

## **MUSED 465 - CLASSROOM MANAGEMENT & EVALUATION**

### **Observation 5 - Evaluating Behavioral Change**

#### **Evaluation and Response**

- What behavior did you pinpoint to change between Observation 3 and this observation? Be specific! Remember, if you are not specific, you will not know if anything changed.
- Now observe and record. What change do you see in this behavior between Observation 3 and this observation? Has the magnitude of the change been to your satisfaction? In other words, has it increased or decreased to a level that you feel is appropriate? Or is this still a work in progress?
- What effect has this change in behavior had on the results of your teaching, on your students? For example, are students more attentive? Are you and the class able to spend more time engaged in musical activities? Are you able to monitor individual student progress more accurately or more efficiently? Are you able to address a greater number of learning objectives during the class period? (Specific questions will be different for each of you depending on the behavior you pinpointed.)

#### **Identification of Management Approach**

- Now watch yourself again. Consider the various management models that have been presented in class recently. Can you identify any aspects of any of these models that you include in your teaching approach?
- If so, describe them. Is their inclusion intentional? In other words, are these characteristics apparent because you have chosen to include them? Or are they part of your teaching strategy that you now recognize as correlating with a particular model?
- If not, can you identify some aspect of your teaching that you feel might be improved by drawing on the ideals and/or methods of an alternative model, either reactive or proactive? There may be one specific model you have in mind or you may wish to identify several characteristics from various models.