

**UNIVERSITY OF LOUISIANA
LAFAYETTE
COLLEGE OF EDUCATION**

EDFL 106

**INTRODUCTION TO EDUCATION
FIELD EXPERIENCE HANDBOOK**



UNIVERSITY
OF
LOUISIANA
L a f a y e t t e

Revised and Edited in Fall 2015

by

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Field experiences are an integral component of University of Louisiana at Lafayette's Teacher Education Program. As stated in College of Education's *Field Experience Handbook*, the Field Experience Program is in direct correlation with LTCPS (Louisiana Teacher Competencies and Performance Standards), INTASC (Interstate New Teacher Assessment and Support Consortium), and NBPTS (National Board for Professional Teaching Standards) standards.

The Field Experience Program "provides teacher candidates with systematic and realistic contacts with teaching in K-12 instructional settings before student teaching. Field experiences enrich academic coursework by providing candidates with opportunities to observe and participate in the day-to-day life of instruction at participating schools and related instructional settings. Through reflection, candidates begin to learn how to implement and demonstrate expertise in knowledge and practice in real world environments. Field experiences promote awareness and understanding of diversity in the community. In addition, it is through field experiences that candidates begin their lifelong commitment to ongoing professionalism as they learn to engage in service, advocacy, collaboration, and leadership. Through this process, the teacher candidate is integrated into the College of Education's Conceptual Framework of "*The Responsive Professional*" (LA Board of Regents & Board of Elementary and Secondary Education, 2001). Additionally, field experience opportunities "allow teacher candidates to experience both early and continuing field-based view points in which they may observe, assist, tutor, instruct, and interact with students, teachers, related service providers and administrators...The overall objective of the Field Experience Program is to help teacher candidates develop and demonstrate the knowledge, skills, and dispositions that will enable them to become master teaching professionals.

For this course, **EDFL 106 - Introduction to Education**, the field experiences will consist of **10 hours of classroom observations in participating schools or other assigned entities** (as determined by the instructor) and **20 hours of completing worksheets, viewing videos and inputting the information in PassPort** as well as writing a teaching philosophy paper in Portal II, **totaling 30 hours. The following Competencies/Standards/Descriptors will be considered for your professional enrichment and partial fulfillment of the requirements of this course:**

- The teacher plans effectively for instruction by creating a physical, intellectual, and emotional environment that promotes high academic expectations and stimulates positive, inclusive, and respectful interactions.
- The teacher also plans effectively for instruction by including visual aids and technology to assist in lesson presentations and the learning process.
- The teacher maximizes the amount of time available for instruction.
- The teacher manages learner behavior by establishing a positive rapport with the students.
- The teacher also manages learner behavior through the development and implementation of classroom rules in order to provide productive learning opportunities for all students.
- The teacher maintains an environment conducive to learning by implementing routines, procedures, and structures that promote learning and individual responsibility.
- The teacher delivers instruction effectively by presenting accurate and developmentally-appropriate content linked to real-life experiences, prior knowledge, and other disciplines.
- The teacher also provides opportunities for student involvement in the learning process through the employment of higher order thinking activities, questioning techniques and

academic feedback that lead to mastery of learning objectives and develop students' thinking and problem-solving skills.

- The teacher delivers lessons that are appropriately structured and paced and includes learning activities that meet the needs of all students and lead to student mastery of objectives.

The **10 hours of classroom observations** will consist of objectives that will be met through the use of various strategies and resources with evidence of completion as designated for each competency. The general framework will include following the procedures set forth in the EDFL 106 Handbook; on-line activities; viewing of video clips; classroom observations; written follow-ups from classroom observations; and grading rubrics for classroom observations.

REVISED: All materials necessary for the course have been placed on the College of Education website, education.louisiana.edu . Click on Current Students, PASS-Port Office, "EDFL 106-Resources." In addition, all course materials are also available in PASSPORT at the top of the screen as soon as you login.

Participation in field experiences requires that specified expectations, rules, and responsibilities be adhered to in order to establish procedural uniformity, guidance, and productive outcomes as a result of compliance to the following *Field Experience* guidelines:

Dress Code: Should be appropriate, professional, and conservative. Always follow the dress code regulations of your particular school and related instructional settings.

Procedures for Visits to School and Related Instructional Settings (as stipulated by the "Guidelines for Participating in Field Experiences" in the *University of Louisiana at Lafayette College of Education Field Experience Handbook* (2004):

Teacher candidates are required to:

- Arrive at the school or related instructional setting early enough to sign in at the front office. Be in the classroom or instructional setting at least 10 minutes before instruction begins.
- Wear your UL Lafayette personal ID at all times while at the school campus/related instructional setting.
- Sign in at the front office. You may be given a visitor's pass. Wear the pass at all times while on the school campus or related instructional setting.
- Know and adhere to the policies, practices, and procedures of the school- related instructional setting. You must respect, know, and adhere to the rules, regulations of that school/related instructional setting.
- In an emergency only, if you should be unable to keep your appointment, call the school/related instructional setting and ask the receptionist to tell the cooperating teacher or related service provider that you are unable to report. Call or email your university course instructor with your reason for not reporting as scheduled.

- Not wear headgear, chew gum, use tobacco products, cell phones and pagers, have food, and drink (including water) in any instructional settings. All are expressly prohibited.
- Obtain special permission for any photography, videotaping, or audio taping.

Dispositions for Teacher Candidates

Teacher candidates must:

- Be mentally and physically prepared daily for responsibilities and obligations of the profession.
- Recognize that teaching is a profession that requires them to be honest and dedicated individuals of integrity.
- Be flexible, versatile, and respond positively to suggestions, assignments, and supervision.
- Treat students and school/related instructional setting personnel with respect at all times.
- Reflect the ethical standards of the University, the school system, related instructional setting, and the teaching profession.

Additional dispositions required by teacher candidates:

- **Keep all student-related data confidential which is a professional requirement.**
- **Send a “thank-you” note to both the cooperating teacher/related professionals and the principal/related service provider.**

As stated in Act 54, namely Designing Louisiana’s Comprehensive Evaluation Model (**COMPASS**), research shows that the efficacy of teachers and school leaders to be the most important school related factor affecting student performance. Therefore, to advance K-12 public education, the most powerful lever is to support and advance the capacity of teachers to improve student achievement. Fifty percent of an educator’s evaluation is based on the SITE index which is multi-dimensional and based on traditional evaluation techniques, such as classroom observations. Through each student’s completed field experiences, portfolios will provide information that reflects the student’s understanding of what entails a teacher’s understanding and ability to teach effectively; to identify strengths and weaknesses of the lessons; and to improve instruction for the benefit of students.

Table of Concepts

FEX 1: Teacher Creates a Physical, Intellectual, and Emotional Environment that Promotes High Academic Expectations and Stimulates Positive, Inclusive, and Respectful Interactions

| | |
|---|---------------|
| Objectives | Page 7 |
| Requirements | |
| Introduction | |
| Preparation | |
| Field Experience | |
| Entering Field Experience into PASS-PORT | |
| Website Evaluation (Zimbra) | |
| Teacher-Student Rapport Worksheet | |
| Teacher Creates Environment Rubric Parts 1-2 | |
| Classroom Diagram Worksheet | |
| Observation Rubric | |

FEX 2: The Teacher Implements Routines, Procedures, and Structures that Promote Learning and Individual Responsibility

| | |
|---|----------------|
| Objectives | Page 16 |
| Requirements | |
| Introduction | |
| Preparation | |
| Field Experience Information | |
| Routines/Transitions Rubric | |
| Resources | |
| Lesson Initiation/Closure Worksheet | |
| Entering Field Experience into Pass-Port | |

FEX 3: The Teacher Presents Accurate and Developmentally-Appropriate Content Linked to Real-Life Examples, Prior Knowledge, and Other Disciplines

| | |
|--|----------------|
| Objectives | Page 22 |
| Requirements | |
| Introduction | |
| Preparation | |
| Field Experience Information | |
| Entering Field Experience into PASS-PORT | |
| Website Evaluation (Moodle) | |
| Teacher Provides Content Linked to Real-Life Examples | |
| Observation Rubric Parts 1-2 | |
| Teacher Delivers Instruction Effectively Worksheet | |

FEX 4: The Teacher Uses a Variety of Effective Instructional Strategies, Questioning Techniques, and Academic Feedback That Lead to Mastery of Learning Objectives and Develop Students' Thinking and Problem-Solving Skills

Objectives **Page 29**
Requirements
Introduction
Preparation
Field Experience
Resources
Entering Field Experience into PASS-PORT
High-Order Thinking Skills Worksheet
Teacher Stimulates and Encourages High-Order Thinking Skills
Rubric Parts 1-2
Visual Aids/Technology Rubric Part 2
Technology Integration Worksheet

FEX 5: The Teacher Delivers Lessons That are Appropriately Structured and Paced and Includes Learning Activities That Meet the Needs of All Students and Lead to Student Mastery of Objectives

Objectives **Page 37**
Introduction
Preparation
Field Experience
Entering Field Experience into PASS-PORT
Website Evaluation
Teacher Maximizes Student Achievement and Meets Individual Needs
Needs
Observation Rubric Parts 1 & 2

ENVIRONMENT COMPETENCY: The teacher provides a well-managed, student-centered classroom that promotes and reinforces student achievement, academic engagement, and mutual respect.

