



COLLEGE OF
EDUCATION

MASTER IN TEACHING (MIT) PROGRAM

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INTRODUCTION TO THE FIELD EXPERIENCE

The professional education of teacher candidates preparing for teacher certification at Seattle University is guided by the organizing theme: **The teacher is an ethical, knowledgeable and reflective decision-maker who can teach all students to function effectively in a global and pluralistic society.**

Guided by this framework, the Master in Teaching (MIT) program is committed to preparing you to teach young people from diverse backgrounds. Fieldwork with exceptional and culturally and linguistically diverse students is an expression of this commitment. In this handbook, you will find the necessary information to facilitate your learning in the MIT program.

Each program experience (in class or in the field) has expectations for your professional growth towards becoming an effective first-year teacher, and each experience is designed to build on previous experiences. If at any time you experience difficulty in the program, the faculty will work with you to support your learning. Weave an assistance plan process to support your learning and the plan and circumstances for an assistance plan are described in Special Circumstances.

Teacher Education Admission, Retention, Graduation, and Certification Introduction

The education of a teacher requires assimilation of subject knowledge, basic skills, and teaching knowledge (pedagogy) while developing appropriate professional, behavioral, and social attributes for successful teaching. The MIT program has the responsibility to the public to assure that its graduates can become fully competent and caring teachers. Thus, it is important that persons admitted possess the intelligence, integrity, compassion, and physical and emotional capacity necessary for teaching in K-12 classrooms.

This document clarifies the ways in which graduates of the MIT program are required to demonstrate these essential competencies before entering the field of teaching.¹

ESSENTIAL COMPETENCIES²

Program Competencies

A. Cognitive Abilities for Problem Solving and Effective Teaching

The teacher candidate must have the cognitive abilities necessary to master relevant content in subjects commonly taught in K-12 schools. This content includes pedagogical principles and their application in field settings at a level deemed appropriate for a beginning teacher. These cognitive abilities are described as the capacity to memorize, comprehend, apply, analyze, and

¹ The program policy is an extension of and in conformity with the School of Education Admission, Retention, Graduation, and Certification Policies and Procedures.

² The program does not discriminate on the basis of race, color, creed, religion, national origin, gender, sexual orientation, age, marital status, or disability. When requested, the University will provide reasonable accommodation to otherwise qualified students with disabilities.

synthesize material. Teacher candidates also must be able to develop effective reasoning and decision-making skills. Embedded within this context are the moral and ethical understandings that are fundamental to providing all learners with equitable opportunities for learning and academic achievement.

Additionally the teacher candidate must be able to demonstrate the following knowledge and skill competencies:

1. Planning and content knowledge

- Plans focused and sequenced instruction aligned with curriculum standards and outcomes
- Uses knowledge of students' personal, socio-cultural, and linguistic characteristics to inform instruction
- Uses knowledge of students' families and communities to inform instruction

2. Assessing learning

- Plans assessments to monitor and support student learning
- Analyzes student work related to standards and learning targets
- Uses a variety of assessments to inform instruction
- Provides students with feedback to guide further learning

3. Engaging students in learning

- Engages students in learning through a variety of culturally responsive and developmentally appropriate strategies
- Monitors and adjusts instruction to deepen students' learning
- Implements appropriate instruction and management practices to foster a safe, inclusive, positive, and productive learning environment
- Engages students in learning through the strategic use of developmentally appropriate technology

4. Applying culturally and linguistically responsive instruction

- Uses knowledge of students' lives to inform instruction
- Creates and nurtures with students a classroom culture of inclusion and advocacy
- Applies appropriate and varied instructional strategies
- Monitors students' progress and differentiates instruction accordingly
- Understands language demands and differentiates instruction accordingly
- Plans and implements strategies to expand students' academic language repertoire
- Collaborates with families and communities to facilitate student achievement

5. Reflecting on practice

- Analyzes student-based evidence of learning for instructional improvement
- Connects decisions to research and best practice
- Examines own perspectives and practices on student achievement

6. Demonstrating a commitment to the ethical and professional dimensions of teaching

- Identifies and implements tenets of justice and diversity that are culturally responsive to facilitate student achievement

- Understands and appreciates the importance of actualizing goals of multicultural education and the benefits of a just and diverse world
- Demonstrates collaborative, professional growth-centered practices
- Demonstrates practices that are informed by a values position reflecting understanding of the political, ethical and moral complexities of schooling
- Prepares students to be responsible citizens for an environmentally sustainable, globally interconnected, and diverse democratic society
- Demonstrates knowledge of professional, legal, and ethical responsibilities and policies

B. Personal and Professional Dispositions

Teacher candidates demonstrate professional dispositions and habits of mind.

Professional Responsibilities

The acceptance of appropriate professional responsibilities is demonstrated by such behaviors as fully participating in class and field settings, completing assignments and responsibilities on time, seeking assistance from instructors and supervisors when appropriate, prioritizing responsibilities, demonstrating openness to new ideas, being willing to accept constructive feedback and using that feedback to improve performance, taking initiative, using good judgment, demonstrating poise and flexibility, and displaying a positive and enthusiastic attitude.

Behavioral and Social Attributes

The development of appropriate behavioral and social attributes is demonstrated by such behaviors as developing positive relationships with members of the cohort and education professionals, treating individuals with respect, using tact and discretion, setting a positive and respectful tone in interactions with others, actively listening to others' viewpoints, recognizing own strengths and areas needing improvement, perceiving a wide range of interpersonal cues from others and responding appropriately, and working effectively in groups. Additional attributes necessary for the teaching profession include a commitment to the belief that all students can learn compassion, justice, empathy, integrity, responsibility, collaboration, and the physical and emotional capacity to handle the varying demands of the profession.

ATTENDANCE AND PARTICIPATION

The overarching core principles described above are fundamental to the essential components of the design and implementation of the MIT program's structure, processes and requirements that are as follows:

In order for the program's teacher candidates to gain teacher certification and a master's degree in the shortest amount of time and to maintain the highest quality, the program is designed to be completed in four quarters of **full time** academic work. Further, to maximize the MIT teacher candidates' learning experiences, the program has developed a highly sophisticated integrated curriculum. Each course and each class session builds upon the previous course and session in readings, assignments, and learning experiences.

The course design **does not follow** the traditional undergraduate or even graduate pattern of meeting a few times or even once a week over the course of a quarter. Rather, over the duration of the program, courses vary in meeting times and dates as well as length depending on

the pedagogical design of the learning sought to be imparted and achieved. For example, some courses are taught all day, every day for a week or two weeks at a time, followed immediately thereafter by courses similarly taught. Likewise, field experiences also vary and have the same degree of intensity and time commitment.

Due to the need for teacher candidate field observation and teaching experiences in the K-12 schools, the timeframe of the MIT program is aligned with the K-12 academic year, rather than with the Seattle University academic year calendar. During field experiences, MIT teacher candidates will be required to be in school classrooms on the K-12 school calendar regardless of the Seattle University schedule for holidays or breaks. Additionally, the MIT program begins three weeks prior to the Seattle University fall and spring quarters (following the K-12 school academic year) to provide for a more cohesive experience in the first block of the program.

Maintaining the MIT program for completion in four quarters necessitates the unique course and academic progression design described above. For this reason, **attendance and participation are required for all class sessions, courses, and field experiences.** Because class sessions often last all day and are highly integrated and cumulative, absence from even one class or a portion of a class results in a significant loss of learning time and correspondingly may result in a significant failure to meet the course requirements. Being absent even a few days can result in missing an entire course or program requirement that is necessary for certification. Such an absence may require repeating that course when it is offered in the next sequence, **if space is available**, which may be a full year later.

