

(F050-a)

Lake Superior State University Focused Observation Guide

(Used for observation of other classroom settings in the beginning of the semester)

This guide is to be used to help student teachers have a better understanding of how to use what they see in any teacher's classroom. As you observe, take notes and share with the observed teacher. At one observation, you may not see all the aspects in the observation guide. Use a word processing program. Summarize your observations in paragraph format. Keep these in the Student Teacher Notebook.

Format: On each observation, list your name, observation number, date, class/teacher observed, and the school.

Preparation: Talk with the teacher. State the purpose of the observation. Plan a time for the observation. Arrive on time. Remain until the class ends and consult with the teacher or make an appointment to talk to the teacher at the teacher's convenience. Remember: Your purpose is to learn, not to judge or criticize. Thank the teacher for allowing you to visit the classroom.

Physical Aspects: Make notes concerning the physical environment, including: heat, light, ventilation, classroom seating arrangement, instructional equipment, audio-visual aids, bulletin boards, chalkboards, display areas, etc.

Social Aspects: Teacher-student rapport; student-student rapport; provision for individual differences; classroom management/discipline; class routines, etc.

Instructional Techniques: lecture, demonstration or explanation; cooperative learning; questions for discussion; supervised study (guided, and/or independent practice); discovery or inquiry strategy; field trip or community resource; other(describe); questions (student initiated); assignments; closure.

Class Response: Active involvement of individual class members; evidence of learning (factual information, skills, attitudes, values, ways of thinking, etc.).

What did you as an observer accomplish? What will you take back to your classroom to try?