

- Please let your interviewee know that your instructor may be calling to verify the interview. (Not including this information will result in points lost.)
- The paper is to be in narrative format. This means *your narrative of the answer given*. You do not write verbatim what the interviewee said, but you write in your own voice and describe the information learned from the interviewee.
 - Examples of Writing - What is your favorite color and why? Mrs. Clark had a hard time deciding, but finally chose blue as her favorite color. She said blue reminded her of the ocean and the sky. Blue ultimately relaxed her when she was tense. She went on to explain... Some of the examples she provided were...(etc.)
 - Example of what is not narrative form, and is not acceptable: What is your favorite color and why? "Blue. I like the ocean and sky" OR... Mrs. Clark said, "Blue, I like the ocean and sky I think blue is a calming color...." The entire passage should not be in quotes. You can quote a single phrase from the teacher, but most of the answer should be summarized in your own words.

Part I: Observation Guidelines (fill in Parts I and II and upload this form separately from essay)

When teachers make observations of students or classroom dynamics, they are acting as researchers. They begin with a question such as "Why is Danny having such a hard time with fractions?" or "Do I interact more with the boys in my class than with the girls?" Observation is one method—perhaps the first method—of gathering data that will lead to answers and usually to more questions. Observations can be qualitative or quantitative. Qualitative observation involves detailed descriptive notes on what you see or hear concerning your research question, while quantitative observation involves keeping tallies. For example, you might keep track of the number of times specified behaviors or events relating to your question occur. Your notes are called anecdotal evidence; it describes instances of behavior of individuals at a particular time. The best use of anecdotal evidence is to illustrate concepts, challenge beliefs and assumptions, and generate more research questions.

Specifics on Observations

Follow the observation checklist below:

1. CLASSROOM ORGANIZATION

- Efficient classroom routines
→ Super structured routines ⇒ procedures
- Handles routine tasks
- Handles paperwork and checking assignments
- Handles attendance
- Materials organized and prepared in advance

Space organized efficiently

Others /

2. CLASSROOM MANAGEMENT

Established and posted routines

Established and posted rules

Orchestrates transitions and movement from class to class or activity to activity
→ again, super structured: music transitions w/ timer

Balances variety and challenge in student activities

Uses student assessment to guide appropriate instruction

Monitors and is aware of all activities in the classroom
→ lots of centers

Multitasks

Moves around room to interact and encourage attention

Handles paperwork and checking assignments

Handles attendance

Materials organized and prepared in advance

Space organized efficiently

Reinforces expectations for positive behavior
→ Doro app

Uses language to promote and encourage participation and attention

Models
→ "I do, we do, you do" mindset

3. CLASSROOM CULTURE

1. What adjective would you use to describe the "feeling" in the classroom?
2. What evidence did you see to indicate that students seemed to feel a sense of belonging?
3. Do the students and teacher communicate a sense of mutual respect in their interactions?
4. Are students "pulled-out" for special services or do special teachers "push-in" to the classroom?

6. STUDENT INTERACTIONS

- Maintains friendly yet professional role
- Values what students say and believe
- Shows interest in student's life in and outside of school
- Encourages student to give their personal best
- Interacts in fun and friendly manner
- Emotes appropriately with students
- Shows interest in student's lives outside of school
- Creates a warm and caring environment
- Exhibits active listening

7. ENTHUSIASM AND MOTIVATION

- Evidence of extrinsic motivators
- Students are intrinsically motivated
- Students show enthusiasm for learning
- Teacher shows enthusiasm for teaching and learning

8. TEACHER AND STUDENT COMMUNICATION / CONTACT

Record the number of times an action occurred during at least 20 minutes of the observation.

during phonics lesson / not morning meeting

Oral		VISUAL		TACTILE	
Action	# of times	Action	# of times	Action	# of times
Teacher explaining	<i>during centers</i>	Teacher writing on board/whiteboard	<i>Ø</i>	Students using equipment	<i>during centers</i>
Asking questions	<i>Ø</i>	Teacher using overhead / doc cam, whiteboard	<i>Ø</i>	Students manipulating and ordering materials	<i>during centers</i>
Students reciting	<i>during centers</i>	Students reading text – alone or small groups	<i>during centers</i>	Students building or constructing	<i>Ø</i>
Audio / CD	<i>Ø</i>	Students writing	<i>during centers</i>	Students drawing, gluing, cutting	<i>Ø</i>
Student discussion	<i>during centers</i>	Students watching video	<i>Ø</i>	Students using life-like or scale models	<i>Ø</i>

