

**SCHOOL OF EDUCATION**

 **Location Address Mailing Address**

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**COURSE SYLLABUS**

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**Course:** EDUC 507

**Course Title:** Multiple Subject Curriculum and Methods II

**Term:** June 9, 2014 – June 16, 2014

**Days/Times:** Mondays &Wednesdays

**Class Location:** IWRCC, RCO-5

**Faculty:** Diane M. Bruns

**Phone:** (909) 772-5886

**E-mail:** diane\_bruns@redlands.edu

**Office Hours:** MW 4:30-5:15 and by appointment

**CATALOG COURSE DESCRIPTION**

Elements of curriculum design, assessment, and classroom management with an emphasis on K-8 social studies content and the integration of language arts, and visual arts and technology. Course content is informed by the California state K-12 content frameworks and state content standards. The course includes specific ELD/SDAIE strategies for instruction.

**CONTEXTUAL COURSE DESCRIPTION**

This course will introduce teacher education candidates to the elements of integrated curriculum by incorporating scaffolded thematic/sequential approaches to developing units of teaching and learning. Candidates will learn how to interweave language arts, performing arts, and technology into social studies curriculum lesson planning and teaching. Curriculum designed will cultivate and accommodate all learners through a variety of teaching practices and strategies.

Candidates will gain information about how to relate national and statewide frameworks for academic state content standards to lesson plan designs. This will be in conjunction with appropriate assessment and ELD/SDAIE strategies for K-8 grade levels. The course will reflect the state’s emphasis on those practices that are most appropriate for all elementary students.

In addition, classroom management theories and best practices will be explored. Specific approaches will be identified as they relate to a variety of circumstances and grade levels.

In the course of the credential program, this course is the second curriculum course taken by our multiple-subjects candidates. We will continue to emphasize methods and practices designed to make all academic content accessible to all students K to 8.

Additionally, students will review the developmental

characteristics of K to 8 students, helping them to make connections between their development, classroom management and instruction. Our candidates will build on their study of lesson plan design, assessment strategies and learning activities for maximizing the engagement of their students.

**TECHNOLOLGY REQUIREMENTS**

Technology tools have been integrated in this course, as in all Preliminary Teacher Credential (PTC) courses. Technology tools like word-processing, spreadsheet; PowerPoint, and Inspiration will be required for classes. The current Microsoft Office version will be helpful if you have it accessible. Internet access using a web browser will be required for classes.

All courses are designed to build on prior coursework, knowledge and technology skills towards teacher competencies required by the state of California and our school districts (although equipment available varies among districts). Moodle is a web-based tool that you can access from any Internet connection twenty-four hours a day, seven days a week. The logon is at http:/Redlands.edu; The site may have links to the course syllabus, assignments, resources, and other communication tools for various courses. There is no charge for the use of Moodle). TaskStream is a web-based lesson, unit and instructional resource too. TaskStream will be purchased like a text on-line at www.TaskStream.com for an individual full year subscription before class 2. Be sure to indicate you are a student, have your student I.D. number ready. The student rate will be charged (currently about $42) and you will be connected to our learning community. General training for use of TaskStream lesson planning will be done during this course. Customer service numbers provided on the home page of TaskStream are very helpful in learning the applications. Also, be aware that the TaskStream program is also used to take and submit your Teacher Performance Assessments (TPA’s). Proper submission codes will be provided by the School of Education.

In addition, specific technology skills are incorporated throughout the program to ensure they are used as often as is appropriate to enhance learning and teaching competence. When all MALT coursework is completed successfully, candidates will have met the Level I technology requirements. All this software is available in the School of Education’s computer lab or at the Jones Center for your use of: United Streaming, Inspiration, word-processing, spreadsheet; PowerPoint, & FrontPage – these resources available for class assignments including the completion of preparation for the specific areas identified in the TPA/EDUC 500 courses.

