

Assignment #2:



*"I spy with my little eye . . .
a classroom,
a teacher in full action,
a pupil on whom I will zoom,
and student interactions."*

Clinical Classroom Observation and Case Study (30% of grade)

The purpose of a clinical assignment is to give you hands-on experiences with students of all ability levels and to give both you and your cooperating teaching latitude in providing these experiences. As part of READ 3255, you are required to spend 10 hours in the classroom in which you are conducting your clinical experience. While some of those hours will be spent assisting the classroom teacher in any way she/he requests (which may include reading with and to students, tutoring small groups or individuals, teaching a lesson, or any other form of assistance) some of your hours will be spent observing and teaching lessons you prepare in the course. This particular clinical assignment focuses on the observation component and case study.

Your clinical assignment for READ 3255 has two parts: a three-pronged clinical classroom observation component and a student assessment and interview case study component.

You need to select from among the following settings to meet this requirement:

- a. **Content-area classroom of another teacher.** This should be a classroom in a subject-area for which you are seeking certification. You can locate this on your own or with the help of the Office of Field Experiences, but in either case, you must fill out a request form and turn it in to the Office of Field Experiences.
- b. **Your own classroom.** For classroom teachers, this may be the more realistic option. You do not need to go through the Office of Field Experiences although you must fill out the School Experiences Log for our records.
- c. **An out-of-school or community-based program.** Many community-based organizations provide academic support for students after school and during the summer. You do not need to go through the Office of Field Experiences although you must fill out the School Experiences Log for our records.

All students must turn in a clinical placement form to me regardless of their clinical placement choice.

All students must turn in a School Experience Log to account for their 10 hours for COE records.

Part One

Clinical Classroom Observation

Conducting observations prior to participating in an activity is important. Actually, we do it all the time perhaps without even realizing it. Children often observe others before they imitate them. A young child watches and learns as her older brother opens the jar and takes a cookie. Before you know it, she is opening the jar and grabbing cookies all by herself! Athletes watch tapes of other athletes for hours in order to imitate their moves and techniques or to defend themselves against them. We may watch someone at the computer use a shortcut and we might say to them, "Hey, how did you do that? I want to do it. Do it again. Show me how." When we observe certain practices and reflect upon them, we can learn from what we see.

Often, preservice teachers are asked to observe seasoned teachers at work in order to learn from them. However, you can't just sit in these teachers' classrooms and watch everything without having a purpose for your observation. If you did, you might see everything, and yet *observe* nothing. It would be like opening an I-Spy book and not having access to the rhyme that tells what your little eye should spy. You'll see all the objects on the page, but you won't be able to discover the important items if you can't distinguish them from the other objects. You have to know what to look for in order to see it. Similarly with classroom observations; in order to capture "something" you need to focus your attention. Observing is not a passive activity.

Purpose

The purpose of this activity is to help you focus your attention while you are conducting observations so that you can integrate theory into practice by associating what you have learned and are learning to what you are observing in the classroom.

Activity

Take one hour (out of the required 10 hours) to conduct an observation of a content area classroom.

1. Observe the teacher for 20 minutes.
2. Observe an individual student for 20 minutes.
3. Observe student interactions for 20 minutes.

Use the following observation guides to direct you in focusing your attention for each observation session. **NOTE:** Take notes on these forms and word process them for submission

4. After completing the three observations, reflect on them and write one overall reflective summary that not only describes all that you observed, but that also ties your observations to concepts you have learned about in your education classes and in this reading class.

Observation 1

General Observation of a Reading Classroom

School (Use a Code):	Observer:
Grade (circle one): 3 rd , 4 th , 5 th , or 6 th	Date:
Curriculum Area: READING	Time In: Time Out:
<p>Directions: During this activity, observe a reading teacher in an educational setting. Take down as many things as you possibly can in the space provided below (you can use the back of the paper too). Then answer the questions included on the summary observation sheet.</p>	

Summary of Observation 1 Learning About Teachers' Routines

School (Use a Code):	Observer:
Grade (circle one): 3 rd , 4 th , 5 th , or 6 th	Date:
Curriculum Area: READING	Time In: Time Out:
Directions: Summarize what you have found out about the teacher you have observed and the routines he/she follows in their work:	
What did you observe that you expected to see?	
What did you observe that was unexpected?	
What did you observe that directly relates to what you have learned in your reading class(es)?	
What do you think was the most important event or behavior you observed?	
What key point about your observation would you like to stress in class?	
What is the most important question raised by your observation?	

Observation 2

Observing an Individual Student

School (Use a Code):	Observer:
Grade (circle one): 3rd , 4th , 5th , or 6th	Date:
Curriculum Area: READING	Time In: _____ Time Out: _____
Use the categories below as a guide to observing an individual student and his or her characteristics and activities in class. As you observe a particular behavior, utilize the boxes on the right hand side of the page to make notes about what you observe.	