Learning experiences in classes and in field settings cannot be replicated outside the classroom. In most cases, it is not possible to make up course and field experiences that have been missed. The MIT program prepares its teacher candidates to be active, functional, contributing, and collaborative team members in a teaching setting upon employment in a school for the good of all students and teachers in that school. This requires attendance, interaction, and participation in the class or field experience by the teacher candidate and observation, assessment, and evaluation in the class or field experience by the faculty. Further, because the MIT program's curriculum is integrated and cumulative, nearly all of the courses are not only required, but also **required to be taken in sequence.**

Illness and family emergency are the only permissible reasons for an absence. However, even though excusable, any absence may result in automatically lowered grades or the necessity to withdraw from the MIT program and re-enroll at a later date depending on space availability.

TEED 510: EDUCATION FOR SOCIAL CHANGE FIELD EXPERIENCE

Introduction

"Knowing is using what we observe; some put it into practice and let it change their lives. Others don't. That's the difference between a novice and an expert" (Borich, p. xix).*

Following the TEED 510 on-campus seminar, you will be an observer/participant in classrooms at an elementary, middle, or high school. A considerable body of literature suggests that pre-service teachers can learn much more from observations when those observations are guided so that the teacher candidates focus on specific, important aspects of schools and of the teaching/learning process. Provenzo and Blanton in *Observing in Schools* (2006)** highlight the importance of such observations:

By definition, fieldwork makes you a border crosser. You cannot do careful observations and interviews in classrooms and schools without dealing with different cultural codes. When you step into a classroom—even in a culture or setting that is familiar to you—you are forced to deal with alternative points of view and cultural differences. Think of yourself as a cultural geographer—you are exploring new territory (p. 5).

The following observation exercises are designed to guide you to look at a number of important school and classroom issues and to help you reflect on your field experience in ways that are meaningful for the formulation of your own goals and strategies as a future teacher. The exercises direct you to observe and reflect at four different levels, each of which is important to understanding the nature of teaching:

1. The community
2. The school as a system
3. The individual classroom
4. The students.

Objectives

These objectives are foundational for effective teaching as described in the program competencies.

Teacher candidates will demonstrate:

1. Knowledge of the interrelationship of the school with the community.
2. Knowledge of the school as a system and of the various roles and responsibilities of school personnel.
3. Ability to analyze and reflect on the classroom environment.

* Borich, G.D. (2011). *Observation skills for effective teaching* (6th ed.). Boston: Pearson.

** Provenzo, E.F., Jr. and Glanton, W.E. (2006). *Observing in schools*. Boston: Pearson Education, Inc.

4. Ability to analyze and reflect on student characteristics.

The MIT Teacher Candidate Expectations

We want your experience in the schools to be beneficial for both you and the teacher with whom you observe. Please remember that the teacher's highest priority is the students in the school. This means that you must be flexible, tactful and attuned to the situations around you. Below are listed the MIT teacher candidate's professional responsibilities in the school setting:

1. Recognize that you may not always agree with the cooperating teacher's policies and procedures. It is important, however, to maintain the perspective that the situation provides valuable learning opportunities and helps you clarify your own ideas.
2. Convey an interested, enthusiastic and positive attitude regarding classroom and school activities.
3. Effectively communicate with the cooperating teacher and the university field supervisor.
4. Demonstrate professionalism by
 - a. accomplishing tasks thoroughly and on time;
 - b. taking initiative where it is appropriate;
 - c. being dependable;
 - d. being punctual to school, meetings and appointments; and
 - e. demonstrating professional conduct and appearance.
5. Notify the classroom teacher by calling the school prior to the beginning of the school day if illness or emergency prevents your attendance.
6. Notify the TEED 510 professors regarding any absence prior to the beginning of school day.

Field Observation Report: Reflective Exercises Related to First Field Observations

Observation exercises related to each of the levels (community, school, classroom, and students) are outlined on the following pages. Please use the exercises as a guide throughout your field observation. The field observation report should include all of the exercises and analyses summarized below and described more fully in the pages that follow.

1. Community Observation: Neighborhood description based on observation and interview **(1-2 page description)**
2. Observation of the School as a System:
 - 2.A. Describing the school **(2 pages total—brief response to each item #1—#11)**
 - 2.B. Half day with a non-faculty member **(1-2 page reflection)**
 - 2.C. Effective schools **(1/2 page reflection for each data collection activity #1—#5)**

- 2.D. Parent/family involvement **(1 page total—brief comment on all six types of involvement; brief comment on the school’s efforts to involve families)**
- 3. Observation of an Individual Classroom:
 - 3.A. Teacher collaboration **(1/2 page descriptive summary)**
 - 3.B.1. Classroom climate charts **(sign system data and graph of the data)**
 - 3.B.2. Classroom climate analysis **(1/2 page)**
 - 3.C.1. Social environment of the classroom observation instrument
 - 3.C.2. Social environment of the classroom analysis **(1 page)**
 - 3.D.1. Use of time in the classroom chart
 - 3.D.2. Use of time in the classroom analysis **(1/2 page)**
 - 3.E.1. Teacher/student interaction diagram
 - 3.E.2. Teacher/student interaction analysis **(1/2 page)**
 - 3.E.3. Teacher/student interaction questions **(1/2 page)**
 - 3.F. Evidence of personalized learning **(1 page)**
 - 3.G.1. Identifying multicultural issues in classroom interactions checklist
 - 3.G.2. Cultural identity principles reflection **(1page)**
 - 3.H.1. Identifying English language learners in the classroom observation guide checklist
 - 3.H.2. Identifying English language learners in the classroom response **(1 page)**
 - 3.H.3. Academic Language Chart
 - 3.I.1. Identifying bias in the classroom checklist
 - 3.I.2. Identifying bias in the classroom analysis **(1/2—1 page)**
 - 3.J.1. Analyzing the treatment of students with disabilities brief responses to questions
 - 3.J.2. Analyzing the treatment of students with disabilities reflection **(1-2 pages)**
- 4. Observation of Students: Summary of observation of student **(1 page)**
- 5. Questions Raised during Field Experience **(1 page list of 5 questions with brief explanation of experiences, observations, or insights that prompted each question)**
- 6. Final Reflections **(1-2 page summary reflection)**

On assignments that require a form—copy the form; then complete it and include the completed copy in your Field Observation Report.

Analysis: Many of the exercises require you to analyze what you have learned from your observations and experiences. Analyzing is the process of breaking information into parts to explore understanding and relationships. Analysis of elements involves the ability to recognize unstated assumptions and to distinguish fact from hypothesis to gain deeper understanding. Analysis of relationships includes the ability to recognize the particulars that are relevant to the validation of a judgment, the ability to distinguish cause and effect relationships, and the ability to distinguish relevant from irrelevant statements. Words that characterize analysis: compares, contrasts, diagrams, differentiates, discriminates, infers, and relates.

Style Guidelines: American Psychological Association (APA, 6th Ed.) Style Guidelines apply to assignments in TEED 510 in the following ways: Student name on first page; number all pages; page margins 1 inch on all sides; left margin justified; right margin not justified; commonly used font (e.g., Geneva, Helvetica, Times, Arial); 12 pt. font.

Numbering: Clearly number each item response (e.g., 2.B.). When responding to individual questions *within* an item, include the number of each question (e.g., 2.A.1 – 2.A.11).

Binding: Securely bind your field observation report (e.g., industrial stapler, report folder). Do not use 3-ring binders, plastic page covers or large binder clips.

Note: You must earn a grade of B (3.0) or better on the field observation report in order to successfully complete TEED 510.

Detailed Results (Rubric used: Field Notebook Report - Six Values)

1. Thoroughness with which exercises are addressed					
(6) Exceeds Expectations In addition to sufficient evidence, provides illustrative examples related to the observation/interview. (15 pts)	-5	-4 Completely addresses each of the observation/interview activities; follows all directions (10 pts)	-3	-2 Provides partial and/or inaccurate information; omits items; does not follow directions. (5 pts)	-1
Criterion Score: 6.00					
2. Degree to which personal affective responses are included (10 points)					
(6) Exceeds Expectations In addition to sufficient evidence, makes personal connections based on readings or relevant experiences that go beyond the observation/interview. (10 pts)	-5	-4 Provides insightful and personal responses that specifically draw on observation/interview. (7 pts)	-3	-2 Limited personal responses connected to observation/interview. (3 pts)	-1
Criterion Score: 6.00					
3. Analysis demonstrates understanding of observation and makes connections between and among events (15 points)					
(6) Exceeds Expectations Insightful analysis of situation; goes beyond the readings and coursework to make relevant connections. (15 pts)	-5	-4 Makes explicit connections between and among observation/events. Identifies interrelations. Directly connects readings/coursework to observational activity. (10 pts.)	-3	-2 Primarily summarizes the observation/events. (0 - 5 pts.)	-1
Criterion Score: 6.00					
4. Thoughtfulness of questions raised in report (5 points)					
(6) Exceeds Expectations In addition to sufficient evidence, questions relate to the readings and broader educational issues; demonstrate deep understanding of topics. (15 pts)	-5	-4 Questions demonstrate an understanding of the complexities of schooling; insightful; based on observations/interviews. (4 pts)	-3	-2 Superficial questions lacking understanding of the observational instrument or interview activity. Unable to articulate issues from a teacher perspective. 0 - (2 pts)	-1
Criterion Score: 6.00					
5. Clearly organized and easy to follow (10 points)					
(6) Exceeds Expectations Items organized by numbers for easy reference; professionally presented. (10 pts)	-5	-4 Organization is generally clear and easy to follow. (7 pts)	-3	-2 Difficult to follow; items missing or out of order; responses incorrectly or incompletely numbered. (0-3 pts)	-1
Criterion Score: 6.00					
6. Clarity of expression and accuracy of spelling, grammar and punctuation (15 points)					
(6) Exceeds Expectations Vividly written, ideas carefully organized and clear; graduate level accuracy, writing conventions, editing, and proofreading. (15 pts.)	-5	-4 Clearly written; ideas generally organized and clear; attention given to accuracy, with some errors in writing conventions, editing, and proofreading that do not interfere with understanding. (10 pts.)	-3	-2 Poorly written; numerous errors in spelling, grammar and punctuation interfere with understanding. Lacks careful editing and/or proofreading. (0 - 5 pts.)	-1
Criterion Score: 5.00					

Grading Scale:

A = 67 – 70 A- = 63 – 66 B+ = 61 – 62 B = 58 – 60 No pass = 57 or below

1. COMMUNITY OBSERVATION

The school is a society in miniature. As a micro-society, a school can reflect the culture in which it exists. Therefore, it is important to find out about the community from which the learners come and in which the school is situated. The following exercises, to be conducted on the first or second day of your field experience, are to help you learn about the community.

Neighborhood Description Based on Observation and Interviews. Walk around the neighborhood of the school, looking at the houses, businesses and people on the street. Where do students spend their time out of school? Home? Community center? After school day care? On the street corner? Boys and Girls Clubs? Try to find newspaper accounts of events or issues in the neighborhood. Visit a local establishment near the school, perhaps a hair salon, restaurant, bar, laundromat or store. You might want or not want to mention you'll be observing the school for a couple of weeks. If you do, what is the reaction? Admiration? Sympathy? Suspicion? What do the people you encounter think about the school? The job the school is doing? What do they think about young people today? What is first and foremost on their minds related to the school? Teacher effectiveness? Property taxes? Deterioration of the neighborhood? Permissiveness? Vandalism?

ASSIGNMENT:

Write a brief description of the neighborhood, its inhabitants, where students spend time out of school, the attitudes you heard from the people with whom you spoke and the way(s) in which neighborhood people characterize the school. Please identify the school, the school district, and the grade level(s) and subject(s) you observed. (1-2 pages)

2. OBSERVATION OF THE SCHOOL AS A SYSTEM

"Schools are both similar and different. Compared with hospitals and churches, schools in general are distinctive and highly uniform. But within this relative uniformity, there are significant differences or variations on a theme. And just as with faces, the more one comes to know schools, the more one becomes sensitive to the differences. Some teem with activity. Others are hushed as libraries. Some are colorful and stimulate the senses. Others are dull and drab. In some schools, long, straight corridors dominate the architecture. In others, open spaces are common. Some school grounds resemble country clubs, while others resemble prisons. What accounts for the differences in atmosphere and what effect do these differences have on the people that function there?"*

2.A. **Describing the School.** Schools are inevitably complex institutions. Schools start with the physical setting, a building and include a complex web of relationships. Considering and responding to questions #1-11 below will encourage you to pay attention to and reflect upon schools in new and thoughtful ways.

* Posner, G. (1989). *Field experience: Methods of reflective teaching*. (2nd. Ed.) White Plains, N.Y.: Longman. pp. 42.

2.A. ASSIGNMENT:

Respond to questions 1-11 below. Be sure to respond to some aspect of all of these questions. (2 pages total)

1. Describe the physical characteristics of this school. Is the building old or new? What do the exterior and the grounds look like? Is the building inviting? How is it decorated inside? Are certain areas carpeted? What impressions do you get from these physical facilities?
2. From what you observed, can you tell who holds authority in this school? What incidents have you observed that suggest that some individuals have authority over others?
3. Briefly describe how people dress in this school. Are there differences among the various groups of people? Between males and females?
4. Is there a central or official place where authority resides? This is not necessarily one "authority figure" (e.g., principal) but may be a location (e.g., main office, school lobby). What specific evidence led to your conclusion about the location of authority in this school?
5. Are some places more comfortable or pleasant than most other places in this school? If so, who gets to use them?
6. How are the students working? What are they doing? Are they working singly or in groups? Are they quiet? Do they talk with each other?
7. How do students group themselves outside of the classroom? By gender? Race? Dress? Other characteristics? How do out-of-class groupings affect the school climate?
8. Is there a special area for public displays? If so, what is in the displays and what do they say about this school?
9. Go into the staffroom(s) and places where teachers eat and observe the physical facilities, the information on the bulletin boards and the behavior of teachers. Does teachers' behavior in these places differ from their behavior elsewhere in the school? If so, how? What are some of the topics that teachers and other staff talk about?
10. Finally, report anything that happened to you in the process of making these observations. This includes encounters with people or questions about what you were doing. Also, comment on anything that you expected to happen that did not.
11. What are your overall impressions of this school now?

2.B. Half Day with a Non-Faculty Member. On one of the days you spend in the school, we are asking you to spend one half day working with a support (non-teacher) person in the school. This might be a secretary, an administrator, a counselor, a nurse, a custodian, a worker in the cafeteria, a bus driver, or any other non-teaching person. Why did you choose this person? What did you hope to learn by being with him/her?

1. How did this person spend his/her day? Make an hour-by-hour comment.
2. What was this person's job description? What was expected of her/him during the day?
3. What were some of the interactions this person had with students throughout the day? With teachers and others in the school?
4. What did you learn from this experience? What did you like and what did you not like?

2.B. ASSIGNMENT:

Write a reflection about your time with a non-faculty member in the school. (1-2 pages)

2.C. **Effective Schools.** What is your vision of a **good school**? Take a few minutes right now to reflect on this question. Then, on a separate sheet of paper, write down five statements that describe a good school.

