

**TOUGALOO COLLEGE**

500 West County Line Road  
Tougaloo, Mississippi 39174

Division  
of  
Education, Supervision and Instruction

**Clinical/Field-Based Experiences**

**OBSERVATION COMPONENT**

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Name of Student

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Course Instructor

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Name of Course

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Site Assignment and Grade Level

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Initial Date of Practicum Assignment

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Completion Date of Practicum Assignment

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Division of Education, Supervision and Instruction  
**Clinical/Field-Based Experiences**

**OBSERVATION COMPONENT**

I. **OBJECTIVE:** The Observation Component of the teacher education program is designed for students who are enrolled in education courses. The students are to observe record and assess behaviors (children's and teachers', the school, classroom, and community atmosphere in order to know how to plan an appropriate instructional program and learning environment. The observation component is designed for students at the sophomore level in conjunction with EDU 334, EDU 221, EDU 214, and EDU 331.

II. **COURSES:** Students are required to complete the Practicum Component while enrolled in the following courses:

|               |   |
|---------------|---|
| _____ EDU 221 | <b>An Introduction to Foundations of Education</b>        |
| _____ EDU 214 | <b>Educational Psychology</b>                             |
| or            |   |
| _____ EDU 331 | <b>Human Development and Learning</b>                     |
| _____ EDU 334 | <b>Introduction to Education of the Mentally Retarded</b> |

III. **LENGTH OF PRACTICUM COMPONENT:**  
Students are required to complete a minimum of two hours a week, and a maximum of three hours for four to six weeks, in a school setting. Emphasis is placed on varied experiences at different grade levels.

IV. **OBSERVATION ACTIVITIES**  
Students will be provided a set of basic assignments by the course instructor.

V. **DOCUMENTATION:**  
It is the student's responsibility to submit all required forms, reports and assignments weekly to the course instructor as required. The student must also assume responsibility for submitting all forms (typed) and for securing the signature of the classroom teacher. Students are responsible for signing in and out at the school office at each visit.

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**OBSERVATION COMPONENT**

ATTENDANCE RECORD

| Date              | Arrival Time | Departure | Total Time | Teacher's Initials |
|-------------------|--------------|-----------|------------|--------------------|
|                   |              |           |            |                    |
|                   |              |           |            |                    |
|                   |              |           |            |                    |
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|                   |              |           |            |                    |
|                   |              |           |            |                    |
|                   |              |           |            |                    |
| <b>TOTAL TIME</b> |              |           |            |                    |

Teacher's Signature \_\_\_\_\_

Date \_\_\_\_\_

Student's Signature \_\_\_\_\_

Date \_\_\_\_\_

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**OBSERVATION COMPONENT**

**OBJECTIVE:**

The Observation Component of the teacher education program is designed for students who are enrolled in education courses. The students are to observe record and assess behaviors (children's and teachers', the school, classroom, and community atmosphere in order to know how to plan an appropriate instructional program and learning environment. The observation component is designed for students at the sophomore level in conjunction with EDU 334, EDU 221, EDU 214, and EDU 331.

*(Students' must assume responsibility the responsibility of obtaining required signatures)*

| Form | ASSIGNMENT  | Visit # | Date | Classroom Teacher's Signature |
|------|---|---------|------|-------------------------------|
| 1    | General Observation (Form #1)                     | 1       |      |                               |
| 2    | Teacher Characteristics Observation (Form #2)     | 2       |      |                               |
| 3    | Student Observation (Form #3)                     | 3       |      |                               |
| 4    | Small Group Observation (Form #4)                 | 4       |      |                               |
| 5    | Behavior Management Observation (Form # 5)        | 5       |      |                               |
| 6    | Structured Lesson Observation (Form # 6)          | 6       |      |                               |
| 7    | Practicum Observation Overall Evaluation Form # 7 | 7       |      |                               |

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**OBSERVATION COMPONENT**  
**FORM #1**

Observer \_\_\_\_\_ Date \_\_\_\_\_

Teacher Observed \_\_\_\_\_ Grade Level \_\_\_\_\_

Subject Observed \_\_\_\_\_ Number of Students \_\_\_\_\_

Class Start Time \_\_\_\_\_ Class End Time \_\_\_\_\_

*(Students are cautioned against making judgments – record facts)*

| <b>RESPONSE ITEM</b>   | <b>STUDENT RESPONSE</b> |
|--|-------------------------|
| Describe the classroom   |                         |
| How would you describe the students?   |                         |
| What teaching methods are being used in the classroom?                           |                         |
| What materials or resources were used in the lesson? Technology?<br>Other media? |                         |
| In what manner was the lesson assessed?  |                         |

|   |  |
|---|--|
| How was the lesson introduced and culminated? |  |
|---|--|

|                                       |  |
|---------------------------------------|--|
| RATIONAL FOR DESCRIPTION OF STUDENTS: |  |
|                                       |  |

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**OBSERVATION COMPONENT**  
**FORM #2**

Observer \_\_\_\_\_ Date \_\_\_\_\_

Teacher Observed \_\_\_\_\_ Grade Level \_\_\_\_\_

Subject Observed \_\_\_\_\_ Number of Students \_\_\_\_\_

Class Start Time \_\_\_\_\_ Class End Time \_\_\_\_\_

*(Students are cautioned against making judgments – record facts)*

|  |  |
|--|--|
| Describe the leadership characteristics of the teacher.  |  |
| What “hooks” or “maneuvers” did the teacher use to promote student motivation and/or interest? |  |
| List statements the teacher used to give directions.   |  |
| <b>DESCRIBE THE VARIOUS TYPES OF QUESTIONS AND PROBES USED.</b>                                |  |
| <b><u>QUESTIONS:</u></b><br>1. Convergent<br>2. Divergent                                      |  |
| <b><u>PROBES:</u></b><br>1. To clarify<br>2. To solicit<br>3. To redirect                      |  |

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**OBSERVATION COMPONENT**  
**FORM #3**

Observer \_\_\_\_\_ Date \_\_\_\_\_

Teacher Observed \_\_\_\_\_ Grade Level \_\_\_\_\_

Subject Observed \_\_\_\_\_ Number of Students \_\_\_\_\_

Class Start Time \_\_\_\_\_ Class End Time \_\_\_\_\_

*Observe a Student (the student should not know that he or she is being observed).*

| RESPONSE ITEM  | STUDENT RESPONSE |
|--|------------------|
| What do you notice about this student (physical appearance, cultural background, language, social interaction, skills and abilities, motivation, attitude self-concept, etc.)? |                  |
| How is the student responding to the teacher's lesson?   |                  |
| Is the student interacting with other students? Describe.  |                  |
| Describe something positive the student did during the lesson.   |                  |
| Other pertinent things you observed.   |                  |

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**OBSERVATION COMPONENT**  
**FORM #4**

Observer \_\_\_\_\_ Date \_\_\_\_\_

Teacher Observed \_\_\_\_\_ Grade Level \_\_\_\_\_

Subject Observed \_\_\_\_\_ Number of Students \_\_\_\_\_

Class Start Time \_\_\_\_\_ Class End Time \_\_\_\_\_

*Observe a Small Group inside a classroom (the students should not know they are being observed)*

| RESPONSE ITEM  | STUDENT RESPONSE |
|--|------------------|
| Why is the small group working together?   |                  |
| Describe the leader of the group. Is she/he self appointed or teacher appointed? |                  |
| What are the other roles in the group? Describe.                                 |                  |
| Is the group completing the assigned task? How do you know?                      |                  |
| Other pertinent things you observed.   |                  |

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**OBSERVATION COMPONENT**  
**FORM #5**

Observer \_\_\_\_\_ Date \_\_\_\_\_

Teacher Observed \_\_\_\_\_ Grade Level \_\_\_\_\_

Subject Observed \_\_\_\_\_ Number of Students \_\_\_\_\_

Class Start Time \_\_\_\_\_ Class End Time \_\_\_\_\_

INSTRUCTIONS: Prior to the observation, read over the items on this authoritarian management model checklist. These represent the elements that should be present in classrooms in which authoritarian management is used. During and after the observations, place a check next to those elements you have observed.

| Element Observed | Element Item  |
|------------------|---|
|                  |   |
|                  |   |
| 1                | Students understand the teacher's expectations and act accordingly.         |
| 2                | Students exhibit productive work and study behaviors.                       |
| 3                | Students understand and adhere to school and classroom rules.               |
| 4                | Students evidence feelings of self-worth.                                   |
| 5                | Students feel free to express themselves to the teacher and to one another. |
| 6                | Students follow clearly established routines.                               |
| 7                | Students show respect for persons and property.                             |
| 8                | Students communicate openly and honestly.                                   |
| 9                | Students manifest positive interpersonal relationships.                     |
| 10               | Students feel accountable for their own behavior.                           |
| 11               | Students exhibit group cohesiveness.  |
| 12               | Students understand and accept the consequences of their actions.           |
| 13               | Students seem to feel that they are treated fairly.                         |
| 14               | Students exhibit group cohesiveness.  |
| 15               | Students understand and accept the consequences of their actions.           |
| 16               | Students seem to feel that they are treated fairly.                         |
| 17               | Students exhibit cooperativeness and a sharing attitude.                    |
| 18               | Students display productive group norms.                                    |
| 19               | Students quickly return to task after interruptions.                        |
| 20               | Students follow directions.   |