Kind of Behavior

Brief Description of Student

On Task	
On Wrong Task	
Out of Seat	
Talking	
Playing	
Daydreaming	
Disruptive	
Other (Describe)	
Other (Describe)	
Other (Describe)	

Summary of Observation Observing an Individual Student

School (Use a Code):	Observer:
Grade (circle one): 3rd , 4th , 5th , or 6th	Date:
Curriculum Area: READING	Time In: Time Out:
<p>Directions: Take down as many things as you possibly can observe in the space provided below (you can use the back of the paper also or additional sheets of paper). Then answer the questions that follow.</p>	
<p>Summarize, in ten words or less, your observation:</p>	
<p>What did you observe that you expected to see?</p>	
<p>What did you observe that was unexpected?</p>	
<p>What was the most important event or behavior you observed?</p>	
<p>What is the most important question raised by your observation?</p>	

Observation 3

Student Interaction in the Classroom

School (Use a Code):	Observer:
Grade (circle one): 3 rd , 4 th , 5 th , or 6 th	Date:
Curriculum Area: READING	Time In: Time Out:
Be unobtrusive as possible in the classroom before any students arrive. Jot down notes as they begin to arrive. Some suggestions for your notes are as follows:	
Notice who arrives first and last.	
How many and what age and gender are the students in this class?	
Do students remain in the same groups inside the classroom as those in which they arrived?	
Look at the overall spacing between groups. Is it uniform? Does it reflect furniture or resource location or friendship groups? Are there any cliques?	
Who are the isolates?	
How much movement between groups occurs? Note how changes in groupings occur during the class period.	
What roles do particular students play? For example, who is the joker, the cynic, the teacher's pet, the introvert, etc.?	
Which students raise their hands most often and least often (or never) when the teacher asks a question?	
Which students does the teacher never call?	
Is the behavior of the students who sit in the back of the room different from that of the rest of the class?	
Which students seem to be paying most and least attention and what is the range of attention spans?	
Which students ask for help and whom do they ask (the teacher, nearby students)?	
Which students receive the most praise and which receive the most criticism? Which students seem to be ignored?	
Try to determine the extent of any division of labor in the class or within the groups. Are there different roles? Do all carry out the same tasks? Are roles and tasks fixed, or do they shift among students? Who seems to assign these roles or tasks? How smooth running and cohesive is the class and is each group?	
If there are groups, how much communication and sharing exists among them?	
Is the relationship among students mostly cooperative, competitive or individualistic? For example, when the teacher asks a student a question, do other students help the first student answer it, or do they try to answer it themselves?	
On which students does the teacher rely to help decide when to move on? When teachers decide to move on to another activity or topic, they commonly base this decision on their judgment that certain students have "gotten" the material.	

Taken and adapted from Provenzo, E. F., Jr. & Blanton, W. E. (2005). *Observing in Schools: A Guide for Students in Teacher Education*. Boston, MA: Allyn and Bacon.

Summary of Observation 3 Student Interaction in the Classroom

School (Use a Code):	Observer:
Grade (circle one): 3rd , 4th , 5th , or 6th	Date:
Curriculum Area: READING	Time In: Time Out:
Summarize and describe your observation:	

Part Two

Student Assessment and Interview: Case Study of Diverse Learners

One goal of our READ 3255 is to connect theory to practice, and the clinical requirement is one step toward accomplishing that goal. Most students have significant experiences in public school classrooms due to clinical requirements of other courses or from their work at schools; however, fewer teacher-education students have opportunities to learn from individual teachers and students the kinds of things that may help them specifically in their subject area(s).

Purpose

This assignment helps to bridge that gap by having students meet, observe and interview two students who represent different facets of diversity about their thoughts and experiences with literacy and learning in a content area.

Activity

You will identify two focal students who represent different aspects of diversity from the setting and ask to do separate interviews at a time convenient for the students and in a place that is safe and in public view. You will want to have some questions prepared ahead of time, but do not simply read the questions. Allow the questions to guide the interview but be open to asking other questions and for probing more deeply (“tell me more about that...”). Think of the interview as a chance for an informal assessment. Your objective is to learn about the skills and challenges diverse students face when learning in content-area subjects such as math, social studies, science, technology, fine arts, language and other subjects. Although you may touch on several facets of literacy and learning, be sure to address your specific subject area with the students. In class, you will create your interview protocol and determine your other forms of informal assessment.

Case Study Write-Up

Using the observations and interviews, you will write up a case study of what you learned. The overall focus of this should be on assessing the needs of diverse learners and proposing some solutions. For full consideration of credit for this assignment, you will need to address the following components:

1. **Context.** Provide a section explaining the particulars of your clinical experience—what you did and where. Provide a clear sense of the classroom. Introduce the focal students and describe ways in which these are diverse learners. Use pseudonyms for the school, students, and teachers.