In a wide array of studies, researchers have found five characteristics that are present in almost all effective schools:

- strong administrative leadership
- clear school goals shared by faculty and administration
- a safe and orderly school climate
- strong, positive relationships among students and adults
- high expectations for student learning
- frequent monitoring and assessment of student progress

Complete as many of the data collection activities described below in #1-6 as you can, given the circumstances in your school. If you cannot complete an activity, briefly explain why.

Note that several of the data collection activities include information from the interview with the school principal. Please read all activities prior to the interview so that you include all relevant questions in *one* interview.

2.C. ASSIGNMENT:

Write a brief summary (1/2 page) response to the “Task” item at the end of each data collection activity for #1-6. The bulleted items within each activity are intended to guide you as you collect data. Do not report your data for each bulleted item.

Data Collection Activity 1: Looking At Leadership

Strong leadership by the principal is at the heart of a good school, but how can you tell if such leadership is being provided? Before you can make judgments, it is necessary to collect data. Following are some data collection activities that will help you analyze whether effective leadership is being provided.

- Schedule an interview with the principal and ask questions about his/her leadership style. (If you can't get an interview, this may be an indication of style and accessibility.) How often does the principal go into classrooms to observe teachers? How important does the principal think this is? What is the principal's concept of effective teaching? Does the principal get involved in curriculum development? If so, how?
- **PLEASE NOTE: Principals are very busy people, so be sure to schedule one interview for yourself and all of your MIT colleagues in this school.**
- If possible, "shadow" the principal or an assistant principal for a day. How does she/he spend time? Is the principal based mainly in the office? Out of the building? Or a visible presence in the school? How many interactions does the principal have during the day with teachers? Students? Families? Other members of the community? How often do students or teachers get to see the principal? What are the main problems the principal faces?
- What is the principal's office like? Is it similar to what you might find in a business or corporation, or is it filled with children's paraphernalia and objects?

- Where is the administrative assistant based in relationship to the principal? How many interactions do the assistant and principal have? Describe the assistant's role in relation to the principal.
- Ask teachers and other staff members about their perceptions of the effectiveness of the school's leader(s).

2.C.1. Task: Analyze the information you gained from interviews as well as observation of the principal's activities and the setting where she/he works. What themes or patterns emerge that will help you determine the nature and style of leadership the principal exerts?

Data Collection Activity 2: The School Mission

A clearly articulated school mission shared by all members of the educational community is a key component of an effective school. The following guidelines and data collection activities will enable you to determine what the school's mission is and how clearly and widely it is communicated.

- Interview the principal about the mission or key goals of the school. Does the mission reflect an authentic commitment to all students' learning? Then interview teachers and ask them the same questions. Are the responses of the principal and the teachers similar or different? If they are different, what are the points of divergence? Are the teachers working as a team to accomplish the school mission? If so, how? Ask for specific actions, behaviors and events.
- Interview students at different grade levels and ask them what they think the mission or the major purpose of the school is. If possible, interview families about the mission of the school. How do student and parent responses compare to those of the teachers and principal? Are families working actively with teachers to accomplish the school mission? If so, how? Ask for specific actions rather than vague and general statements.
- Is the school mission or philosophy written down? If so, obtain a copy. Is this written statement similar to the interview responses you obtained? Why or why not? How many members of the educational community know that the written policy exists and how to obtain it?

2.C.2. Task: Analyze the written mission statement as well as your interview responses. What themes emerge? Is the school philosophy or mission primarily cognitive or affective? Is the emphasis on standards and testing or on creativity and the arts? Is any mention made of vocational or career education? Is concern for equity expressed? Is there any mention of the achievement of children of color? Is there any emphasis on the partnership between families and school? Are steps delineated by which the school community can accomplish its mission?

Data Collection Activity 3: A Safe And Orderly Climate

A safe and orderly climate is a necessary condition for learning. Here are some guidelines and data collection strategies to determine if that climate exists in the school where you are observing.

- As you approach the school, look for evidence of the climate. Consider your initial observations in 2.A.1. Are the building and grounds clean and well kept, or are

graffiti, broken windows and other signs of neglect evident? Is there graffiti on desks and bathroom walls? Do students write hostile statements about the school and its staff? Are there expressions of fear?

- Observe in the halls and on the playgrounds, especially between classes and before and after school begins. Do students behave in an orderly way, or are disruptive conduct and language apparent? If so, how frequent are these incidents? Describe them. Is there evidence of gangs, or hostility among students based on religion, sexual orientation, race, ethnicity, or other differences?
- Interview students and teachers. Do they think the school environment is safe and orderly? Are there any areas in the school that are less safe than others? Which ones? Are students' possessions in lockers and desks safe or is theft prevalent? Is student conduct in classrooms orderly? If there are disruptions, are teachers assisted by the administration? If so, how?
- Is there a written discipline code or policy? If so, obtain a copy. Who wrote it? Is it specific in its definition of misbehavior? Is the discipline policy disseminated widely and available to students, families, and teachers?
- Interview the administration to see what the procedures are when students are absent from school. Is the student's home notified to make sure families or guardians are aware of the absence? What other strategies does the school use to make sure that absences are justified?

2.C.3. Task: Examine the data you have collected from observations, interviews and analysis of documents. What patterns emerge and what conclusions can you reach concerning the safety level of the school?

Data Collection Activity 4: Addressing the Achievement Gap

“No one has the right to waste a day in the life of a child” p. 21.³

High performing schools share some common characteristics. Principals in these schools establish these expectations:

- *It's everyone's job to run the school.* Everyone in the school is committed to being part of the learning community. There is a mandate for excellence from the school secretaries and cafeteria staff to the teachers and administrators.
- *Inspect what you expect—and expect that all students will meet or exceed standards.* This partnership for learning exists among the students, the teachers and administrators. Monitoring learning is an ongoing process and teachers examine student learning with an eye toward improvement keeping their eyes on the prize—student achievement. Principals support their teachers to help them be the best they can be.
- *Be relentlessly respectful—and respectfully relentless.* Principals are respectful of teachers and expect them to be successful but when they don't meet expectations, principals provide professional support or engage in difficult conversations about other opportunities outside of the teaching field.
- *Use student achievement data to evaluate decisions.* [Successful] ...schools use student achievement data to either confirm or reconsider decisions. Looking at

³Chenoweth, K. (2010). Leaving nothing to chance. *Educational Leadership*. 68 (3), pp. 16-21.

student data to inform instruction is key to successful schools. This process is established to gain insight into effective instruction as a collaborative process among teachers and administrators.

- *Do whatever it takes to make sure students learn.*

2.C.4. Task: Looking at the school holistically, what evidence can you glean as to whether or not the above expectations are a deliberate focus for your school? Provide examples based on bulleted items. If you don't see these in expectations, briefly comment on that as well.

Data Collection Activity 5: Monitoring Student Progress

Providing evaluation of student work as well as feedback to students about their progress is an integral component of effective schools. The following guidelines and data collection activities will help you determine how this occurs in your school.

- Find out what records are kept concerning progress as students move from grade to grade. If permission is given, examine a few of these records. How are students in this school performing on standardized tests? Are students of color performing as well as other students? What about English language learners? Are there gender differences in students' achievement? If so, what are they?
- Interview teachers and ask them how they monitor student progress. How often are major tests/assessments given? Quizzes? How often do students have writing assignments? Do teachers write comments on assignments? How often are report cards given? Do teachers just assign a letter grade, or do they write comments as well? What other mechanisms do teachers use to communicate with families about their students' progress? Do teachers think that students have a clear sense of their strengths as well as the areas where improvement is needed? Interview students and ask them similar questions about how progress is monitored. Are their responses similar to those of the teachers, or are there areas of difference?
- Find out whether students keep a record of their own progress. If you have permission, look in their notebooks or folders to see how these records are kept.
- Look at the walls of classrooms and hallways to see if records of students' progress are posted. Keep a frequency count to see if students check these records of progress frequently.

