Course Description: This course focuses on the foundations of the educational system in the United States. Students study the school in relation to the historical and philosophical premises of education; analyze the relationship among social and cultural influences on the school and curriculum; examine the role of the teacher within a cultural context; and study the physical organization of schools and classrooms in relation to goals and curriculum. Guided observations: 10 hours for Child Study Program (elementary school) and 20 hours for the Adolescence Education Programs (middle and secondary schools). A-W-E/3 cr. hrs. Restricted to students enrolled in Curriculum Codes 112, 113, 114, 115, 116, 117, and 118 who have completed 30 credits.

Course Objectives: Upon completion of this course, the student will be able to:
1. identify and examine social and philosophical influences on the development of education and schools
2. identify and trace the political and historical factors impacting education programs
3. identify and analyze education law, legal issues and the organization of schools.
4. examine and discuss curriculum goals and development at the different levels of education
5. identify and examine personal values, goals and professional organizations related to the teaching profession
6. identify and analyze current issues, trends and concerns in education
7. identify and examine the roles and behaviors of effective teachers
8. identify and clarify requirements for New York State teaching certification at the elementary and secondary levels
9. identify developmental stages at the elementary, middle and secondary levels and their impact on the educational process at each level

Procedures for Accomplishing Course Objectives:
1. Lectures, Discussions
2. Films
3. Readings
4. Written Assignments, Exams
5. Field Observations
   a. Child Study Program (elementary)—3 Observations for 3 ½ hours each for a total of 10 hours
   b. Adolescence Education Programs (middle and secondary)—4 Observations for 5 hours each for a total of 20 hours
Student Requirements for Completion of this Course:
1. Students will complete and submit all assignments.
2. Students will observe and report on required classroom observations.
3. Students will write a research paper of at least five typed pages on a topic to be assigned by the instructor.
4. Students will participate in class discussion.
5. Students will summarize and critique an educational journal article.
6. Students will take a final exam.

Grading Procedures:
1. Observation reports (written, oral) 30%
2. Research paper 20%
3. Research Presentation 10%
4. Journal Summary & Critique 10%
5. Mid-Term Exam 10%
6. Final Exam 10%
7. Professional Skills/Behaviors & Written Assignments 10%

Attendance Policy:
Students are required to attend all classes. More than one week’s absence will affect final grades. Promptness is expected, and two latenesses will be considered an absence. (It is unnecessary for students to call the instructor about a single absence.) Upon the third week’s absence prior to mid-semester, a student will be dropped from the course. A student who does not formally withdraw in compliance with the College policy (see catalog) will earn a failing grade.

Academic Dishonesty & Course Requirements
The Education Program has a zero tolerance for academic dishonesty. The consequence for any form of cheating will be automatic course failure and can result in removal from the Education Program.
All course requirements, regardless of the percentage value indicated in the course outline, must be completed and submitted as indicated in the course outline in order to earn a final grade. Not fulfilling all requirements will result in course failure.
An incomplete may be given only under extenuating circumstances, as determined by the instructor, after discussion with the student.

Assignment Requirements:
1. Students are responsible for submitting/presenting completed work on the date assigned. Late assignments will not be accepted and will receive a 0 grade unless prior approval by the instructor has been given. All work must be typed and carefully proofread. Grades will be affected by writing proficiency, including spelling, grammar, syntax and punctuation. Students are responsible for all material presented during class. Please record classmates’ phone numbers so you can call if you have to miss a class.
2. Student Behaviors and Professional Ethics, attached.
3. Observation requirements/assignments, attached.
4. There will be no make-up exams given and no resubmission of any required work.
Specific Assignments:

1. Classroom Observation Reports (30 points)
   a. Child Study Program: the instructor will distribute specific assignments for each of the three written and oral school reports in class. Each observation must be for 3 ½ hours.
   b. Adolescence Education Program: specific assignments for each of the four written and oral school reports are attached and will be discussed in class. Two observations each are required in the Middle School and the High School. Each observation must be for 5 hours, for a total of 20 hours.

2. Research Paper (20 points)
   The student will select a particular educational issue or policy, with the instructor’s approval, and research the topic using educational journals, the Internet, and other library resources. A 5-10 page written report will be submitted and an oral presentation will be given on the date assigned. Alphabetized APA references are to be used.

3. Research Presentation (10 points)
   The student will present their educational research –10- 15-minute minimum.

4. Mid-Term & Final Exam (10 points each)

5. Professional Skills/Behaviors & Written Assignments (10 points)
   Students are expected to exhibit professional skills and behaviors in class and during all observations at schools. These skills are necessary for success in teaching and include, but are not limited to, attendance, punctuality, active class participation, attentiveness and mutual respect.