2. **Assessment.** Provide an assessment of the focal students including areas of strength and areas of need, challenges and successes, and thoughts on learning in your specific subject area.
3. **Analysis.** Write an analysis in which you address some of the issues raised from the assessment. Contrast the differing strengths and challenges faced by these students. In particular, describe what you would do in your classroom as a teacher to help these students.
4. **School Experience Log.** Every student will turn in a copy of this form to me after you have completed your field-based observations. I cannot grade a clinical without this form. School Experience Log may be downloaded from the Office of Field Experience website: http://education.uncc.edu/ofe/early_clinical.htm
5. **Interview Guide.** Attach a copy of the interview protocol you created that guided your interviews.

NOTE: This is a piece of academic writing and should follow APA or another suitable stylistic conventions. Double space and use a readable font.

READ 3255 Clinical Classroom Observation and Case Study Rubric

Criteria	Exemplary (5 pts.)	Competent (4 pts.)	Partially Proficient (3 pts. – 21 pts.)	Incomplete (1 pts. - 0 pts.)	Points
Part One	Clinical Classroom Observation				
Observations of Teacher, Student, and Student Interaction	Observations were thorough and described in detail the teacher's routines, the student, and student interactions.	Observations were adequately described the teacher's routines, the student, and student interactions.	Observations do not minimally describe the teacher's routines, the student, and student interactions.	Observations are incomplete and fail to paint a picture of the teacher's routines, the student, and student interactions.	
Observation Reflection	Final reflection clearly describes significance of support for learning and explores key facets of learning and unresolved questions.)	Final reflection describes significance of support for learning and explores some facets of learning and unresolved questions.	Final reflection does not describe significance of support for learning in detail and/or and explores few facets of learning and unresolved questions.	Final reflection fails to describe significance of support for learning and/or fails to explore some facets of learning and unresolved questions.	
Part Two	Clinical Case Study				
Overview & Context for the Case Study	School and classroom contexts for the case study are clearly described. Focal students are introduced and aspects of diversity are clearly described.	School and classroom contexts for the case study are described. Focal students are introduced and aspects of diversity are described.	School and classroom contexts for the case study are not clear. Focal students are not clearly introduced and aspects of diversity are may not be well understood.	The overview and contexts for the case study are incomplete. Students not well introduced and/or issues of diversity insufficiently described or absent.	
Assessment	Assessment of focal student(s) provides a clear sense of strengths and areas of need, challenges and successes faced by student(s), and student(s)' thoughts on learning in the READ 3255/5255 students' specific subject area.	Assessment of focal student(s) provides a sense of strengths and areas of need, challenges and successes faced by student(s), and student(s)' thoughts on learning in the READ 3255/5255 students' specific subject area.	Assessment of focal student(s) provides some sense of strengths and areas of need, challenges and successes faced by student(s). Student(s)' thoughts on learning in the READ 3255/5255 students' specific subject area may or may not be included.	Assessment of focal student(s) is insufficient. There is not a sense of strengths and areas of need, challenges and successes faced by student(s). Student(s)' thoughts on learning in the READ 3255/5255 students' specific subject area may or may not be included.	
Analysis	Analysis clearly addresses important issues raised from the assessment section. There is a rich description of what the READ 3255/5255 student could use in his/her classroom as a teacher to help this student(s).	Analysis addresses important issues raised from the assessment section. There is a relevant description of what the READ 3255/5255 student could use in his/her classroom as a teacher to help this student(s) .	Analysis inadequately addresses issues raised from the assessment section. The description of what the READ 3255/5255 student could use in his/her classroom as a teacher to help this student(s) may be inadequate.	Analysis fails to addresses issues raised from the assessment section. The description of what the READ 3255/5255 student could use in his/her classroom as a teacher to help this student(s) may be inadequate.	
Overall Layout, Organization, & Mechanics	The assignment is easy to read with appropriate visual organization of information using fonts, point size, bullets, italics, bold, and indentations for headings and sub-headings. The layout uses horizontal and vertical white space appropriately. The text has few if any errors in grammar, capitalization, punctuation, and spelling.	The assignment is generally easy to read with appropriate visual organization of information using fonts, point size, bullets, italics, bold, and indentations for headings and sub-headings. The layout uses horizontal and vertical white space appropriately in most places. The text has a few errors in grammar, capitalization, punctuation, and spelling but does not require revision	The assignment is often difficult to read due to inappropriate visual organization of information using fonts, point size, bullets, italics, bold, and indentations for headings and sub-headings. The layout uses horizontal and vertical white space inappropriately in some places. The text has a few errors in grammar, capitalization, punctuation, and spelling requiring minor editing and revision.	The assignment is difficult to read due to inappropriate visual organization of information using fonts, point size, bullets, italics, bold, and indentations for headings and sub-headings. The layout uses horizontal and vertical white space inappropriately and the content appears cluttered. The text has errors in grammar, capitalization, punctuation, and spelling requiring editing and revision.	
Total Points	out of 30 pts.	= _____%	_____ Grade	TOTAL Points	

Interview Guide _____
 School Log _____