STANDARD 1: The teacher creates a physical, intellectual, and emotional environment that promotes high academic expectations and stimulates positive, inclusive, and respectful interactions.

Descriptor 1: Organizes available space, materials, and/or equipment to facilitate learning

Descriptor 2: Promotes a positive learning climate

Descriptor 3: Establishes expectations for learner behavior





Descriptor 4: Uses monitoring techniques to facilitate learning

COMPASS- Complete Framework for Teaching Instrument

Domain 2: The Classroom Environment

2c: Managing classroom procedures

Indicators include:

-  **Smooth functioning of all routines**
-  **Little or no loss of instructional time**
-  **Students playing an important role in carrying out the routines**
-  **Students know what to do, where to move**

FEX 1: TEACHER CREATES ENVIRONMENT PROMOTING HIGH ACADEMIC EXPECTATIONS AND POSITIVE INTERACTION

Objectives:

- ☺ Discuss the prerequisites for promoting a classroom environment conducive to student learning.
- ☺ Compare effective learning climates with ineffective learning atmospheres.

Requirements: (Listed Under SUBJECTS BY HOUR)

Preparation Time: (Enter the total of the following in SUBJECTS BY HOUR UNDER "OTHER")

| | |
|---|-------------------|
| Videos: | .50 hour |
| WebSite Evaluation: | .50 hour |
| Classroom Diagram | .50 hour |
| Completion of Worksheets | 1 .00 hour |
| Reflection & Rubrics 1 & 2 | 1 .50 hour |

(TOTAL PREPARATION TIME) 4.0 hours

Field Observation: (Enter the total in SUBJECTS BY HOUR) 2.0 hours

Total Field Experience 6.0 hours


Introduction:

A goal of teaching is to ensure the learning of students. There are several ways to ensure that the learning environment in a classroom is one in which students will thrive and learn. The organization

of the teacher, the teacher's enthusiasm towards the students and the subject matter, the rapport between the teacher and the students, and the availability of resources all play a part in creating the overall learning environment. Moreover, creating a positive rapport with your students is vital in the success of the teaching-learning experience, and it will make your job easier. Important components involved in establishing a positive rapport with your students are communication, the teacher as model, and positive expectations.

Preparation:

 **Teacher Candidates will view the video “High Expectations: Students Learn to Rise to the Occasion”**

 Visit the WebPage at education.louisiana.edu. Complete the Website Evaluation located in this lesson.

Descriptor 1: Organizing available space to facilitate learning

Strategy 1: Have equipment available and ready for use prior to the lesson.

Strategy 2: Check equipment and prepare aids/or materials at the beginning of the day or at the end of the previous day.

Strategy 3: Successful teachers have a contingency plan that can be used when equipment problems occur.

Strategy 4: Establish a system for sharing books or materials when they are in short supply.

Strategy 5: Create a “to do list” to remember the materials, aids, and/or equipment needed for the next day's lesson.

Strategy 6: Evaluate the current arrangement of your classroom in terms of safety and practicality. Is it arranged in such a way so students can function during teaching and learning?

Strategy 7: Complete a safety check of your classroom and note any unsafe areas.

Strategy 8: Utilizing the classroom space to facilitate learning includes using the walls, bulletin boards, and other display safe.

Strategy 9: Involve students in creating content-related classroom displays.

Strategy 10: Invite the principal or a peer teacher to look at displays in your classroom and provide feedback.

Strategy 11: Have a display area for students' work. Have something from each student displayed.

Strategy 12: Evaluate the current arrangement of your classroom in terms of learning efficiency. Are the traffic patterns arranged in a way to allow for efficient movement of the teacher and students? In group- work, are group sizes suitable for the physical arrangement?

Strategy 13: Visit the classrooms of two peer teachers and diagram the room arrangements.

Strategy 14: Arrange your classroom in a different manner for at least one week. At the end of the week, list the pros and cons for leaving the classroom arranged in this manner, returning it to the original arrangement, or modifying the new arrangement.

Strategy 15: Read at least one professional publication on classroom environments.




Descriptor 2: Promotes a positive learning climate

- Strategy 1: There are many indicators of a positive classroom climate. Courtesy, respect, warmth, and friendliness among students and teacher are some of these indicators.
- Strategy 2: The teacher serves as a powerful role model for demonstrating pro-social behaviors. Note ways you demonstrate or could have demonstrated sensitivity to the needs and feelings of others in your classroom.
- Strategy 3: Ask a peer teacher to observe you as you teach a lesson. The peer teacher should note ways you demonstrated awareness of climate in the classroom that may include using student names, maintaining eye contact while interacting verbally with students, and speaking in a positive tone of voice.
- Strategy 4: Record in writing ways you demonstrated courtesy, respect, warmth and friendliness.
- Strategy 5: Appoint a student in each class as a “climate watcher” to assess the classroom climate, and have that student complete a chart depicting the environment of the classroom.
- Strategy 6: Work with students cooperatively to make a list of positive and encouraging expressions to be used in the classroom.
- Strategy 7: Practice using the phrases on the list of “ways to Say ‘Good’” and “Positive Ways to say ‘You can do better’”
- Strategy 8: Make a list of ways enthusiasm for teaching, learning, and subject matter can be communicated to students in the classroom.
- Strategy 9: View a peer teacher demonstrating enthusiasm. List ways the teacher communicated enthusiasm for teaching, learning, and the subject being taught to the students.
- Strategy 10: Over a period of several days, write statements in your lesson plans indicating how you can demonstrate enthusiasm for teaching, learning, and the subject matter.
- Strategy 11: Rate yourself on the “enthusiasm checklist” and then outline a plan to improve your rating.

Descriptor 3: Establishes expectations for learner behavior

Descriptor 4: Uses monitoring techniques to facilitate learning

Field Experience:

-  Schedule a 2 hour observation period in a classroom. Read through all of the following activities before arriving at your observation site.
-  Review the Classroom Diagram Worksheet and the Teacher-Student Rapport Observation Worksheet and Rubric **before you arrive** at the site.
-  Complete the following activities **during the observation**:
 - Create a schematic drawing of the classroom arrangement noting desks, resources, and traffic areas. If the class breaks into small groups, diagram the classroom arrangement when groups are used. You may wish to use the Classroom Diagram Worksheet provided at the end of this lesson.
 - Write down any positive or negative instances that you observe that may affect the learning climate.
 - Note resources that were utilized throughout the lesson as seen in the video.

- Note the rapport between the teacher and the students. Positive? Negative?

After the observation:

- Complete the Teacher Creates Environment that Promotes High Academic Expectations Field Experience in PASS-PORT. A copy of the form is located at the end of this lesson to assist you with collecting the information to enter.

Resources:

Additional Resources (for your consideration)

Buskist, W. & Saville, K. (2001). *Rapport-building: creating positive emotional contexts for enhancing teaching and learning*. American Psychological Society, Vol. 14, No.3. Retrieved July 20, 2005 from http://www.psychologicalscience.org/teaching/tips/tips_0301.html

Hawley, C. (1997). Building rapport with students. Teacher Talk. Retrieved July 20, 2005 from http://education.indiana.edu/cas/tt/v3i1/tips_st.html

Positive Classroom Environment and Student-Teacher Rapport... from http://ici2.umn.edu/preschoolbehavior/tip_sheets/posclass.pdf#search=student%20%20teacher%20%20rapport

Preparation for the Realities of Classroom Teaching. (1994). Classroom Management. Retrieved July 20, 2005 from <http://www.gwu.edu/~cooptchr/Realities/management.html>

Wong, H. K. & Wong R. (1998). *How to be an Effective Teacher: The First Days of School*. Mountain View, CA: Harry K. Wong Publications, 69-78, 248.

Classroom Management, Management of Student Conduct, Effective Praise Guidelines, and a Few Things to Know About ESOL Thrown in for Good Measure
<http://www.adprima.com/managing.htm>

Ideas for Avoiding Classroom Management Mistakes
and How to Deal with Parents

<http://www.adprima.com/managemistakes.htm>

ENTERING FIELD EXPERIENCE INTO PASS-PORT

Log into PASS-PORT. PASS-PORT can be accessed by clicking on: Current Students, Pass-Port Office, EDFL 106-Resources on the College of Education's webpage at education.louisiana.edu.

