

**Directed Observation Journal
for the first two weeks of
Elementary Student Teaching**

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OBSERVATION

Observation is one of the key components of your student teaching experience. This component is ongoing throughout the entire term. Your first two weeks will be spent in intense observation as you become familiar with your classroom supervising teacher's program. To be an effective observer it is important that you *observe with a purpose*. In addition to having a specific purpose for observing, it is equally important that you record your observations in writing for future reference.

The Directed Observation Journal has been compiled to assist you with both purposeful observation and a record reference. It is to be completed during the first two weeks of the term. The journal is designed to help you focus on major activities involving the cooperating teacher, the students, and the classroom setting. Once completed, it is hoped that this journal will enhance your understanding of the entire classroom operation. It should also prove to be a fine resource for future reference throughout the term.

The entries in the Directed Observation Journal will be reviewed and discussed by you and the cooperating teacher. You and the college supervisor will carry out this same procedure.

Through this observation and documentation, it is hoped that you will be better prepared to successfully begin teaching and managing the lambs of Christ's flock.

Seating Chart for Classroom

(Use this page to draw out your classroom seating chart.)

Seating Chart for Classroom
(New arrangement)

DIRECTED OBSERVATION

Classroom Setting

1. List the types of instructional aids available and where they are located (science equipment stored in fifth grade classroom, art supplies in copy room, etc.).
2. List any print and electronic resources available (trade books, magazines, electronic classroom subscriptions, etc.).
3. List the reference materials and resources available for you to use as you prepare to teach Word of God.
4. What makes this classroom inviting ("people friendly")?
5. How are assignments visibly displayed (white board, "to do list," etc.)?

Morning Routine

1. What is expected of students when they come into the classroom in the morning? How are these expectations communicated to students?
2. How do students behave when they come into the classroom?
3. What is the teacher doing while students are preparing for the day?
4. How do students show that they are prepared for the day?
5. At what time are students expected to be ready to start the day? What happens if they are not prepared?
6. What are students working on when they are ready and waiting for the school day to begin?

7. What are the expectations for memory work?

8. What do students have on their desks when the day begins?

9. What procedures are followed to take attendance and church attendance?

10. What happens if students are tardy?

End of Day Routine

1. At what time does the end of the day routine take place? What are the expectations for students at the end of the day?

2. How does the teacher close the school day?

3. Describe the dismissal procedure.

Classroom Management

1. What are the classroom expectations according to the teacher? Obtain and attach a copy of the classroom expectations, routines, and procedures.
2. What are the classroom expectations according to the students?
3. Where are the classroom expectations posted? When/how are they taught to students?
4. Describe the routines and procedures used during instructional time (pencil sharpening, technology usage, peer tutoring/talking, distributing materials, general movement, etc.).

5. Describe any additional routines and procedures that are expected to be followed throughout the day (recess, snack, restroom, lunch, library, etc.).

6. What are the consequences for failing to meet the classroom expectations? (Describe steps taken to address these issues.)

7. Record an example of the teacher appropriately using Law and Gospel in a Christian discipline situation.

8. How does the teacher call students to attention?

9. What verbal and nonverbal cues does the teacher use to redirect students?

10. What techniques does the teacher use to keep students on task and to promote effective and efficient transitions (proximity, positive reinforcement, countdowns, etc.)?
11. Explain how the management strategies used by the teacher are developmentally appropriate for your students.
12. How does the teacher keep students engaged in lessons? How does this engagement impact classroom management?
13. Where is student work turned in to the teacher?
14. How/when is corrected work returned to students?
15. How does the teacher cultivate positive relationships with students?

Preparation and Instruction

1. Observe and list the teacher's activities from the time he/she arrives at school until the opening devotion in the morning (writes objectives on the board, opens SMART Board presentations, attends faculty devotion, takes lunch count, listens to memory work, etc.).
2. How is the teacher's prior preparation for instruction evident throughout the day (manipulatives sorted and ready, handouts printed, slide presentations prepared, etc.)?
3. List the instructional groupings used in the classroom (whole group, small group, peer tutoring, etc.).
4. What do students do in their free time?

5. What types of technology are used by the teacher and students (SMART Board, Chromebooks, iPads, etc.)? How are they used?
6. What evidence of differentiation do you observe (materials, assignments, choices, etc.)?
7. What evidence of Christian integration do you observe (natural and/or planned)?

Interaction with Students

Record two academic interactions you had with two different students in the classroom.

1.

2.

Lesson Observation

Choose one lesson to observe and identify the parts of the lesson. Discuss this lesson with your cooperating teacher at the end of the day.

Subject: _____

Date: _____

Standards:

Objectives:

Materials:

Differentiation:

Academic Language:

Instructional Elements:

Assessment:

Reflection: