

Spanish Class

**GETTING TO KNOW YOUR STUDENTS**

	<b>OBSERVATIONS</b>	<b>OTHER IDEAS</b>
<b>How did the teacher introduce herself/himself to the students?</b>	<b>The teacher welcomed her students back to school. Then she took roll to assure everyone was one was in the right class. Then she passed out the syllabus and went over it with the students. She talked little bit about her and told funny stories of her previous Spanish classes.</b>	
<b>What interactions or activities took place that enabled the teacher to get to know the students?</b>	<b>The students filled out a questionnaire about themselves. Once the students were done she asked the students to pick one question and share it to the class. This was done so the students can get to know each other better.</b>	
<b>What interactions or activities took place to facilitate students getting to know each other?</b>	<b>The teacher did an activity named “Find Someone Who”. Where the students had to go around the class asking questions about something someone did that summer. This was fun for the students and allowed the students to get to know each other and practice their Spanish on their first day of school.</b>	
<b>How did the teacher convey interest in the students?</b>	<b>The teacher asked the students about their summer. Next she assigned a worksheet. The students had to do it in partners. The teacher would stop at every desk and listened to them practice their Spanish. She would also ask them questions. If there were new faces she made them feel welcomed by</b>	

	asking them to tell her a little bit about themselves.	
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### SETTING RULES AND PROCEDURES

	OBSERVATIONS	OTHER IDEAS
<b>How were classroom rules established and communicated to students?</b>	<b>The teacher printed the syllabus for all her students and went over it with the class. There were five important classroom rules and a tardy policy.</b>	
<b>How were classroom procedures established and communicated to students?</b>	<b>Once she was done going over the rules she asked the students to sign it at the bottom of the page confirming that they understood the rules and is agreeing to follow them. She also asked them to obtain their parents signature so the parents can be aware of the classroom rules and expectations.</b>	
<b>How were classroom rules/procedures rehearsed or reinforced?</b>	<b>The teacher asked the students if they had any questions regarding rules and expectations (she went over the rules in English). She also reminded them to try to speak Spanish so they can begin practicing their Spanish because it will count as participation points. (Beginners' level).</b>	
<b>What is the teacher's signal to get students' attention? How was it established?</b>	<b>If the students talked while she was talking she would ask them to please be quiet or she would say "class I need your attention". If the students continued talking she would stand in front of the class and look at the students and then the students would start getting quiet. Sometimes she would call on the student that was talking in a polite way. For example, "so n so what were the instructions"?</b>	

<p><b>What are the consequences for not following rules/procedures?</b></p>	<p><b>Failure to follow rules could result in loss of points, calls home, detention or referral.</b></p>	
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	<p><b>OBSERVATIONS</b></p>	<p><b>OTHER IDEAS</b></p>
<p><b>What are the rewards for following rules/procedures?</b></p>	<p><b>There were no rewards.</b></p>	<p><b>I don't believe that at high school level students should be rewarded for following rules because we are preparing them for the real world and nobody will reward them for following rules. I do believe that praising them for their good behavior is a good idea.</b></p>
<p><b>What was the initial informal contact with parents?</b></p>	<p><b>On the syllabus the teacher added her email and the school number as a way to contact her if they had any questions or concerns.</b></p>	
<p><b>What was the initial formal contact with parents?</b></p>		<ul style="list-style-type: none"> <li>• <b>Parent conferences</b></li> <li>• <b>Back to school</b></li> </ul>
<p><b>What is the daily schedule?</b></p>	<p><b>Mondays &amp; Wednesdays</b>  <b>Per.1 8:15 – 9:55 am</b>  <b>Per.3 10:05 – 11:45 am</b>  <b>Per.5 12:25 -1:25 pm</b></p> <p><b>Tuesdays &amp; Thursdays</b>  <b>Per.2 8:15 – 9:55 am</b>  <b>Per.4 10:05 – 11:45 am</b>  <b>Per.5 12:25 – 1:25 pm</b>  <b>Per.6 -----</b></p> <p><b>Fridays</b>  <b>Periods 1/3/7 and 2/4/6</b>  <b>*alternate on Fridays!</b></p>	

<p><b>CLASS RULES</b></p>	<p style="text-align: center;">Spanish</p> <ol style="list-style-type: none"><li>1. Spanish first.</li><li>2. Brings all books and materials to class every day.</li><li>3. Be respectful- language and attitude.</li><li>4. No gum, i-pods, or cell phones.</li><li>5. No computer usage without teacher permission.</li></ol> <p><b>Failure to follow rules could result in loss of points, calls home, detention or referral.</b></p>
<p><b>CLASS PROCEDURES</b></p>	<ul style="list-style-type: none"><li>• <b>Students need a planner for bathroom pass.</b></li><li>• <b>No late assignments</b></li><li>• <b>Students are expected to take notes every day.</b></li><li>• <b>Extra credit offered only for those who really need it.</b></li><li>• <b>Lunch restriction after the second tardy. Lunch restriction will start that week for one week only unless the student continues to be tardie.</b></li></ul>