

School: Strasburg High School

CTE Course: Principles of Business and Marketing

Clinical Faculty: Phillip Barnes

Date: March 4<sup>th</sup>, 2024

Time: 8:00am-9:30am

Classroom Observations:

- Study guide and review games for test on unit

Student's reaction to the lesson:

- Students were encouraged to participate in the activity and get the material fresh for the exam on the unit.

Best Practices Observed:

- Instructor asked questions along the way.

Take Aways:

- Make sure each student answers at least one review question or knows the material and is ready for the exam.

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Date: March 6<sup>th</sup>, 2024

Time: 8:00am-9:30am

#### Classroom Observations:

- Students took the unit test.

#### Student's reaction to the lesson:

- Some students had questions regarding the material or didn't understand why they would need to learn it.

#### Best Practices Observed:

- Students applied what they learned in the unit to complete the given test.

#### Take Aways:

- Don't let them have phones out or within reach.
- Let other students outside of the classroom know that they aren't welcome unless they are apart of the classroom.
- Maybe put them on a lockdown browser for testing purposes.

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Date: March 7<sup>th</sup>, 2024

Time: 8:00am-9:30am

#### Classroom Observations:

- What are the 4 P's of Marketing.
- Students took PowerPoint slides and used them to complete notes.
- Briefly explored the Marketing Mix and what each P stands for.

#### Student's reaction to the lesson:

- Students were engaged in the lesson.
- All students asked at least one question.

#### Best Practices Observed:

- Instructor asked questions along the way.
- Instructor put the student's favorite items into the lesson.

#### Take Aways:

- Made sure each student asks one question.
- Some of the students applied themselves to the lesson.
- Talked about how they as young consumers are influenced by certain brands.

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Date: March 8, 2024

Time: 8:00am – 9:30am

#### Classroom Observations:

- Students took PowerPoint notes.
- Review the Marketing Mix Outline, giving examples of today's market items that students can recognize and are familiar with.
- Instructor went over an example of the 4 P's diagram and what each might look like in the real world.
- **P**roduct
- **P**rice

#### Student's reaction to the lesson:

- Some were engaged and others could care less about what was on the board or talked about.
- Conversation about topics emerged from examples that were given from the Marketing Mix.
- Students talked about recent events in their life that they could apply to the Marketing Mix.

#### Best Practices Observed:

- Students raised their hands for answers or questions.
- No small talk or chatter was happening.
- Students were asking questions that were three steps ahead of what the instructor was talking about.

#### Take Aways:

- Students started off working on the notes but after 20-25 minutes they started to wander off in space or on their phones.

- Keep the students learning span to a minimum, highschoolers don't want to stare at the same thing for a long period of time.
- Maybe do a random pull of names to pick out students on random to ask and answer questions.

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Date: March 11, 2024

Time: 8:00am – 9:30am

#### Classroom Observations:

- Recall knowledge and how it applies to the Marketing Mix.
- Target vs Mass Marketing
- Segmentation part of notes
- Reviewed the 4 P's of the Marketing Mix.
- KaHoot!

#### Student's reaction to the lesson:

- The instructor did a lot of talking and PowerPoint presentation slides.
- Students didn't engage in the lesson because the instructor did all the talking and didn't ask open-ended questions.

#### Best Practices Observed:

- Have the students more involved by having them ask questions or playing a game/survey of what they think each market does or examples of each one.

#### Take Aways:

- Keep note taking/non instructor time to a minimum, some students were getting sidetracked very easily.
- Students liked playing the KaHoot for review.

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Date: March 12<sup>th</sup>, 2024

Time: 8:00am – 9:30am

#### Classroom Observations:

- Finish up with the PowerPoint notes.
- Marketing Matrix Outline (Finish)
- Demographics breakdown

#### Student's reaction to the lesson:

- By this point the notes for some of the students were completed.
- They liked to discuss and talk about the product that they chose.
- Students liked being able to change things that they can control and what they may not have currently.

#### Best Practices Observed:

- The instructor picked on students at random to discuss.
- They were made to discuss on why they picked the certain business and item and explain a little about it to the class.

#### Take Aways:

- Three days of note taking is way to long.
- Students got more knowledge talking about the matter vs taking PowerPoint notes.
- Make sure the lesson is clear and available on the board so everyone knows what is going on and what to expect from the instructor.

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Date: March 13, 2024

Time: 8:00am – 9:30am

#### Classroom Observations:

- What is Utility Marketing?
- 4 parts of Utility Marketing (Focus)
  1. Time Utility Marketing examples
  2. Place Utility Marketing examples
- Marketing Strategies information

#### Student's reaction to the lesson:

- Students that want to go into business were asking questions and answering the instructor.
- The same students over and over were the ones that were interested in the lesson being taught.
- When the instructor introduced the project, the students perked up and listened.