2.C.5. Task: Seek patterns in the information you collect from student and teacher records, interviews and observations. What interpretations and evaluations do your data yield concerning how student progress is monitored?

Data Collection Activity 6: Teacher Expectations

A school climate that fosters high expectations for both students and teachers is a key characteristic of effective schools. The following strategies will help you assess the school climate and the level of expectations in the school where you observe.

- Some schools have mottoes or slogans, such as "We All Belong" (Beacon Hill International School), that encourage student effort and achievement. See if your school has a motto and, if so, how many of the teachers and students know it.
- Examine the walls in classrooms and hallways. Are there murals, posters, statements or other materials encouraging students or rewarding them for good work? If so,

describe what these are like. Are there awards or other forms of recognition given for various kinds of student achievement in academics, athletics, or the arts? Do students and teachers seem to know what these forms of recognition are?

- Observe in classrooms to see if teachers exhibit high expectations for students. For each class you observe, draw a seating chart and record the number of academic contacts made with each student. Are all students called on, or are some ignored? When students do not know answers, do teachers ask probing questions to assist them? Do teachers make attributions to effort or ability, such as "I know you can do this"? Record the attributions teachers make.
- Interview students. Do they feel positive and confident about their ability to do school work or do they express a sense of academic futility?
- Find out whether there is ability grouping or tracking in the school where you are observing. Are students aware of the different groups and tracks? If you have permission, ask them how they feel about their placement in different ability groups.
- Interview teachers to determine whether they have high expectations of their own performance. Do teachers recognize which members of the faculty are talented instructors? Is there envy and jealousy, or are quality teachers acknowledged and respected?

2.C.6. Task: Look for patterns from your interview, observations and analysis of documents and use these to analyze and evaluate what kind of expectations teachers and other participants in the school environment hold.

2.D. **Family Involvement.** Over 30 years of research support the critical connection between parent/family involvement in schools and student success. The National PTA states, "Effectively engaging parents and families in the education of their children has the potential to be far more transformational than any other type of education reform."

Check the following family/community involvement web resources for additional information:

- The National Standards for Family-School Partnerships (from National PTA) <http://www.pta.org/1216.htm>
- Center on School, Family and Community Partnerships at Johns Hopkins University (Joyce Epstein): <http://www.csos.jhu.edu/P2000/center.htm>
- Washington State PTA: <http://www.wastatepta.org>

National PTA National Standards for School and Family Partnerships (retrieved February 22, 2011: <http://www.pta.org/1216.htm>)

In the 2002 research review *A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement*, Anne T. Henderson and Karen L. Mapp conclude that there is a positive and convincing relationship between family involvement and student success, regardless of race/ethnicity, class, or parents' level of education. To put it another way, when families are involved in their children's learning both at home and at school, their children do better in school. The report also points to specific types of involvement as being especially beneficial to children's academic success.

Finding 1: Involvement programs that link to learning improve student achievement. It's simple: The more parent and community involvement activities focus on improving

student learning, the more student learning improves. Learning-focused involvement activities may include

- Family nights on math or literacy.
- Family-teacher conferences that involve students.
- Family workshops on planning for college.

Finding 2: Speaking up for children protects and promotes their success. Children whose parents are advocates for them at school are more confident at school and take on and achieve more. The more families advocate for their children and support their children's progress, the longer their children stay in school and the better their children do. Families should

- Become knowledgeable about the operations of schools and the laws that govern those operations.
- Be confident about their ability to work with schools.
- Expect only the best from their children and for their children.
- Join PTA.

Finding 3: All families can contribute to their children's success. Family involvement improves student success, regardless of race/ethnicity, class, or parents' level of education. For involvement to happen, however, principals, teachers, and parents themselves must believe that all parents can contribute to their children's success in school. Parents can promote their children's academic success by

- Teaching their children the importance of education.
- Finding out what their children are expected to know and to be able to do and reinforcing lessons at home.
- Sending their children to school ready to learn every day.

Principals and teachers must support parent involvement by

- Making parent involvement a priority.
- Recognizing and removing barriers to parent involvement.
- Sharing decision-making power with parents and community members.
- Working to understand class and cultural differences.

Finding 4: Community organizing gets results. Engaging community members, businesses, and organizations as partners in children's education can improve the learning community in many ways. For example, community partners may be able to

- Provide expanded learning opportunities.
- Build broad-based support for increased school funding.
- Provide quality after-school programs.

The findings presented by Henderson and Mapp provide a framework for strengthening parent/family involvement programs. PTA, working with leading experts on parent

involvement and school-community partnerships, has updated its National Standards for Parent/Family Involvement Programs to reflect recent research and improve parent and community involvement practices. The updated National Standards shift the focus from what schools should do to involve parents to what parents, schools, and communities can do together to support student success. To reflect this change, the standards have been renamed the National Standards for Family-School Partnerships.

PTA's National Standards for Family-School Partnerships

Standard 1: Welcoming all families into the school community—Families are active participants in the life of the school, and feel welcomed, valued, and connected to each other, to school staff, and to what students are learning and doing in class.

Standard 2: Communicating effectively—Families and school staff engage in regular, two-way, meaningful communication about student learning.

Standard 3: Supporting student success—Families and school staff continuously collaborate to support students' learning and healthy development both at home and at school, and have regular opportunities to strengthen their knowledge and skills to do so effectively.

Standard 4: Speaking up for every child—Families are empowered to be advocates for their own and other children, to ensure that students are treated fairly and have access to learning opportunities that will support their success.

Standard 5: Sharing power—Families and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs.

Standard 6: Collaborating with community—Families and school staff collaborate with community members to connect students, families, and staff to expanded learning opportunities, community services, and civic participation.

2.D. ASSIGNMENT:

Read the National PTA findings and standards as background, then briefly address each of the six PTA's National Standards for Family-School Partnerships, commenting to the extent you are able on ways in which your school and classroom teacher address each of the six standards. Comment on your observations of the school's overall efforts to involve families as partners in education. (1 page)

3. OBSERVATION OF INDIVIDUAL CLASSROOMS

In observing individual classrooms, you are asked to focus on several dimensions of the "learning climate" in the classroom as well as on aspects of the classroom as a social system. (More specific aspects of effective teaching and learning will be the focus of your second field experience accompanying TEED 512, Learners and Instruction.)

3.A. Teacher Collaboration. Teachers working together to benefit student learning is an important aspect of successful schools. Teachers use a variety of strategies to support each other in the teaching/learning process.

Review the following strategies for classroom approaches to co-teaching and identify those strategies that you see being used in the classroom.

Co-Teaching Strategies

Strategy	Definition/Application
One Teach, One Assist	<i>One Teach, One Assist</i> is an extension of <i>One Teach, One Observe</i> . One teacher has primary instructional responsibility while the other assists students with their work, monitors behaviors, or corrects assignments. The assisting teacher often lends a voice to students or groups who would hesitate to participate or add comments.
Station Teaching	For <i>Station Teaching</i> , the co-teachers divide the instructional content into parts. Each teacher instructs one of the groups. Groups then rotate or spend a designated amount of time at each station. Often an independent station will be used along with the teacher-led stations.
Parallel Teaching	In this approach, each teacher instructs half the students. The two teachers are addressing the same instructional material, using the same teaching strategies. The greatest benefit to this approach is the reduction of student-to-teacher ratio.
Supplemental Teaching	This strategy allows one teacher to work with students at their expected grade level, while the other teacher works with those students who need the information and/or materials re-taught, extended or remediated.
Alternative Teaching	<i>Alternative Teaching</i> strategies provide two different approaches to teaching the same information. The learning outcome is the same for all students; however, the instructional approach is different.
Team Teaching	Well-planned, team-taught lessons, exhibit an invisible flow of instruction with no prescribed division of authority. It is not “taking turns teaching.” Using a <i>Team Teaching</i> strategy, both teachers are actively involved in the lesson. From a student’s perspective, there is no clearly defined leader – as both teachers share the instruction, are free to interject information, and available to assist students and answer questions.

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3.A. ASSIGNMENT:

Describe what benefits you see for both the teachers and the students when teachers collaborate with each other. Note: If you did not observe these strategies at any point during your observation, describe at least two examples from your observation where one or more of the strategies could have been used successfully. (1/2 page)

3.B. Classroom Climate. For the first portion of your observation of individual classrooms, we would like you to focus on the dimensions of classroom warmth and control

3.B. ASSIGNMENTS

- 3.B.1. Read the information below from Borich (1990 and 2011), *Observation Skills for Effective Teaching*. Then, following the directions, record the behavioral signs of warmth and control on Figure 1. Using the results recorded on Figure 1 plot the classroom that you observed on the grid in Figure 5, Classroom Climate. Be sure to include the completed Figures 1 and 5 in the field observation report.**
- 3.B.2. Then write an analysis of warmth and control in the classroom you observed, including a discussion of your own reactions to this combination of warmth and control. Support your analysis with examples from your observation. (1/2 page)**

Behavioral Signs of Warmth and Control

One approach to observing the dimensions of warmth and control is to look for the presence or absence of specific behavioral signs that indicate these two dimensions. A sign system records a behavior *only* once if it occurs during the designated interval. Figure 4 represents a sign system for observing classroom climate using 28 discrete behaviors that correspond to the dimensions of warmth and control. Fourteen behaviors, equally divided between warm and cold, measure the degree of warmth displayed in a classroom while 14 additional behaviors, equally divided between high and low, measure the degree of control in a classroom. Items for the control dimension were taken from a portion of the Teacher Practices Observation Record (Brown, 1968). Items for the warmth dimension were written by the author to parallel, in number and type, those items measuring control. The result is a 28-item, four-part sign observation system suitable for measuring classroom climate according to both warmth and control. Notice also that the behaviors relevant to these two dimensions are recorded in four 15-minute blocks, requiring an hour of observation. This time period is intended to coincide with one full class period and can be adjusted by dividing the time allotted to a lesson into four equal parts. One of the advantages of recording indexes of classroom climate over more than a single time interval is to note changes from beginning to end of a lesson. In this example, four complete records of classroom climate will have been obtained at the end of a single observation period.

One feature of this particular sign system is that checkmarks can be tallied for each homogeneous set of seven items and the results positioned within one of the four quadrants, shown in Figure 3, to indicate the combination of warmth and control that prevails within a classroom. For example, within a single interval of observation (15 minutes) count the number of checkmarks recorded in each of the four areas (high warmth, low warmth, high control, low control). Subtract the number of checkmarks for the low warmth category *from* the number of checkmarks for the high warmth category. Subtract the number of checkmarks for the low control category *from* the number of checkmarks for the high control category. Find the scores in Figure 5 adjacent to each of these two difference scores. These scores can then be used to place classroom climate within one of the four warmth and control quadrants.

For example, if the difference between the number of high and low control items (score for low control subtracted from score for high control) is $6 - 4 = 2$, the proper number from Figure 5 to record your results on the control axis would be 5.0. If the difference between the high and low warmth items is $2 - 7 = -5$, the proper number from Figure 5 corresponding to the warmth axis would be 2.0. Hence, the proper learning climate quadrant for this interval of observation would be quadrant A. Using the verbal descriptions provided previously, the learning climate during this 15-minute period of observation could be described as having a slight amount of warmth (2.0) and a fair amount of control (5.0). A dot can be placed at the upper left of this quadrant to mark the climate for further reference.

15-Minute Intervals				Teacher Behaviors Indicating Learning Climate
1	2	3	4	A. High Warmth
				1. Teacher praises or rewards student's behavior.
				2. Teacher uses student's ideas in presenting lesson.
				3. Teacher responds to student's expression of need.
				4. Teacher nods or gestures approvingly.
				5. Teacher provides clue or hint to student to find right answer.
				6. Teacher gives encouragement to students after wrong answer.
				7. Teacher agrees with student or accepts student's feelings.
1	2	3	4	B. Low Warmth
				8. Teacher criticizes, scolds, or admonishes the student.
				9. Teacher cuts off or interrupts student.
				10. Teacher calls class' attention to student's deficiencies.
				11. Teacher ignores student's request to speak.
				12. Teacher glares or frowns at student.
				13. Teacher orders or commands student to do something.
				14. Teacher criticizes wrong answer without giving reason.
1	2	3	4	C. High Control
				15. Teacher accepts only one answer as correct.
				16. Teacher occupies center of attention.
				17. Teacher expects student to come up with answer teacher has in mind.
				18. Teacher expects student to know rather than guess answer.
				19. Teacher asks question that student can answer only by studying the lesson.
				20. Teacher evaluates work of student by set standard.
				21. Teacher accepts only answers or suggestions closely related to the topic.
1	2	3	4	D. Low Control
				22. Teacher organizes learning around student's own problem or question.
				23. Teacher has student make own selection and analysis of subject matter.
				24. Teacher has student work independently on what concerns student.
				25. Teacher makes a wide range of information available.
				26. Teacher makes doing something center of student's attention.
				27. Teacher encourages student to put ideas to a test.
				28. Teacher has student participate actively.

3.B.1. Figure 1 Sign System for Observing the Dimensions of Classroom Warmth and Control

Note Parts A and B from the author Parts C and D adapted from EXPERIMENTAL MIND IN EDUCATION by B. Burton Brown Copyright © 1968 by B. Burton Brown. Reprinted by permission of Harper & Row, Publishers, Inc.

Converting Numbers from the Sign System to a 7-Point Scale

Subtract score of low control items from score of high control items and find new scale score below that is adjacent to it. Repeat this for the low warmth and high warmth scores. Then plot these two new values on the warmth and control axes.		
	Result of subtracting number of checks in low category from number of checks in high category	New scale score (for placement on axis)
	7	7.0
	6	6.5
	5	6.0
	4	5.5
	3	5.5
	2	5.0
	1	4.5
	0	4.0
	-1	3.5
	-2	3.0
	-3	2.5
	-4	2.5
	-5	2.0
	-6	1.5
	-7	1.0

Figure 2 Converting Numbers from the Sign System to a 7-Point Scale

This process can be completed for the three or so remaining intervals of observation and any shift in climate recorded by observing the placement of the second, third and fourth dots in relation to one another. The climate in different classrooms and over more expansive periods of time (for example, beginning, middle and end of the internship) can be recorded in a similar fashion.*

DISCUSSION

Another area of learning climate pertains to teacher warmth and control. For many years, the dimensions of warmth and control were studied as opposite ends of the same continuum. For example, a teacher who was accepting of students' ideas and allowed spontaneity of expression would be referred to as "warm." A teacher who was critical of student ideas and allowed little spontaneity or freedom of choice would be referred to as "cold." Research by Soar (1968) and Soar and Soar (1983) has suggested, however, that teacher warmth and control may be two different aspects of learning climate. These two dimensions were often combined in early studies of the classroom that used Flanders' classroom interaction analysis system to describe the degree to which a teacher was indirect or direct. Direct versus indirect

*Borich, G. D. (1990). Observation skills for effective teaching. Columbus, Ohio: Merrill Publishing Company. Reprinted with permission. Updated Borich, G.D. (2011). Observation skills for effective teaching (6th ed.). Boston: Pearson, pp. 60-63.

teacher behavior was measured by a ratio (called the revised indirect/direct ratio), consisting of the frequency with which the teacher accepts feelings, praises or encourages and accepts student ideas (categories 1, 2 and 3 according to Flanders) relative to giving directions or criticizing (categories 6 and 7). This ratio equated warmth with indirectness and control with directness, thereby placing warmth and control at opposite poles of the same continuum.

