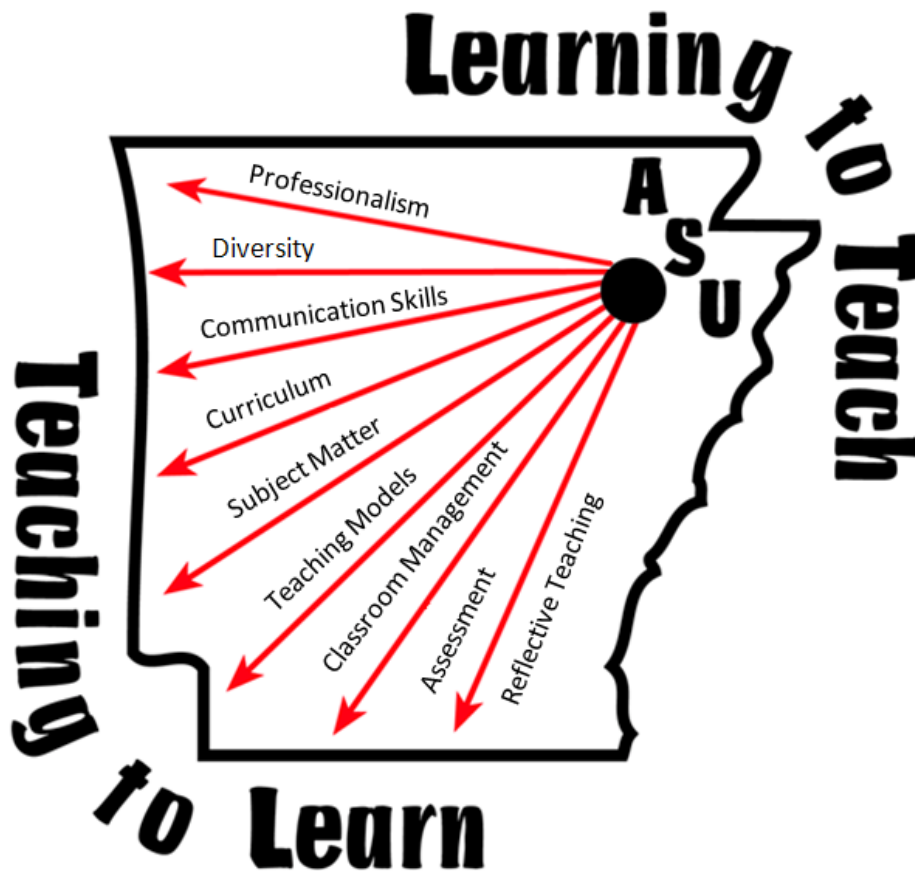


# ASU-Mountain Home Diversity Plan Handbook



## Observations and Teaching Assignments

# **ASU Mountain Home Diversity Plan**

## **GOALS:**

- 1) ASU Mountain Home students in teacher education will gain insight regarding diverse populations, special needs of students, and family structures, through observations and teaching experiences.
- 2) ASU Mountain Home students will interact with seminar leaders in order to gain insight regarding intercultural relationships, biases, and multicultural activities.

## **EXPECTED OUTCOMES:**

- 1) ASU Mountain Home students' reflections will demonstrate awareness of diverse student populations, teaching strategies, and appropriate teacher-student relationships.
- 2) ASU Mountain Home students will demonstrate effective teaching strategies with diverse student populations at assigned sites. They will reflect upon their experiences following teaching episodes.

# **ASU Mountain Home Diversity Plan Fall Semester**

The ASU Mountain Home Diversity Plan will consist of four observations and four seminars and structured activities to coincide with each.

## **Observations**

Field placements for the Diversity Plan are scheduled for Berryville, Green Forest, Batesville and Jonesboro. ASU Preservice Teachers will be placed in classrooms at one of these schools. They will observe and teach on four separate occasions from 9:00AM - 2:30 PM. All observations are scheduled on Fridays.

### **First Impressions**

#### **Observation 1**

ASU Preservice teachers will obtain a list of students' names in the class to which they are assigned. During the first 2 hours in the classroom, ASU preservice teachers will write 2-5 word descriptions of each student in the classroom based upon their first impressions of the students. Student ethnicity and sex should be noted beside the students' names.

