

TOUGALOO COLLEGE
500 West County Line Road
Tougaloo, Mississippi 39174

Division of Education, Supervision and Instruction

Clinical Field-Based Experiences

OBSERVATION COMPONENT

Name of Student

Course Instructor

Name of Course

Site Assignment and Grade Level

Initial Date of Field Observation Assignment

Completion Date of Field Observation Assignment

TOUGALOO COLLEGE
Division of Education, Supervision and Instruction
Clinical Field-Based Experiences

OBSERVATION COMPONENT

I. Objective – The clinical field observation component of the teacher education program is for students who are enrolled in education courses. The students are to observe record and assess behaviors (children 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 a student at the sophomore level to gain early field experiences in observing and assessing students, teachers and classroom behavior while enrolled in EDU 217, EDU 221, or EDU 331, and EDU 334.

II. Courses: Students are required to complete the observation component while enrolled in the following courses:

_____	EDU 217	Introduction to Exceptional Children
_____	EDU 221	Introduction to Foundations of Education
_____	EDU 331	Human Development and Learning
_____	EDU 334	Introduction to Education of the Developmentally Disabled

III. Length of Observation 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 t the school office at each visit.

TOUGALOO COLLEGE
 Division of Education, Supervision and Instruction
Clinical Field-Based Experiences

OBSERVATION COMPONENT

ATTENDANCE RECORD

Date	Arrival Time	Departure Time	Total Time	Teacher's Initials
TOTAL TIME				

Teacher's Signature _____ Date _____

Student's Signature _____ Date _____

TOUGALOO COLLEGE
 Division of Education, Supervision and Instruction
Clinical Field-Based Experiences

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 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 to acquire knowledge and skills in observing and assessing students.

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		

TOUGALOO COLLEGE
 Division of Education, Supervision and Instruction
Clinical Field-Based Experiences

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)

RESPONSE ITEM	STUDENT RESPONSE
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? Other media?	

RESPONSE ITEM	STUDENT RESPONSE
In what manner was the lesson assessed?	
How was the lesson introduced and culminated?	
RATIONAL FOR DESCRIPTION OF STUDENTS:	

TOUGALOO COLLEGE
 Division of Education, Supervision and Instruction
Clinical Field-Based Experiences

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	
DESCRIBE THE VARIOUS TYPES OF QUESTIONS AND PROBES USED.	
<u>QUESTIONS:</u> 1. Convergent 2. Divergent	
<u>PROBES:</u> 1. To clarify 2. To solicit 3. To redirect	

TOUGALOO COLLEGE
 Division of Education, Supervision and Instruction
Clinical Field-Based Experiences

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.	

TOUGALOO COLLEGE
 Division of Education, Supervision and Instruction
Clinical Field-Based Experiences

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.	

TOUGALOO COLLEGE
 Division of Education, Supervision and Instruction
Clinical Field-Based Experiences

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.

Element Observed	Element Item
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.
29	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.

TOUGALOO COLLEGE
 Division of Education, Supervision and Instruction
Clinical Field-Based Experiences

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.*

CATEGORIES	ELEMENTS OBSERVED
<p><u>ANTICIPATORY SET</u> 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><u>OBJECTIVE</u> 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><u>TEACHER INPUT</u> 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</p>	

CATEGORIES	ELEMENTS OBSERVED
<p>student and 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>CHECKING FOR UNDERSTANDING 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><u>GUIDED PRACTICE</u> 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><u>INDEPENDENT PRACTICE</u> 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><u>CLOSURE</u> 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 for their progress, an evaluation by the teacher, relationship of this lesson to the next lesson or the unit, or assignment of additional practice.</p>	

TOUGALOO COLLEGE
 Division of Education, Supervision and Instruction
Clinical Field-Based Experiences
OBSERVATION COMPONENT
Overall Evaluation Experience - Form #7

