SCAVENGER HUNT
(Adapted from the original by Sally Hudson-Ross, University of Georgia)

SECTION I: Getting to Know You...
The Language Teachers

1) Meet with your cooperating teacher(s):
   a) How do they go about making up lesson plans; how long in advance do they plan a
day’s lesson; what elements do they include in each day’s lesson?

   b) What textbooks are they currently using in each level? What do they like about
the books and what are they unhappy with? How do they supplement the
textbooks?

   c) How do they plan for communicative activities to take place each day? Can
textbook exercises be used for students to engage in communication in the target
language, or do the teachers have to supplement with their own or other activities?

   d) What are their philosophies of and procedures for discipline?

   e) How do they typically record attendance, grades, and other necessary
information?

   f) What are their philosophies of grading?

   g) What school responsibilities do they have outside the classroom?

   h) What professional organizations do they belong to, i.e. FLAVA, ACTFL, TESOL,
AATSP, AATF, AATG, NEA, VEA, others?

   i) In what ways do they try to keep up with current trends in the field of language
   teaching?

1) Meet the Language Department Head:
   a) What is her/his name?

   b) What are her/his major responsibilities?
c) How are textbooks adopted for school/system use?

d) How, when, and by whom are school/system curriculum guides written? Ask to see copies.

e) What degree of flexibility does the teacher have within the curriculum? With materials they choose to use?

f) Where and how do teachers get texts and other materials for classroom distribution?

g) What materials, i.e. chalk, paper, pens, scissors, staplers, etc., are available for teachers? How can you acquire these?

h) Is there a list of county or state-mandated minimal competencies for students (Virginia SOL’s)? Ask to see these documents. How are these included in the curriculum?

SECTION II: Getting to Know You . . . the Staff

1) Visit the principal and assistant principals:
   a) What are their names?

   b) What are their official titles?

   c) What are the major responsibilities of each of them?

   d) How and why might a teacher refer a student to any one of these people?

   e) Are there school handbooks for students? teachers? If so, get copies and study them.

   f) What school rules should teachers be aware of for students? for teachers?

   g) For what reasons and in what ways are students "punished" by school officials?

   h) How is school-wide attendance handled?
i) When and why are faculty meetings held?

2) Visit the school library/media center and meet the librarians:
   a) What are the librarians' names?

   b) What title do they prefer for the library and themselves?

   c) What classification system is used to organize books?

   d) What reference materials are available?

   e) Survey the book, magazine, and newspaper collections. What are some strengths and weaknesses?

   f) What media equipment is available? How do teachers check it out?

   g) What media materials are available both in the school and from other sources? How do you reserve or order them?

   h) Why, when, and how can students visit the library as individuals or classroom groups?

   i) How can students and teachers check out materials? For what length of time?

   j) What special services will librarians provide, i.e. bibliographies, making media materials, providing carts of classroom books, etc.?

   k) What are the school and system policies for handling censorship questions or issues?

3) Visit the school counselors:
   a) What are the counselors' names?

   b) What are their major responsibilities?

   c) Where are student records kept? What do they include? Who has access to these records and by what procedures?
d) How and why might a teacher refer a student to a counselor?

e) What services (college, career directions, values activities, etc.) do counselors provide?

f) How are school-wide schedules developed? Who has input and final responsibility? What considerations must be taken into account?

g) What county, state, national tests are given to which students? When? Who administers them? Where? Who gets scores?

h) How are grades managed in the school, i.e. how do they get from teacher to transcripts?

4) Meet the special education teachers:
   a) What are their names?

   b) What areas of special education do they cover, i.e. BD, LD, ESL, gifted, EMR, TMR, speech, hearing, etc.?

   c) Are any areas of special education handled by itinerant teachers or teachers in other locations within the system? Which?

   d) What are the procedures and guidelines for teacher referrals for special education testing? How are results handled?

   e) Are any special education students mainstreamed? How are teachers made aware of their needs if they are in regular classes?

5) Meet the school secretaries/administrative assistants:
   a) What are their names?

   b) What do they do during their day?

   c) What office machines are available for teacher use? What are the rules for using these machines?

   d) What teacher-kept records are handled through the main office (money collections, state attendance records, etc.)?

e) How can teachers get and make phone calls during the school day? What limitations are there on cellphone use? computer use?

f) Where are the faculty mailboxes located? Do you have one?

6) Meet the cafeteria employees:
a) What are the names of the people in charge?

b) What titles do they prefer for the lunchroom and themselves?

c) What lunches are available for teachers and for how much? What choices, if any, do students have for lunch?

d) Do any students get free or reduced lunches or breakfasts? What percentage? Under what conditions?

7) Meet the custodians:
a) What are their names? What titles do they use?

b) Which one(s) will work on your hallway, in your classroom?

c) What do they do during their day and what are their major responsibilities?

d) How and why can a teacher call on them for assistance?

SECTION III: Getting to Know you . . .

The School Community

1) Get to know the school and school system:
a) What are the names of the school newspaper, yearbook, literary magazines and other publications? Who are their advisors?

b) What clubs do students have available to them? Attend a meeting of one of them, perhaps one you were in in school. What did you learn?

c) What sports activities (intramural AND intermural) do students have available to them? Attend a sporting event if you can.
d) What theatre productions, concerts, talent shows, etc. are annual occurrences at the school? Attend one if you can.

e) When are school dances, carnivals, etc. held? by whom? Attend one if you can. How have they changed since your school days?

f) Does the school have an active PTA? If so, attend a meeting. How might teachers and parents view these meetings? How might their perceptions differ?

g) How are school board members and system superintendent selected: in elections, by appointment, other? Who is the superintendent?

2) Get to know the community within which the school exists:

a) What are the local newspapers? Buy and read them for school news.

b) Where is the nearest public library? Visit it. What print/non-print materials and services do they have? Can/would you use any of these resources for your classes?

3) Identify the following:
State Superintendent of Instruction
County or Division Superintendent
State Department of Education Foreign Language and ESL Specialists
County Foreign language coordinator or specialist
President of FLAVA
President of state teachers' association (VEA)
President of the local teachers' association (if any)
School representative of local system teacher association (if any)

SECTION IV: Getting to Know You . . .
The Students

1) Eat lunch in the school cafeteria with a group of your students. What have you learned other than you don’t want to eat with them again?

2) Attend a meeting of a school-sponsored club or activity. What do you observe about the students attending?
3) Participate in after-school tutoring or counseling sessions with your cooperating teacher or with a counselor. Try to understand the student’s point of view in the case. Note some ideas you would try with a similar case in the future.