   Students will complete various written assignments, such as: mini-observation, room arrangement diagram, resume, salary comparison, philosophy of education, and professional organization Internet study.
EDU 201: Introduction to Education
Student Behaviors and Professional Ethics for Observations and Discussions

1. Students must call the principal’s office of each school, identify themselves as a Suffolk County Community College Liberal Arts and Sciences: Education Program student and arrange for an appointment to observe as follows:
   - **Child Study Program**: 3 observations are required, for at least 3 1/2 continuous hours at a particular school. Total: 10 hours. (Your home district/school may be used for all 3 observations.)
   - **Adolescence Education Programs**: 4 observations are required, for at least 5 continuous hours at a particular school. Total: 20 hours. (Your home district/school may be used for all 5 observations.)

Each school’s policy may vary and the student is responsible for abiding by the school’s procedures or policy relating to any specific school observation. Under no circumstances should a student make arrangements directly with a specific teacher until or unless authorization or permission is granted by the principal’s office.

Observations are to be completed in appropriate level schools only. Each observation must be continuous, in the same class, with the same teacher.

The student must give her/his home/cell phone number to the school’s office, if requested, so that they will be able to contact you, not the college, when your appointment has been approved. This procedure may take time, so please allow sufficient time for the process to run its course so that you can have your assignments completed on time. The student is responsible for the timely submission of all assignments.

2. Students must bring the ED12: Introduction to Education observation form to each of the observations. The teacher must sign and date the form upon completion of each observation. After completing all observations, the form must be returned to the college instructor. (Students should keep a photocopy of the completed observation form for their records.)

3. Students in the program are responsible for their behaviors and attitudes that demonstrate skills and judgment during observations, class sessions and interactions with children.

4. Students are to dress neatly and appropriately for all observations.

5. Students are to thank the classroom teacher (and principal when appropriate), for permitting the observation.

6. Students are not to disrupt or interfere with the functioning of the classroom in any manner. Questions may be asked either before or after the observation, if the teacher or principal is available.

7. Students are to respect and follow all the school’s safety, security and health regulations.

8. Students are to demonstrate professionalism and ethical behavior by maintaining confidentiality. Students are **never** to discuss any observed experiences with parents, other teachers, neighbors, friends, etc. In class discussions and reports, neither names nor identifying characteristics of schools are to be used.
ED 201 Suggestions for Research Papers

The following is a list of possible topics for you to consider for your research paper. You may choose another topic of interest to you, but must get the approval of the teacher.

1. Individuals with Disabilities Education Act, Americans with Disabilities Act, Inclusion. Paper must focus on how you as a teacher must make accommodations in your classroom. You may focus on a specific disability, or general disability.

2. New York State Standardized Assessments and Alternate Assessments. What are they, how have they changed teaching, are they fair, are they helpful, etc.?

3. Federal “No Child Left Behind Act.” Why was this act passed? What are the implications of this act for schools, districts and teachers?


5. School Anti Violence in Education Act (SAVE) keeping schools safe.

6. Dealing with bullies, gangs, teasing and the disenfranchised student.

7. School Vouchers, Magnet Schools, Charter Schools

8. Brain research and its implications for teachers

9. Academic achievement of American students compared to the rest of the world.

**Other topics may be used with prior approval of the instructor. Students may not use papers that have been or will be used for other courses.**
Instructions for Reviewing Journal Articles

1. The following items should in APA format:
   • Author last, first name.
   • (Year of publication.)
   • Title of article (Lower case letters.)
   • Name of publication, volume #, issue #, page numbers.

2. A brief statement of the purpose of the article or the nature of the investigation.

3. Results (if applicable):
   • List the findings in the study; do not confuse with the authors’ conclusions.

4. Author’s conclusions and interpretations – how did the author interpret their findings?

5. Student’s Critique – It is very important to give your own critique– including both the positive and negative points.

6. Implications – What are the implications of the article or issues for the field of elementary or adolescent education?

ATTACH A COMPLETE COPY OF THE ARTICLE WITH YOUR REVIEW
# ED 201 – Topic Outline – Subject to Instructors Revision

