
Make a good first impression at your school and with your teacher!

**Before going in...**

- Review your teacher’s *Teacher Information Sheet*. Come up with more questions to ask him/her.

- Email/Call your teacher to set up a meeting. In this very first interaction, introduce yourself (your major, year, interests, hometown). A curt email demonstrates laziness and disrespect on the part of the STOMPer.

- Schedule a classroom observation (may immediately follow/precede teacher meeting).

**Upon entering the school...**

- If it’s appropriate for your school, introduce yourself to the office staff. Ask any logistical questions you may have (e.g. Where can I park/lock my bike? Where is a good place to unload equipment? Is there a dolly I could use to unload? What school entrance should be used? What is the protocol for checking in/out? What forms do I need to fill out? Do I need to wear a badge or other item to identify myself as a school visitor? Is there a dress code?)

- Deliver a letter to the school principal. (See letter guidelines on the website.)

**With your teacher...**

- Give your teacher photocopies of the Tufts Photo Release Forms.

- Get a class roster. This will be helpful for keeping notes (i.e. who has photo release forms) and making pairs before class.

- Be sure your teacher has returned the *Teacher Information Sheet*. If s/he has not filled it out, go over it with them so that you have important information about the classroom and so that s/he clearly understands his/her responsibilities during STOMP time.

- Ask the teacher any other questions you and your partner have. Consider the questions on the backside of this sheet. Review this sheet before you go in. Take notes!
Curriculum:

- Does the teacher want any specific topics covered in the curriculum?
- What other skills does the teacher want her/his students to work on? What does the teacher expect the students to get out of the engineering activities?
- What subject/activity does the engineering curriculum replace or support? What subject/activity do the students have before and after STOMP?
- Bring a proposed curriculum. Ask for the teacher’s feedback.
- Does the teacher want to document students’ work? If so, how? (worksheets, journals, SAM animation movies, etc.)

Teacher/STOMPer Partnership:

- How does the teacher view the role of the volunteer? What does he/she feel are the volunteer’s responsibilities? What are the responsibilities of the teacher?
- What is the best way to contact the teacher during school? After school hours?

Classroom:

- Does the teacher have a preference about how the students refer to you? (i.e. First name, Last name, Mr/Miss/Mrs.)
- What strategies can be used to get the students’ attention?
- Does the classroom include any children with special needs? Is there a typical approach to meeting this child’s needs?

Logistics/Equipment:

- Will there be time to setup before the scheduled STOMP period? Is it ok if lessons run a bit long or is there a fixed end time?
- Where can equipment/materials be stored? What about ongoing projects?
- What computers are available to be used during the engineering lessons? What software to the computers have? EV3 Mindstorms?
- Does the classroom have any presentation technology?