

This week we began our practicum placement with Jennifer Kimock at Edgewood Elementary in Yardley, PA. Mrs. Kimock has been teaching for 19 years, 12 of which were at Edgewood Elementary. She is obviously a very experienced and seasoned teacher, which is evident even when just walking into her room for the first time. The classroom itself is very colorful, with most of the walls covered in either posters or “wall manipulatives”. Some of these include her “brownie points” system for overall class behavior, the “SuperSingers” posters for outstanding students, self-evaluation scoring scales at the door, Orff instruments invading the back of the room along with the piano, and tempo “kitties” on the back wall for reference. She also uses magnetic note heads for composing lessons, which enable her to constantly be creating and changing the melodies based on the students’ suggestions. Another tool used is her lesson scheduling system. She made bubbles indicating activities such as “time to compose” or “time to listen” and puts them on the board to indicate to students what the plan is for that day’s class. This is a great tool for those learners who want to know what’s happening during this lesson, or to keep students on task so they can get to all of the fun things that are planned for the day.

Mrs. Kimock was really superb at her classroom behavior management. In addition to the above-mentioned physical tools for classroom behavior, she also had efficient vocal ways of gaining the attention of her students. As soon as a problem arose, she addressed it. She gave warning levels, such as “This is your first warning.” She also gave students audible sub-lists for each of the activities on the board. For example, for the composing activity she instructed them to 1) Find a partner 2) Figure out the words for their songs 3) Find the rhythm and 4) Make up a melody that made sense (contour-wise...and yes, she was teaching contour as well...). This helped the students stay on task, time manage, and realize what was expected of them once they had finished. She also used other vocal commands such as countdowns, “Red Robin” call and

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response, “Shave and a haircut” call and response, and anything else that either she made up or is extremely recognizable to the kids. I think another aspect of her classroom behavior management was her great flow through all activities. I could tell she was always thinking ahead, but also paying the utmost attention to her students.