**COURSE OBJECTIVES**

**The Multiple Subject Curriculum and Methods candidates will meet the following objectives, which align with the competencies needed to complete the Teacher Performance Assessments of California. [TPEs: 1A, 2, 3, 4, 5, 6A, 6B, 7, 8, 9, 10, 11, 12, 13] found on the** *Teaching Performance Expectations—available at the California Teacher Credential website:*

*http://www.ctc.ca.gov/educator-prep/TPA-files/CandidateHandbook-AppendixA-TPEs.pdf*

**1.** Students will demonstrate the ability to teach state-adopted academic content standards in social studies, by integrating a wide variety of subject areas to social studies, such as: language arts, mathematics, physical education, science/health and performance art to teach basic analytical thinking skills through a variety of media. **[TPE 1, 4, 6, 9]**

**2.** Students will develop insights into teaching social science concepts and themes. . **[TPE 1, 4, 6, 9]**

**3.** Students will use a wide range of instructional strategies in their lesson plans, discussions, and examples in observations to be able to teach students, develop multiple perspectives, and to monitor students' learning during instruction. **[TPE 1, 2, 3, 4, 6, 9]**

4. Students will identify a variety of forms of assessments to be used in lesson plans and teaching practices. **[TPE 1, 3, 6]**

**5.** Students will incorporate and sequence strategies, instructional materials and experiences into their learning and lesson plans that will address state content standards and teach all students. **[TPE 1, 4, 6, 9, 10]**

**6.** Students will communicate clear learning objectives, use various instructional strategies, incorporate Bloom's taxonomy and create relevant activities in their lesson plans to engage all students**. [TPE 1, 4, 6, 9]**

**7.** Students will use community resources and students' experiences in their classroom planning and philosophies**. [TPE 1, 4, 6, 9]**

**8.** Students will identify, describe, and integrate instructional strategies to accommodate all learners (Special Education, EL and GATE). **[TPE 1, 4, 6, 9]**

9. Students will develop a philosophy, identify and reflect upon strategies observed in classrooms and design a classroom management plan that will create and maintain an effective environment for students. **[TPE 1, 4, 6, 9]**

**10.** Students will devise a code of ethical conduct for their professional lives. **[TPE 2, 10]**

**REQUIRED READINGS**

Schell, E. & Fisher, D. (2007). *Teaching social studies: A literacy base approach.* Upper Saddle River: Pearson.

Jones, V. & Jones, L. (2016, 11th Edition). *Comprehensive Classroom Management: Creating Communities of Support and Solving Problems.* Boston: Pearson (Loose-Leaf Version)

**CANDIDATE ASSESSMENT**

**Candidates will demonstrate teaching competencies by:**

**Signature Assignment #1** - Webliography **[TPE 1a, 2, 4, 5, 6a, 6b, 7, 10, 11, 13]**

This assignment is designed to supplement texts, assignments, teaching competencies, technology applications and professional development. These resources can be reviewed while writing TPA's and expand your professional library of resources for teaching practices. Resources *can be* informational; social studies related websites or specifically related to lesson plans. Many of the websites will be utilized throughout the class. 5 citations are required each of four sections listed below:

A. 5 resources for Classroom Management: FOR EXAMPLE: www.disciplinehelp.com

B. 5 resources for teaching Social Studies: FOR EXAMPLE: www.nationalgeographic.com

C. 5 resources for Reading/Writing across the curriculum: FOR EXAMPLE: proteacher.com

D. 5 resources for Designing Learning Interventions/Accommodations for teaching EL and SPEC. ED, and GATE student.

**Assignment 1A -** *In class presentation*: Each student will present a unique resource identified from their search in a 10 minute demonstration to the class. This part of the assignment earns a maximum of 5 points

**Signature Assignment #2** – 3 lesson plan/scaffold concept (25 +5 points**)**

 **[TPE 1a, 2, 3, 4, 5, 6a,b, 7, 8, 9, 10, 11]**

Candidates will design three lesson plans that are sequenced to teach lessons using a 7-step format lesson plan development. The preferred lesson plan format is called the “Redlands” version. The lessons will be written on TaskStream and include the specific CA State K-12 Content Standard, OR the newly developed Common Core Standards (national). At a minimum, lessons will be framed by the academic perspectives found in the social studies text and found in the webliography resources identified in the previous assignment. The areas are:

A. Civic-Political

B. Social-Cultural

C. Historical

D. Economic

E. Geographic

Each of the three lessons will be culturally and linguistically sensitive, and designed to address the needs of diverse learners. Sensitivity toward diverse learners would indicate that students have considered their sociocultural and cultural backgrounds. The activities will include an opportunities for interactive learning, a literature based resource (children’s story, etc..) and use of a webliography/technology resource (see Assignment 1).