- ❖ Click on the "Artifacts" tab.
- ❖ Click on the purple "Field" button for Field Experience.
- ❖ You are starting a new field experience, so next to the "OPEN FIELD EXPERIENCES" tab, click on "INITIATE NEW FIELD EXPERIENCE".
- ❖ Select
 - EDFL 106: Teacher Creates Environment Promoting High Academic Expectations and Positive Interaction
- ❖ A window will open with "Initiate New Field Experience", "Enter a name for this field experience." Enter
 - EDFL 106: Teacher Creates Environment Promoting High Academic Expectations and Positive Interaction
- ❖ A window will open with "Initiate New Field Experience", "choose a date for the experience." Enter the date you completed the observation and click "select".
- ❖ A window will open with "Initiate New Field Experience", "choose the level for this experience":
 - Select "Level 1: Observation, one-on-one". Click on "Select"
- ❖ A window will open with "Initiate New Field Experience", "choose a site for this experience":
 - Select the site from the drop down list. Click on "Select"
- ❖ A window will open with "Initiate New Field Experience", "enter the site contact's name below".
 - Enter the name of your site contact.
- ❖ A window will open with "Basic Information". Click on "Edit Basic Info First".
- ❖ Enter the number of participants and duration of field experience (number of hours listed in the Requirements for Total Field Experience). It should match the information in Teacher Creates Environment Promoting High Academic Expectations and Positive Interaction Observation Rubric Part 1.
- ❖ The items listed on the Teacher Creates Environment Promoting High Academic Expectations and Positive Interaction Observation Rubric will appear on the screen. Click on the "Edit" button to the right of each item to enter the data. You will not need to enter a journal or reflection entry.
- ❖ When all data is entered from Part 1, click on the "Complete Field Experience" button at the bottom of the screen.
- ❖ Part 2 of the rubric will appear. Enter your data and click on "submit".
- ❖ You will be brought back to the Artifacts-Field Experience tab and you will see the field experience listed under the "Completed Field Experiences" section.
- ❖ If your instructor requires you to submit your field experience through PASS-PORT, click on the "submit for review" link to the right of the field experience.
 - Select the faculty member to which you are submitting.
- ❖ If your instructor requires you to submit a hard copy, click on the "view" link to the right of the field experience.
 - Scroll to the bottom of the window and click on "Print".

WEBSITE EVALUATION

Name of Site ZIMBRA Date _____

URL zimbra.louisiana.edu Time _____

1=Poor

5=Exceptional

ZIMBRA (THE UNIVERSITY'S WEB MAIL SYSTEM)

| | |
|--|-----------|
| Is easy to use. | 1 2 3 4 5 |
| Is flexible and allows for ease of access both on and off campus | 1 2 3 4 5 |
| Helps me reach my learning goals through communication, use, and access. | 1 2 3 4 5 |
| Fits my learning style. | 1 2 3 4 5 |
| Is relatively easy to learn. | 1 2 3 4 5 |
| Has ease of navigation. | 1 2 3 4 5 |
| Has flexibility and organization. | 1 2 3 4 5 |
| Zimbra's interface (overall look, design, navigation) is consistent. | 1 2 3 4 5 |
| Zimbra's announcements are easy to receive. | 1 2 3 4 5 |
| Provides easy communication with students. | 1 2 3 4 5 |
| Provides easy communication with instructor. | 1 2 3 4 5 |

ADDITIONAL COMMENTS REQUIRED! PROVIDE YOUR THOUGHTS REGARDING ZIMBRA USAGE.

Teacher Creates Environment Promoting High Academic Expectations

Part 1

After you click on “Complete This Field Experience”, the following questions will appear in the screen. Follow the directions on screen for completing these questions.

| Environment Competency Environment Standard 1: Teacher Creates Environment Promoting High Academic Expectations | Not Observed | Observed | |
|--|-------------------------|---------------------|----------------------|
| Descriptor 1: Organizes available space, materials, and/or equipment to facilitate learning | | | |
| 1. Efficient use of physical space | | | |
| 2. Classroom is safe | | | |
| 3. Physical resources well positioned | | | |
| 4. Arrangement of furniture supports the learning activities | | | |
| Descriptor 2: Promotes a positive learning culture | | | |
| 5. Classroom represents genuine culture for learning | | | |
| 6. Commitment to learning on both the part of the teacher and student | | | |
| 7. High expectations for student achievement | | | |
| 8. Evidence of student pride in work | | | |
| 9. Good rapport and respect between teacher and students | | | |
| 10. Good rapport and respect between students | | | |
| 11. Appropriate verbal and nonverbal expressions | | | |
| Descriptor 3: Establishes expectations for learning behavior | | | |
| 1. Instructional activities convey a climate of high expectations | | | |
| 2. Standards of conduct are clear for all students | | | |
| Descriptor 4: Uses monitoring techniques to facilitate learning | | | |
| 3. Teacher is alert to student behavior at all times | | | |
| The following questions are designed to assist the College in determining types of field experiences and placement. Mark your response to each question. Responses will be listed in Pass-Port. | | | |
| Was this field experience required by an instructor? | No | | Yes |
| How helpful were the field experience site personnel in providing support when needed? | Not Helpful | Helpful Somewhat | Extremely Helpful |
| How supportive was the site contact during the field experience? | Unsupportive | Somewhat supportive | Extremely supportive |

| How would you rate the site contact? | Low Rating | Medium Rating | High Rating |
|---|-------------|------------------|-----------------|
| Would you recommend that we continue using this site contact in the future? | No | | Yes |
| Overall, how beneficial was this field experience to your growth and development in becoming a new teacher? | No Benefits | Average Benefits | Very Beneficial |
| EDFL 106 TEACHER-STUDENT RAPPORT OBSERVATION WORKSHEET | | | |
| 1. What strategies were utilized in attempting to prevent or maintain teacher-student rapport? | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| 2. Did the strategies encourage positive interaction with the students? | No | | Yes |
| If answered NO from above, explain. | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| 3. What other strategies or tips would you have employed in the given situation(s)? | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

Teacher Creates Environment Promoting High Academic Expectations and Positive Interaction Observation Rubric – Part 2

Student's Name: _____ **Date:** _____

Ethnicity Composition: "Guesstimate" through your observation how many students are the following:

- _____ American Indian or Alaskan Native
- _____ Asian or Pacific Islander
- _____ Black, Non Hispanic
- _____ Foreign/Non-Resident Alien
- _____ Hispanic
- _____ White, Non-Hispanic
- _____ Other
- _____ Total Students Observed (not entered in PASS-PORT)

Gender Composition: "Guesstimate" through your observation how many students are the following:

- _____ Male
- _____ Female
- _____ Total (not entered in PASS-PORT-must equal total from "Ethnicity Composition")

Grade Levels

- | | | | |
|-------|---------------------------------|-------|----------------------------------|
| _____ | Early Intervention (Birth to 5) | _____ | 7th |
| _____ | Pre-K | _____ | 8th |
| _____ | Kindergarten | _____ | 9th |
| _____ | 1st | _____ | 10th |
| _____ | 2nd | _____ | 11th |
| _____ | 3rd | _____ | 12th |
| _____ | 4th | _____ | Self-Contained Special Education |
| _____ | 5th | _____ | College |
| _____ | 6th | _____ | Other |

Subjects by hour

- | | | | | |
|-------|-----|-------|-----|---|
| _____ | hrs | _____ | min | Art/Music |
| _____ | hrs | _____ | min | Business |
| _____ | hrs | _____ | min | Foreign Language |
| _____ | hrs | _____ | min | Health |
| _____ | hrs | _____ | min | Language Arts |
| _____ | hrs | _____ | min | Mathematics |
| _____ | hrs | _____ | min | Physical Education |
| _____ | hrs | _____ | min | Science |
| _____ | hrs | _____ | min | Social Studies |
| _____ | hrs | _____ | min | Special Education |
| _____ | hrs | _____ | min | Other (This will be the Preparation/Reflection time listed in the requirements) |
| _____ | hrs | _____ | min | Total (This will match the number listed in the Requirements) |

Diversity: From your observation, check the box if you think any students might be the following:

- | | | | |
|-------|-------------------|-------|----------------------------|
| _____ | Special Education | _____ | Limited English Proficient |
| _____ | 504 | | |

Environment Competency: The teacher provides a well-managed, student-centered classroom environment that promotes and reinforces student achievement, academic engagement and mutual respect.

Standard 1: The teacher implements routines and transitions in a timely manner

Descriptor 1: Manages routines and transitions in a timely manner





Descriptor 2: Manages and/or adjusts allotted time for activities planned

COMPASS: Complete Framework for Teaching Instrument

Domain 2: The Classroom Environment

2c: Managing Classroom Procedures







Indicators include:

-  **Smooth functioning of all routines**
-  **Little or no loss of instructional time**
-  **Students playing an important role in carrying out the routines**
-  **Students know what to do, where to move**

Domain 3: Instruction




3c: Engaging Students in Learning

Indicators:

-  **Activities aligned with the goals of the lesson**
-  **Student enthusiasm, interest, thinking, problem-solving, etc.**
-  **Learning tasks that require high-level student thinking and are aligned with lesson objectives**
-  **Students highly motivated to work on all tasks and are persistent even when the tasks are challenging**
-  **Students actively “working” rather than watching while their teacher “works”**
-  **Suitable pacing of the lesson; neither dragging nor rushed, with time for closure and student reflection**

FEX 2: TEACHER IMPLEMENTS ROUTINES AND PROCEDURES TO PROMOTE LEARNING AND RESPONSIBILITY

Objectives:

-  **Discuss ways that transitions between teaching segments can be done with minimal loss of instructional time**
-  **Describe the purpose of the beginning of the lesson and lesson closure**
-  **Discover methods to motivate students during the beginning of the lesson**

Requirements: (Listed Under SUBJECTS BY HOUR)

Preparation Time: (Enter the total of the following in SUBJECTS BY HOUR UNDER “OTHER”.)