Soar and Soar (1983), however, have suggested that a different picture of the emotional climate within a classroom can be obtained by placing teacher warmth and control on separate dimensions, as the figure on the next page shows. These axes illustrate that different degrees of warmth and control may occur simultaneously and that behavior on one dimension does not necessarily preclude behavior on the other. Although many combinations of warmth and control are possible, four major profiles emerge from this conception of classroom climate.

The first is represented by quadrant A, in which the teacher may be characterized as cold and controlling. A teacher who falls at the upper left corner of this quadrant is one who might humiliate and criticize students to control all aspects of their behavior. Lesser extremes represent a teacher who provides little praise or reward. This quadrant generally represents a classroom climate that is businesslike, initiated by the teacher. It also may be a classroom in which motivation for high-level work is inspired more by the fear of punishment, embarrassment, or, in extreme cases, humiliation than by the expectation of praise, reward, or reinforcement.

A second type of classroom climate is represented by quadrant B, in which the teacher is warm but controlling. If warmth were not to be seen as independent of control, as in some early definitions of classroom climate, this quadrant would appear as a contradiction that could not occur in practice. On closer examination, one finds that high degrees of both warmth and control can operate simultaneously, with few interchanges with students. This is almost always task oriented. A teacher who falls at the upper right corner of this quadrant would be one who associates almost every desirable student behavior with some expectation of reward. The result may well be an almost suffocating climate in which students have little if any room to pursue a behavior or activity on their own. Only those behaviors that have been previously identified by the teacher are eligible for a reward--all others are presumably less worthy. As Soar and Soar (1983) have noted, this may create a classroom climate in which students have little "wiggle room" to pursue any independent behavior because of the tightly managed praise and reward system established by the teacher. This quadrant differs primarily from quadrant A in that motivation for good behavior comes from a well-defined and consistently applied system of praise and rewards. In quadrant A, good behavior results from a well-defined and consistently applied system of rules and/or punishment.

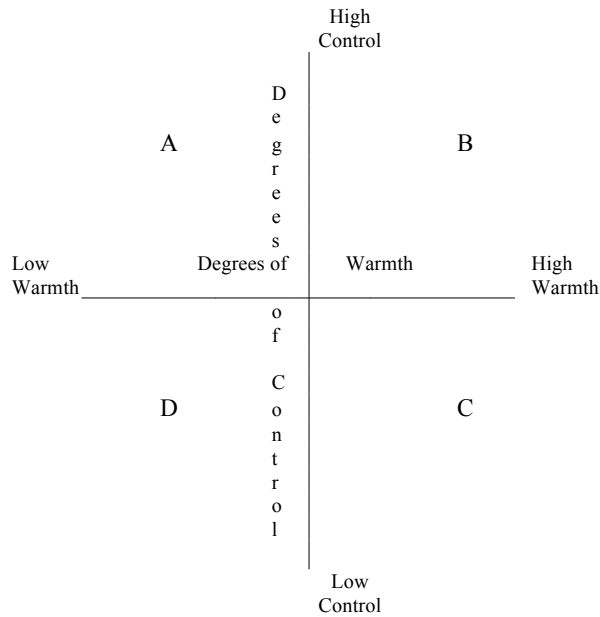


Figure 3 Teacher Warmth and Control on Two Separate Axes

A third classroom climate is characterized by quadrant C in which the teacher is warm and permissive. A teacher who falls at the lower right corner of this quadrant is one who praises and rewards students frequently, while providing students almost complete freedom in choosing the limits of their own behavior, sometimes resulting in chaos or confusion. A lesser extreme of this quadrant might represent a classroom in which praise and rewards are apparent, but student spontaneity (for example, calling out) and risk-taking behavior are limited to certain times (group discussion, problem-solving activity) or certain types of content (for example, social studies but not math). During these times, the teacher acts more as a moderator or participant, guiding and directing but not controlling classroom behavior. This quadrant might be characterized as a classroom climate in which students have considerable freedom in how and when to speak and in which the teacher's warm and nurturing attitude toward students is conveyed mostly nonverbally through a mutually agreed upon set of classroom rules.

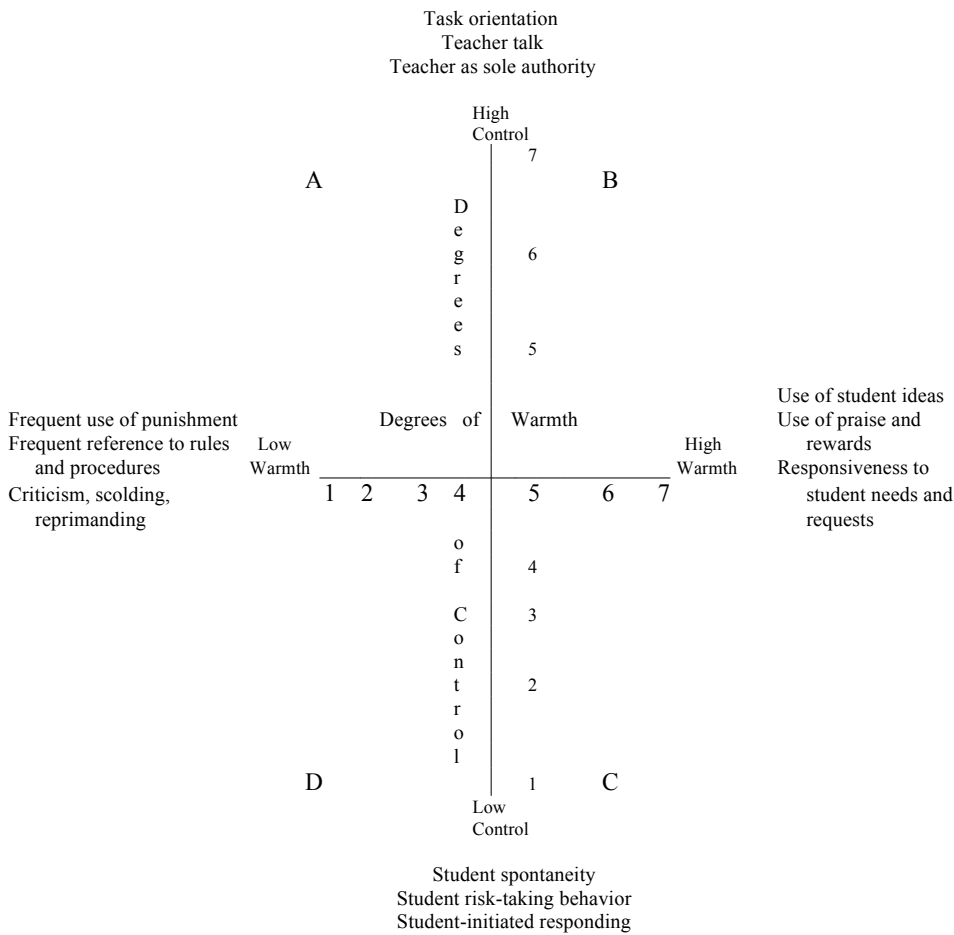
The fourth quadrant represents a classroom that is cold and permissive. A teacher who falls at the lower right corner of this quadrant might be one who spends most of the time scolding and criticizing students, but who has few classroom rules to control or limit the behavior being criticized. Such an extreme climate sometimes prevails in a classroom that must suddenly be taught by an unassuming and unfamiliar substitute teacher. In these classrooms, selected students may take the teacher's unfamiliarity with classroom rules as an opportunity to act out, thereby initiating scolding or criticizing teacher behavior. Since the classroom rules normally in place are unknown to the teacher, there are no rules to fall back on to prevent misbehavior from continually recurring. Since the substitute's role is to keep order, not to create or discover the rules, much of his or her behavior is an attempt to "hold

