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Republic of the Philippines
CAMARINES NORTE STATE COLLEGE

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FIELD STUDY

OBSERVATIONS OF TEACHING - LEARNING IN ACTUAL SCHOOL ENVIRONMENT

BSED

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Observations of Teaching-Learning in Actual School Environment



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Episode 7 Physical and Personal Aspects of Classroom Management

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SPARK Your Interest

This episodes tackles classroom management and discipline. It focuses on the personal and physical aspects of classroom management which are central to teaching and therefore must be consistently implemented.



TARGET Your Intended Learning Outcome

At the end of this Episode, I must be able to:

- Identify the two (2) aspects of classroom management; and
- Determine the classroom management strategies that the Resource Teacher employed in his/her class.



REVISIT the Learning Essentials

Classroom management refers to the wide variety of skills and techniques that teachers use to keep students organized, focused, attentive to tasks, and academically productive in class.

Ref: edglossary.org

Importance of Effective Classroom Management

- Increase the chance of student success
- Paves the way for the teacher to engage students in learning
- Increases instructional time
- Creates consistency in the employment of rules and regulations
- Aligns management strategies with his schoolwide standards.
- Decreases misbehavior in the classroom.
- Gives student boundaries as well as consequences.

Ref: <http://www.ehow.com>

Two Aspects of Classroom Management

- 1) Personal Classroom Management consists of managing yourself to ensure order and discipline in your class. It includes:
 - 1.1 Voice
 - 1.2 personal grooming



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- 1.3 attendance
- 1.4 punctuality
- 1.5 personal graciousness

Managing yourself as a teacher contributes to the order and well-being of your class.

2. Physical Classroom Management consist of managing the learning environment. Attending to this, physical elements of the learning environment ensure the safety, security and order index class. It includes:
 - 2.1 ventilation
 - 2.2 lightning
 - 2.3 acoustics
 - 2.4 seating arrangement
 - 2.5 structure or design of the classroom
 - 2.6 basically, space or learning stations

Some effective Classroom Management.

1. Model to the students how to act in different situations.
2. Establish classroom guidelines.
3. Document the rules.
4. Refrain from punishing the entire class.
5. Encourage initiative from class.
6. Offer praise and rewards.
7. Use non-verbal communication.
8. Take time to celebrate group effort.
9. Let the students work in groups.
10. Interview students to assess their needs.
11. Address bad behavior quickly.
12. Consider pure teaching.
13. Continuously engage the students.
14. Assign open in the project.
15. Right group contracts.



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OBSERVE, ANALYZE, REFLECT

Activity 7.1

Identifying Personal and Physical Aspects of Classroom Management

Resource Teacher : Kim Paolo Armin A. Torcelino VI Signature:

School: CNSC – College of Education Laboratory School

Year and Section: Grade 9 Subject: Sciences Date: September 18, 2025



OBSERVE

Survey the class and interview the resource teacher. Ask how the personal and physical aspects of classroom ensure proper classroom management and discipline.

Check if these aspects were observed in the classroom.

Aspects of Classroom Management	YES	NO
1. Personal Classroom Management		
1.1 Is the teacher well-groomed that he/she demands respect from the learners?	✓	
1.2 Is the teacher's voice modulated and can it be heard by the entire class?	✓	
1.3 Was the teacher present in class?	✓	
1.4 Did the teacher arrive on time in class?	✓	
1.5 Does the teacher exude a positive attitude towards teaching?	✓	
2. Physical Classroom Management		



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2.1 Is the classroom well-ventilated?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2.2 Is the lighting good enough?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2.3 Is the classroom free from noise?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2.4 Does the seating arrangement provide better interaction?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2.5 Is the design/structure of the room inviting to classroom activities?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2.6 Is the physical space/learning station clear from obstruction?	<input type="checkbox"/>	<input checked="" type="checkbox"/>



ANALYZE

Analyze the different elements of personal or physical classroom management and answer the following questions.