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 Observation 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	3	2	1
	Exemplary	More than Satisfactory	Satisfactory	Improvement Needed
PLANNING (LESSON)				
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.)?				
Were all students actively involved in the learning process?				
Rationale (for ratings of 1 and/or 2)				
ASSESSMENT				
Were assessment activities related to instructional objectives?				
Were appropriate formal and informal evaluation methods used?				
Overall, was appropriate feedback provided?				
Rationale (for ratings of 1 and/or 2)				

	4 Exemplary	3 More than Satisfactory	2 Satisfactory	1 Improvement Needed
HIGH EXPECTATIONS				
Were high expectations of all students noticed?				
Rationale (for ratings of 1 and/or 2)				
INSTRUCTIONAL STRATEGIES				
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?				
Rationale (for ratings of 1 and/or 2)				
CONTENT KNOWLEDGE				
Was the teacher knowledgeable of content?				
Oral communication skills				
Written communication skills				
Rationale (for ratings of 1 and/or 2)				
MONITORING				
Monitors students progress				
Gives supportive correction				
Adjusts lesson as needed				
Rationale (for ratings of 1 and/or 2)				

	4	3	2	1
	Exemplary	More than Satisfactory	Satisfactory	Improvement Needed
CLASSROOM ENVIRONMENT				
Facilitates learning in a safe environment				
Rationale (for ratings of 1 and/or 2)				
CLASSROOM MANAGEMENT				
Utilizes instructional time effectively				
Establishes support with students				
Maintains 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				
Rationale (for ratings of 1 and/or 2)				
PROFESSIONAL/PERSONAL DEVELOPMENT				
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?				
Rationale (for ratings of 1 and/or 2)				

Student Signature _____ Date _____

TOUGALOO COLLEGE
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Division of Education, Supervision and Instruction

Clinical Field-Based Experiences

PRACTICUM COMPONENT

Name of Student

Course Instructor

Name of Course

Site Assignment and Grade Level

Initial Date of Practicum Assignment

Completion Date of Practicum Assignment

TOUGALOO COLLEGE
Division of Education, Supervision and Instruction
Clinical Field-Based Experiences

PRACTICUM COMPONENT

I. Objective – The clinical field practicum component of the teacher education program is designed to develop skills in organizing, planning, and implementing learning activities at various levels in an elementary or secondary school, including kindergarten. The practicum component is design for students enrolled in upper-division education methods and pedagogy courses.

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

_____	EDU 252	Issues, Research and Trend in Behavior Management
_____	EDR 300	Literacy I
_____	EDR 301	Literacy II
_____	EDU 312	Reading Instruction, K-12
_____	EDU 313	An Integrated Approach to Literature, Language, and Communicative Arts, K-12
_____	EDU 314	Social Science for Children
_____	EDU 315	Science for Children
_____	EDU 316	Mathematics for Children
_____	PHE 411	Principles and Methods of Teaching Physical Education, K-12
		or
_____	SPED/EDU 333	Learning Disabilities
_____	SPED/EDU 334	Introduction to Education of the Developmentally Disabled
_____	SPED/EDU 413	Methods and Materials for Teaching the Learning Disabled
_____	SPED/EDU 414	Education of the Developmentally Disabled

III. Length of Practicum Component – Students are required to complete a minimum of twenty-four (24) clock hours, during a period not less than three consecutive weeks.

IV. Practicum Activities – Students will be guided in the completion of specific field-based activities. Required assignments will be designed by the course instructor. Coordination of assignments will involve the course instructor, the student, and a classroom teacher at partner schools.

V. Documentation – It is the responsibility of the student to request verification of time by the appropriate person at the end of each visit. Evidence of practicum activities for each week should be submitted to the course instructor as requested throughout the practicum experiences.

TOUGALOO COLLEGE
 Division of Education, Supervision and Instruction
Clinical Field-Based Experiences

PRACTICUM COMPONENT

ATTENDANCE RECORD

Date	Arrival Time	Departure Time	Total Time	Teacher's Initials
TOTAL TIME				

Teacher's Signature _____ Date _____

Student's Signature _____ Date _____

TOUGALOO COLLEGE
 Division of Education, Supervision and Instruction
Clinical Field-Based Experiences

PRACTICUM COMPONENT

OBJECTIVE

The clinical field-based practicum component of the teacher education program is designed to developed skills in organizing, planning, and implementing learning activities at various levels in an elementary or secondary school, including kindergarten. The practicum component is designed for students enrolled in EDR 300, EDR 301, EDU 312, EDU 313, EDU 314, EDU 315, EDU 316, PHE 411, SPED/EDU 334, and SPED/EDU 414

For	Assignment	Visit #	Date	Classroom Teacher Signature
1A	General Observation (Observation #1)	1		
1B	General Observation (Observation #1)	2		
2A	Classroom Management (Observation #1)	3		
2B	Classroom Management (Observation #2)	4		
3A	Observing Student Learning (Obs. #1)	5		
3B	Observing Student Learning (Obs. #2)	6		
4A	Student On-Task Time (Observation #1)	7		
4B	Student On-Task Time (Observation #2)	8		
5A	Teacher Tasks (Observation #1)	9		
5B	Teacher Tasks(Observation #2)	10		
6A	Observing the Lesson (Observation #1)	11		
6B	Observing the Lesson (Observation #2)	11		
7	Practicum Overall Evaluation Form			

TOUGALOO COLLEGE
 Division of Education, Supervision and Instruction
Clinical Field-Based Experiences

PRACTICUM OBSERVATION
General Classroom Environment - Form #1A

Observer _____ Date _____

Teacher Observed _____ Grade Level _____

Subject Observed _____ Number of Students _____

Directions: *As you observe, complete the following worksheet as thoroughly as possible. Think about what you see. Look for various ways in which the classroom environment promotes learning.*

	Response Item	Student's Response
1	Describe the tone of the teacher's voice. (i.e. soft, kind, loud, shrill, etc.)	
2	Describe the teacher's body language when interacting with the students. (i.e. eyebrow raised, pause in teacher's speech, proximity, stare, crossed arms, etc.)	
3	Describe the layout of the classroom; please use as much detail as possible. Use an additional sheet if necessary.	
4	Did the teacher modify the seating arrangement while you were observing, if so, why?	
5	Are rules and consequences positively and clearly stated and posted in the classroom?	
6	What other techniques did you observe that were conducive to teaching and learning? (i.e. individual or group work, class discussion)	

SELF-REFLECTION: Given the same classroom design, how would you place desks, chairs, bulletin boards, and other furniture to make the room student friendly?

TOUGALOO COLLEGE
 Division of Education, Supervision and Instruction
Clinical Field-Based Experiences

PRACTICUM OBSERVATION
General Classroom Environment - Form #1B

Observer _____ Date _____

Teacher Observed _____ Grade Level _____

Subject Observed _____ Number of Students _____

Directions: *As you observe, complete the following worksheet as thoroughly as possible. Think about what you see. Look for various ways in which the classroom environment promotes learning.*

	Response Item	Student's Response
1	Describe the tone of the teacher's voice. (i.e. soft, kind, loud, shrill, etc.)	
2	Describe the teacher's body language when interacting with the students. (i.e. eyebrow raised, pause in teacher's speech, proximity, stare, crossed arms, etc.)	
3	Describe the layout of the classroom; please use as much detail as possible. Use an additional sheet if necessary.	
4	Did the teacher modify the seating arrangement while you were observing, if so, why?	
5	Are rules and consequences positively and clearly stated and posted in the classroom?	
6	What other techniques did you observe that were conducive to teaching and learning? (i.e. individual or group work, class discussion)	

SELF-REFLECTION: Given the same classroom design, how would you place desks, chairs, bulletin boards, and other furniture to make the room student friendly?

TOUGALOO COLLEGE
 Division of Education, Supervision and Instruction
Clinical Field-Based Experiences

PRACTICUM OBSERVATION
Classroom Management - Form #2A

Observer _____ Date _____

Teacher Observed _____ Grade Level _____

Subject Observed _____ Number of Students _____

	Response Item	Student's Response
1	Where was the teacher during class changes, or at the start of the class? What effect may this location have on classroom management?	
2	During attendance and other pre-class activities, what are the students doing? Are the students involved in this process? Are they doing class work? What effect does this activity have on classroom management?	
3	Describe the transition into the lesson. Was it a smooth and natural process, or sudden? Do the students have an idea of what will be accomplished during the lesson?	
4	How are students involved in the lesson? Is it equal involvement for all students, or a focus on a particular group? How does the teacher address questions? What effect does this have?	
5	When a discipline problem arises (Example: A student is talking), what does the teacher do? Is it verbal or nonverbal? What does he/she say? How does he/she say it?	

Other Observable Ideas:

During the lesson, script what the teacher says to keep students on task. Look for common phrases.

Record the number of times the teacher deviates from the lesson and describe what happened?

TOUGALOO COLLEGE
 Division of Education, Supervision and Instruction
Clinical Field-Based Experiences

PRACTICUM OBSERVATION
Classroom Management - Form #2B

Observer _____ Date _____

Teacher Observed _____ Grade Level _____

Subject Observed _____ Number of Students _____

	Response Item	Student's Response
1	Where was the teacher during class changes, or at the start of the class? What effect may this location have on classroom management?	
2	During attendance and other pre-class activities, what are the students doing? Are the students involved in this process? Are they doing class work? What effect does this activity have on classroom management?	
3	Describe the transition into the lesson. Was it a smooth and natural process, or sudden? Do the students have an idea of what will be accomplished during the lesson?	
4	How are students involved in the lesson? Is it equal involvement for all students, or a focus on a particular group? How does the teacher address questions? What effect does this have?	
5	When a discipline problem arises (Example: A student is talking), what does the teacher do? Is it verbal or nonverbal? What does he/she say? How does he/she say it?	

Other Observable Ideas:

During the lesson, script what the teacher says to keep students on task. Look for common phrases.

Record the number of times the teacher deviates from the lesson and describe what happened?

TOUGALOO COLLEGE
Division of Education, Supervision and Instruction
Clinical Field-Based Experiences

PRACTICUM OBSERVATION
Observing Student Learning - Form #3A

Observer _____ Date _____

Teacher Observed _____ Grade Level _____

Subject Observed _____ Number of Students _____

1. Observe the students in the class and determine if you think the teacher clearly presented the *essential knowledge* of the lesson. Explain how you determined through student observations if the essential knowledge was presented clearly or not presently clearly.

2. Observe the students in the class and determine which students truly *understood the lesson content* and which students did not understand the *lesson content*. Explain how you determined through student observations which students understood the lesson content and which students did not understand the lesson content.

3. Observe the teacher in the class and determine if the teacher used any of the following behaviors to engage students in the learning process.

Provided time for student practice of lesson content Circle one: *Yes* or *No*

Provided feedback to student Circle one: *Yes* or *No*

Used meaningful verbal praise for student efforts Circle one: *Yes* or *No*

Used a number of different teaching strategies Circle one: *Yes* or *No*

4. *Describe the rapport the teacher appears to have with the students.*

Does the teacher appear to have a strong rapport with the students? If so, why do you think the teacher as a strong rapport with the students? If not, why do you think the teacher does not have a strong rapport with the students?

TOUGALOO COLLEGE
Division of Education, Supervision and Instruction
Clinical Field-Based Experiences

PRACTICUM OBSERVATION
Observing Student Learning - Form #3B

Observer _____ Date _____

Teacher Observed _____ Grade Level _____

Subject Observed _____ Number of Students _____

5. Observe the students in the class and determine if you think the teacher clearly presented the *essential knowledge* of the lesson. Explain how you determined through student observations if the essential knowledge was presented clearly or not presently clearly.

6. Observe the students in the class and determine which students truly *understood the lesson content* and which students did not understand the *lesson content*. Explain how you determined through student observations which students understood the lesson content and which students did not understand the lesson content.

