

## OBSERVATION LOG TOPICS

For five of your observations, choose one of these topics as log entries. Give each log entry a title that reflects the topic. If your number of observations exceeds five (maximum of ten), your host teacher's record will indicate the total number of hours. You will submit a log for only five for a total of 50 points.

1. **Curricular Standards** – Review the ELA Program of Studies and Core Content for the grade level you are observing. Determine which curricular standards seem to be addressed in the lesson. Describe the connections between the teacher's apparent learner outcomes and the state standards.
2. **Teacher Standards** – Review the Kentucky New Teacher Standards. What happened in the classroom you observed that would seem to demonstrate achievement of particular descriptors. Likewise, what, if anything, about the class meeting seemed to miss the goals of the descriptors? Do you think that the lesson was as effective as it might have been?
3. **Routines** – What routines are established in this classroom, i.e., what is it that students do automatically? Take note of routines established by teacher as well as ones that the teacher did not originate. Examine the happenings of the day and carefully analyze routines that contribute to the instruction in that class and others that detract from the learning process. Give examples. Consider routines to improve instruction that you might implement if this were your classroom.
4. **Classroom Management** – What challenges does the teacher have with classroom management? Observe the entire class, then synthesize your impressions into list of management issues you noticed, specific instances that you noticed, and solutions you would implement if this were your classroom
5. **One Student's Experience** – Inconspicuously observe the experience of one student in your class. Note what s/he does (arrival time, seating arrangement, interaction with classmates and with teacher, and so forth.) In the end, analyze and write about the challenge this student has received in class. Has this student been challenged? Has s/he learned anything today? How do you know?\*
6. **Learning Styles Among Students** – Observe a class period and analyze the variety of learning styles that are evident among your students. What styles did you see? What is your evidence for each one?\*
7. **Who Has a Voice?** – Take note of who participates and who is *encouraged* to participate in the classroom. Are certain types of students favored over others? Male over female? Female over male? One side of the room vs. the other? Other groupings? Based on your observation, predict what type of student will be most successful.
8. **Higher Order Thinking** - Take note of the questions asked by your teacher throughout the lesson. Then, analyze the levels on Bloom's Taxonomy. What levels have been reached? (Give examples). What levels have been left out? Offer examples of higher-level questions your teacher could have asked to enhance the lesson you observed.\*
9. **Role of the Teacher** – When this semester began, what did you expect a teacher's experience would be? While you're observing in your classroom, take note today of what surprises you about the teacher's role. Be specific about things you observe. You may also reference your discussions with your cooperating teacher outside of class to write your reflection.
10. **Your MSU Preparation** – As you observe today, note occurrences in the classroom and indicate what parts of your study at MSU have prepared you to address particular occurrences? Also note any items your MSU education has left you unprepared to handle. Include in this entry your suggestions for ways MSU could better prepare education students to enter the classroom.

\* Thanks to Dr. Tim Thomas for generating some of these reflective prompts.

## OBSERVATION LOG RUBRIC

NAME: \_\_\_\_\_ Observation # \_\_\_\_\_ Score \_\_\_\_\_ / 10 points

Attach a copy of this rubric to each observation log.

### Log-Keeping Performance Criteria<sup>1</sup>

The extent to which you:

- Provide succinct and complete log entries.
- Demonstrate ability to apply knowledge from previous course work in interpreting classroom events
- Demonstrate insights into the unique needs of students as exhibited through their behaviors
- Constructively critique lessons and behaviors using appropriate knowledge base (e.g., accurately assess effectiveness of instruction)
- Provide self-reflective comments that demonstrate genuine self-evaluations, growth, and change