1. How does the voice of the teacher affect classroom instruction?

Having a clear and well-modulated voice is crucial, particularly in a classroom that has many students. A teacher's voice stands out as a powerful tool to establish and maintain control in the classroom. The voice used by the resource teacher is well modulated and clear, so that everyone in the class can hear. These forms of voice can assist the teacher to effectively communicate and clearly explain the instructions, eliminating confusion and misunderstanding among the students and the teacher.

2. How does the functionality of the teacher affect classroom discipline?

The functionality of the teacher affects classroom discipline in the way activities are handled. Collaboration and exchange of knowledge and ideas are seen to be evident in the classroom. Based on my observation, when the resource teacher tasked the students to form a group for an activity, the whole class became more engaged and actively participated in accomplishing the given activity. While the activity encouraged meaningful discussion, I also noticed that some students became distracted, drift away from the task, and often roamed around the classroom. This indicates that the functionality of the teacher, such as facilitating the activity and monitoring students' participation, greatly influences the level of



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discipline in the classroom. Although the activity promotes engagement and strengthen collaboration among students, it still requires close monitoring of student behavior to minimize off-task behavior.

3. Why do we need to check on the physical aspects of classroom management?

It is imperative to take into consideration and check the physical aspect of classroom management because this is where the teaching and learning process takes place. With a well-maintained and proper learning environment, this will ensure that learning becomes more interactive, meaningful, inclusive, free from distraction, and a well-equipped classroom that can support and sustain both the needs of the student and teacher.



REFLECT

Reflect on the aspects of personal and classroom management.

1. What does this statement mean to you as a future teacher? Explain.

"No amount of good instruction will come out without effective classroom management."

As a future teacher, this statement signifies that no matter how skilled, knowledgeable, and masterful the teacher is, without effective and strong teaching strategies and management, the teacher is not effective. A good instruction will not work well as planned if there is no solid structure and a lack of order in managing the class. For me, this means that classroom management is not just about setting rules and expectations, but also about creating a conducive learning environment. Teaching strategies will only work as planned if there is structure, order, and discipline in the class. A well-managed classroom creates an environment where students can focus, participate, and learn meaningfully, making the instruction more effective and successful.

2. What are your plans for ensuring effective classroom management?

To implement and create an effective classroom management, I will start by creating an organized and consistent set of classroom rules and routines that will help me to condition and navigate the student's behavior and needs. I will also encourage my students to be proactive and attentive in class by reinforcing a positive behavior with appropriate consequences for their misbehavior while discouraging unwanted behavior. These will ensure that students are well



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maintained discipline and part of the class. Additionally, I promote open communication and use a kind and friendly approach. In this case, student have a freedom to voice out their concerns and problem without the feeling intimidated. This will help me to solidify our teacher and student relationship while building trust and confidence.

Activity 7.2

Listing Down Classroom Rules

Resource Teacher : Kim Paolo Armin A. Torcelino VI Signature: 

School: CNSC – College of Education Laboratory School

Year and Section: Grade 9 Subject: Sciences Date: 9/18/25



OBSERVE

Observe the classroom management strategies that your Resource Teacher employs in the classroom. You may also interview to substantiate your observation.

Check the management strategies employed by the Resource Teacher.

Check (✓) observed, put an (x) if not observed and 0 for no opportunity to observe.

Effective Classroom Management Strategies	Observed	Not Observed	No Opportunity to Observed
1. Model to the students how to act in different situations.			0
2. Establish classroom guidelines.	✓		
3. Document the rules.	✓		



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4. Refrain from punishing the entire class.	✓		
5. Encourage initiative from class.	✓		
6. Offer praise and rewards.	✓		
7. Use nonverbal communication.	✓		
8. Take time to celebrate group effort.	✓		
9. Let students work in groups.	✓		
10. Interview students to assess their needs.			0
11. Address bad behavior quickly.			0
12. Consider peer teaching.	✓		
13. Continuously engage the students.	✓		
14. Assign open in the project.		X	
15. Write group contracts.		X	
Others (Please specify)			



ANALYZE

Analyze the checklist you have accomplished and answer the given questions:

1. How many strategies were employed by the resource teacher? Did this contribute to better classroom management? Explain your answer.