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<tr>
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<th>Topic</th>
<th>Assignment</th>
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<tr>
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<td>Introduction to the Teaching Profession</td>
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<td>Observation Assignments</td>
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<td>Historical Roots of Education- European</td>
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<td>Library Lecture (Meet in Reference Room)</td>
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<td>All College Day – no classes</td>
<td>Ch 5</td>
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<td>Purposes of Education</td>
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<td>Becoming a Teacher: Personal Goals, Values</td>
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<td>Discussion of 1st Observation</td>
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<td>T 10/26</td>
<td>Education Law &amp; Regulations</td>
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<td>TH 10/28</td>
<td>Meeting the Needs of All Students: Special Education</td>
<td>Ch. 2 Resume Due</td>
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<td>Discussion of 2nd Observation</td>
<td>Observation 2 Due</td>
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<td>TH 11/4</td>
<td>NYS Certification Process &amp; Professional Organizations</td>
<td>Research Paper Due</td>
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<td>Cultural Influences &amp; Social Issues Impacting Education</td>
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<td>TH 11/11</td>
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<td>Date</td>
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<td>Multi cultural video</td>
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<td>Happy Thanksgiving – No Class</td>
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<td>T 11/29</td>
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<td>Observation 4 Due</td>
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<td>T 12/7</td>
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<td>Student Rights &amp; Responsibilities</td>
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<td>Parent Rights &amp; Parent Involvement</td>
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ED201 Observation Reports
Child Study Program (Elementary)

You are to visit three different grades in elementary schools. (See Student Behaviors and Professional Ethics for Observations and Discussions). Each observation will have a specific focus and last 3 ½ hours for a total of 10 hours. Each written report will follow the same format.
Page One: Your name  
School name  
School address  
Type of school  
Grade observed/age range of children  
Number of girls/Number of boys  
Number of adults  
Date of observation  
Hours of observation  

Page Two: Daily schedule  
Diagram of Floor plan  

Page Three: Include 5 positive expectations of what you think you’ll see in the classroom  

Pages Four on: In a written report, discuss the following specific topics:  

First Observation: During this observation you will focus on the classroom environment.  

Please describe how the classroom makes you feel. Does the room reflect the children’s or the teacher’s work and interests? Are the classroom displays used for instruction, or are they for decorations only? What kinds of social interactions does the room encourage? In your written report you will also discuss the interactions between the teacher and the students. What are the students doing? Be specific. How did the teacher show interest in her students as people as well as learners?  

What are the students doing? Be specific  

Personal reflection  

• Here is where your subjective feelings are to be reflected.  
• Refer to your expectations – were they met or not?  
• Positive and negative critique of what you saw.  
• If you had a child, would you want them to part of this class?  
• What would you suggest to strengthen program?  

Second Observation: In this observation you will focus on materials, strategies and modifications that help support the individual learning styles of children.  

All children are unique and have different learning styles. From time to time, the teacher may need to modify lessons to meet these learning styles. In addition, the New York State Education Department is committed to educating children with special needs (exceptional learners) within the regular school setting. During your observation, you will focus on ways the teacher has
modified her classroom, instruction techniques or curriculum content to meet the needs of children with special needs or different learning styles.

Please comment on the following:

For some children,
--Did the teacher alter the length of the assignment?
--Did the teacher alter the way she delivered lessons?
--Did the teacher modify the physical setting, instructional materials, etc.?
--Were there other staff members available to support the children?

What are the students doing? Be specific.

Personal reflection

• Here is where your subjective feelings are to be reflected.
• Refer to your expectations – were they met or not?
• Positive and negative critique of what you saw.
• If you had a child, would you want them to part of this class?
• What would you suggest to strengthen program?

Third Observation: During this observation you will focus on classroom management techniques.

It is the responsibility of the classroom teacher to provide a classroom environment conducive to learning. This includes treating children with respect, planning interesting lessons, planning space in the classroom, establishing rules and routines, rewarding children for positive behaviors and addressing misbehavior.

Your written report should include a discussion of several techniques you observed which promoted positive behavior. (How did the teacher respond when children displayed appropriate behavior? Inappropriate behavior? What were the rules and routines? Was there a system of rewards and consequences?)

What are the students doing? Be specific.

Personal reflection

• Here is where your subjective feelings are to be reflected.
• Refer to your expectations – were they met or not?
• Positive and negative critique of what you saw.
• If you had a child, would you want them to part of this class?
• What would you suggest to strengthen program?
Please permit ________________________, a student in the Suffolk County Community College Liberal Arts & Sciences: Child Study Program, to observe at your elementary school for a total of 10 hours (3 ½ hours 3 times).

Should you have any questions, please contact Professor Kathleen Cummings at 548-3564.

Your time and assistance make a difference for our future educators. Thank you for your cooperation.

__________________________________________
Course Instructor

Observation:

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Students: Keep the original for your records; show original and give a copy to your instructor.

Child Study EDU observation D100
Four observations of five hours each are required for a total of twenty hours. The twenty hours must include observations at both levels— 2 at the middle level (junior high schools or middle schools) and 2 at the secondary level (high school)— Both questions are required for each level observation. Observations must include classroom instruction, but other teaching functions such as supervision, study halls, duty periods, etc. would be valuable to observe. In short, the actual responsibilities of a secondary teacher should be examined. (See Student Behaviors and Professional Ethics for Observations and Discussions).

