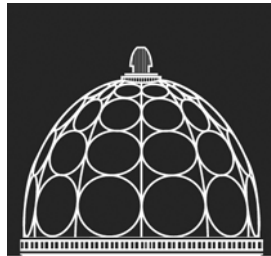


Pre-professional Public School Classroom Experience

**EDUC 4463 CLASSROOM
MANAGEMENT**



**LINDSEY
WILSON
COLLEGE**

Education Division

Spring SEMESTER 2004



Spring Semester 2004

Dear Colleague:

Thank you so much for agreeing to serve with us in the professional preparation of next generation's teachers. As I think we would all agree, this is a high calling that requires a partnership of teacher educators and classroom teachers.

This packet contains:

- letter of introduction
- roles and expectation of 1) Classroom Mentor 2) LWC Education Candidate and 3) LWC Education Professor
- log of classroom visits by LWC education student/candidate
- evaluation form for Classroom Mentor
- evaluation form for LWC Education Candidate
- KTIP evaluation form
- EDUC 4463 Classroom Management Plan format
- Assessment Rubric for completed Classroom Management Plan

As a secondary science teacher for many years in addition to my work in post secondary education, I value the collaborative experience of both the theorist of 'best practice' and the practical everyday experience of 'life in the real world.' In my opinion, this combination of experiences is absolutely essential if we are to adequately prepare our future generation of teachers to meet the needs and challenges of a dynamic, ever-changing public school classroom.

I will be in touch within the first two weeks of the mentoring experience and hop to come by and meet with you during your planning period to discuss any issues, questions, or concerns you may have and of course, I am available by phone at 270-384-8062 and by e-mail at brownbi@lindsey.edu.

EDUC 4463 Classroom Management 5-12 is also available as a 'web-assisted' course at:

http://bcbrown.net/lindsey_courses/4463/

I hope you will visit this site for greater comprehension of the full dimensions of this course.

Again, thanks so much for working with us in this important endeavor.

Bill Brown, Ed.D
Associate Professor
Lindsey Wilson College
Columbia, KY 42728
270-384-8062
brownbi@lindsey.edu

**EDUC 4464 Classroom Management 5-12
Spring 2004**

Public School Classroom Pre-professional Experience

Expectations:

LWC Student:

1. Meet eight (8) class meetings with the public school teacher. This schedule will be determined by the classroom teacher and student. The student understands that if he/she cannot meet a scheduled meeting that both the classroom teacher and the LWC EDUC 4463 professor are to be notified and appropriate plans for making up the missed work will be made at the earliest convenience.
2. Display appropriate professional dress. (meet same expectations as per employed classroom teacher)
3. Serve in role as 'aide' as expected by classroom teacher during classroom visit. That role is to be defined by the mentor/teacher.
4. Use the experience to complete the 'Classroom Management Plan' component of the course in conjunction with the classroom teacher. At least one (preferably two) of the scheduled visits should be during the teacher/mentor's planning period to discuss various aspects of the Classroom Management Plan.
5. The culminating activity of this experience is for the student to teach a lesson on a topic as decided upon by the classroom teacher and the student. This lesson will be videotaped and an appropriate lesson plan with accompanying materials, assessments, etc. will be expected. This videotape will be viewed by the student at a later time using a KTIP (Kentucky Teacher Internship) Instrument.
6. Keep an up to date log of visits
7. Keep an up to date reflective journal of the experiences

Public School Classroom Mentor/Teacher:

1. Serve as mentor for the student during the eight (8) classroom visits for topics relating to classroom management. These would include such topics as classroom rules and consequences, what to do on the first day of class to make sure the proper 'tone' for the class is set, the policy or expectation for dealing with parents,
2. Provide experiences to acquaint student with everyday workings of a public school classroom. The eight visits, the student should provide enough time for the student to get a good variety of the many 'moods' of a public school classroom.
3. At least one (preferably two) of the scheduled visits for the LWC student should be during the teacher/mentor's planning period to discuss and give guidance on various aspects of the Classroom Management Plan. Included would be the school's emergency preparedness plan, how the school deals with 'special needs students,' etc.

LWC EDUC 4463 Instructor:

1. Use the public school classroom experience to build an appropriate Classroom Management Plan that will be realistic when students move to Student Teaching and beyond.
2. Be available to both students and mentor/teachers to insure a smooth implementation and completion of the experience.