Preparation Time:

| | |
|--------------------------------------|------------------|
| Videos: | .50 hour |
| Beginning of Lesson/Closure | 1.00 hour |
| Routines/Transitions Rubric 1 | 1.00 hour |
| Routines/Transitions Rubric 2 | 1.50 |

(TOTAL PREPARATION TIME) 4.0 hours



Field Observation: (Enter the total in SUBJECTS BY HOUR) 2.0 hours

Total Field Experience: 6.0 hours





Introduction:

The transition between various parts of a lesson can be either a smooth flowing movement into the next activity, or a time lag that can be one of the largest draws on time that could otherwise be spent on instruction. Effective teachers have mastered the art of transitioning from one activity to the next without a substantial time loss. The beginning of the lesson and closure of lesson should tie the lesson of the day with previous and later lessons, as well as serve as a reinforcement tool for student learning.

Preparation:

-  Teacher Candidates will view the video “**Ms. Noonan: Managing Transitions**”
-  Consider what techniques are most effective to maximize learning in the shortest amount of time. Apply the research to formulate possible techniques you could use as a classroom teacher to increase the maximum instruction and learning of your students.

Field Experience:

-  Schedule a 2 hour classroom observation so you view an entire lesson cycle, from beginning to end.
-  Review the Beginning of Lesson/Closure Worksheet and the Routines and Transitions Observation Rubric **before you arrive** for your observation.
-  Complete the Beginning of Lesson/Closure Worksheet **after your observation.**
-  **After the observation:**
 - Complete the Routines and Transitions Field Experience in PASS-PORT. A copy of the form is located at the end of this lesson to assist you with collecting the information to enter.

ENTERING FIELD EXPERIENCE INTO PASS-PORT

- ❖ Log into PASS-PORT. PASS-PORT can be accessed from Current Students, Pass-Port Office, EDFL 106-Resources on the COE’s Webpage at education.louisiana.edu.
- ❖ Click on the “Artifacts” tab.
- ❖ Click on the purple “Field” button for Field Experience.
- ❖ You are starting a new field experience, so next to the “OPEN FIELD EXPERIENCES” tab, click on “INITIATE NEW FIELD EXPERIENCE”.

- ❖ Select
- ❖ **EDFL 106: Teacher Implements Routines and Transitions to Promote Learning and Responsibility**
- ❖ A window will open with “Initiate New Field Experience”, “Enter a name for this field experience.” Enter
- ❖ **EDFL 106: Teacher Implements Routines and Transitions to Promote Learning and Responsibility**
- ❖ A window will open with “Initiate New Field Experience”, “choose a date for the experience.” Enter the date you completed the observation and click “select”.
- ❖ A window will open with “Initiate New Field Experience”, “choose the level for this experience”:
- ❖ Select “**Level 1: Observation, one-on-one**”. Click on “Select”
- ❖ A window will open with “Initiate New Field Experience”, “choose a site for this experience”: Select the site from the drop down list. Click on “Select”
- ❖ A window will open with “Initiate New Field Experience,”, “enter the site contact’s name below”.
- ❖ Enter the name of your site contact.
- ❖ A window will open with “Basic Information”. Click on “Edit Basic Info First”.
- ❖ Enter the number of participants and duration of field experience (**number of hours listed in the Requirements for Total Field Experience**). It should match the information in **Teacher Implements Routines and Transitions to Promote Learning and Responsibility Observation Rubric Part 1**.
- ❖ The items listed on the **Teacher Implements Routines and Transitions to Promote Learning and Responsibility Observation Rubric** will appear on the screen. Click on the “Edit” button to the right of each item to enter the data. You **will not** need to enter a journal entry.
- ❖ When all data is entered from Part 1, click on the “Complete Field Experience” button at the bottom of the screen.
- ❖ Part 2 of the rubric will appear. Enter your data and click on “submit”.
- ❖ You will be brought back to the Artifacts-Field Experience tab and you will see the field experience listed under the “Completed Field Experiences” section.
- ❖ **If your instructor requires you to submit your field experience through PASS-PORT**, click on the “submit for review” link to the right of the field experience.
- ❖ Select the faculty member to which you are submitting.
- ❖ **If your instructor requires you to submit a hard copy**, click on the “view” link to the right of the field experience. Scroll to the bottom of the window and click on “Print”. To track the number of hours you have entered into PASS-PORT for field experience, click on the “Account Info” Tab. Scroll to the bottom of the screen and there will be a summary of your hours.

Teacher Implements Routines and Transitions Observation Rubric
Part 1

| Complete the following competencies based on your observations. | | |
|--|---------------------|-----------------|
| Environment Competency Standard 1: The teacher implements routines, procedures, and structures to promote learning and responsibility | Not Observed | Observed |
| Descriptor 1: Manages routines and transitions in a timely manner | | |
| 1. Classroom routines and procedures have been established | | |
| 2. Classroom routines function smoothly | | |
| 3. Little loss of instructional time during transition | | |
| Descriptor 2: Manages and/or adjusts allotted time for activities planned | | |
| 4. Lesson has a clearly defined structure around which the activities are organized | | |
| 5. Pacing of the lesson is consistently appropriate for most students | | |
| 6. Time allocations are reasonable | | |
| 7. Teacher was prepared if lesson ended early with relevant, content-related activities | | |
| 8. Unexpected interruptions were handled with a minimal to no loss of instructional time | | |
| 9. Teacher efficiently utilized all instructional time | | |
| The following questions are designed to assist the College in determining types of field experiences and placement. Mark your response to each question. Responses will be listed in Pass-Port. | | |
| Was the field experience required by an instructor? | No | Yes |

| | | | |
|---|--------------|---------------------|----------------------|
| How helpful were the field experience site personnel in providing support when needed? | Not Helpful | Helpful Somewhat | Extremely Helpful |
| How supportive was the site contact during the field experience? | Unsupportive | Somewhat supportive | Extremely supportive |
| How would you rate the site contact? | Low Rating | Medium Rating | High Rating |
| Would you recommend that we continue using this site contact in the future? | No | | Yes |
| Overall, how beneficial was this field experience to your growth and development in becoming a new teacher? | No Benefits | Average Benefits | Very Beneficial |

Beginning of Lesson/Closure Worksheet

Student's Name: _____ **Course:** _____

Date: _____

1. At the beginning of the lesson, were the objectives of the day/week indicated in any way? Explain how.

2. What did the beginning of the lesson entail? That is, did it review previous lessons or preview upcoming material? Did the beginning of the lesson contain a form of assessment to determine the students' knowledge of the material? Explain in detail.

3. In describing the lesson closure, did the closure review previous material, introduce new topics, or both? Explain in detail.

4. Reflecting on the transition in the classroom during instruction, did the teacher maintain smooth and quick transitions between segments? If no, did the teacher fall short of achieving the complete lesson? Did the teacher have to re-teach concepts that subtracted time from other important segments of the lesson? Explain.

Teacher Implements Routines and Transitions Observation Rubric Part 2

Student's Name: _____ **Date:** _____

Ethnicity Composition: "Guesstimate" through your observation how many students are the following:

- _____ American Indian or Alaskan Native
- _____ Asian or Pacific Islander
- _____ Black, Non Hispanic
- _____ Foreign/Non-Resident Alien
- _____ Hispanic
- _____ White, Non-Hispanic
- _____ Other
- _____ Total Students Observed (not entered in PASS-PORT)

Gender Composition: "Guesstimate" through your observation how many students are the following:

- _____ Male
- _____ Female
- _____ Total (not entered in PASS-PORT- must equal total from "Ethnicity Composition)

Grade Levels

- | | |
|---------------------------------------|--|
| _____ Early Intervention (Birth to 5) | _____ 7th |
| _____ Pre-K | _____ 8th |
| _____ Kindergarten | _____ 9th |
| _____ 1st | _____ 10th |
| _____ 2nd | _____ 11th |
| _____ 3rd | _____ 12th |
| _____ 4th | _____ Self-Contained Special Education |
| _____ 5th | _____ College |
| _____ 6th | _____ Other |

Subjects by hour

- | | | |
|-----------|-----------|---|
| _____ hrs | _____ min | Art/Music |
| _____ hrs | _____ min | Business |
| _____ hrs | _____ min | Foreign Language |
| _____ hrs | _____ min | Health |
| _____ hrs | _____ min | Language Arts |
| _____ hrs | _____ min | Mathematics |
| _____ hrs | _____ min | Physical Education |
| _____ hrs | _____ min | Science |
| _____ hrs | _____ min | Social Studies |
| _____ hrs | _____ min | Special Education |
| _____ hrs | _____ min | Other (This will be the Preparation/Reflection time listed in the requirements) |
| _____ hrs | _____ min | Total (This will match the number listed in the Requirements) |

