

Strand I Observation Guidelines

CLASSROOM/SCHOOL/COMMUNITY ROLES & RESPONSIBILITIES*

To prepare for spring student teaching, take full advantage of your fall experiences to familiarize yourself with your classroom, your school and your community. This is also the time to gain practice teaching individuals and small groups as well as your whole class.

Use this form as a guide for taking notes and writing reflections about your experiences. These will be a basis for classroom assignments, guide group discussions, and checkpoints during the university supervisor visits. Be sure to keep this from available your school site.

*Completion of these assignments in a timely manner is necessary to ensure success in Strand I core courses.

	Resource Person(s)	Date Completed
1. <u>Policies & Procedures</u>		
*Contact your supervising teacher, Nancy Tollenaar at Willamette (503-370-6343) and your university supervisor by voice mail whenever you are absent from your school.		
• Review faculty, parent and student handbooks.	_____	_____
• Familiarize yourself with and follow school procedures for absences.	_____	_____
** Talk with your principal or teacher about school policies for student discipline.	_____	_____
• Fill out an emergency card and give to secretary with name, address Phone, doctor's phone #, allergies, person to call in emergency.	_____	_____
• Become familiar with school procedures for::		
<i>Emergencies</i>		
-fire drills	_____	_____
-medical and other emergencies	_____	_____
-substance abuse	_____	_____
-suspected child abuse	_____	_____
-pathogens, AIDS	_____	_____
-earthquake	_____	_____
-lockdown	_____	_____
<i>Non-emergencies</i>		
-confidentiality	_____	_____
-teacher duties and responsibilities	_____	_____
-telephone use	_____	_____
-computer use, e-mail, Netscape	_____	_____
-sensitive subject matter	_____	_____

**We encourage you to complete this as a group..

- Review all school rules and policies you will be expected to enforce as a teacher. _____

2. School Culture

- What do you observe when you first walk into your school, e.g., school name, language(s) of signs, office staff, bulletin boards decorations? _____
- How might you feel entering your school if you were a parent? a child of color? a non-English speaker? a special needs student? a TAG student? _____
- What do students and teaches do before and after school? at recess? at lunch? How do they communicate (verbally and nonverbally)? _____
- How do students, teachers and staff members dress? _____
- Spend a day at a middle school. _____
- Spend a day at a high school. _____

3. School Personnel

- Meet the office and custodial staff, other support staff, teachers and administrators. Become familiar with what they do. _____

**Interview (with other student teachers at your school):

- Title 1 coordinator / teacher _____
- bilingual interpreter _____
- other school specialists, e.g., TAG, bilingual, migrant education, special ed staff _____

**Arrange a meeting with your school counselor to learn procedures for counseling, advising, and referring students. Learn how district support specialists support your school. _____

4. School & Community

- Walk or drive trough your school neighborhood at 3 different times of the day. Who do you see? What are they doing? What do you see? What have you learned about your school community? _____
- What is the layout of your school? Locate key areas such as the library, media center, teachers' room, supply room. _____
- Notice where students congregate inside and outside the _____

school both before and after school.

**We encourage you to complete this as a group.

- Identify relevant community service agencies and groups that provide service to the school community.
- Contact a community service agency and arrange to interview a staff member about their involvement with children and families
- Arrange to attend, when possible:
 - a school board meeting
 - a meeting of the Local School Advisory Committee (LSAC).
 - a parent/teacher association meeting
 - a staffing
 - school site committee meetings.

5. Extra-Curricular Activities

- Join your supervising teacher during assigned supervision at lunch, bus duty, assemblies.
- Attend a school event, e.g., PTO, Back to School Night.
- -How many teachers are there? administrators? students, parents?
- -How does students' behavior compare with their classroom behavior?

6. Instructional Resources

- ** Introduce yourself to the librarian, media specialist and technology personnel
- Explore our school library, media center, and computer labs. Evaluate holdings in your grade level and learn how to make use of them. Learn about computer accessed media materials.
- ** Visit the volunteer resource center in your district and/ or your Education Service District (ESD). Learn about the services.

- Survey the district/ESD media catalog and bulletins.

7. Professional Development

- Attend in-service and staff development workshops, if possible.
- Begin a classroom resource/materials file.

8. Classroom Observation

- Observe a minimum of 2 teachers at other grade levels. Note how subject matter and grade levels affect teaching styles, strategies, and learning activities.

- Observe at least 3 teachers who model specific strategies, e.g., cooperative learning, conflict resolutions, writers' workshop, simulations, learning centers, _____
- Request permission (arrange through your supervising teacher) to observe each of the following (at another school, if unavailable):
 - English as a Second language _____
 - Sheltered English Instruction for limited English Proficiency (LEP) _____
 - Bilingual _____
 - Talented and Gifted _____
 - Special Education _____
 - Other special programs or classes, e.g., library, music, computer, P.E. _____
- List strategies./ activities you observed and record your reflections. _____

9. Classroom Participation

- Volunteer to assume specific classroom tasks, e.g., taking attendance, correcting papers, taking students to PE or lunch, guiding transitions between activities, assisting individuals. _____
- Volunteer to prepare instructional materials, search for library resources, work with the media specialist, check out A_V and media materials. _____
- With your supervising teacher's guidance, increase your involvement with students:
 - assist in class activities, e.g., class dismissal, information about home flyers _____
 - help individuals during class, before & after school. _____
 - work with small groups of students _____
 - read with or to students _____
 - play math games with students. _____
- With your supervising teacher's guidance:
 - give instruction for a minimum of 3 activities, e.g., sharing time, walking to lunch, handouts _____
 - teach a minim of 3 lessons to your class, e.g., getting to know your activity; story introduction reading and follow-up; Directed Oral Language (DOL) _____
 - prepare, administer and correct at least once assessment. _____

- **Review your classroom management plan with your teachers.**
- **Determine regular due dates for lesson plans, weekly plans, and work samples. Record them on your planning calendar.**
- **Set weekly conference times with your teacher.**
- **Regularly discuss your first work sample with your teacher.**

_____	_____
_____	_____
_____	_____
_____	_____

Enjoy your time at your school!