**Record of Public School Pre-professional Experience
 EDUC 4463 Classroom Management 5-12
 Log of Classroom Visits**

[All information must be completed]

Date _____

Student Name _____

Teacher/Mentor Name _____

School _____

Subject _____

Grade Level _____

Semester Year _____ [Fall _____ Spring _____]

Date	Start Time	Finish Time	School & Activity	Teacher's Signature	Total Time

**Evaluation of Public School Pre-professional Experience
EDUC 4463 Classroom Management 5-12
Teacher/Mentor**

Teacher/Mentor _____

LWC Student _____

School _____

Subject _____

Grade Level _____

Semester Year _____ [Fall _____ Spring _____]

1. Did the student make proper arrangements (schedule) for the experience?
Yes _____ No _____
2. Did the student maintain the schedule as agreed upon?
Yes _____ No _____
3. Did the student meet your expectations for becoming involved in the actual operation of the classroom?
Yes _____ No _____
4. Did the student meet your expectations with the culminating activity (videotaped lesson presentation)?
Yes _____ No _____
5. The overall quality of the student's work was:
Excellent _____ Good _____ Fair _____ Poor _____ Unacceptable _____
6. The student's rapport with students in your classroom was:
Excellent _____ Good _____ Fair _____ Poor _____ Unacceptable _____
7. The student's dependability was:
Excellent _____ Good _____ Fair _____ Poor _____ Unacceptable _____
8. The student's punctuality was:
Excellent _____ Good _____ Fair _____ Poor _____ Unacceptable _____
9. The student's professional dress and appearance was:
Excellent _____ Good _____ Fair _____ Poor _____ Unacceptable _____

10. The student's professional attitude was:

Excellent ____ Good ____ Fair ____ Poor ____ Unacceptable ____

Comments: (use back as necessary)

Please provide feedback as to how the experience may be refined or modified to provide a more meaningful experience for the LWC Education Candidates.

**Evaluation of Public School Pre-professional Experience
EDUC 4463 Classroom Management 5-12
LWC Education Candidate**

LWC Student _____

Teacher/Mentor _____

School _____

Subject _____

Grade Level _____

Semester Year _____ [Fall _____ Spring _____]

Please use the space below to comment on the five (5) major areas of growth brought about by this experience:

1.

2.

3.

4.

5.

Please use the space below to comment on any areas that you wish you could have had more time to explore during the experience (use back as needed):

EDUC 4463 Classroom Management 5-12
Classroom Management Plan Contents:

1. Title Page
2. Table of Contents
3. Introduction
4. "Good Judgment" Model
 - Overview
 - Excellent Classroom Management
 - Self-reliant, independent learners
 - Student is in control
 - Routines vs. Rules
 - Outline of Steps (in generic "Good Judgment" Model)
5. Demographics of public school class (mentor)
6. What do I do on the first day of school? (mentor)
7. Glossary of Terms (mentor)
8. References
9. Documents (Appendixes)
 - a. Rules and Consequences (relate to GJM)
 - b. Handout for parents to sign (mentor)
 - c. Crisis Management Plan (mentor)
 - d. "Special Needs" policy or expectations (mentor)
 - e. "Zero Tolerance" policy
 - f. Typical Classroom Disruptions (mentor)
 - g. Mentor evaluation of experience (mentor)
 - h. LWC student evaluation of experience
 - i. KTIP of lesson taught in public school
 - j. Additional documents and work as defined by the classroom teacher and the course instructor (e.g. portfolio production documents as appropriate for P-5 candidates)** (mentor)

Note: This is to be a formal document that shall follow proper format (APA Style - http://webster.comnet.edu/apa/apa_index.htm)

**Assessment – Classroom Management Plan
Performance Criteria**

Name _____

Semester _____ Year _____

1. Terms are properly defined

1 2 3 4 5

2. "Good Judgment" Model steps are clearly defined

1 2 3 4 5 6 7 8 9 10

3. Plan is clear and easily followed

1 2 3 4 5 6 7 8 9 10

4. Plan is complete with attention to detail (including tabbed divisions of components of the plan)

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

5. Plan takes into account a wide range of disruptions

1 2 3 4 5

6. May be incorporated into lesson plan for substitute teacher

1 2 3 4 5 6 7 8 9 10

7. Includes appropriate classroom rules and consequences to be sent home to parents

1 2 3 4 5 6 7 8 9 10

8. Plan is consistent with system policy

1 2 3 4 5 6 7 8 9 10

9. Plan is consistent with all types of diversity

1 2 3 4 5 6 7 8 9 10

10. Plan is legible and articulate (correct grammar, spelling, etc.)

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

