

Tutor-Aide Observation Assignment

As part of this course you are asked to complete a tutor aide assignment in a classroom, in an elementary or secondary school. The cooperating teacher has the following guidelines for their work with you:

The field experience requirement for tutor aides includes 30 hours of observation and participation in a school, and maintenance of a record of observations and reflections. During this time they are expected to develop an understanding of the demands of teaching and some of the issues that face educators and educational institutions today. With these understandings, they will be in a better position to determine their interest in teaching as a career.

1. The student is required to complete 30 hours of observation/participation during the fifteen week semester.
2. The student must follow all rules and procedures of the school and establish a plan for participation. Only a small percentage of time need be spent in observation. The student may work with students, duplicate papers, grade, or engage in any teaching activity for which he or she is ready. The tutor aide is there to *assist* you whenever and however possible.
3. The student should not be left alone in charge of a classroom, nor should he or she be required to plan and carry out lessons.
4. The student is expected to dress and behave in a professional manner.
5. You will need to complete the attached Tutor Aide Evaluation & Teacher Candidate Dispositions form as soon as possible after the completion of the field experience. The student's final grade in the Foundations and Issues course is based in part on your evaluation.
6. The student will keep an Observation Record in which reflections and ideas are recorded.

Placement:

You are free to choose a school for your tutor-aide assignment and you need not be in a class or at a grade level that you are seeking to be licensed in. You may seek an experience in a school or class with which you are not familiar.

Actions:

1. Complete and submit the Class Schedule Form.
2. Complete and submit Tutor Aide Information Sheet.
3. If you intend to arrange your own tutor-aide assignment describe your intention on the schedule form. If appropriate, you will receive letters and materials to use in arranging your assignment.
4. If you intend to complete the TA assignment in the Morris Area Schools, the assignment will be made for you. Information regarding your assignment will be sent to you by email.
5. Your work in the school should be distributed over the semester. In all cases it **MUST** be completed by the end of the semester.
6. Complete and submit an updated Observation Record of your experience.

Tutor-Aide Observation Guide

1. **Education Student Expectations:**

This is possibly your first professional assignment. Remember that you will be treated as a beginning teacher by the faculty and be looked up to by students in your assigned school. It is important to dress and act in a professional manner. Be reliable, polite, prompt, cooperative, observant, spontaneous, and energetic.

2. **Some Appropriate Tutor-Aide Activities:**

Helping individual students; guiding small group discussions and work sessions; administering, correcting, and grading tests; helping with media board activities; reviewing, setting up and assisting with labs; offering short presentations and leading short discussions.

3. **Some Ideas to Focus Your Observations - add others:**

- General
 - Attendance, seating chart procedures.
 - How is class opened and closed?
 - How is the room arranged and what is its appearance?
- Teacher
 - Appearance
 - Voice (volume, clarity, variety, tone).
 - Body language - gestures, movements, their effect.
 - Spontaneity - adaptation to students and situations.
 - Activities/teaching procedures.
 - Directions.
 - Classroom and instructional management.
- Students
 - What are the students like?
 - How do students respond to the teacher and to the course material?
 - Are the students involved in the lesson or passive?
 - What ability levels do you observe?
- Materials - Lesson - Content
 - Appropriateness of material.
 - Level of difficulty.
 - How much material is covered/assigned?
 - What books are used?
- Correcting Papers and Tests
 - How long was the test?
 - What kinds of questions were asked?
 - What kinds of responses were given?
 - How well did the students do?
 - What do students need to improve upon?
 - What kind of grading standard was used?
- Individual Tutoring
 - Is the student improving?
 - Can I relate to students with learning disabilities or learning difficulties?
 - What learning skills are required for the lesson?