Upon observation, I have concluded that there are 10 classroom management strategies employed by the resource teacher out of 15 listed strategies. These classroom management included establish classroom guidelines, document the rules, refrain from punishing the entire class, encourage initiative from class, offer praise and rewards, use nonverbal communication, take time to celebrate group effort, let students work in groups, consider peer teaching, and continuously engage the students. Implementing these strategies is imperative to effectively support both the teaching and learning process because they help to create order, minimize distractions, and promote a positive learning atmosphere.

2. What were not used by the resource teacher? Where is this important? What should have been used instead? Explain.



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There are 5 classroom strategies out of 15 strategies that I haven't seen or had no opportunity during class observation. These strategies included assigning an open project, writing group, addressing misbehavior, interviewing a student, and modeling for the student. The following strategies are imperative because they provide opportunities for deeper learning, promote collaboration, and guide students in proper behavior and skills. Moreover, the teacher can used strategies that encourage collaboration, promote discipline, and provide concrete expectation.



SHOW Your Learning Artifacts



Figure 1. A student is focused on writing as part of the classroom activity.



Figure 2. Students approach the teacher for further clarification and assistance.



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Figure 3. Students move around to join their groups, showing collaboration and active participation.



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EVALUATE Performance Task

Evaluate Your Work Task Field Study 1, Episode 7-Physical and Personal Aspects of Classroom Management

Learning Outcomes: Identify two (2) aspects of classroom management and determine the classroom management strategies that the Resource Teacher employed in his/her class.

Name of FS Student: Rizza Joy A. Jane Date Submitted: October 1, 2025
Year&Section: 4th year Block A Course: BSEd Major in Sciences

LEARNING EPISODES	EXCELLENT 4	VERY SATISFACTORY 3	SATISFACTORY 2	NEEDS IMPROVEMENT 1							
ACCOMPLISHED OBSERVATION SHEET	All observation questions/tasks were completely answered/accomplished.	One (1) or two (2) observation questions/tasks not answered/accomplished	Three (3) observation questions/tasks not answered/accomplished	Four (4) or more observation questions/tasks not answered/accomplished.							
ANALYSIS	All questions were answered completely; answers are in-depth and thoroughly grounded on theories; grammar and spelling are free from error.	All questions were answered thoroughly; answers are connected to theories; grammar and spelling are free from errors.	Questions were not answered thoroughly; answers are not connected to theories; one (1) to three (3) grammatical spelling errors.	Four (4) or more observations were not answered; answers not connected to theories; more than four (4) grammatical/spelling errors.							
REFLECTIONS	Profound and clear; supported by what was observed and analyzed	Clear but lacks depth; supported by what was observed and analyzed	Not so clear and shallow; somewhat supported by what was observed and analyzed	Unclear and shallow; rarely supported by what was observed and analyzed							
LEARNING ARTIFACTS	The portfolio is reflected in the context of the learning outcomes; Complete, well-organized, and highly relevant to the learning outcome	The portfolio is reflected in the context of the learning outcomes. Complete; well-organized, and very relevant to the learning outcome	The portfolio is not reflected in the context of the learning outcomes. Complete; not organized, relevant to the learning outcome	The portfolio is not reflected in the context of the learning outcomes; not complete; not organized, and not relevant							
SUBMISSION	Submitted before the deadline	Submitted on deadline	Submitted a day after the deadline	Submitted two (2) days or more after the deadline							
Comment/s											
SCORE	20	19-18	17	16	15	14	13-12	11	10	9-8	Below
GRADE	1.0	1.25	1.5	1.75	2.00	2.25	2.50	2.75	3.00	3.5	5.00
	99	96	93	90	87	84	81	78	75	72	71-Below



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KIM PAOLO ARMIN A. TORCELINO VI
Signature of FS Teacher above Printed Name

September 18, 2025

Date