Page One:

Your name
School name
School address
Type of school
Grade(s) observed
Number of students in each classroom observed
Date of observation
Hours of observation

Page Two:

Daily schedule
Floor plan

Pages Three: Include 5 positive expectations of what you think you’ll see in the classroom

Page 4: In a written report, comment on the following specific topics:

1. **Use this topic once in middle school and once in high school.**

Classroom Environment and Management

Describe the arrangement of seats and other furniture/ equipment in the classroom. Did the setup seem to aid in the learning? Describe the use of blackboards and bulletin boards. Were displays purely decorative or were they also instructional? Describe how the teacher responded to appropriate and inappropriate behavior of the students. Were class rules obvious to the observer? Did the students treat the teacher and other students with respect?

What are the students doing? Be specific.

Lesson Planning and Preparation

How was the lesson introduced? Was the learning related to past lessons? Was sufficient time allotted to adequately cover the material? Were students’ questions welcomed and answered? Were most of the students involved in the lesson? Was there closure or summing-up at the end of the lesson? Were any audio/visual/technological equipment aids used? Describe. Did the use of these aids enhance the lesson? How?

Personal reflection
• Here is where your subjective feelings are to be reflected.
• Refer to your expectations – were they met or not?
• Positive and negative critique of what you saw.
• If you had a child, would you want them to part of this class?
• What would you suggest to strengthen program?

2. Use this topic once in middle school and once in high school

Teacher and Student Interactions

Were the students engaged and involved in their own learning? Did the students respond to the teacher’s questions? Describe the teacher’s speech qualities including tone, volume, expression, etc. Did the teacher lecture, pose questions, or use other instructional techniques? Explain and describe the strategies observed. Was it evident that the teacher was taking into account special student needs? How? Was it evident that the teacher was taking into account students with different learning styles? How?

What are the students doing? Be specific.

Lesson Planning and Preparation

How was the lesson introduced? Was the learning related to past lessons? Was sufficient time allotted to adequately cover the material? Were students’ questions welcomed and answered? Were most of the students involved in the lesson? Was there closure or summing-up at the end of the lesson? Were any audio/visual/technological equipment aids used? Describe. Did the use of these aids enhance the lesson? How?

Personal reflection

• Here is where your subjective feelings are to be reflected.
• Refer to your expectations – were they met or not?
• Positive and negative critique of what you saw.
• If you had a child, would you want them to part of this class?
• What would you suggest to strengthen program?
SUFFOLK COUNTY COMMUNITY COLLEGE
AMMERMAN CAMPUS * EASTERN CAMPUS * GRANT CAMPUS
EDU201: INTRODUCTION TO EDUCATION/ADOLESCENCE DEGREE

Semester/Year __________________

Please permit _____________________________, a student in the Suffolk County Community College
Liberal Arts & Sciences: Education/Adolescence program, to observe at your middle/junior level school for a total
of 10 hours or your senior level school for a total of 10 hours (3 ½ hours 3 times). Students must complete a total of
20 hours of observations.

Should you have any questions, please contact Professor Kathleen Cummings at 548-3564.

Your time and assistance make a difference for our future educators. Thank you for your cooperation.

________________________________________, Course Instructor

Junior High/Middle School Observation (5 hours):

School Name_______________________________  Subject_____________________________
Address____________________________________  Observation Date_____________________
Town________________________ Zip______________  Total Hours_________________________
Principal’s Name_____________________________  Teacher’s Name_______________________
Phone #____________________________________  Teacher’s Signature___________________

Junior High/Middle School Observation (5 hours):

School Name_______________________________  Subject_____________________________
Address____________________________________  Observation Date_____________________
Town________________________ Zip______________  Total Hours_________________________
Principal’s Name_____________________________  Teacher’s Name_______________________
Phone #____________________________________  Teacher’s Signature___________________

Students: Keep the original for your records; show original and give a copy to your instructor.
D10 ED12 Observation signature report adolescence ed fall 2005
Please permit ______________________, a student in the Suffolk County Community College Liberal Arts & Sciences: Education/Adolescence program, to observe at your middle/junior level school for a total of 10 hours or your senior level school for a total of 10 hours (3 ½ hours 3 times). Students must complete a total of 20 hours of observations.

Should you have any questions, please contact Professor Kathleen Cummings at 548-3564.

Your time and assistance make a difference for our future educators. Thank you for your cooperation.

______________________________, Course Instructor

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**High School Observation (5 hours):**

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**High School Observation (5 hours):**

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*Students: Keep the original for your records; show original and give a copy to your instructor.*

*D10 ED12 Observation signature report adolescence ed fall 2005*