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Specifics on Observations

Follow the observation checklist below:

1. CLASSROOM ORGANIZATION

Efficient classroom routines

Handles routine tasks

Handles paperwork and checking assignments

Handles attendance *walks around and checks while working*

Materials organized and prepared in advance

*usually turn in red folders
not any homework @ beg. of class*

Space organized efficiently

Others /

2. CLASSROOM MANAGEMENT

Established and posted routines

Established and posted rules → class rules and school rules

Orchestrates transitions and movement from class to class or activity to activity

Balances variety and challenge in student activities

Uses student assessment to guide appropriate instruction

Monitors and is aware of all activities in the classroom
↳ lots of observing & addressing during centers (1:1)

Multitasks

Moves around room to interact and encourage attention

Handles paperwork and checking assignments

Handles attendance
↳ collect student work & looks over for completion

Materials organized and prepared in advance

Space organized efficiently

Reinforces expectations for positive behavior

Uses language to promote and encourage participation and attention
↳ lots of praise

Models

3. CLASSROOM CULTURE

1. What adjective would you use to describe the "feeling" in the classroom? energetic
2. What evidence did you see to indicate that students seemed to feel a sense of belonging? directing as class working
3. Do the students and teacher communicate a sense of mutual respect in their interactions? yes
4. Are students "pulled-out" for special services or do special teachers "push-in" to the classroom?
pull out & pushed in

Space organized efficiently

Others /

2. CLASSROOM MANAGEMENT

Established and posted routines

Established and posted rules → *class rules and school rules*

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↳ collect student work & looks over for completion

Handles attendance

Materials organized and prepared in advance

Space organized efficiently

Reinforces expectations for positive behavior
↳ lot of praise

Uses language to promote and encourage participation and attention

Models

3. CLASSROOM CULTURE

1. What adjective would you use to describe the "feeling" in the classroom? *energetic*
2. What evidence did you see to indicate that students seemed to feel a sense of belonging? *directing working as class*
3. Do the students and teacher communicate a sense of mutual respect in their interactions? *yes*
4. Are students "pulled-out" for special services or do special teachers "push-in" to the classroom?
pull out & pushed in

4. DIVERSITY

1. Commonalities

How are the common needs of safety, self-esteem and belonging met? Record What you see in the classroom that indicates these needs are being met.

Safety	Self-Esteem	Belonging
rules, reminding of rules	lots of praise as individual & group	kids working together

2. Differences

2a. Tally the number of students in the class: 30 total number of students

Boys	Girls	African American	Asian	Asian Indian	Caucasian	Latino	Middle Eastern	Special Needs	English as Second Language
19	11	2	3	5	1	17	2	7	12

2b. Are students mixed together in the classroom seating arrangement by:

gender race ethnicity special learning needs EL learners

2c. Record ways diversity is acknowledged in the classroom:

posters multicultural stories cooperative activities
 slogans or sayings celebrations or holidays noted

Other: _____

5. TEACHER CARING, RESPECT & FAIRNESS

Shows concern for students emotional and physical wellbeing

Shows interest in student's lives outside of school

Creates a warm and caring environment

Exhibits active listening

Treats each child as individual

Models respect

Treats student equitably

Creates situations for all students to succeed

Prevents situations where students lose respect

Encourages self-regulation of behavior

6. STUDENT INTERACTIONS

- Maintains friendly yet professional role
- Values what students say and believe
- Shows interest in student's life in and outside of school
- Encourages student to give their personal best
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Oral		VISUAL		TACTILE	
Action	# of times	Action	# of times	Action	# of times
Teacher explaining	10	Teacher writing on board/whiteboard	8	Students using equipment	10
Asking questions	many	Teacher using overhead / doc cam, whiteboard	8	Students manipulating and ordering materials	8
Students reciting	20	Students reading text - alone or small groups	20	Students building or constructing	8
Audio / CD	8	Students writing	many	Students drawing, gluing, cutting	8
Student discussion	2	Students watching video	8	Students using life-like or scale models	8