Diversity: From your observation, check the box if you think any students might be the following:

_____ **Special Education** _____ **504** _____ **Limited English Proficiency**

Instruction Competency

Standard 1: The teacher presents accurate and developmentally-appropriate content linked to real-life examples, prior knowledge, and other disciplines






Descriptor 1: Links lesson to real-life examples
Descriptor 2: Adjusts lesson when appropriate

COMPASS: Complete Framework for Teaching Instrument

Domain 1: Planning and Preparation

1c: Setting Instructional Outcomes






Indicators:

-  **Outcomes of a challenging cognitive level**
-  **Statements of student learning, not student activity**
-  **Outcomes central to the discipline and related to those in other disciplines**
-  **Permit assessment of student attainment**
-  **Differentiated for students of varied ability**

Domain 3: Instruction

3d: Using Assessment in Instruction

Indicators:

-  **Teacher paying close attention to evidence of student understanding**
-  **Teacher posing specifically-created questions to elicit evidence of student understanding**
-  **Teacher circulating to monitor student learning and to offer feedback**
-  **Students assessing their own work against established criteria**
-  **Teacher adjusting instruction in response to evidence of student understanding (or lack of it)**

FEX 3: Teacher Provides Content Linked to Real-Life Examples, Prior Knowledge

Objectives:

- ☺ Analyze the situations which require a teacher to alter instruction to ensure that all students receive instruction
- ☺ Compare the differences in learning styles of students (oral, visual, kinesthetic, etc.)

Requirements: (Listed Under SUBJECTS BY HOUR)

Preparation Time: (Enter the total of the following in SUBJECTS BY HOUR UNDER “OTHER”.)

| | |
|---|------------------|
| Video | .50 hour |
| Website Evaluation | .50 hour |
| Teacher Delivers Instruction Worksheet | 1.50 |
| Teacher Delivers Instruction Rubrics 1 & 2 | 1.50 hour |

(TOTAL PREPARATION TIME)

4.0 hours



Field Observation: (Enter the total in SUBJECTS BY HOUR) 2.0 hours

Total Field Experience: 6.0 hours




Introduction:

Effective teachers display the ability to instruct in a manner that the student can learn. This includes proper sequencing of the lessons, utilizing available resources to provide for different learning styles, adjusting of the lesson when needed, implementing technology into classroom learning, and developing the lessons to achieve student success. The goal of the effective teacher is to teach the entire class, not just the few receptive students in the front rows. The teacher may have to alter lessons, incorporate visuals that will provide alternative instruction, and monitor the speed at which instruction is given.

Preparation:

-  Teacher Candidates will view the video “**Making it Real: Connecting Math to Life**”
-  Visit the website: moodle.louisiana.edu and complete the Web Evaluation at the end of this lesson.

Field Experience:

-  Schedule a 2 hour classroom observation where you can observe an entire lesson cycle from beginning to end.
-  Review the Teacher Provides Content Linked to Real-Life Examples, Prior Knowledge Worksheet and the Teacher Provides Content Linked to Real-Life Examples, Prior Knowledge Observation Rubric **before you arrive** for your observation.
-  **After the observation**, complete the Teacher Provides Content Linked to Real-Life Examples, Prior Knowledge Worksheet.
 - Complete the Teacher Provides Content Linked to Real-Life Examples, Prior Knowledge Field Experience in PASS-PORT. A copy of the form is located at the end of this lesson to assist you with collecting the information to enter.

ENTERING FIELD EXPERIENCE INTO PASS-PORT

- ❖ Log into PASS-PORT. PASS-PORT can be accessed from the “Quick Access” menu on the College of Education’s Webpage at education.louisiana.edu
- ❖ Click on the “Artifacts” tab.
- ❖ Click on the purple “Field” button for Field Experience.
- ❖ You are starting a new field experience, so next to the “OPEN FIELD EXPERIENCES” tab, click on “INITIATE NEW FIELD EXPERIENCE”.
- ❖ Select
 - **EDFL 106: Teacher Provides Content Linked to Real-Life Examples, Prior Knowledge**
- ❖ A window will open with “Initiate New Field Experience”, “Enter a name for this field experience.” Enter
 - **EDFL 106: Teacher Provides Content Linked to Real-Life Examples, Prior Knowledge**

- ❖ A window will open with “Initiate New Field Experience”, “choose a date for the experience.” Enter the date you completed the observation and click “select”.
- ❖ A window will open with “Initiate New Field Experience”, “choose the level for this experience”:
 - Select “**Level 1: Observation, one-on-one**”. Click on “Select”
- ❖ A window will open with “Initiate New Field Experience”, “choose a site for this experience”:
 - Select the site from the drop down list. Click on “Select”
- ❖ A window will open with “Initiate New Field Experience,”, “enter the site contact’s name below”.
 - Enter the name of your site contact.
- ❖ A window will open with “Basic Information”. Click on “Edit Basic Info First”.
- ❖ Enter the number of participants and duration of field experience (**number of hours listed in the Requirements for Total Field Experience**). It should match the information in Teacher Provides Content Linked to Real-Life Examples, Prior Knowledge Rubric Part 1.
- ❖ The items listed on the Teacher Provides Content Linked to Real-Life Examples, Prior Knowledge Observation Rubric will appear on the screen. Click on the “Edit” button to the right of each item to enter the data. You **will not** need to enter a journal entry.
- ❖ When all data is entered from Part 1, click on the “Complete Field Experience” button at the bottom of the screen.
- ❖ Part 2 of the rubric will appear. Enter your data and click on “submit”.
- ❖ You will be brought back to the Artifacts-Field Experience tab and you will see the field experience listed under the “Completed Field Experiences” section.
- ❖ **If your instructor requires you to submit your field experience through PASS-PORT**, click on the “submit for review” link to the right of the field experience.
 - Select the faculty member to which you are submitting.
- ❖ **If your instructor requires you to submit a hard copy**, click on the “view” link to the right of the field experience.
 - Scroll to the bottom of the window and click on “Print”.

To track the number of hours you have entered into PASS-PORT for field experience, click on the “Account Info” Tab. Scroll to the bottom of the screen and there will be a summary of your hours.

Teacher Provides Content Linked to Real-Life Examples Observation Rubric –

Student's Name: _____ Date: _____

Part 1

| Complete the following competencies based on your observations. | | |
|---|---------------------|-----------------|
| Instruction Competency | Not Observed | Observed |
| Standard 1: Teacher presents accurate content linked to real-life examples | | |
| Descriptor 1: Links lessons to real-life examples | | |
| 1. Most of the techniques and instructional strategies support the stated instructional objectives | | |
| 2. Students are aware of lesson purpose/objectives | | |
| 3. Students are aware of what they will be doing and why | | |
| 4. Teacher makes connections between the content and other parts of the discipline and other disciplines | | |
| 5. Pedagogical practices reflect current research on best pedagogical practice within the discipline may or may not anticipate student misconceptions | | |
| Descriptor 2: Adjusts lesson when appropriate | | |
| 6. Students engaged in meaningful learning | | |
| 7. Lesson has a clearly defined structure | | |
| 8. Teacher initiates, develops, and closes lesson with continuity | | |
| 9. Lesson progresses from concrete to abstract, when appropriate | | |
| 10. Lesson links past to present learning | | |
| 11. All materials and resources support the instructional objective | | |
| 12. Most of the materials and resources engage students in meaningful learning | | |
| 13. Large variety in materials and resources | | |
| 14. Makes a minor adjustment to a lesson, and the adjustment occurs smoothly | | |
| 15. Recognizes “teachable moment” and effectively engages in content and resumes lesson | | |
| 16. Routinely checks for understanding within lesson | | |
| | | |

WEBSITE EVALUATION

NAME OF SITE: MOODLE DATE _____

URL: moodle.louisiana.edu TIME

1=Poor

5=Exceptional

MOODLE (UL'S COURSE MANAGEMENT SYSTEM):

Is easy to use. 1 2 3 4 5

Is flexible and easy to access both on and off campus. 1 2 3 4 5

Assists me to reach my learning goals. 1 2 3 4 5

Assists me with my learning style and helps me to learn more about online learning. 1 2 3 4 5

Is relatively easy to learn. 1 2 3 4 5

Provides ease of navigation. 1 2 3 4 5

Provides ease of receiving assignments. 1 2 3 4 5

Provides ease of receiving feedback and grades. 1 2 3 4 5

Moodle's online-help-feature provides necessary support. 1 2 3 4 5

Provides easy access to the semester syllabi. 1 2 3 4 5

Provides easy access to announcements. 1 2 3 4 5

Provides easy access to class/course discussions. 1 2 3 4 5

Provides access to learning modules. 1 2 3 4 5

Provides communication with faculty and peers. 1 2 3 4 5

Provides opportunities for online group participation. 1 2 3 4 5

Provides easy access/communication with the my instructor(s). 1 2 3 4 5

Provides easy access regarding email and the news forum. 1 2 3 4 5

ADDITIONAL COMMENTS REQUIRED! PROVIDE YOUR THOUGHTS REGARDING MOODLE USAGE.