7. Observe the teacher in the class and determine if the teacher used any of the following behaviors to engage students in the learning process.

Provided time for student practice of lesson content Circle one: *Yes* or *No*

Provided feedback to student Circle one: *Yes* or *No*

Used meaningful verbal praise for student efforts Circle one: *Yes* or *No*

Used a number of different teaching strategies Circle one: *Yes* or *No*

8. *Describe the rapport the teacher appears to have with the students.*

Does the teacher appear to have a strong rapport with the students? If so, why do you think the teacher as a strong rapport with the students? If not, why do you think the teacher does not have a strong rapport with the students?

TOUGALOO COLLEGE
 Division of Education, Supervision and Instruction
Clinical Field-Based Experiences

PRACTICUM OBSERVATION
Student On-Task Time - Form #4A

Observer _____ Date _____

Teacher Observed _____ Grade Level _____

Subject Observed _____ Number of Students _____

	Response Item	Student's Response
1	Randomly select five students from several different locations in the classroom. Approximately what percentage of time during the class period/content lesson were the students focused and "on-task"?	
2	In your opinion, what made the students get "off-task"? What did the teacher do to get the students back "on-task"?	
3	Of the five selected, were there some students who had more difficulty staying "on-task" than others in your selected group? If so, what do you think contributed to this?	
4	As you observe the entire class, what activities caused students to get off-task? Why do you believe this activity caused the students to lose focus?	
5	Which activities were more successful in keeping students "on-task"?	

Other Observable Ideas:

During the lesson, script what the teacher says to keep students on task. Look for common phrases.

TOUGALOO COLLEGE
 Division of Education, Supervision and Instruction
Clinical Field-Based Experiences

PRACTICUM OBSERVATION
Student On-Task Time - Form #4B

Observer _____ Date _____

Teacher Observed _____ Grade Level _____

Subject Observed _____ Number of Students _____

	Response Item	Student's Response
1	Randomly select five students from several different locations in the classroom. Approximately what percentage of time during the class period/content lesson were the students focused and "on-task"?	
2	\In your opinion, what made the students get "off-task"? What did the teacher do to get the students back "on-task"?	
	Of the five selected, were there some students who had more difficulty staying "on-task" than others in your selected group? If so, what do you think contributed to this?	
4	As you observe the entire class, what activities caused students to get :off-task:~? Why do you believe this activity caused the students to lose focus?	
5	Which activities were more successful in keeping students "on-task"?	

Other Observable Ideas:

During the lesson, script what the teacher says to keep students on task. Look for common phrases.

TOUGALOO COLLEGE
 Division of Education, Supervision and Instruction
Clinical Field-Based Experiences

PRACTICUM OBSERVATION
Teacher Tasks - Form #5A

Observer _____ Date _____

Teacher Observed _____ Grade Level _____

Subject Observed _____ Number of Students _____

	Response Item	Student's Response
1	What tasks did the teacher perform prior to the beginning of the class period/content lesson (i.e. greet students, organize materials, announcements, class roll, lunch count, etc.)?	
2	What were the major class activities during this class period/content lesson?	
3	Other than the scheduled class activities, did the teacher have to do any other tasks during the class period/content lesson (i.e. handle discipline problems, answer student questions, answer intercom/phone/door)?	
4	At the end of the class period/content lesson, did the teacher perform any other tasks (i.e. organize homework assignments, summarize lesson, work with students individually)?	
5	Evaluate the entire lesson and list the tasks on which the teacher spent most of his/her time during the class period/content lesson.	

Self-Reflections:

Reflect on the entire class period. What events impressed you most? With what were you least impressed? What would you have done differently and why?

