

Chase Estepp

Prof. Eastman

Classroom Management

11 October 2010

Reflection on Presentation

The presentation over Robert Morrish and his theory was given by Jay, Eric, and me. I thought we did a good job of providing the students with an opportunity to gain an understanding of what his theory was and the different aspects that it was comprised of. We started off the presentation with giving some background information of Morrish and his definition of what real discipline was. Then we went into his three phases of the real discipline and then how important it is to developing a teacher-student relationship. I felt like the strong part of our presentation was when we started talking about the teacher-student relationship and showed a short video clip, and then we went into detail about the 6 steps to take to develop that relationship and what they were called. Then we showed the same video clip again and had the students look for possible points where the teacher could have handled the situation with the student differently and what those were called. This seemed to engage the students and give them a chance to actually see what we were talking about instead of just reading off of the power point to them and expecting them to understand fully what we were presenting to them. yes

The other part that engaged the students was when we talked about the consequences in real discipline. We explained how there were four different consequences that Morrish highlighted and gave them an example of each situation. Then for the end of the presentation we split the class up into five groups of three and gave them the scenario of they had an incident out

at recess with another student and they were required to write an Improvement Plan, which was one of the consequences, and explain to us what they would do different in the future to change the behavior they displayed at recess. After giving them about 5 minutes we had one person from each group describe the different ideas they came up with on how to handle the situation.

Afterwards we gave the students a five question quiz to see how well they comprehended the information we presented to them and if they would be able to use it in the future. The quiz was a combination of True and False, giving a definition, and then the other three we wanted to have the students be able to write down some information they should have gained about Morrish and what his theory was.

For the quiz we had fifteen students participate, they were all given an appropriate time to complete the quiz. After collecting the data, we had ten people who didn't miss any questions, and then the other five people only missed one question. Looking at the one question that most of the five missed I noticed that the difference in the right answer and the one they picked was one word so when we were reading the questions out loud to them they may not have heard the question right. Next time I think it would be appropriate for us to give them the quiz on a worksheet that way they can see the words and that would help out people who are visual learners. Even though the questions were not too difficult it was still gratifying knowing that they were able to comprehend the information you gave them during the presentation. Although there were five students who missed one question that could have been different if we presented the quiz to them in a different style that could have suited the whole class better.

I agree

new goals?

Theorist Presentation
Reflective Paper Rubric

Eastman

Student Name	Date	Submitted on time:		
Chase E	10.11.10	<input checked="" type="radio"/> YES	<input type="radio"/> NO	
Categories	Unsatisfactory	Basic	Proficient	Distinguished
	0	4	5	6
Reflective statement voice	No reflective statement presented.	Student writing lacks independent and original thought, or expression of a personal tone.	Student writes in a personal tone that reports the facts more than reflects original thought.	Student writes in a personal tone that is reflective of independent and original thought. ✓
Strengths and limitations E7- Engages in research and reflection on best practices in teaching strategies	No reflective statement presented.	Does not adequately reflect on his or her own abilities, struggles/limitations, and experiences as a learner or teacher.	Reflects on his or her own abilities, struggles/limitations, experiences, as a learner or teacher, but lacks in detail or does not provide concrete examples.	Reflects on his or her own abilities, struggles/limitations, and experiences, as a learner or teacher by including concrete examples. ✓
Content E7- Engages in research and reflection on best practices in teaching strategies	No reflective statement presented.	Does not utilize the information provided in the experience.	Uses information provided in the experience, but does not connect that information to individual understanding. ✓	Effectively uses the information provided to set new developmental goals or changes for similar teaching experiences.
Theorist's model E7- Engages in research and reflection on best practices in teaching strategies	Does not evaluate theorist's model	Refers to model but does not relate components of model to a classroom setting	Reports components of model without explaining the relationship to a classroom setting ✓	Justifies components of theorist's model that would be applicable to a classroom setting
Conventions R5- Models appropriate written communication skills	Severe & pervasive errors result in sentence incoherence	Consistent errors detract from meaning; Weak sentence structure	Sentences convey meaning; Inconsistent errors that detract from meaning	Well-organized sentence structure; Minimal errors do not interfere with meaning ✓
				<i>Points Earned</i> <u>28</u> / 30

Comments: