**Observation Papers EDUC 111**

As part of your required clinical experience, you will write four papers based on your classroom observations, one for each focus area. As you observe your class, Take detailed notes during/after your clinical hours so that you have material to write quality reflections. You will synthesize your notes into coherent reflective papers that go beyond merely describing what you saw. Descriptions provide facts information, details (your notes). Reflections identify significance, evaluate strengths and weaknesses, make reasoned judgements, and draw conclusions (your papers). While observing, pay special attention to each of the focus areas listed on the next page. Address **EACH** issue. If you did not observe a particular situation, address it anyway. For example, if there did not appear to be any English language learners, indicate that in your paper. Each paper should be 1-2 pages**.**

*The heading of each of the four papers should include:*

* *Name*
* *EDUC 111*
* *Paper # (1-4) and Focus Area/Paper Topic*
* *Grade Level or Specialty Area of the class you are observing*

Your papers can address the focus areas in any order, just be sure to indicate which focus area you are writing about on each of your papers.

**DUE DATES FOR OBSERVATION PAPERS**

**Paper #1**: Monday, October 22

**Paper #2**: Monday, November 5

**Paper #3**: Monday, November 19

**Paper #4**: Monday, December 3

**FOCUS OF OBSERVATIONS**

(If you are unsure of what any of the following characteristics mean, please clarify with me).

**Make sure you discuss HOW these characteristics contributed to an effective OR ineffective learning environment in each of your papers.**

**CLASSROOM CHARACTERISTICS**

 Physical arrangement (desks vs. tables, rows vs. other arrangement, learning stations, reading areas, etc.) and effectiveness of arrangement

 Aesthetics (bulletin boards, wall decorations, use of color, student work displayed, etc.)

 Classroom organization (location and accessibility of classroom materials, equipment, etc.)

**CLASSROOM DIVERSITY/DEMOGRAPHICS**

 Racial/ethnic diversity

 Exceptional students (students with disabilities, gifted students)

 Inclusion vs. mainstreaming philosophy (if students with disabilities observed)

 English language learners (students whose native language is not English)

 Gender breakdown (number of boys vs. girls) and effect on the class dynamics

 Other diverse characteristics observed

 Overall observation of the class as a respectful community of learners

**CLASSROOM MANAGEMENT**

 Rules posted in room and/or in written form

 Consequences for rule-breaking clearly communicated

 Positive reinforcement for appropriate behavior

 Progressive discipline procedure for inappropriate behavior

 Procedures in place for attendance, homework/late work, make-up work, return of

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 Effective transitions from one activity to another

 Use of verbal and non-verbal cues by teacher and effectiveness of his/her interactions with students

 Effective student-to-student interactions

**INSTRUCTIONAL METHODOLOGY**

 Variety of teaching strategies (lecture, discussion, demonstration, guest speakers, field trips, guided practice, seat work, student projects, etc.)

 Materials (PowerPoint presentations, handouts, worksheets, videos, games, etc.)

 Sufficient wait time (time teacher waits for student response to questions)

 Grouping (by ability or otherwise) for instruction

 Differentiated (individualized) instruction

 Effective use of technology by teacher and/or students

 Effective and efficient use of instructional time

 Tests (or other types of assessments)