride in their work and actively engaged the students in learning.

Managing Classroom Procedures

Describe the classroom routines and procedures. Include specific procedures used to promote:

- Student responsibility
- Smooth operation of the classroom
- Efficient use of time (e.g., organizing and managing groups of students, distribution and collection of materials, use of student helpers, transition between activities, etc.)

In the high school class students were responsible for their own work and having their materials in class. Students were expected to have their books and to be following along. In the elementary classroom students had assigned seats and were expected to be in their seats and quiet at the start of class. Students were responsible for passing their music folders down the rows and passing them back in in order at the end of class. The teacher gave the students these responsibilities and expectations everyday. This strategy teaches students responsibility of having their materials, making the class go smoothly, and efficiency of passing out materials.

Encouraging Appropriate Student Behavior

Describe the classroom management plan. Include specific classroom management strategies used to:

- Establish clear expectation of conduct
- Monitor student behavior
- Respond to behavior that does not meet your expectations

In both classroom the rules and expectations of students were clearly marked and presented at the front of the classroom. The teachers both monitored and responded to student behavior in discrete and non-distracting ways. If a student was acting out the teacher would simple walk-up behind or next to the student while still teaching and the unwanted behave would subside immediately. This strategy takes care of behavior issues quickly and quietly without causing a scene.

Organizing the Physical Environment

Attach a simple sketch of the arrangement of the physical space of your classroom. Design and describe a plan to:

- Make learning accessible to all students
- Address safety concerns
- Arrange the furniture to support typical learning activities

In my classroom I want organization and accessibility. In my sketch I have the band in arcs but there is a gap in the middle and space in-between rows so I can access each and every student. This set-up allows me to individually work with every student and address behavior issues by using proximity. I have included space for chair and stand stacks and instrument and music storage. This technique is used for organization and a safe and clean

room. It makes the room accessible for other activities and provides safety for the equipment and students.

