STUDENT TEACHER ______________________________________________________________________________

SUNY CORTLAND EDU 490

STUDENT TEACHING CLASSROOM FAMILIARIZATION FORM

As you begin your student teaching it is essential that you become completely aware of the classroom environment in which you will be working for the next several weeks. This information will help make the transition much easier, as well as, smoother when you go from an observer to a teacher.

Name ____________________________________________________________________________

Mentor Teacher and School __________________________________________________________

Grade and/or Subject ________________________________________________________________

Number of Students _______________________ Age range of Students ____________________

Racial/cultural/socioeconomic makeup of the class

Special Needs Children (number and areas of need)

Aids/classroom assistants/special needs support people (number and their roles in the room)

1. Use the space below to sketch the physical arrangement of the classroom. Indicate computer areas, other learning stations, seating arrangements, furniture available for special instructional areas, bulletin boards, and other equipment. This diagram should help you to understand the organization and use of classroom space.

2. Beginning the day:
   a. Teacher preparation (check all that apply):
      Daily agenda written on blackboard _________
      “Sponge” exercises written on the blackboard _________
      Other (Be specific) __________________________________________________________________________

   b. Student preparation for work – is there something for them to do, or do they immediately socialize? (Be specific)

3. During the day: How does your mentor teacher transition students to:
   a. First lesson of the day: __________________________________________________________________________

   b. From one lesson to another _________________________________________________________________

_____________________________________________________________________________________________

_____________________________________________________________________________________________

_____________________________________________________________________________________________

_____________________________________________________________________________________________
4. What are classroom procedures for:
   a. Getting drinks: ______________________________________
      ______________________________________
      ______________________________________
      ______________________________________

   b. Using bathrooms: ______________________________________
      ______________________________________
      ______________________________________
      ______________________________________

   c. Sharpening pencils: ______________________________________
      ______________________________________
      ______________________________________
      ______________________________________

   d. Going to lockers or cubbies: ______________________________________
      ______________________________________
      ______________________________________
      ______________________________________

   e. Getting individual assistance (Do students raise hands and teacher goes to them, or do students go to the teacher’s desk, or...?) ______________________________________
      ______________________________________
      ______________________________________
      ______________________________________

   f. Collecting homework (Is it passed up rows, collected by one person, or do students hand it into “paper” trays?): ______________________________________
      ______________________________________
      ______________________________________
      ______________________________________

   g. Make-up of missed homework assignments: ______________________________________
      ______________________________________
      ______________________________________
      ______________________________________

   h. Catching up a student who has been absent: ______________________________________
      ______________________________________
      ______________________________________
      ______________________________________

   i. Cleaning up after activities or at the end of the day: ______________________________________
      ______________________________________
      ______________________________________
      ______________________________________

5. Classroom management:
   a. How were classroom rules for behavior chosen: ______________________________________
      ______________________________________
      ______________________________________
b. What are the classroom rules?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

c. What are the consequences for not following rules?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

d. How does your mentor teacher handle the entire class while working with a small group or an individual student: ____

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

e. How does your mentor teacher use non-verbal signals (hand, facial expression, eye contact, proximity…) to direct Classroom behavior: ___________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

f. What kinds of statements are made by your mentor teacher, such as:
   praise: __________________________________________________________________

   _________________________________________________________________________

   _________________________________________________________________________

   _________________________________________________________________________

Corrections: __________________________________________________________________

   _________________________________________________________________________

   _________________________________________________________________________

   _________________________________________________________________________

   _________________________________________________________________________

g. How does your mentor teacher give directions for an activity or an assignment (check all that apply, and others you Observe): Orally Written ______ by Modeling ______ Other ______

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________