Teacher Delivers Instruction Effectively Worksheet

1. List the informal assessments the teacher utilized during the lesson. Give examples. **(Note: Examples of informal assessments are writing samples, homework, logs or journals, games, debates, brainstorming, storytelling, questionnaires, etc.)**
2. Did the informal assessments assist the teacher in pacing the lesson? Explain.
3. What other type of instructional methods did the teacher utilize during the lesson? Give examples. **(Note: Instructional methods may include lecture, power points, explanations, discussions, inquiry, interpreting, classifying, experiments, exhibits, games, etc.)**
4. Does the teacher present accurate and developmentally-appropriate content linked to real-life examples, prior knowledge, and other disciplines? Explain.
5. Did the teacher individually and collaboratively create learning experiences that are relevant to learners, and based on principles of effective instruction? Explain.
6. Does the teacher create opportunities for students to generate and evaluate new ideas and seek solutions to problems, and create original work? Explain.

Teacher Provides Content Linked to Real-Life Examples, Prior Knowledge

Student's Name: _____ Date: _____

Ethnicity Composition: "Guesstimate" through your observation how many students are the following:

- _____ American Indian or Alaskan Native
- _____ Asian or Pacific Islander
- _____ Black, Non Hispanic
- _____ Foreign/Non-Resident Alien
- _____ Hispanic
- _____ White, Non-Hispanic
- _____ Other
- _____ Total Students Observed (not entered in PASS-PORT)

Gender Composition: "Guesstimate" through your observation how many students are the following:

- _____ Male
- _____ Female
- _____ Total (not entered in PASS-PORT- must equal total "EthnicityComposition)

Grade Levels

- | | | | |
|-------|---------------------------------|-------|----------------------------------|
| _____ | Early Intervention (Birth to 5) | _____ | 7th |
| _____ | Pre-K | _____ | 8th |
| _____ | Kindergarten | _____ | 9th |
| _____ | 1st | _____ | 10th |
| _____ | 2nd | _____ | 11th |
| _____ | 3rd | _____ | 12th |
| _____ | 4th | _____ | Self-Contained Special Education |
| _____ | 5th | _____ | College |
| _____ | 6th | _____ | Other |

Subjects by hour

- | | |
|-----------------------|--|
| _____ hrs. _____ min. | Art/Music |
| _____ hrs. _____ min. | Business |
| _____ hrs. _____ min. | Foreign Language |
| _____ hrs. _____ min. | Health |
| _____ hrs. _____ min. | Language Arts |
| _____ hrs. _____ min. | Mathematics |
| _____ hrs. _____ min. | Physical Education |
| _____ hrs. _____ min. | Education |
| _____ hrs. _____ min. | Science |
| _____ hrs. _____ min. | Social Studies |
| _____ hrs. _____ min. | Special Education |
| _____ hrs. _____ min. | Other(This will be the Preparation/Reflection time Listed in the requirements |
| _____ hrs. _____ min. | Total (This will match the number listed in the Requirements |

Diversity: From your observation, check the box if you think any students might be the following:

_____ Special Education _____ -504 _____ Limited English Proficient

Instruction Competency

Standard 3: Teacher Provides Instruction to Maximize Student Achievement and Meet Students' Individual Needs

Descriptor 1: Encourages Various Instructional Strategies

Descriptor 2: Uses Available Teaching Materials to Achieve Lesson Objective

Descriptor 3: Adjusts Lesson When Appropriate






Descriptor 4: Integrates Visual Aids/Technology When Appropriate

COMPASS: Complete Framework for Teaching Instrument

Domain 3: Instruction







3b: Using questioning/prompts and discussion

Indicators:

-  **Questions of high cognitive challenge, formulated by both students and teacher**
-  **Questions with multiple correct answers, or multiple approaches even when there is a single correct response**
-  **Efficient use of student responses and ideas**
-  **Discussion with the teacher stepping out of the central, mediating role**
-  **High levels of student participation in discussion**

3c: Engaging Student in Learning

Indicators:

-  **Activities aligned with the goals of the lesson**
-  **Student enthusiasm, interest, thinking, problem-solving, etc.**
-  **Learning tasks that require high-level student thinking and are aligned with lesson objectives**
-  **Students highly motivated to work on all tasks and are persistent even when the tasks are challenging**
-  **Students actively “working” rather than watching while their teacher “works”**
-  **Suitable pacing of the lesson; neither dragging nor rushed, with time for closure and student reflection**

FEX 4: Teacher Stimulates and Encourages Higher Order Thinking Skills

Objective:

- ☺ Identify the use of higher order thinking questions in a classroom setting and in an online classroom.

Requirements: (Listed Under SUBJECTS BY HOUR)

Preparation Time: (Enter the total of the following in SUBJECTS BY HOUR UNDER “OTHER”.)

| | |
|--|-----------------|
| Video | .50 hour |
| H.O.T.S. Worksheet | 1.0 hour |
| H.O.T.S. Observation Rubric Parts 1 & 2 | 1.0 hour |
| Visual Aids/Technology Rubric Part 1 | .50 |
| Visual Aids and Technology Worksheet | 1.0 hour |

(TOTAL PREPARATION TIME) 4.0 hours

Field Observation: (Enter the total in SUBJECTS BY HOUR) 2.0 hours

Total Field Experience: 6.0 hours


Introduction:

Some students are very visual, which requires teachers to use visual aids in the classroom. Many people think in images and pictures. By using visual aids, the educator has the capability of using visual strategies to target students that are visual learners. Teachers may use: overhead transparencies, video clips, bulletin boards, manipulatives, computers, PowerPoint presentations, color cues, pictures, maps, graphic organizers, symbols, sketches/drawings, art work, etc.




Teachers should stimulate and encourage higher ordering thinking in all of their students. Students should be engaged in thinking that requires more than simple recall of information. Educators often use “Bloom’s Taxonomy” when deciding what type of information they are seeking from students. In this lesson, you will learn more about Bloom’s Taxonomy.

Future teachers have a task at hand in order to meet the demands of the technological curriculum and correlating that technology across the curriculum. In the activities that follow the new teacher will observe strategies and techniques in which to implement the components of technology into the curriculum.

Preparation: (Optional)

-  Go to this web site: <http://www.cogcon.com/gamegoo/gooy.html>: “Game Goo Educational Games for Students” for additional strategies and techniques.

Field Experiences:

-  Teacher Candidates will view the video “**Strategies for Student-Centered Discussion**”
-  **Before arriving at the site**, review the Visual Aids/Technology Integration Worksheet, and Higher Order Thinking Skills Worksheet and the Visual Aids/Technology Integration Observation Rubric and the Higher Order Thinking Skills Observation Rubric
-  **During the observation**, complete the Visual Aids/Technology Integration Worksheet and the Higher Order Thinking Skills Worksheet.

 **After the observation**, complete the Visual Aids, Technology and Higher Order Thinking Skills Worksheets.

Resources: (Optional)

Spiegel, Harriette Anne LaVarre. "Pre-Service Teacher Training and Implementation in the Classroom: Considerations. (2002)

<http://www.siec.k12.in.us/~west/article/integrate.htm>

<http://www.siec.k12.in.us/~west/slides/integrate/index.html#Show>

www.unitedstreaming.com

Cravotta, M.E. and Wilson, S. (1989). *Media cookbook for kids*. Englewood, CO: Libraries Unlimited, Inc.

Dungey, J. (1989). *Interactive bulletin boards as teaching tools*. Washington, D.C.: National Education Association.

ENTERING FIELD EXPERIENCE INTO PASS-PORT

- ❖ Log into PASS-PORT. PASS-PORT can be accessed from Current Students, Pass-Port Office, EDFL 106 Resources on the College of Education's Webpage at education.louisiana.edu.
- ❖ Click on the "Artifacts" tab.
- ❖ Click on the purple "Field" button for Field Experience.
- ❖ You are starting a new field experience, so next to the "OPEN FIELD EXPERIENCES" tab, click on "INITIATE NEW FIELD EXPERIENCE".
- ❖ Select
 - **EDFL 106: Teacher Stimulates and Encourages Higher Order Thinking Skills**
- ❖ A window will open with "Initiate New Field Experience", "Enter a name for this field experience." Enter
 - **EDFL 106: Teacher Stimulates and Encourages Higher Order Thinking Skills**
- ❖ A window will open with "Initiate New Field Experience", "choose a date for the experience." Enter the date you completed the observation and click "select".
- ❖ A window will open with "Initiate New Field Experience", "choose the level for this experience":
 - Select "**Level 1: Observation, one-on-one**". Click on "Select"
- ❖ A window will open with "Initiate New Field Experience", "choose a site for this experience":
 - Select the site from the drop down list. Click on "Select"
- ❖ A window will open with "Initiate New Field Experience", "enter the site contact's name below".
 - Enter the name of your site contact.
- ❖ A window will open with "Basic Information". Click on "Edit Basic Info First".
- ❖ Enter the number of participants and duration of field experience (**number of hours listed in the Requirements for Total Field Experience**). It should match the information in Teacher Stimulates and Encourages Higher Order Thinking Skills Observation Rubric Part 1.
- ❖ The items listed on the Teacher Stimulates and Encourages Higher Order Thinking Skills Observation Rubric will appear on the screen. Click on the "Edit" button to the right of each item to enter the data. You **will not** need to enter a journal entry.
- ❖ When all data is entered from Part 1, click on the "Complete Field Experience" button at the bottom of the screen.
- ❖ Part 2 of the rubric will appear. Enter your data and click on "submit".
- ❖ You will be brought back to the Artifacts-Field Experience tab and you will see the field experience listed under the "Completed Field Experiences" section.
- ❖ **If your instructor requires you to submit your field experience through PASS-PORT**, click on the "submit for review" link to the right of the field experience.
 - Select the faculty member to which you are submitting.
- ❖ **If your instructor requires you to submit a hard copy**, click on the "view" link to the right of the field experience.
 - Scroll to the bottom of the window and click on "Print".