### **Student Interviews**

#### **Observation 1**

Write interview questions which are age/developmentally/individually appropriate which may be used with 3 children in your class. Ask your teacher to help you select three children to interview. Gain approval from your University Supervisor and the Clinical Supervisor for the interview questions to be asked.

#### **Observation 2**

Interview the children. Record the responses from the students' interviewed. Analyze these interviews and write a one-page reflection concerning what you can learn from these children about diversity, specific ideas/strategies for working in classroom settings with diverse student populations.

## **Classroom Interaction Seating Chart**

### **Observation 2 and 3**

These observations will be conducted during teaching episodes. ASU Preservice Teachers will observe Clinical Supervisors and students during lessons to examine interactions occurring in the classroom. It would be advantageous if the observations could be conducted with different groups of students (departmentalized) and/or in different subject areas.

Please use the analysis sheet to focus upon interactions occurring during instruction. Observations should be submitted to your university supervisor no later than the date specified on the *Diversity Plan Calendar*.

## **Teaching**

### **Observation 2 and 3**

ASU Preservice teachers will be expected to teach one lesson/activity with a small group and one lesson/activity with a whole class. These activities/lessons will be observed by the Clinical Supervisor, and informal, written feedback will be provided by the Clinical Supervisor.

ASU-Preservice teachers will write a reflection about each of the two required teaching episodes. While you may use the reflection questions from the Field II/III Handbooks, you may also want to address working with students in a diverse setting, your responses to the students, and your perceptions concerning students' responses to your teaching. These two reflections are due to your University Supervisor no later than the date specified on the *Diversity Plan Calendar*.

## **Clinical Supervisor Interview**

### **Observation 2**

Write interview questions which are appropriate and which may be used to interview your Clinical Supervisor. Gain approval from your University Supervisor and the Clinical Supervisor for the interview questions to be asked. Make an appointment to interview your clinical supervisor on one of your next observation days. Record the responses from the Clinical Supervisor interviewed. Analyze these interviews and write a one-page reflection concerning what you can learn from these children about diversity, working in classroom settings with diverse student populations, and applying what you know about diversity in the classroom.

## Ending Descriptions

### Observation 4

During the last 2 hours of class time, ASU Preservice teachers will write their ending descriptions of the same students in their classrooms (without looking at the beginning impressions). Upon completion of the field assignments, ASU Preservice teachers will write reflections about 3-4 children/students in the classroom, regarding:

- 1) How did your perceptions of the child change?
  - 2) Why did your perception change about this specific child?
  - 3) What might you do to work effectively with this child if you were placed in this classroom for the remainder of the academic year?
  - 4) What did you learn about diversity from this specific observation?
- (Answer all four questions about each child)

### **Seminars**

All seminars have been scheduled on Friday.

# Appendix

**Arkansas State University  
Department of Teacher Education  
Mountain Home Diversity Plan**

**Agreement of Responsibilities  
ASU Field II Student**

The student will:

1. Attend observations and seminars scheduled by the University. In the event that an absence is unavoidable for an observation, notify the school, and the university supervisor. Should the absence occur during seminar, notify the university supervisor. If attendance policies are broken, an improvement plan will be developed.
2. Complete all class assignments and activities as outlined in the Mountain Home Diversity Plan Handbook.
3. Observe, record, and analyze examples of effective teaching during instructional episodes conducted by the clinical supervisors or other teachers.
4. Observe and describe student interactions.
5. Observe, record, and analyze examples of student reactions to effective teaching techniques during instructional episodes conducted by clinical supervisors and yourself.
6. Write lesson plans for, and deliver two instructional episodes, i.e. one small group instructional episode and one whole-class instructional episode.
7. Assist the clinical supervisor with any necessary teaching or administrative duties.
8. Read and sign the *Mountain Home Diversity Plan Agreement* form.

**Arkansas State University  
Department of Teacher Education  
Mountain Home Diversity Plan**

**Agreement of Responsibilities  
Clinical Supervisor (Teacher)**

The clinical supervisor will:

1. Provide Pre-service Teachers with the opportunity to observe and analyze instructional interaction with students.
2. Provide Pre-service Teachers with opportunities to write lesson plans for, and deliver two instructional episodes, i.e. one small group instructional episode and one whole-class instructional episode.
3. Provide feedback to Pre-service Teachers as they plan and conduct instructional
4. episodes with small groups/large groups of students (informally and written).
5. Act as a mentor to Pre-service Teachers in the school culture.
6. Assist Pre-service Teachers in the selection and implementation of strategies and activities.
7. Communicate frequently with both the Field II student and the University Supervisor.
8. Share written and oral feedback concerning the Field II student's performance following teaching episodes.
9. Read and sign the *Mountain Home Diversity Plan Agreement* form.