### Grading Rubric

Distinguished (10 pts.)	<ul style="list-style-type: none"> <li>• Log entries demonstrate critical analysis of observed behaviors</li> <li>• Appropriate and frequent application of educationally related concepts and principles</li> <li>• Insights and suppositions are provided which extend beyond the immediate experience</li> <li>• <u>Specific</u> incidents are cited and described as examples of some principle, concept, or unique learning/motivation experience</li> <li>• Self-reflection shows challenges to each preconceived idea</li> </ul>
Proficient (8-9 pts.)	<ul style="list-style-type: none"> <li>• Log entries are complete with sufficient detail</li> <li>• Moderate effort is made to interpret events with success</li> <li>• Strong effort to interpret/analyze may be present, but inappropriate principles, concepts, or conclusions are utilized</li> <li>• In general, makes limited suppositions beyond what was observed</li> </ul>
Apprentice (5-7pts.)	<ul style="list-style-type: none"> <li>• Log entries are complete but superficial in several areas</li> <li>• Some attempt is made to interpret events, but in a limited and/or inappropriate manner</li> <li>• Provides few specific examples</li> <li>• Provides few or no instances of self-reflection</li> </ul>
Novice (1-4 pts.)	<ul style="list-style-type: none"> <li>• Log entries are, in general, brief and descriptive only</li> <li>• Demonstrates either little effort or extreme limitation in interpretative skills and/or pedagogical knowledge</li> <li>• Little or no evidence of true self-reflection</li> </ul>

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Criteria for performance on this assignment are based on the work of Ms. Patty Eldridge, Morehead State University and have been adapted by Dr. Tim Thomas, MSU College of Education.

## PARTICIPATION LOG AND RUBRIC

The participation log is your record of the hours and experiences devoted to a minimum of five of your sessions of individual or small group tutoring, classroom or teacher assistance, and co-curricular activities. The list of sample participation activities is provided elsewhere in the syllabus. If your total number of participation sessions exceeds five (maximum of ten), your host teacher's record will indicate the total number. You will submit only five for a total 50 points.

### Log-Keeping Performance Criteria\*

The extent to which you:

- Provide succinct and complete log entries.
- Demonstrate ability to apply knowledge from previous course work in interpreting classroom events
- Demonstrate insights into the unique needs of students as exhibited through their behaviors
- Constructively critique lessons and behaviors using appropriate knowledge base (e.g., accurately assess effectiveness of instruction)
- Provide self-reflective comments that demonstrate genuine self-evaluations, growth, and change

### Grading Rubric

Distinguished (10 pts.)	<ul style="list-style-type: none"> <li>• Log entries demonstrate critical analysis of your own and student activity</li> <li>• Appropriate and frequent application of educationally related concepts and principles</li> <li>• Insights and suppositions are provided which extend beyond the immediate experience</li> <li>• <u>Specific</u> incidents are cited and described as examples of some principle, concept, or unique learning/motivation experience</li> <li>• Self-reflection shows challenges to each preconceived idea</li> </ul>
Proficient (8-9 pts.)	<ul style="list-style-type: none"> <li>• Log entries are complete with sufficient detail</li> <li>• Moderate effort is made to interpret events with success</li> <li>• Strong effort to interpret/analyze may be present, but inappropriate principles, concepts, or conclusions are utilized</li> <li>• In general, makes limited suppositions beyond what was observed</li> </ul>
Apprentice (5-7 pts.)	<ul style="list-style-type: none"> <li>• Log entries are complete but superficial in several areas</li> <li>• Some attempt is made to interpret events, but in a limited and/or inappropriate manner</li> <li>• Provides few specific examples</li> <li>• Provides few or no instances of self-reflection</li> </ul>
Novice (1-4pts.)	<ul style="list-style-type: none"> <li>• Log entries are, in general, brief and descriptive only</li> <li>• Demonstrates either little effort or extreme limitation in interpretative skills and/or pedagogical knowledge</li> <li>• Little or no evidence of true self-reflection</li> </ul>

All five entries should be collected for submission at the completion of the participation requirement. Each entry must include the DATE and TIME during which the observation occurred. Participation visits may last longer than a single hour, but for each participation session lasting longer than 2 hours, a new log entry must be completed for each two-hour block. Writing should be polished and worthy of a professional-preparatory class (*not* just notes). All entries should be identification-free, meaning names of students and teachers whom you observe should be replaced with pseudonyms in your log.

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