

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 \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_