

# Teacher Shadowing

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Shadowing is a common practice with many pre-professional programs. Students will “shadow” a doctor, attorney, engineer, or social worker for a length of time to observe on a more intimate and realistic level the daily activities of the profession. From this experience, students can obtain a more clear understanding of what they will be doing and how to prepare themselves for their careers.

As a pre-service teacher, you already have had much experience in the classroom as a student, yet you have limited experience viewing the class through a teacher’s eyes. Ideally, you would be able to “shadow” an English teacher for an entire week during preparation, teaching, and evaluation, but logistically, we can’t do that now. Therefore, you will “distance-shadow” your English teachers and one non-English teacher for a minimum of two weeks while you sit in your classes. The purpose of this assignment is to provide you with glimpses into their professional lives.

You are **not** evaluating the teacher, the teaching, or the course—you are **OBSERVING** what it means to be an English teacher, a teacher of writing and of literature.

**Write a well-crafted, focused reflective essay on your shadowing experience.  
(750-1000 words)**

Consider the following questions as you respond to your experience:

- What have you observed that intrigues/concerns you as a teacher?
- What aspects of teaching and preparation impress/discourage you?
- What range of teaching expertise and strategies should a teacher develop?
- What methods can a teacher incorporate to interact with and involve students?
- What areas of your future teaching need more attention?

## Guidelines

- Purchase a bluebook to record observations.
- Listen or look for evidence or teachers’ expressions that indicate
  - Types and levels of teacher’s personal and discipline preparation
  - Teacher and student options in classroom
  - Handout uses, relevancy, effectiveness
  - Successful and unsuccessful strategies with classroom management, paper load, student involvement, presentations.
  - Definable outcomes—announced/implicit, long-/short-term
  - Evaluation procedures and strategies including criteria, procedures, time-frame.
  - Professional development including journals, conferences, scholarship, and organizations.