**Arkansas State University  
Department of Teacher Education  
Mountain Home Diversity Plan  
Agreement Form**

I have read the information and conditions under which the field experiences are to be performed. I agree to abide by these conditions and fulfill my responsibilities as outlined in this handbook.

\_\_\_\_\_  
University Supervisor Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Building Principal Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Clinical Supervisor Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
ASU Student Signature

\_\_\_\_\_  
Date

## **CLASSROOM INTERACTION OBSERVATION**

### **Instructions**

**Dr. Dianne Lawler**

- 1) Study the Classroom Interaction Observation coding instructions. Practice during a short segment of a lesson prior to the scheduled observation.**
- 2) Obtain names of all students in the classroom and their seating arrangement. (See attached)**
- 3) Design seating chart and prepare to observe during a 30-45 minute lesson. Obtain permission from your clinical Supervisor to observe the classroom interactions during a specified lesson.**
- 4) Begin coding, using the coding guidelines, remembering:**
  - Record the beginning time and stop time so that you can have a total number of minutes observed.**
  - Record all interactions initiated by the teacher. Do not concern yourself with student-initiated interactions.**
  - This is a “teacher focus” instrument. Concentrate on questions asked by the teacher.**
  - Only code student “lack of response” (i.e. DK-does not know, or NR no response). This assists in indentifying students who may be off-task or who may not be grasping the content.**
  - Try to circle each interactive segment (ex. (H, Pr, NR))**
  - Do not code during small group, independent work, or “non-instructional time” such as transitions, interruptions, etc.**
  - If you cannot keep up with the teacher interactions, do not become frustrated. Stop, note the time, and pick back up at the next “5 minute” interval.**
- 5) Analyze the seating chart coding as soon as possible so that the observation is fresh on your mind.**
- 6) Remember that these observations are objective and a recording of interactions and no judgmental or evaluative statements should be included in the analysis.**

## CLASSROOM INTERACTION OBSERVATION

Instructions  
Dr. Dianne Lawler

### Teacher Initiated Interactions

- I Calls on student – asking a lower level question (Bloom – Know & Comp.)
- H Calls on student – asking a higher level question (Bloom – ap., an., sy. eval)
- PR Probes a student who does not appear to know and could be struggling to answer/respond.
- A Acknowledges students' response
- P Praises any feedback given which is positive, following a student's response
- B Behavior correction statement – when student is doing something that the pre-service teacher must verbally correct (EX – leaving seat, talking, shouting out)
- ( ) A series of interactions are circled indicating that the sequence of interactions occurred while the pre-service teacher is interacting with only that child and has not moved on to another child.

NOTE: Group questions (not directed to an individual) will be coded separately, or not at all.

### Student Responses

- DK Student responds to the teacher's question – "I don't know."
- NR Student does NOT RESPOND to the teacher's question.

NOTE: Correct/incorrect answers are not coded except in the instances of "Probes."

NOTE: Teacher interactions will NOT be coded during "independent seat work activities" due to observers' inability to hear the interactions not directed to the whole group, or to a large group.

**ANALYSIS OF CLASSROOM INTERACTION OBSERVATION**  
**Dr. Dianne Lawler and Dr. Ron Towery**

How many students were in the class? \_\_\_\_\_

How many students interacted with the teacher? \_\_\_\_\_

Which students received the most interactions?  
\_\_\_\_\_  
\_\_\_\_\_

Where were the students most spoken to sitting?  
\_\_\_\_\_  
\_\_\_\_\_

Where were the students not spoken to sitting?  
\_\_\_\_\_  
\_\_\_\_\_

Which student(s) did not participate in interactions?  
\_\_\_\_\_  
\_\_\_\_\_

Number of higher order questions asked? \_\_\_\_\_

Number of: Probes \_\_\_\_\_  
Acknowledgements \_\_\_\_\_  
Behavior Statements \_\_\_\_\_  
Praises \_\_\_\_\_

What did you learn about classroom interactions from this observation?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_