#### Best Practices Observed:

- Some students waited until the instructor went over to complete the worksheet.
- High School students' attention span is very limited especially in the morning hours.
- They enjoyed getting up out of their seats and moving around the room.

#### Take Aways:

- Make sure that they are completing the worksheet on their own before going over.
- All mobile devices need to be put away; some students were on them more than being focused.
- The same students answered the questions and were the most engaged. The instructor should try pulling random student names or something like popsicle sticks.
- Students picked their own groups, maybe instructor should assign them so that each group is equal and not just one student is completing the work.



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Date: March 14<sup>th</sup>, 2024

Time: 8:00am – 9:30am

#### Classroom Observations:

- The instructor gave each group 30 minutes to come up with a product and service of their choosing and they got checked in with and had to explain.
- Students would ask appropriate questions regarding their product.

#### Student's reaction to the lesson:

- Students enjoyed being able to move around and socialize without being interrupted by the instructor.
- The instructor's instructions weren't clear to all students, they had to say it over a few times.
- The ideas of some of the groups were creative and allowed for them to fully express themselves.

#### Best Practices Observed:

- Students like small groups instead of individual work.
- The students enjoyed being allowed to pick the service and product and being in control of that aspect.
- Notes/Instructions should be clear and visible to help eliminate the constant repeat of what to do.

#### Take Aways:

- I would have selected the pairs at random. Giving the students the control allowed them to pick people or groups they are comfortable with.
- Make the instructions clear on the board by either a presentation or writing. (Nothing was on the board as a visual)
- Checkpoints along the way make sure the students are on task and the project is going to get completed.

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Date: March 15, 2024

Time: 8:00am – 9:30am

#### Classroom Observations:

- Groups continued working on product and service.
- The instructor checked in and asked about their progress.

#### Student's reaction to the lesson:

- Students enjoyed discussing more details about the product they chose.
- Students designed a PowerPoint slide on what they wanted their product look like.

#### Best Practices Observed:

- Students prefer group or pair work over individual.
- A few students chose to work individually to complete the work on time and get full credit for their work.

#### Take Aways:

- I would choose the groups for the students. I have noticed that the friend groups are working partially.
- Students chose who they were comfortable with and didn't explore other students in the classroom.

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Date: March 18<sup>th</sup>, 2024

Time: 8:00am – 9:30am

#### Classroom Observations:

- Groups continued and turned in their product and service.
- The instructor checked in and told them when it was to be turned in.

#### Student's reaction to the lesson:

- Students enjoyed discussing more details about the product they chose.
- Students interviewed their partner about the product and asked how they would complete a service if they gave them an example of what it did.

#### Best Practices Observed:

- Students prefer group or pair work over individual.
- A few students chose to work individually to complete the work on time and get full credit for their work.

#### Take Aways:

- Students chose who they were comfortable with and didn't explore other students in the classroom.
- Make sure the students have a visual aid to look out on the classroom board to make sure that every step is completed and leaves no room for misunderstandings.
- Have each group come to me or I go to them to make sure that they are almost completed with it or see if they have any questions.
- Some students didn't know how to use the software that they were asked to use to complete the assignment (Canvas, PP, Word, etc.).

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Date: March 19<sup>th</sup>, 2024

Time: 8:00am – 9:30am

#### Classroom Observations:

- Students started with a word search for the unit.
- Students then completed a section of PowerPoint notes.
- Review and talk about the 4 P's of Marketing.

#### Student's reaction to the lesson:

- Word search made their brains and eyes do some work which helped keep them focused.
- The class waited to discuss everything as a group.
- Some students aren't interested in business, so they get lost quickly.

#### Best Practices Observed:

- Students don't like to stare at their screen or instructor's screen for a long period of time.
- Having them complete these on their own allows them to finish when they can.
- Instructor would go around and check in on each student's progress and try to help without giving them the exact answer.

#### Take Aways:

- If I'm going to give notes, I would make sure they are interactive about the lesson. I don't want to lose or get them bored by just staring at the screen.
- Make sure each student has completed something before moving on and not just giving them the answers without trying on their own first.
- Need to keep the students focused and on that day's task/assignment.

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Date: March 20<sup>th</sup>, 2024

Time: 8:00am – 9:30am

#### Classroom Observations:

- Club Day for the school.
- Students were able to make up all missing work for this course.

#### Student's reaction to the lesson:

- Some students had missing work and others didn't.

#### Best Practices Observed:

- Make sure the students that are completely caught up have some type of work to be working on.

