

Shadow Study Partnership Observation Forms- Special Education Experience

DAY 1 SHADOW STUDY DAILY REPORT/REFLECTION: Page 1

DESCRIPTION OF CLASSES:

Date:	Name:	Teacher:
Please indicate name of class, start/end time and grade level being taught		Briefly describe class instruction/activities, student participation and the classroom setting for each class you observe.

DAY 1 SHADOW STUDY DAILY REPORT/REFLECTION: Page 2

Daily Reports: A Synthesis

End of Day Report/Synthesis: *Using your notes throughout the day (page 1), please complete the following at the end of each day of your shadow study.*

Subject Matter:

Describe what you noticed regarding: utilization of materials, perceived learning objectives of the lesson/classes, the focus of the lesson, the content being taught.

Context:

Describe what you noticed regarding the “physical” of the room: the setup, arrangement, etc. and how it informs or influences instruction. Describe the timbre of the room and the classroom environment. Also, does the setting of the school itself have an impact on the instruction in the classroom?

Students:

Describe what you noticed regarding: student response, student engagement, and the ways in which students interact in the classroom. Discuss the individual differences of students that can influence the way they learn. How much do the learners interact with one another? Were students able to utilize any prior knowledge about music (or something else) in their school lessons?

DAY 2 SHADOW STUDY DAILY REPORT/REFLECTION: Page 1

DESCRIPTION OF CLASSES:

Date:	Name:	Teacher:
Please indicate name of class, start/end time and grade level being taught	Briefly describe class instruction/activities, student participation and the classroom setting for each class you observe.	

DAY 2 SHADOW STUDY DAILY REPORT/REFLECTION: Page 2

Daily Reports: A Synthesis

End of Day Report/Synthesis: *Using your notes throughout the day (page 1), please complete the following at the end of each day of your shadow study.*

Subject Matter:

Describe what you noticed regarding: utilization of materials, perceived learning objectives of the lesson/classes, the focus of the lesson, the content being taught.

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Describe what you noticed regarding the “physical” of the room: the setup, arrangement, etc. and how it informs or influences instruction. Describe the timbre of the room and the classroom environment. Also, does the setting of the school itself have an impact on the instruction in the classroom?

Students:

Describe what you noticed regarding: student response, student engagement, and the ways in which students interact in the classroom. Discuss the individual differences of students that can influence the way they learn. How much do the learners interact with one another? Were students able to utilize any prior knowledge about music (or something else) in their school lessons?

PHYSICAL ENVIRONMENT

Identify the physical characteristics below that were present in the classroom:

- Visual and auditory stimulation
- Individualized seating accommodations, as needed
- Identifiable space for personal belongings
- Adaptive equipment, as appropriate
- Student work displayed
- Evidence of the use of technology to meet student needs

Visually separated areas:

- Work: teacher directed, independent, centers
- Group instruction
- Leisure/break
- Transition/schedule

Organized and Orderly Environment including:

- Placement of furniture and materials
- Containers, carts, shelving, cabinets
- Schedules, Color-coding, Labeling

LEARNING ENVIRONMENT

Identify strategies present in the classroom learning environment:

- Curriculum, adapted or modified as needed
- Differentiated instruction to meet student strengths and needs
- Adaptations to meet individual student's strengths and needs
- Age appropriate materials and activities
- Meaningful, relevant, functional activities
- Opportunities for all students to participate and communicate
- Communication systems for individual students across settings
- Group and individual learning opportunities
- Transitional routines
- Modeling of desired behaviors
- Instructional language matched to student levels
- Minimal distractions/interruptions
- Assignment books/organizers/communication logs

Use of visual strategies to augment instruction including:

- Pictures/Symbols
- Checklists

- Pictorial/written directions
- Task sequences
- Highlighting
- Flip chart
- Assignments poster

Variety of presentation materials including:

- Text
- Manipulatives
- Digital Projector/Smartboard
- Recording
- Computer/software

Positive behavior programming

- Group and individual reinforcement plans
- Opportunities for making choices

TEACHER QUALITIES

The teacher demonstrates the following qualities in the classroom:

- Provides a supportive classroom environment
- Maintains high expectations for student achievement
- Presents information in a systematic and clear format
- Models/demonstrates concepts and procedures
- Uses techniques to promote student success
- Observes, records, and assesses student progress
- Provides appropriate follow-up activities
- Provides a variety of ways for students to demonstrate knowledge

Effectively manages the classroom by:

- Establishing and teaching procedures and routines
- Promoting student independence
- Ensuring a safe learning environment

Maintains momentum through:

- Preparation
- Organization
- Instructional Delivery
- Provides opportunities for peer interaction

STUDENT QUALITIES

In this classroom, the students

- Demonstrate the ability to follow classroom routines
- Are actively involved in a variety of learning activities
- Demonstrate an understanding of the activity
- Work independently



FIELD EXPERIENCE EVALUATION FORM

Evaluation Form: *Special Education*

Student Name _____ Teacher Name _____

Teacher e-mail _____ Teacher Phone _____

School _____ District _____ Dates of Partnership _____

Diversity Experiences: Please check any that apply

_____ School district meets qualifications for a high needs district.

_____ Classes observed include three or more students from diverse populations including but not limited to diversity related to race and ethnicity, medical conditions, cultural heritage, religious beliefs, English Language Learners, etc.

	Excellent	Effective	Needs Improvement	Not Observed N/A
The Crane student:				
1. plans schedule with host teacher, abides by the agreed upon schedule and/or communicates with host teacher about changes.				
2. utilizes effective and professional oral and written communication skills.				
3. dresses professionally and appropriately as a teacher.				
4. exhibits honesty, integrity, and professionalism in dealings with staff and students.				
5. interacts positively with host teacher, faculty, and administration.				
6. demonstrates sensitivity toward and acceptance of all students in an appropriate manner.				
7. is responsive to feedback from the host teacher about his/her role in the classroom.				
8. is transitioning from viewing the classroom from a student perspective to a teacher perspective.				
9. assists in the classroom effectively when invited to do so.				
10. demonstrates an appropriate level of understanding at this stage of teacher training.				

Host Teacher Comments: *(optional)*

Host Teacher Signature

Date

Please give to student or mail or scan and e-mail this evaluation to the field experience coordinator at the following address within two weeks of the completion of the partnership program:

Mrs. Brianne Sterling
Field Experience Coordinator,
The Crane School of Music, SUNY Potsdam
44 Pierrepont Avenue Potsdam, NY 13676
sterliba@potsdam.edu