

# English—Credential Option

## Early Field Experience

### Observation Guide

#### English 494

Name:

Course Section/Instructor:

Subject/Grade Level Observed:

Observe in your assigned classroom for a minimum of two hours and complete the following observation guide. You will need to complete a copy of this form for each observation. This observation form will help guide your observation and prepare you to write your reflection so that you can acquire a more comprehensive understanding of the teaching process in secondary schools.

1. What literature was the teacher teaching?
2. How did the teacher determine the students' understanding of the literary work?
3. What literary terms or concepts did the teacher introduce or reinforce?
4. If students were assigned independent work, what elements of literature served as the basis for this work?
5. If students were assigned to work in groups, how did their assignments connect to the literary work?
6. What information did the instructor provide about the author of the literary work?

7. How did the literature compare with what you remember from your own high school experience? With our class discussions in English 494?
  
8. How did the literature compare with that which you have studied in your classes at CSULA?
  
9. Are there any other instructional strategies that could be used to teach the same lesson/content? If so, give examples; if not, why not?
  
10. Think about an activity related to the study of literature that we have recently discussed in English 494. Now, if you were going to teach that same content to secondary students, describe how you would adapt or alter that activity to provide the necessary scaffolding for teaching that content to those students.

After you have completed this observation, use this form as a guide to write a 2-3 page reflection. This reflection should describe what you saw and should explain the differences you can see between the instruction you observed and the instruction you are receiving in this content area at the university. What steps did the teacher provide that might be missing in university classrooms? Did these steps work? If not, discuss alternative methods that might have been useful.