the line" by criticizing, reprimanding and punishing, if need be, to keep the class under control. A less extreme form of this quadrant might be characterized by some coverage of content as a result of student initiated responses, interspersed with periodic delays for classroom management and misbehavior. This quadrant may be characterized by a lack of task orientation and teacher control over the subject matter content and a high frequency of scolding, criticizing and reprimanding.

The figure that follows on the next page summarizes some of the most obvious characteristics of these four types of classroom climates. A number of unique features can be identified for the dimensions of control and warmth. For the dimension of control, student spontaneity, risk-taking behavior and student initiated responses (low control) and teacher talk, task orientation and teacher authority (high control) appear to be key ingredients. For the dimension of warmth, use of praise and rewards, use of student ideas and responsiveness to student requests (high warmth), and amount of criticism, scolding and reprimanding, frequent reference to formal rules and procedures and use of punishment (low warmth) appear to be key ingredients.

A	B	C	D
High Control Low Warmth	High Control High Warmth	Low Control High Warmth	Low Control Low Warmth
<p>High-task orientation</p> <p>Frequent use of punishment or humiliation</p> <p>Lack of praise, reward or reinforcement</p> <p>Mostly teacher initiated interchanges</p> <p>High amount of time devoted to teacher talk</p>	<p>High task orientation.</p> <p>Clearly identified and frequent use of rewards for desirable behavior</p> <p>Unsolicited student responses discouraged</p> <p>Mostly teacher initiated interchanges</p> <p>High amount of time devoted to teacher talk</p>	<p>Student spontaneity and risk-taking behavior allowed</p> <p>Frequent use of praise and reinforcement</p> <p>Informal classroom rules</p> <p>Students have say in establishing limits of their own behavior</p> <p>Teacher acts as moderator or participant</p>	<p>Classroom lacks task orientation</p> <p>Students frequently call out</p> <p>Frequent scolding and criticizing</p> <p>Few classroom rules</p> <p>Teacher talk focuses on minimizing misbehavior</p> <p>Frequent delays for classroom management and reprimands</p>

Figure 4 Four Types of Classroom Climate



3.B.1. Figure 5 Classroom Climate

3.C. Social Environment of the Classroom. There are numerous ways to look at the social environment in a classroom. We will discuss one which is based on the research of Talcott Parsons and Edward A. Shills (1951) and Herbert J. Walberg and Gary J. Anderson (1968). This research has led to the development by Anderson (1973) of 15 dimensions of a classroom social environment. These dimensions, with brief descriptions developed by Gary D. Borich (1990), include:

1. Cohesiveness – When a group of individuals interacts for a period of time, a feeling of intimacy or togetherness develops. Too much cohesiveness within a classroom may

- separate members of the group from nonmembers and reduce the motivation and willingness of some students to become engaged in the learning process. Too little cohesiveness may discourage students from an allegiance to group norms and encourage them to focus exclusively on their own personal interests and desires.
2. Diversity - The extent to which the class provides for different student interests and activities is important to school learning. Too much diversity in a classroom can make teaching to the average student difficult, while too little may fail to respond to individual learning needs.
 3. Formality - The extent to which behavior within a class is guided by formal rules can influence the flexibility both teacher and students may need to achieve stated goals. A classroom with an extensive or inflexible system of rules and procedures might be less productive than a classroom with fewer rules that are phased in and out or changed periodically to accommodate changing goals and conditions.
 4. Speed – Student commitment to the goals of the class is best achieved when students feel they are learning at the same rate as other students. Too fast a pace will discourage a commitment to group goals from less able learners, while too slow a pace will discourage a commitment from more able learners.
 5. Environment –The classroom physical environment, including the amount of space and type of equipment, can influence the structure of the group and relationships among its members. Generally, the more the classroom reflects the world outside, the more opportunity there is to learn from the classroom environment.
 6. Friction – This refers to the extent to which certain students are responsible for class tension and hostility among members of the class. The greater the friction, the more time spent on classroom management and the less the classroom is task oriented.
 7. Goal direction – clearly stated goals and their acceptance by the group orient the class and provide expected roles for class members. Students in highly goal-directed classes are expected to reach instructional goals more quickly than students in classes where the goals are unspecified.
 8. Favoritism – This indicates the extent to which some students and the teacher behave in ways that benefit some at the expense of others. A classroom in which there are many “favorites” lessens the self-concepts of those who are not and disengages them from a commitment to class goals.
 9. Cliquishness – Cliques within a class can lead to hostility among class members and alternate norms, which may lead to less optimal group productivity. A high degree of cliquishness can make some students become distracted or off-task, especially during group work, when students may be loyal to the clique and not obedient to the teacher.
 10. Satisfaction – Whether or not students gain a sense of accomplishment from completing the events and activities that are assigned affects their learning. Low satisfaction or low sense of accomplishment leads to greater frustration and less interest in the class, eventually reducing a student’s need to achieve.
 11. Disorganization – Class disorganization is believed to be related to reduced instructional time and, therefore, reduced opportunity to learn. Extreme disorganization can result in classroom management problems and a large increase in the time needed to achieve instructional goals.
 12. Difficulty – Generally, students who perceive the content as easy tend to perform more poorly on measures of achievement than those who do not. A high degree of perceived difficulty, however, will make some students give up and disengage from the learning task.
 13. Apathy – Students who fail to see the purpose or relevance of class activities to themselves perform more poorly than those who do. These students fail to behave according to the accepted group norms, which increases the rate of misbehavior and time spent on classroom management.

14. Democratic – This indicates where the class perceives itself on the authoritarian-democratic continuum. Optimal learning may occur under both extremes, depending on the degree of warmth perceived by students. An authoritarian climate in which the teacher is warm and nurturing may be as productive for learning as a democratic climate in which students have greater control over their learning environment.
15. Competitiveness – The effect of competitiveness has been shown to differ widely both within and across classrooms. Too little or too much competitiveness is believed to be detrimental to learning, with repetitive cycles of competition and cooperation being optimal.

Based on these dimensions, Borich developed a coding scale on which the observer indicates the level to which three elements of each dimension are observed in the classroom. An average score for each dimension on this scale, particularly when it is employed several times in the same classroom, can help observers become aware of various elements of a classroom's social environment. Borich points out that the scale is not appropriate for research purposes, but it is particularly useful if observers complete several administrations of the scale while observing a variety of grouping patterns, across subject areas, over a long period of time.

3.C. ASSIGNMENTS:

- 3.C.1. Complete the observation instrument on the following pages. *Be sure to include the observation instrument in the field observation report.***
- 3.C.2. Then write an analysis of your observations of the social environment of the classroom. Include a discussion of at least three dimensions that you particularly want to emphasize in your own classroom. (1 page)**