

**Observation of a Master Teacher:
Elementary School/Middle School**

Teacher Cadet: _____

Your observation is:

General education _____ Special education _____

Elementary school _____ Middle school _____

Master Teacher Observed:

School: _____

Grade level observed: _____

Due:

1st Observation(Special Education or Opposing Grade)OCTOBER 25TH OR NOVEMBER 6TH

2nd Observation(Special Education or Opposing Grade)MARCH 6TH OR March 20TH 2020

The teacher cadet field experiences/observations provide candidates with an opportunity to see how classroom procedures and routines are established and put into motion, how teachers get to know their students and build an understanding of their families and communities, and how prior planning for instruction and procedures enhances classroom management (LePage, Darling-Hammond, Akar, Gutierrez, Jenkins-Gunn, and Rosebrock, 2005).

PART #1 - Professionalism

5 points/question= 45 pts. possible

1. How did the teacher greet the children upon entry?
2. Describe the student responses to the teacher's greeting:
3. Describe the way the teacher is dressed? Circle all those that apply: Business like, friendly? Clean? Neat? Colorful? What color? _____, Professional? Casual? Respectful?
4. Describe the teachers' conduct/manners: all business? Fun? Kind? Nurturing? Friendly? Harsh? Difficult? In charge? Firm? Can a teacher be firm, fun and kind? Explain.
5. How did the teacher arrange the room so each student felt a part of the class?
6. What did the teacher do to make each student feel welcome and special?
7. Was the class successful? How did you know it was successful?
8. List the ways in which it was successful?

PART #3 - Classroom Environment & Layout

5 points per question= total of 30 points possible

1. Is the class time divided between teacher and student directed activities or just teacher directed?
2. Sketch the floor plan on the back. Include student tables, desks, teacher's desk, learning centers, carpet area, exits, sink, computers, any other teaching technology and the whiteboard.
3. Is there a "private place" in the classroom where children may go if they feel over-stimulated/overwhelmed, etc.?
Describe this spot:
4. Describe the sights and sounds of the room: Is there side chatter? Music playing? Lots of talking? No talking? Is the room colorful? All one color? What color?
5. Are there Instructional posters? How many?
Motivational Posters? ____What does one say?
6. Safety materials/instructions? Fire, tornado, first aid: Where are they and are they explained?

PART #4 - Time Management/Curriculum

10 points per question= total of 90 points possible

1. How much time is dedicated to actual subject knowledge: reading, writing, math, science?
2. How much time is spent on assessment: finding out what the students know?
3. How much time is spent on individual work?
4. How much time is spent on group/small group work?
5. Draw a pie chart to show the percentages of questions 1-4.
6. Draw a pie chart to show how you predict this will look in January. What makes you believe this?
7. How does s/he make the students feel when the students respond/answer/participate? (Encouraged? Smart? Sorry they attempted to answer?)
8. Provide a verbatim example of a teacher question, the student response and the teachers response to the student:
9. How does the teacher maintain fairness in calling on students?

PART #5 - Student Engagement

5 points per question= 50 points possible

1. Locate the classroom schedule (should be located somewhere in the classroom) and write it down.
2. Describe in detail the level of student engagement:
3. Describe a learning activity you observed including subject and objective:
4. Describe an activity in which students participated in small group work:
5. Does the teacher show enthusiasm for the subject matter?
6. Does s/he check for student understanding? How?
7. Does the teacher provide “real-world” examples to illustrate concepts
8. Describe the best “getting to know you” activity you observed so far:
9. Has the teacher remained consistent day to day with the rules and procedures?
10. Does s/he continue to spend time on the rules and regulations beyond the first few minutes of class? Why should s/he?

PART #6 - Understanding your Students/Student Demographics

5 points/question= 35 pts. Possible

1. Describe the student population in this classroom in terms of race, color, ELL, special needs: How many students are in the class? ___ How many are black? ___Asian? ___Hispanic? ___ Caucasian? ___ Other?
2. How are students with special needs accommodated so they can learn successfully?(if applicable)
3. What student seems to be getting the most attention in this classroom? Do not name the child, just describe what it is that requires so much time and attention:
4. Describe the interactions between 2 male students:
5. Describe the interactions between 2 female students:
6. Were you surprised by these "gender" observations or were they as you expected? Why?
7. Do you find there is a difference between the learning ability of the male vs. the female student at this age? If yes, how do they differ?

