**EDUC 01: Classroom Observation**

**Observation Guidelines and Requirements:**

You are required to perform 45 hours of observation for this class- no exceptions. For many students, this is the most important part of the class. The observations should be conducted in K-12 classrooms, and you must hand in your notes at the end of the semester. They do not have to be typed, but they do need to be legible. They should represent 45 hours of observation, with your notes for each session clearly labeled.

There are several purposes for this assignment. One is for you to see firsthand what actually goes on in a classroom today, so that if and when you become a professional educator, you will have a clear idea of how you should conduct yourself. Teaching is a tremendous responsibility, and you will need to experience it in a way you never have before. Second, you will be answering some questions about what you observe, to reflect upon what you have seen and what it means to the teacher, the students, and to you. The third purpose is for you to have the opportunity to decide if this is really the profession for you. You are not limited to observing only one teacher, one grade, or even one school. It’s a chance for you to have a realistic look at education today, with all its difficulties and responsibilities.

At the end of the semester, you will be required to submit:

1. Typed or *neatly* hand-written anecdotal notes that reflect your 45 hours of observation. Notes can be submitted in a composition notebook or chronologically bound (i.e. stapled in date order).
2. Five classroom observation checklists ( Page 4-see below). Each checklist should reflect approximately one hour of observed instruction.
3. Four self-selected reflections from <http://www.caltpe.com/>
4. Reflection of the entire observation experience (questions below).

Below is a compiled list of secondary teachers you may observe. These are only recommendations. I would also highly encourage you to seek out elementary teachers to observe, as well. It is your responsibility to contact the teacher(s) of your choosing (within or outside this list) to schedule and confirm an interview or classroom observation.

\*Note: Some teacher assignments may have changed since the compiling of this list.

|  |
| --- |
| School Info: Animo Locke 1, 325 E. 111th Street, Los Angeles, California 90061  |
| **Teacher** | **Subject** | **Grade** | **Contact Info** |
| Jerica Coffey | English | 11th/12th | jerica.coffey@animo.org |
| Adriana Covarrubias | ESL | 9th-12th | adriana.covarrubias@animo.org |
| School Info: Animo South LA, 11100 South Western Avenue  Los Angeles, CA 90047(323) 779-0544 |
| **Teacher** | **Subject** | **Grade** | **Contact Info** |
| Laura Gutierrez | ELA/ELD | 8th | laura.gutierrez@animo.org |
| School Info: Animo Middle School #3 and #4 (Phyllis Wheatley and Western) 12226 South Western Avenue, Los Angeles, CA 90047 |
| **Teacher** | **Subject** | **Grade** | **Contact Info** |
| Jacqueline Madrid | History | 8th | jacqueline.madrid@animo.org |
| Dawn Pappas | ELA | 6th | dawn.pappas@animo.org |
| School Info: Foshay Learning Center, 3751 South Harvard Boulevard,  Los Angeles, CA 90018, (323) 373-2700 |
| **Teacher** | **Subject** | **Grade** | **Contact Info** |
| Ericka Burton | ELA/Social Studies | 6th | erickaburton@yahoo.com |
| Estela Leon | AP History, Govt. | 12th | exl0373@lausd.net |
| School Info: Mervyn M. Dymally High School, 8800 South San Pedro St. Los Angeles , CA 90003, 323-565-4600 |
| **Teacher** | **Subject** | **Grade** | **Contact Info** |
| Tarik Smith | English | 12th | tariksalim88@gmail.com |
| Marquisha Flowers | English | 10th | professorflowers1@gmail.com |

|  |
| --- |
| School Info: Middle College High School, middle of LASC campus, (323) 418- 4700  |
| **Teacher** | **Subject** | **Grade** | **Contact Info** |
| Mr. Judge Dixon | Alg 1, Trig, Calculus |  | jhd0335@lausd.net |
| Ms. Dana Harary | Bio, AP Bio, Honors Bio |  | dmh2681@lausd.net |
| Mr. Larry Strauss | Honors Eng, AP Eng | 10, 11, 12 |  lmystrauss@aol.com |
| Dr. James Yi | World, History, Govt./Econ |  | jcy4950@lausd.net |

**Recommended E-Mail Template**

Hello Mr/Ms. \_\_\_\_\_\_\_\_\_\_\_\_,

My name is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and I am an Education student at Los Angeles Southwest College. My instructor, Dr. Marini Hamilton Smith, has assigned us to conduct 45 observation hours to find out first- hand what goes on in an authentic classroom setting. If your schedule allows, I was wondering if you might be willing to participate iallow me to observe your classroom between the dates of \_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_. Please let me know what day and time works best for you and if there are any additional steps I should take with your site administrator in order to schedule my visit.

Thank you very much for your time,

Sincerely,

Your Name

**Observation Checklist**

|  |  |  |
| --- | --- | --- |
| **Criteria** | **Yes or No?** | **Examples or Comments** |
| The teacher manages student behavior through clear expectations and a balance of positive reinforcement, feedback, and redirection. |  |  |
| The teacher uses efficient transitions, routines, and procedures to maintain instructional momentum. |  |  |
| The teacher interacts positively with the students. |  |  |
| Students interact positively with one another. |  |  |
| The teacher communicates learning objectives to students. |  |  |
| There is a clear beginning, middle, and end of the lesson. |  |  |
| There is a combination of direct instruction, guided practice, and independent practice. |  |  |
| The teacher monitors student learning during instruction (checks for comprehension). |  |  |
| The teacher provides opportunities for student-to-student interaction. |  |  |
| The teacher (or students) poses critical-thinking questions. |  |  |
| The teacher provides opportunity for academic discourse. |  |  |
| The students are engaged throughout the lesson. |  |  |

**Reflection**

**Evaluation of the entire observation experience.** This must be completed at the end of your 45 hours, and you must answer all of the questions below to the best of your ability, and include it at the end of your journal/observation notes. Be as specific as possible.

1. What has the observation experience taught you about who you are, relative to the teaching profession?
2. What have you learned about your own assumptions concerning education?
3. What have you learned about your own qualities that should contribute to your becoming an excellent teacher?
4. What areas will you need to work on so you can become an excellent teacher?
5. How has your thinking evolved about education?
6. What kinds of things will you be reading researching and studying as you continue your teaching preparation?
7. Will this observation experience affect your overall performance or attitude as a student yourself? Explain.
8. What would make the observation experience more meaningful for future education students? What might have helped you?
9. Do you still want to be a teacher? Explain.
10. Any final comments?