**Assignment 2A –** Students will “teach” a 15-20 minute version of one of the lessons they have designed. A copy of the lesson plan will be provided for class members to include a clear objective, a walk through of the activity and a demonstration of the materials for the lesson. In addition in the presentation, student will articulate the aspect of their lessons that is particularly meeting the needs of a Gifted, Spec. Needs, and EL learners.

**Signature Assignment #3 -** Classroom Management Philosophy with Parent Letter (15 points)

**[TPE 2, 4, 5, 6 a,b, 8, 10, 11, 13]**

*Fieldwork observations: \**During fieldwork observations, *one aspect of student focus* is the dynamics of classroom management. Students will use the organizer provided to document the observations. They will observe and record the number of teacher initiated and student initiated interactions, sketch a map of the classroom, note the observed learning behavior, group dynamic, impressions of the general classroom climate, and pertinent management events in the context of classroom activities.

*Classroom Management Philosophy* - The paper will be a 3-5 page description; will include an introduction, a summary of no less than three theories informing their philosophy (from the chapters in Jones & Jones) including citations, a developmental rationale for their theory (why this particular philosophy rather than others) knowledge gained from discussions and link their philosophy to examples from classroom fieldwork observations.\* Written philosophies will demonstrate thoughtful and specific rather than general reflection about each of the above areas.

*Parent Letter-* Please write a 1-2 page letter to parents which would conceivably go home on the first day of school. Choose the grade level you wish to teach and direct the letter to parents of that grade. You can choose a mythical name of a school and room number if you wish. It should be written in a format that is appropriate for the grade you choose. For example, a letter home to kindergarten parents will very different than the letter sent home to 6th-grade parents. A readable, parent-friendly format is imperative and you should include some of the following information:

How will you welcome children to your class; how parents can contact you? how parents can help or volunteer?; how and how often you will communicate with parents (newsletters, email, etc.)?; what will students be learning during the school year (a few key standards will help); briefly describe your classroom management system and class rules; can you create an information survey appropriate for your grade level that will help you learn more about your students.

**Assignment 4** – Fieldwork Study **[TPE 1a, 2, 6a,b, 8, 10, 11]** - 10 hours of classroom observations (25 points)- It is the candidate’s responsibility to find a school to conduct his/her fieldwork observations. I RECOMMEND GETTING CONNECTED TO a K-12 SCHOOL IMMEDIATELY AND NOT POSTPONING THIS.

Full credit will be earned by conducting a thorough fieldwork observation study in two parts. The first part is described in the classroom management assignment. The second set of 5 hours of classroom observations focus on the modeling of teaching and lesson preparation in the fieldwork setting—procedures and instructional strategies used to engage students; academic standard being taught; ways all levels of learning are being addressed; classroom climate; observed student interest. Use pseudonyms throughout your study to respect confidentiality in all contexts. Observations in an ELD classroom are also appropriate. Please note: it would be preferable to observe social studies lessons being taught; however if they are not observable, your observation hours may include language arts.

**IMPORTANT:** YOU MUST KEEP YOUR FIELDWORK REPORTING FORMS AFTER THEY ARE RETURNED TO YOU WITH YOUR FINAL GRADE. YOU WILL NEED TO SHOW THEM TO YOUR INSTRUCTOR.

A. Each candidate will take notes (organizer provided) to be used to generate a thoughtful evaluative written reflection of the 10 hours of classroom observations and include summaries of conversations with the observed teacher. While these notes will not be submitted to your instructor, examples from your notes will be needed for full credit in your written reflection and to include in the classroom management philosophy.