❖ Higher Order Thinking Skills Worksheet

Observation Form of: _____ Date of observation: _____

Observe a teacher as he/she teaches an entire lesson. Jot notes in the spaces below.

1. List all (at least 10) questions that the teacher asked during the lesson. **REQUIRED!**

a.

b.

c.

d.

e.

f.

g.

h.

i.

j.

10 QUESTIONS ARE REQUIRED! LISTEN CAREFULLY TO THE LESSON. QUESTIONS MAY BE FROM TEACHER OR STUDENT.

2. Using Bloom's taxonomy, what types of questions did the teacher use?

(Were they mostly simple recall questions or did the teacher ask for higher order thinking questions?) (**Note: Revised Bloom's Taxonomy: Remembering, Understanding, Applying, Analyzing, Evaluating, Creating**) **Explain!**

3. Were the students able to quickly answer the questions or did the teacher use "wait time"? Explain.

Teacher Stimulates and Encourages Higher Order Thinking Skills Observation Rubric – Part 1

Student's Name: _____ Date: _____

Ethnicity Composition: "Guesstimate" through your observation how many students are the following:

- _____ American Indian or Alaskan Native
- _____ Asian or Pacific Islander
- _____ Black, Non Hispanic
- _____ Foreign/Non-Resident Alien
- _____ Hispanic
- _____ White, Non-Hispanic
- _____ Other
- _____ Total Students Observed (not entered in PASS-PORT)

Gender Composition: "Guesstimate" through your observation how many students are the following:

- _____ Male
- _____ Female
- _____ Total (not entered in PASS-PORT- must equal total from "Ethnicity Composition)

Grade Levels

- | | |
|---------------------------------------|--|
| _____ Early Intervention (Birth to 5) | _____ 7 th |
| _____ Pre-K | _____ 8 th |
| _____ Kindergarten | _____ 9 th |
| _____ 1 st | _____ 10 th |
| _____ 2 nd | _____ 11 th |
| _____ 3 rd | _____ 12 th |
| _____ 4 th | _____ Self-Contained Special Education |
| _____ 5 th | _____ College |
| _____ 6 th | _____ Other |

Subjects by hour

- | | | |
|-----------|-----------|---|
| _____ hrs | _____ min | Art/Music |
| _____ hrs | _____ min | Business |
| _____ hrs | _____ min | Foreign Language |
| _____ hrs | _____ min | Health |
| _____ hrs | _____ min | Language Arts |
| _____ hrs | _____ min | Mathematics |
| _____ hrs | _____ min | Physical Education |
| _____ hrs | _____ min | Science |
| _____ hrs | _____ min | Social Studies |
| _____ hrs | _____ min | Special Education |
| _____ hrs | _____ min | Other (This will be the Preparation/Reflection time listed in the requirements) |
| _____ hrs | _____ min | Total (This will match the number listed in the Requirements) |

Diversity: From your observation, check the box if you think any students might be the following:

_____ **Special Education** _____ **504** _____ **Limited English Proficiency**

**Teacher Stimulates and Encourages Higher Order Thinking Skills
Observation Rubric – Part 2**

Student's Name: _____ Date: _____

| | | |
|--|---------------------|-----------------|
| After you click on “Complete This Field Experience”, the following questions will appear in the screen. Follow the directions on screen for completing these questions. | | |
| Instruction Competency Standard 2: Teacher Uses Variety of Instructional Strategies, Questioning Techniques, and Problem Solving Skills | Not Observed | Observed |
| Descriptor 1: Encourages various instructional strategies | | |
| 1. Teacher displays different approaches to learning with different children | | |
| 2. Teacher demonstrates awareness of needs of various learners | | |
| 3. Teacher employs a different strategy when a student does not understand | | |
| | | |
| 4. Teacher accommodates students' questions or interest during lesson | | |
| 5. Teacher gives clear, concise directions | | |
| 6. Students understand what the teacher says | | |
| | | |
| 7. Teacher uses high quality questions incorporating higher order thinking skills | | |
| 8. Teacher allows adequate time for students to respond | | |
| | | |
| Descriptor 3: Adjusts Lesson When Appropriate | | |
| 9. Interaction between teacher and student is continuous throughout the lesson | | |
| 10. Teacher encourages student-to-student interaction around lesson content, when appropriate | | |
| 11. Majority of students participate in lesson | | |
| | | |
| Visual Aids/Technology Observation Rubric – Part 1 | Not Observed | Observed |
| Instruction Competency Standard 2: Teacher Uses Variety of Effective Instructional Strategies | | |
| Descriptor 1: Encourages Various Instructional Strategies | | |

| | | |
|---|--|--|
| 1. Most of the techniques and instructional strategies support the stated instructional objectives | | |
| 2. Students are aware of lesson purpose/objectives | | |
| 3. Students are aware of what they will be doing and why | | |
| 4. Teacher makes connections between the content and other parts of the discipline and other disciplines | | |
| 5. Pedagogical practices reflect current research on best pedagogical practice within the discipline may or may not anticipate student misconceptions | | |
| 6. Students engaged in meaningful learning | | |
| 7. Lesson has a clearly defined structure | | |
| 8. Teacher initiates, develops, and closes lesson with continuity | | |
| 9. Lesson progresses from concrete to abstract, when appropriate | | |
| 10. Lesson links past to present learning | | |
| Descriptor 2: Uses available teaching materials to achieve lesson objective(s) | | |
| 11. All materials and resources support the instructional objective | | |
| 12. Most of the materials and resources engage students in meaningful learning | | |
| 13. Large variety in materials and resources | | |
| Descriptor 3: Adjusts lesson when appropriate | | |
| 14. Makes a minor adjustment to a lesson, and the adjustment occurs smoothly | | |
| 15. Recognizes “teachable moment” and effectively engages in content and resumes lesson | | |
| 16. Routinely checks for understanding within lesson | | |
| Descriptor 4: Integrates Visual Aids/Technology into Instruction | | |
| 17. Visual Aids/Technology are integrated into the lesson to improve the quality of student work or learning | | |

Visual Aids/Technology Integration Worksheet

Name: _____

Date: _____

Observe a teacher as he/she teaches an entire lesson. Jot down notes in the spaces below.

1. What types of visual aids and/or technology (computers, learning software, or other computerized learning material) did the teacher use? Explain.
2. Were the students able to interact with/manipulate the visual aids/technology? Explain how.
3. How did the teacher incorporate the visual aids/technology into the lesson? Explain.
4. Was there a display of student-developed materials? Explain.
6. Were the materials easily accessible to both the teacher and the students? Explain.
7. When could teaching aids/learning materials have been used to make learning this lesson more effective? Explain.

Instruction Competency

Standard 3: Teacher Delivers Lessons to Maximize Student Achievement and to Meet Students' Individual Needs






Descriptor 1: Adjusts Lesson When Appropriate

COMPASS: Complete Framework for Teaching Instrument

Domain 1: Planning and Preparation

1c: Setting Instructional Outcomes







Indicators:

-  Outcomes of a challenging cognitive level
-  Statements of student learning, not student activity
-  Outcomes central to the discipline and related to those in other disciplines
-  Permit assessment of student attainment
-  Differentiated for students of varied ability

Domain 3: Instruction

3c: Engaging Student in Learning

Indicators:

-  Activities aligned with the goals of the lesson
-  Student enthusiasm, interest, thinking, problem-solving, etc
-  Learning tasks that require high level student thinking and are aligned with lesson objectives
-  Students highly motivated to work on all tasks and are persistent even when the tasks are challenging
-  Students actively “working” rather than watching while their teacher “works”
-  Suitable pacing of the lesson; neither dragging nor rushed, with time for closure and student reflection

FEX 5: Teacher Maximizes Student Achievement and Meets Individual Learning Needs

Objective: Identify different types of assessment during the lesson

Requirements: **(Listed Under Subjects by Hour)**

Preparation Time: (Enter the total of the following in SUBJECTS BY HOUR UNDER **(OTHER)**)

Video .50 hour

Website Evaluation: .50 hour

Teacher Delivers Instruction Effectively Worksheet .50 hour

Teacher Delivers Instruction Rubrics 1 & 2 1.0 hour

Teaching Philosophy in Portal II (REQUIRED) 1.50 hours

(TOTAL PREPARATION TIME) 4.0 hours



Field Observation: (Enter the total in SUBJECTS BY HOUR) 2.0 hours

Total Field Experience: 6.0 hours

Introduction:

Effective teachers display the ability to instruct in a manner that the student can learn. This includes proper sequencing of the lessons, utilizing available resources to provide for different learning styles, adjusting of the lesson when needed, implementing technology into classroom learning, and developing the lessons to achieve student success. The goal of the effective teacher is to teach the entire class, not just the few receptive students in the front rows. The teacher may have to alter lessons, incorporate visuals that will provide alternative instructions, and monitor the speed at which instruction is given.