|    |  |   |
|----|--|---|
| 21 |  | Students are prepared for the task at hand.                     |
| 22 |  | Students function at a noise level appropriate to the activity. |
| 23 |  | Students participate actively in learning tasks.                |
| 24 |  | Students display positive feelings about classroom processes.   |
| 25 |  | Students manifest the ability to adjust to changing situations. |
| 26 |  | Students exhibit self-discipline and self-control.              |
| 27 |  | Students feel comfortable and safe.                             |
| 28 |  | Students display initiative and creativity.                     |
| 2  |  | Students serve as resources to one another.                     |
| 30 |  | Students move from one task to another in an orderly manner.    |
| 31 |  | Students are responsible for individual supplies and materials. |
| 32 |  | Students pay attention to the teacher and to one another.       |
| 33 |  | Students like being members of the classroom group.             |
| 34 |  | Students feel that the teacher understands them                 |
| 35 |  | Students believe that they have opportunities to be successful. |

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**OBSERVATION COMPONENT**  
**FORM #6**

Observer \_\_\_\_\_ Date \_\_\_\_\_

Teacher Observed \_\_\_\_\_ Grade Level \_\_\_\_\_

Subject Observed \_\_\_\_\_ Number of Students \_\_\_\_\_

Class Start Time \_\_\_\_\_ Class End Time \_\_\_\_\_

**INSTRUCTIONS:** *As you observe the lesson, list the elements of the lesson under the categories listed below.*

| <b>CATEGORIES</b>  | <b>ELEMENTS OBSERVED</b> |
|--|--------------------------|
| <p><b><u>ANTICIPATORY SET</u></b><br/>           In every lesson, the teacher provides initial motivation and focus for the lesson. Sometimes this focus takes the form of a review of previous knowledge important to this lesson; at other times it is designed to “grab” the students’ attention. Key words: altering, relevance, relationship (to previous lesson), meaningfulness, etc.</p> |                          |
| <p><b><u>OBJECTIVE</u></b><br/>           In almost every lesson the teacher specifies the behaviors the students will be expected to perform. In other words, the student knows what is expected of him/her and what she is expected to learn.</p>  |                          |
| <p><b><u>TEACHER INPUT</u></b><br/>           In most lessons the teacher will provide the students with the formation needed to reach the objective successfully. Sometimes the teacher will show the student how to accomplish the task by modeling appropriate performance. Using a variety of questioning techniques, the student and</p>  |                          |

|  |  |
|--|--|
| <p>the teacher reviews what was discussed in a previous lesson. The teacher may give any key information pertinent to student understanding of the concept to be taught.</p>   |  |
| <p><b><u>CHECKING FOR UNDERSTANDING</u></b><br/>Throughout the lesson the teacher checks to ensure that the student understands the concepts or skills being taught. This can be accomplished through random questioning.</p>  |  |
| <p><b><u>GUIDED PRACTICE</u></b><br/>In every lesson, the student practices the expected performance. This may include exercises completed with the teacher, examples done by students on the board, students reading aloud, students working together to complete assignments, games that allow the student to exhibit understanding, etc.</p>  |  |
| <p><b><u>INDEPENDENT PRACTICE</u></b><br/>The student independently exhibits the behaviors set forth in the objective. To accomplish this, the student might complete problems, write a paper, do an experiment, give a report, complete a project, do research, etc.</p>  |  |
| <p><b><u>CLOSURE</u></b><br/>The teacher helps the student review what she has learned in the lesson. This may include a summary of the lesson; questions about what happened during the student's independent practice, the students' report of their progress, an evaluation by the teacher, relationship of this lesson to the next lesson or the unit, or assignment of additional practice.</p> |  |

## Practicum Overall Evaluation Experience Form

Observer \_\_\_\_\_ Site Location \_\_\_\_\_

Subject / Grade Level \_\_\_\_\_ Teacher \_\_\_\_\_

**Scale: 4 – Exemplary; 3 – More than Satisfactory; 2 – Satisfactory; 1 – Improvement Needed; U – Unsatisfactory**

As you reflect on your overall Practicum Component experiences, respond to the following areas as indicated. Make certain that you complete the “Rationale” section for each of the areas included.

**REMINDER: Your assessment should be based on an “OVERALL” Evaluation.**

|   | 4<br>Exemplary | 3<br>More Than<br>Satisfactory | 2<br>Satisfactory | 1<br>Improvement<br>Needed |
|---|----------------|--------------------------------|-------------------|----------------------------|
| <b>PLANNING<br/>(LESSON)</b>  |                |                                |                   |                            |
| Were the objectives appropriate for the lesson presented?             |                |                                |                   |                            |
| Were the appropriate procedures, materials, and equipment used?       |                |                                |                   |                            |
| Were the appropriate assessment procedures used?                      |                |                                |                   |                            |
| Were accommodations employed for differences (rates, ability, etc.)?  |                |                                |                   |                            |
| Overall, were all students actively involved in the learning process? |                |                                |                   |                            |
| <b>Rationale</b> (for ratings of 1 and/or 2).                         |                |                                |                   |                            |

|   |  |  |  |  |
|---|--|--|--|--|
| <b>ASSESSMENT</b>   |  |  |  |  |
| Were assessment activities related to instructional objectives? |  |  |  |  |
| Were appropriate formal and informal evaluation methods used?   |  |  |  |  |
| Was appropriate feedback provided?                              |  |  |  |  |
| <b>Rationale</b> (for ratings of 1 and/or 2).                   |  |  |  |  |
| <b>HIGH EXPECTATIONS</b>  |  |  |  |  |
| Were high expectations of all students noticed?                 |  |  |  |  |
| <b>Rationale</b> (for ratings of 1 and/or 2).                   |  |  |  |  |
| <b>INSTRUCTIONAL STRATEGIES</b>                                 |  |  |  |  |
| Were the purpose and value of the lesson communicated?          |  |  |  |  |
| Did the teacher relate subject to the outside world?            |  |  |  |  |
| Was the lesson directed toward the instructional objectives?    |  |  |  |  |
| Were techniques and activities varied?                          |  |  |  |  |

|  |  |  |  |  |
|--|--|--|--|--|
| Were student groupings used?   |  |  |  |  |
| Was technology used appropriately?   |  |  |  |  |
| Were accommodations made for individual differences (rate, abilities, etc.)? |  |  |  |  |
| Did questioning involve higher order skills?                                 |  |  |  |  |
| Did the teacher actively involve all students?                               |  |  |  |  |
| Were appropriate questioning and wait time employed?                         |  |  |  |  |
| Did the teacher foster the students' interest?                               |  |  |  |  |
| Did the teacher use methods to reduce ethnocentrism?                         |  |  |  |  |
| <b>Rationale</b> (for ratings of 1 and/or 2).                                |  |  |  |  |
| <b>CONTENT KNOWLEDGE</b>   |  |  |  |  |
| Was the teacher knowledgeable of content?                                    |  |  |  |  |
| Oral communication skills  |  |  |  |  |

|   |  |  |  |  |
|---|--|--|--|--|
| Written communication skills                  |  |  |  |  |
| <b>Rationale</b> (for ratings of 1 and/or 2). |  |  |  |  |
| <b>MONITORING</b>                             |  |  |  |  |
| Monitors student progress                     |  |  |  |  |
| Gives supportive correction                   |  |  |  |  |
| Adjusts lesson as needed                      |  |  |  |  |
| <b>Rationale</b> (for ratings of 1 and/or 2). |  |  |  |  |
| <b>CLASSROOM ENVIRONEMNT</b>                  |  |  |  |  |
| Facilitates learning in a safe environment    |  |  |  |  |
| <b>Rationale</b> (for ratings of 1 and/or 2). |  |  |  |  |
| <b>CLASSROOM MANAGEMENT</b>                   |  |  |  |  |
| Utilizes instructional time effectively       |  |  |  |  |
| Establishes rapport with students             |  |  |  |  |
| Maintains student attention and interest      |  |  |  |  |
| Maintain student attention and interest       |  |  |  |  |

|  |  |  |  |  |
|--|--|--|--|--|
| Obtains student cooperation                                  |  |  |  |  |
| Firm, fair and consistent in management                      |  |  |  |  |
| Recognizes and encourages appropriate behavior               |  |  |  |  |
| Manages material and equipment                               |  |  |  |  |
| Models desired behaviors                                     |  |  |  |  |
| <b>Rationale</b> (for ratings of 1 and/or 2).                |  |  |  |  |
| <b>PROFESSIONAL/<br/>PERSONAL<br/>DEVELOPMENT</b>            |  |  |  |  |
| Did the teacher seem to foster an appreciation of diversity? |  |  |  |  |
| Did the teacher seem confident, poised, and courteous?       |  |  |  |  |
| Did the teacher display creativity?                          |  |  |  |  |
| Was the teacher enthusiastic with a sense of humor?          |  |  |  |  |
| Did the teacher seem reflective and analytical?              |  |  |  |  |
| <b>Rationale</b> (for ratings of 1 and/or 2).                |  |  |  |  |

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

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