B. Each candidate will submit a evaluative reflection (not to exceed 3 pages) on their experience conducting fieldwork observations to include: an introductory paragraph; contextual description of the neighborhood and school site (to provide the reader with a ‘landscape’ for the evaluative impressions) in the first ¾ of the first page; description of the lessons being taught, effectiveness of the instructional strategies-based on what you are learning and examples from observations, the degree of engagement of the students you are observing and insights gained from the experiences for your own development as a teacher.

**NOTE: Principals have requested that a dress code be discussed at the university. When conducting observations, or visiting any school sites, candidates are expected to dress in a professional manner. You represent your individual code of professional responsibility/accountability in the educational community and the University School of Education.**

**Assignment #5 (Case Study) [TPE 1,a,b, 2, 3, 4, 5, 6a,b, 7, 8, 9, 10, 11, 12, 13]**

Students will submit a 10-12- page written response and an additional PowerPoint class presentation. This Case Study is of a *selected student* from your Fieldwork Assignment. In this course, students will be establishing a general Classroom Management Philosophy designed for students in their chosen grade level and based upon current research. This philosophy should include class rules, procedures, positive reinforcement systems, ideas on how the class should look, feel, and operate will support the learning for the vast majority of students; however, there will be a student or two in each class that needs additional support through adaptation of this general plan in both management and curriculum. *The purpose of this assignment is to create a behavior intervention plan for one specific student that does not fit the norm and needs additional support, or essentially a student who presents a different behavioral/instructional challenge.*

This plan may include additional support services in behavioral management techniques which will require contact with the classroom teacher, student and parent. The proper authorization forms must be used in conjunction with school district policy. In writing an implementing this specific plan some important steps should be included or considered:

 How can you help this child become a more successful member in the class, socially. behaviorally and academically?

 What are the specific identified areas that need improvement?

 Have you had an opportunity to observe the behaviors that need attention to help establish your plan? Have you included the parent in establishing the plan?

 How does your plan help create both behavioral and academic adaptations, which work hand in hand? And, what are these adaptations? Often students who present a different behavioral challenge also present different instructional challenge.

 How have you used best practices of the teaching profession and your Webliography resources to help find research-based solutions?

 This assignment may require additional classroom observation hours to document behaviors and monitor student progress.

 Have you had an opportunity to see the plan implemented and has there been improvement?

 Additionally, the school may require parent permission.

 PowerPoint presentations of each Case Study will be made the final two class sessions.

 The Professor will provide a rubric scale to measure effectiveness of the assignment.

To successfully complete this assignment, it is recommended that students refer to the following scholarly sources:

 Classroom Management with Harry and Rosemary Wong

 The First Days of School featuring Chelonda Seroya, Harry K. Wong Publications, Inc.

 Positive Classroom Discipline by Fred Jones Fred Jones Book and Videos

**GRADUATE GRADING SYSTEM/SCALE** (See University Catalog)

4.0 – 3.7 **A Outstanding** The student displayed exceptional grasp of the material, frequently with evidence of intellectual insight and original thought. Above and beyond expectations.

3.3 - 3.0 **B Excellent**

Work demonstrated a thorough grasp of the material with occasional errors and omissions. Assignments were thoroughly and completely done, with careful attention to detail and clarity and with evidence of intellectual insight.

2.7 - 2.3 **B/C Acceptable**

or 2.0 The quality of work was acceptable, meeting minimal course standards but was not exceptional. Performance on examinations and other assignments was satisfactory and demonstrated that the student was keeping up with the material and attending to detail.