TOUGALOO COLLEGE
 Division of Education, Supervision and Instruction
Clinical Field-Based Experiences

PRACTICUM OBSERVATION
Teacher Tasks - Form #5B

Observer _____ Date _____

Teacher Observed _____ Grade Level _____

Subject Observed _____ Number of Students _____

	Response Item	Student's Response
1	What tasks did the teacher perform prior to the beginning of the class period/content lesson (i.e. greet students, organize materials, announcements, class roll, lunch count, etc.)?	
2	What were the major class activities during this class period/content lesson?	
3	Other than the scheduled class activities, did the teacher have to do any other tasks during the class period/content lesson (i.e. handle discipline problems, answer student questions, answer intercom/phone/door)?	
4	At the end of the class period/content lesson, did the teacher perform any other tasks (i.e. organize homework assignments, summarize lesson, work with students individually)?	
5	Evaluate the entire lesson and list the tasks on which the teacher spent most of his/her time during the class period/content lesson.	

Self-Reflections:

Reflect on the entire class period. What events impressed you most? With what were you least impressed? What would you have done differently and why?

TOUGALOO COLLEGE
 Division of Education, Supervision and Instruction
Clinical Field-Based Experiences

PRACTICUM OBSERVATION
Observing Lesson - Form #6A

Observer _____ Date _____

Teacher Observed _____ Grade Level _____

Subject Observed _____ Number of Students _____

	Response Item	Student's Response
1	What do you believe were the lesson objectives?	
2	What was the <i>essential knowledge</i> of the lesson?	
3	List in outline format and in sequential order the learning activities that occurred in the lesson	
4	Describe the practice activities, if any, which occurred in this lesson.	

Reflections about lesson structure:

TOUGALOO COLLEGE
 Division of Education, Supervision and Instruction
Clinical Field-Based Experiences

PRACTICUM OBSERVATION
Observing Lesson - Form #6B

Observer _____ Date _____

Teacher Observed _____ Grade Level _____

Subject Observed _____ Number of Students _____

	Response Item	Student's Response
1	What do you believe were the lesson objectives?	
2	What was the <i>essential knowledge</i> of the lesson?	
3	List in outline format and in sequential order the learning activities that occurred in the lesson	
4	Describe the practice activities, if any, which occurred in this lesson.	

Reflections about lesson structure:

TOUGALOO COLLEGE
 Division of Education, Supervision and Instruction
Clinical Field-Based Experiences
PRACTICUM COMPONENT
Overall Evaluation Experience - Form #7

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 rate the “OVERALL” practicum experience.

	4	3	2	1
	Exemplary	More than Satisfactory	Satisfactory	Improvement Needed
PLANNING (LESSON)				
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.)?				
Were all students actively involved in the learning process?				
Rationale (for ratings of 1 and/or 2)				
ASSESSMENT				
Were assessment activities related to instructional objectives?				
Were appropriate formal and informal evaluation methods used?				
Overall, was appropriate feedback provided?				
Rationale (for ratings of 1 and/or 2)				

	4 Exemplary	3 More than Satisfactory	2 Satisfactory	1 Improvement Needed
HIGH EXPECTATIONS				
Were high expectations of all students noticed?				
Rationale (for ratings of 1 and/or 2)				
INSTRUCTIONAL STRATEGIES				
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?				
Rationale (for ratings of 1 and/or 2)				
CONTENT KNOWLEDGE				
Was the teacher knowledgeable of content?				
Oral communication skills				
Written communication skills				
Rationale (for ratings of 1 and/or 2)				
MONITORING				
Monitors students progress				
Gives supportive correction				
Adjusts lesson as needed				
Rationale (for ratings of 1 and/or 2)				

	4 Exemplary	3 More than Satisfactory	2 Satisfactory	1 Improvement Needed
CLASSROOM ENVIRONMENT				
Facilitates learning in a safe environment				
Rationale (for ratings of 1 and/or 2)				
CLASSROOM MANAGEMENT				
Utilizes instructional time effectively				
Establishes support with students				
Maintains 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				
Rationale (for ratings of 1 and/or 2)				
PROFESSIONAL/PERSONAL DEVELOPMENT				
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?				
Rationale (for ratings of 1 and/or 2)				

Student Signature _____ Date _____