#### Take Aways:

- On club days instructors aren't allowed to introduce new course work since some students are attending their club.

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Date: March 25, 2024

Time: 8:00am – 11:00am

#### Classroom Observations:

- Review for unit quiz on the Marketing 4 P's.
- Handed out multiple choice questions to help students.
- PowerPoint slides showed students what each P was and a prime example of what they will see when outside of the classroom.

#### Student's reaction to the lesson:

- Some students rushed through this because they knew the answers.
- Students didn't know every question or know how to explain how they got their answers.
- Keeping them on track can be difficult at times because they don't take each lesson seriously.

#### Best Practices Observed:

- Give them a shorter time window to complete the short 5 question review.
- Many students worked in pairs to complete the review.
- Mobile devices become a distraction for some students as they start to play games or start conversations with other students in other classrooms.

#### Take Aways:

- Keep an eye on each student's review so that they are completing it on their own and not just using their neighbor's answers.
- Make the small assignment a grade so they take it more seriously.
- Small talk that sparked other conversations began to arise, making the instructor cut their original time shorter to keep them on track for the lesson.
- Call on each student at least once to make sure they are staying focused and are gaining the material they need in order to succeed in a business career.

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Date: March 26, 2024

Time: 8:00am – 9:30am

#### Classroom Observations:

- More review for Unit test tomorrow 3/27/24
- Students completed multiple choice questions.

#### Student's reaction to the lesson:

- Keeping them on track can be difficult at times because they don't take each lesson seriously.

#### Best Practices Observed:

- Mobile devices become a distraction for some students as they start to play games or start conversations with other students in other classrooms.

#### Take Aways:

- Keep an eye on each student's review so that they are completing it on their own and not just using their neighbor's answers.
- Make the small assignment a grade so they take it more seriously.
- Call on each student at least once to make sure they are staying focused and are gaining the material they need in order to succeed in a business career.

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Date: March 27, 2024

Time: 8:00am – 9:30am

#### Classroom Observations:

- Students completed the Unit Test.

Student's reaction to the lesson:

#### Best Practices Observed:

- Mixing up the questions so that students don't have the same test as their "neighbor" does.

#### Take Aways:

- Put the test in a locked down browser, not allowing them to access other tabs on the web.
- Separate the students, make them pick a spot not near someone, so no cheating or answer discussing can happen.



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Date: April 3<sup>rd</sup>, 2024

Time: 8:00am – 9:30am

#### Classroom Observations:

- Students worked on the note packet (From Lesson)
- Students worked on brochures presentations.

#### Student's reaction to the lesson:

- Students were asking questions and being more involved with certain retail outlet questions.
- Many of the students could relate this to their everyday lives and what they do on the weekends.

#### Best Practices Observed:

- The students seemed more engaged when the instructor would read aloud and ask questions.
- Instructor would give the students examples of what each retail outlet meant or would give them an example of what they might see when out in the world.
- Making sure that all students know what is expected of them from the brochure.
- Some students needed a few extra steps broken down on how to use Canva.

#### Take Aways:

- Read aloud and call on students at random to answer the missing word/blank.
- Reading aloud allows you to be able to look at students and make sure they are staying engaged.
- Make sure that each student is completing the notes/work.
- Monitoring their Chromebooks and making sure that they aren't watching videos or playing games.
- Time management for students that don't want to work can be a challenge, walking around and keeping the task in front of them helps.

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Date: April 4<sup>th</sup>, 2024

Time: 8:00am – 9:30am

#### Classroom Observations:

- Students worked on getting their brochures completed.

#### Student's reaction to the lesson:

- Some students were enthusiastic about what retail outlet they chose.

#### Best Practices Observed:

- Making sure they stay on task and that the brochure is what the students are working on.
- Not completing the brochure would result in their grade possibly going down.

#### Take Aways:

- Walk around the room to monitor each student's screen.
- Put the instructions on the board to make sure each student understands the assignment.

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Date: April 5<sup>th</sup>, 2024

Time: 8:00am – 9:30am

#### Classroom Observations:

- Students turned in or completed their retail outlets brochure.

#### Student's reaction to the lesson:

- Some students were enthusiastic about what retail outlet they chose.
- Students had many questions on which part of the brochure their information should go on.

#### Best Practices Observed:

- Making sure they stay on task and that the brochure is what the students are working on.

#### Take Aways:

- Walk around the room to monitor each student's progress on completion.
- Put the instructions on the board to make sure each student understands the assignment.
- Make sure that students know how to submit the assignment, some had questions on saving the brochure into Canva.
- Check on each student to make sure they understand why these are important and which retail outlet they shop at most.