1.7 and **D Poor**

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| --- | --- |
| Below Graduate students will not receive credit for a course awarded a grade of 1.7 or below. **Grading Scale for the Course:**  |  |
| 125 to 117 points: 4.0 116 to 112 points 3.7 111 to 105 points 3.3 104 to 100 points 3.0 99 to 87 points 2.0 86 to 75 points 1.0 Below 75 0.0 Incompletes must be made up within 2 weeks of the date grades are due, or they turn into an “F”.  |  |
| **Grade points for Assignments: 125 points total** |
| Signature Assignment #1 - Webliography 15 pts 1A - In class demo 5 pts Signature Assignment #2 – Social Studies (Using TaskStream) 3 Lesson Plans……. 25 pts 2A - In class demo lesson 5 pts Signature Assignment #3 – Classroom Management Philosophy and Parent Letter 15 pts Assignment 4 – Fieldwork Study (10 Hours Total) 25 pts Participation/ QuickWrites 10 pts Assignment 5- Case Study- Behavior Plan 25 pts  |
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**EDUC 507 Course Schedule: June 9, - July 16, 2014**

**Prof. Diane Bruns**

**Diane\_bruns@redlands.edu**

**(909)772-5886**

**Monday, June 9, 2014 Class Session #1**

* Welcome, Introductions, Expectations
* Review of course syllabus
* Discussion of current social and educational issues – Develop a working list.
* What makes a good teacher? What makes a good student?
* Description of Signature Assignment #1
* California State History/Social Studies Standards (handout)
* Are History and Social Studies getting squeezed out of the curriculum?
* ELA & H/SS Common Core Standards

HOMEWORK:

Social Studies: Schell & Fisher: Read Chapter 1

Classroom Management: Read Chapter 1

**Due Wednesday, June 18th:**  Signature Assignment #1, Webliography- Annotated Website Resources

**Wednesday, June 11, 2014 Class Session #2**

* Educational issues, announcements
* Jigsaw reading follow-up in texts
* Introduction to 7-Step Lesson Plan, Madeline Hunter
* Classroom Management: What it is and what it is not…
* Integrating Social Studies into the curriculum – Annie and the Old One

HOMEWORK

SS: Read Chapters 2 & 3

Classroom Management: Read Chapter 2

Work on Signature Assignment #1: Webliography - **Due Wednesday, June 18th**

**Monday, June 16, 2014 Class Session #3**

* Educational issues, announcements
* Elements of effective classroom management, PowerPoint, and discussion
* Special Education: Introduction to IEP’s, 504 Plans and autism. What is the role of the classroom teacher?
* Case Study: Behavioral/Instructional Plan for one student who presents a different instructional challenge

HOMEWORK

SS: Read Chapters 4 & 5

CM: Read Chapter 3 & 4

Finish up Signature Assignment #1: Webliography - **Due Wednesday, June 18th**

**Wednesday, June 18, 2014 Class Session #4**

* Educational issues, announcements
* **Signature Assignment #1 Webliography presentations due today.**

HOMEWORK

SS: Read Chapter 6

CM: Read Chapter 5 & 6

Begin Signature Assignment #2 (Task Stream Lesson Plans, due June 30th)

**Monday, June 23, 2014 Class Session #5 (Prof. Lonnie Urbina)**

* Educational Issues Discussion
* Bloom’s Taxonomy and Quiz
* Learning Styles…What’s Your Style?
* Fieldwork Discussion – What are you seeing in classrooms? What are you experiencing?
* TaskStream Discussion – Lesson planning using the “Redlands” version.

HOMEWORK

SS: Read Chapter 7

Work on Signature Assignment #2 (Task Stream Lesson Plans, Due Monday, June 30th)

**Wednesday, June 25, 2014 Class Session #6 (Prof. Lonnie Urbina)**

* Educational issues, announcements
* Mandated Child Abuse Reporting: It’s the Law
* Educational Justice in Action. How will you create success for all students?
* CELDT testing and adaptation strategies

HOMEWORK

SS: Read Chapter 8

CM: Read Chapter 7 & 8

Reminders:

Finish Signature Assignment #2 (Task Stream Lesson Plans, due June 30th)

Work on Signature Assignment #3 (Classroom Philosophy and Parent Letter - Due on Wednesday, July 2nd)

**Signature Assignment #5: Case Study due July 7th**

**Fieldwork Assignment #4, Field Work Study due July 9th**

**INDEPENDENCE DAY HOLIDAYS – June 30-July4**

**Monday, July 7, 2014 Class Session #7**

* Educational issues, announcements
* Jigsaw reading, Chapters 5 and 6 in Classroom Management text
* TEACHING ACCOMMODATIONS:
* English Language Learners (SDAIE strategies)
* Special Needs Students
* Social Studies and Geography in the curriculum – What does it look like?

