



Fall 2011

Your field experience journal is designed to document reflections on and notes from your field experience for this course. Attached for your reference are the course handout and description of the expectations for your work in schools this term. You may write on any topic that interested you during the time you spent in classrooms, but specifically address the following, with particular attention to **what you learned** from the experience. Please keep in mind that you are not to editorialize, critique, or judge in any way. You are to document what you have observed and pay particular attention to what you have learned about teaching, learning, and being a professional.

1. Describe your observation of **the multiple roles of the teacher**. As discussed in our text book (chapter 1), one of the challenges of teaching is the many roles a teacher must play simultaneously. What roles did you observe? What tasks and duties were the teacher involved with (in and out of the classroom, before and after school)? What personal and professional skills do you see necessary to successfully fulfill these roles?
2. What **organizational tools and techniques** did you observe being used by the teacher (ways to manage lessons, posted schedules, materials, notes, things to do, etc.) and by students (planners, binders, graphic organizers during content lessons, etc.)? How do these organizational techniques enhance instruction and learning? Expand on at least 2 you would like to remember for your own classroom.
3. Ask your supervising teacher if you can look through a **teacher's manual**. How is this different from a student text? What is beneficial and useful in this manual? What resources are available to you through the manual? Does the manual provide guidance for leveling (differentiating) instruction? Does the manual provide guidance for questioning, helping students organize information, and assessing student knowledge?
4. For your **FINAL ENTRY** in your journal, reflect on the overall experience during your practicum. What have you learned about being a teacher? What have you learned about being a professional? What skills are necessary for successful management of behavior and effective delivery of material? Explain the top 10 lessons you take from your experience.

Complete the attached table.

Complete the table below by describing the procedures you observed. If you did not observe the procedures because you were not in the classroom during such times, please ask your supervising teacher what his/her procedures are.

| Situation | Procedure |
|--|-----------|
| Students entering/leaving | |
| Students entering before/after tardy bell | |
| Students leaving before end of class | |
| The day's date – location | |
| Room set-up – How does teacher work the room? | |
| Bell activities – What/where/graded/timed | |
| Checking attendance | |
| Students who are tardy – record keeping | |
| Students receiving permission to speak/comment/ask questions/ leave desk/etc | |
| Students needing materials – pencil or pen/paper/textbook/etc | |
| Students coming to attention – | |

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|---|--|
| signal/expectations | |
| Student needing to go to the restroom – signal/expectations | |
| Student needing to throw paper away | |
| Student needing to sharpen pencil | |
| Student needing tissue | |
| Class movement <ul style="list-style-type: none"> ▪ Going to PE/Library/Computer Lab/ Lunch/ Assembly ▪ Class changes/ hallway expectations ▪ Transitions in class | |
| Student expectations for intercom announcements/ calling of students to office | |
| Group work expectations (grade) | |
| Food/drink/candy/gum in classroom | |
| Student work: <ul style="list-style-type: none"> ▪ Heading on paper ▪ Format by subject – math, spelling, etc ▪ Passing in papers ▪ Passing back papers ▪ Use of pen or pencil ▪ Writing on back of paper ▪ Neatness ▪ Incomplete work/late work ▪ Due dates ▪ Makeup work for absent students ▪ Notebook expectations/grading | |

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|--|--|
| <ul style="list-style-type: none"> ▪ Homework – when/ how much/ grading/ turning in | |
| <p style="text-align: center;">End of class dismissal</p> | |
| <p style="text-align: center;">Student needing to go to:</p> <ul style="list-style-type: none"> ▪ Office (referral/phone/etc.) ▪ Sick/nurse ▪ Counselor ▪ Behavior in hall | |
| <p style="text-align: center;">Student signal to respond</p> | |
| <p style="text-align: center;">Choral response signal</p> | |
| <p style="text-align: center;">White board responses</p> | |
| <p style="text-align: center;">Student expectations for substitutes</p> | |
| <p style="text-align: center;">Random questioning of class</p> | |
| <p style="text-align: center;">Think-Pair-Share signal</p> | |
| <p style="text-align: center;">Where are assignments posted</p> | |
| <p style="text-align: center;">Where are homework assignments posted</p> | |
| <p style="text-align: center;">Student activities when finished early</p> | |

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| Students keeping progress reports/grades | |
| Positive incentives for students | |
| Communication with parents <ul style="list-style-type: none">▪ Back to school letter▪ Materials list▪ Positive contacts▪ Parent contact log▪ Student planners/agenda | |
| Grade book maintenance <ul style="list-style-type: none">▪ Categories▪ Percentages▪ Extra Credit | |
| Posting student work | |
| Students on unassigned tasks/ note writing-passing notes | |
| Procedures for tests | |
| Off limit areas | |
| Tutoring or other assistance | |