## CI410 Assignment: Structured Observations of the Field Placement Learning Environment and Parental Engagement

1. Begin with a brief description of your placement.

Include some brief information about the grade level, the physical appearance of the classroom, and some information about the students' demographics (gender, race, age, SES, etc.)

2. Danielson Domain 2 Classroom Environment Framework (10 points)

Observe and comment on what you see in your classroom(s) related to each part of the Danielson Domain 2 Framework (posted in Moodle). Do **NOT** “rate” the teacher(s); do describe what you observe or do not observe for each category, in terms of both teacher and student actions (and non-actions). Some of what you observe may reflect the school-wide culture or rules rather than teacher preference—you may want to note this if you think this is the case.

So do look at the framework (posted separately) and use it as a guide for specifics for comments. Some additional guiding questions are included below (do NOT just respond to these, you need to use the rubric).

*2a. Creating an environment of respect and rapport*. What, specifically--if anything--does the teacher appear to do to establish respectful relationships with the students and between students?  Is there a school-wide culture of “respect and rapport?”

*2b. Establishing a culture for learning***.** Do the instructional strategies used in the classroom engage students in meaningful and relevant learning? If the work is not engaging, and the students are none-the-less compliant and non-disruptive, to what extent do you think they are truly on-task and learning at the level of the standards?

*2c.Managing classroom procedures***.** Exactlywhat routines and procedures are used to maintain a relatively well-ordered classroom?This does NOT mean that students are sitting quietly in their seats all the time. It means that students are on-task much of the time no matter what they are doing. Established procedures are especially important when students do a lot of independent work as in project-based learning.

*2d. Managing student behavior.*Note the characteristics here of “distinguished” management. The teacher’s role is primarily preventative, and most students most of the time engage in intrinsically motivated and self-regulated appropriate behavior. To what extent do you see this in your classroom?

There is a connection here to instruction. To what extent does inappropriate behavior appear to be related to unengaging instruction? Are there students who are off-task because the level of work required is too “difficult” for them and intervention is not adequate?

Rewards and consequences are used to extrinsically control behavior (and may be used as part of a tiered behavioral intervention program—below). What extrinsic rewards (if any) are used? (Praise, smiles, pats, points, stars, prizes, parties, etc.)  What consequences (if any) are used? (Detention, recess time deductions, points off, etc.)  Do these appear to be effective in shaping the behavior of (specifically) students who are having behavioral difficulties?

*2e. Organizing Physical Space.*Is the organization of physical space “static” or is it changed to match learning activities? If students are seated in “groups” in some manner, are they truly doing collaborative group work or are they just sitting this way?

3. Tiered Behavioral Intervention (Illinois mandate) (PBIS) (5 points)

This is NOT RTI, which is academic intervention.

What is the school doing to implement the mandate? What are the expectations, positive supports, etc.? Include, specifically, what is the school doing for Tier 2 and Tier 3 behavioral interventions? There may be a Tier 1 reward system that's the most obvious part of the program, but it's the Tier 2 and 3 interventions that are probably more important. Be specific, this should reflect your having read the information.

What is your teacher doing to implement the mandate? Is there any consistent team approach?

If you don't observe anything related to tiered behavioral intervention, then you will need to ask your cooperating teacher about it, which may be a good idea in any case. If the teacher looks puzzled when you use the term tiered behavioral intervention, try using the term PBIS.

4. Social Emotional Learning Standards (Advisory?) (3 points)

What is being done by your teacher, or in the school, to meet the Illinois social emotional learning standards? Ask!! Again, be specific, should reflect your having looked at the standards. Advisory may be one, or the primary, way that these are addressed, if so, what is advisory like?

5. Family Engagement (2 points)

What do the school and/or your cooperating teacher do to engage students’ families in school and the learning process? You don’t need to use the state framework here in any manner, just note what you’ve observed so far. This could include individual contacts with parents, school events, etc.