**Due today: Signature Assignment #2, Task Stream Lesson Plans**

HOMEWORK

Finish Signature Assignment #3 (Classroom Philosophy and Parent Letter - Due on Wednesday, July 9)

**Signature Assignment #5: Case Study due July 14th**

**Fieldwork Assignment #4, Field Work Study due July 16th**

**Wednesday, July 9, 2014 Class Session #8**

* Reader Responses prepared in class for Chapter 7: Curriculum Planning and Organization and Chapter 8: Real World Teaching and Learning
* **Due today: Signature Assignment #3 (Classroom Management Philosophy with Parent Letter)** Discussion and feedback
* Educational Issues and Concerns Discussion
* Questions and Answers

HOMEWORK

**Finish Signature Assignment #5: Case Study due July 14th**

**Fieldwork Assignment #4, Field Work Study due July 16th**

**Monday, July 14, 2014 Class Session #9**

Student Lesson Presentations, Group 1. Social Studies

**Due today: Signature Assignment #5 – Case Study, Written Assignment**

Case Study Powerpoint Presentations begin today

**Fieldwork Assignment #4, Field Work Study due July 16th**

**Wednesday, July 16, 2014 Class Session #10 (Last Class)**

* Student Lesson Presentations, Group 2. Social Studies
* Case Study PowerPoint Presentations conclude today.
* Class Reflection
* Professor Evaluations

**Due today: Assignment #4, Field Work Study (Returned the first night of your next class)**

**EDUC 507 Field Work Classroom Observations**

Name: Observation #

Location: Teacher:

During your ten (10) hours of observations, pay special attention to classroom ecology, teacher-student interaction, instruction, and student participation.

**Prepare a brief sketch of the classroom.**

How is the classroom arranged? Look at the walls, floor, and boards. Document everything that you think may be important to recall at a later date. (Note: If you make several observations in the same classroom, make an initial classroom sketch and then note any changes that you observe during the course of your observations.)

**With regard to classroom arrangements…**

In my classroom, I want to replicate… because…

In my classroom, I want to add… because…

**Interaction & Instruction**

How does the teacher make transitions from one activity or subject to another?

 How does the teacher communicate with students? Describe how he/she tells, listens, responds, etc.

Describe any cooperative learning strategies you observed. Were they effective or problematic?

**A Lesson or Activity…**

Describe the lesson or activity you observed:

At the start of a lesson or activity, how did the teacher generate student interest? (Anticipatory Set)

How did the teacher meet the needs of individual students? (Differentiated Curriculum)

During the lesson or activity, how was student attention monitored?

I want to know more about…

**Accommodations for Students with Special Needs**

Document specific accommodations that have been or could be made during group instruction for ELs (English Learners), special needs students (Special Education, GATE), others…

List questions for you to consider in the future about teaching ELs and/or special needs students…

Other important events or extraordinary happenings, interactions, or materials artifacts worth recording…

**FIELDWORK REPORTING FORM**

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Phone Number: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ E-Mail Address: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Instructor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Course: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

School District: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

School Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Phone Number: \_\_\_\_\_\_\_\_\_\_\_\_\_

On-site Teacher’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Grade Level K-2 3-4 4-6 7-8 9-12

Subject Area: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Hours in Classroom:**

 (SS/CM/other)

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_ Hours:\_\_\_\_\_\_\_\_ Observation #1 Teaching: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_ Hours:\_\_\_\_\_\_\_\_ Observation #2 Teaching: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_ Hours:\_\_\_\_\_\_\_\_ Observation #3 Teaching: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_ Hours:\_\_\_\_\_\_\_\_ Observation #4 Teaching: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_ Hours:\_\_\_\_\_\_\_\_ Observation #5 Teaching: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_ Hours:\_\_\_\_\_\_\_\_ Observation #6 Teaching: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

On-site Teacher’s Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_

School Principal’s Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_

 (optional)

Instructor’s Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_

**Comments:**