Preparation:

-  Teacher Candidates will view the video **“Pace and Structure in Lesson Planning”**
-  Complete the Web Evaluation regarding **ULL.pass.port**. Also, review the questions regarding Teacher Maximizes Student Achievement and Meets Individual Learning Needs Worksheet and complete the Observation Rubric.

Field Experience:

Schedule a 2 hour classroom observation where you can observe an entire lesson cycle from beginning to end.

Review the Teacher Maximizes Student Achievement and Meets Individual Learning Needs Worksheet, and the Observation Rubric before you arrive for the observation.

Complete the Teacher Maximizes Student Achievement and Meets Individual Learning Needs Field Experience in PASSPORT. A copy of the form is located at the end of this lesson to assist you with collecting the information to enter.

ENTERING FIELD EXPERIENCE INTO PASS-PORT

Log into PASS-PORT. PASS-PORT can be accessed from Current Students, Pass-Port Office, EDFL 106-Resources on the College of Education’s Webpage at education.louisiana.edu.

- ❖ Click on the “Artifacts” tab.
- ❖ Click on the purple “Field” button for Field Experience.
- ❖ You are starting a new field experience, so next to the “OPEN FIELD EXPERIENCES” tab, click on “INITIATE NEW FIELD EXPERIENCE”.
- ❖ Select
 - **EDFL 106: Teacher Maximizes Student Achievement and Meets Individual Needs**
- ❖ A window will open with “Initiate New Field Experience”, “Enter a name for this field experience.” Enter
 - **EDFL 106: Teacher Maximizes Student Achievement and Meets Individual Needs**
- ❖ A window will open with “Initiate New Field Experience”, “choose a date for the experience.” Enter the date you completed the observation and click “select”.
- ❖ A window will open with “Initiate New Field Experience”, “choose the level for this experience”.
 - Select **“Level 1: Observation, one-on-one”**. Click on “Select”.
- ❖ A window will open with “Initiate New Field Experience”, “choose a site for this experience”. Select the site from the drop down list. Click on “Select”
- ❖ A window will open with “Initiate New Field Experience”, “enter the site contact’s name below”. Enter the name of your site contact.
- ❖ A window will open with “Basic Information”. Click on “Edit Basic Info First”.

- ❖ Enter the number of participants and duration of field experience (**number of hours listed in the Requirements for Total Field Experience**). It should match the information in Teacher Maximizes Student Achievement And Meets Individual Needs Rubric, Part 1.
- ❖ The items listed on the Teacher Maximizes Student Achievement and Meets Individual Needs Observation Rubric will appear on the screen. Click on the “Edit” button to the right of each item to enter the data. You **will not** need to enter a journal entry.
- ❖ When all data is entered from Part 1, click on the “Complete Field Experience” button at the bottom of the screen.
- ❖ Part 2 of the rubric will appear. Enter your data and click on “submit”.
- ❖ You will be brought back to the Artifacts-Field Experience tab and you will see the field experience listed under the “Completed Field Experiences” section.
- ❖ **If your instructor requires you to submit your field experience through PASS-PORT**, click on the “submit for review” link to the right of the field experience.
 - Select the faculty member to which you are submitting.
- ❖ **If your instructor requires you to submit a hard copy**, click on the “view” link to the right of the field experience.
 - Scroll to the bottom of the window and click on “Print”.

To track the number of hours you have entered into PASS-PORT for field experience, click on the “Account Info” Tab. Scroll to the bottom of the screen and there will be a summary of your hours.

WEBSITE EVALUATION

NAME OF SITE: **PASS-PORT** (College of Education's web-based assessment system)

URL: **ULL.PASS.PORT**

Date: _____

1=POOR

5=EXCEPTIONAL

PASS-PORT:

Is easy to use. **1 2 3 4 5**

Is flexible and easy to access both on and off campus **1 2 3 4 5**

Helps me complete my course artifact requirements
(FEX and Teaching Philosophy paper) **1 2 3 4 5**

Is relatively easy to learn. **1 2 3 4 5**

Is easy to navigate **1 2 3 4 5**

Is organized **1 2 3 4 5**

Provides ease of viewing evaluations/feedback on
submitted artifacts **1 2 3 4 5**

Provides easy access to PASS-PORT Quick Tips and portal
guides **1 2 3 4 5**

Provides easy submission of required course artifacts **1 2 3 4 5**

**ADDITIONAL COMMENTS REQUIRED! PROVIDE YOUR THOUGHTS
REGARDING PASSPORT USAGE.**

Teacher Maximizes Student Achievement and Meets Individual Needs

1. **Explain** how the teacher provides for individual learner differences and holds high expectations of all students.

○

2. **Explain** how the teacher designs, adapts, and delivers instruction to address students' diverse learning strengths and needs.

○

3. **Explain** how the teacher allows different ways to demonstrate learning, sensitive to multiple experiences and diversity.

Teacher Maximizes Student Achievement and Meets Individual Needs Observation Rubric – Part 1

Student's Name: _____ Date: _____

Ethnicity Composition: "Guesstimate" through your observation how many students are the following:

- _____ American Indian or Alaskan Native
- _____ Asian or Pacific Islander
- _____ Black, Non Hispanic
- _____ Foreign/Non-Resident Alien
- _____ Hispanic
- _____ White, Non-Hispanic
- _____ Other
- _____ Total Students Observed (not entered in PASS-PORT)

Gender Composition: "Guesstimate" through your observation how many students are the following:

- _____ Male
- _____ Female
- _____ Total (not entered in PASS-PORT-must equal total from "Ethnicity Composition")

Grade Levels

- | | | | |
|-------|---------------------------------|-------|----------------------------------|
| _____ | Early Intervention (Birth to 5) | _____ | 7th |
| _____ | Pre-K | _____ | 8th |
| _____ | Kindergarten | _____ | 9th |
| _____ | 1st | _____ | 10th |
| _____ | 2nd | _____ | 11th |
| _____ | 3rd | _____ | 12th |
| _____ | 4th | _____ | Self-Contained Special Education |
| _____ | 5th | _____ | College |
| _____ | 6th | _____ | Other |

Subjects by hour

- | | | | | |
|-------|-----|-------|-----|---|
| _____ | hrs | _____ | min | Art/Music |
| _____ | hrs | _____ | min | Business |
| _____ | hrs | _____ | min | Foreign Language |
| _____ | hrs | _____ | min | Health |
| _____ | hrs | _____ | min | Language Arts |
| _____ | hrs | _____ | min | Mathematics |
| _____ | hrs | _____ | min | Physical Education |
| _____ | hrs | _____ | min | Science |
| _____ | hrs | _____ | min | Social Studies |
| _____ | hrs | _____ | min | Special Education |
| _____ | hrs | _____ | min | Other (This will be the Preparation/Reflection time listed in the requirements) |
| _____ | hrs | _____ | min | Total (This will match the number listed in the Requirements) |

Diversity: From your observation, check the box if you think any students might be the following:

_____ **Special Education** _____ **504** _____ **Limited English Proficiency**

Teacher Maximizes Student Achievement and Meets Individual Learning Needs
Observation Rubric – Part 2 Student’s Name: _____ Date: _____

| | | |
|--|---------------------|-----------------|
| After you click on “Complete This Field Experience”, the following questions will appear in the screen. Follow the directions on screen for completing these questions. | | |
| Instruction Competency | Not Observed | Observed |
| Standard 1: Teacher Provides Instruction to Maximize Student Achievement | | |
| Descriptor 1: Adjusts Lesson When Appropriate | | |
| 1. Most of the techniques and instructional strategies support the stated instructional objectives | | |
| 2. Students are aware of lesson purpose/objectives | | |
| 3. Students are aware of what they will be doing and why | | |
| 4. Teacher makes connections between the content and other parts of the discipline and other disciplines | | |
| 5. Pedagogical practices reflect current research on best pedagogical practice within the discipline may or may not anticipate student misconceptions | | |
| 6. Students engaged in meaningful learning | | |
| 7. Lesson has a clearly defined structure | | |
| 8. Teacher initiates, develops, and closes lesson with continuity | | |
| 9. Lesson progresses from concrete to abstract, when appropriate | | |
| 10. Lesson links past to present learning | | |
| | | |
| 11. All materials and resources support the instructional objective | | |
| 12. Most of the materials and resources engage students in meaningful learning | | |
| 13. Large variety in materials and resources | | |
| | | |
| 14. Makes a minor adjustment to a lesson, and the adjustment occurs smoothly | | |
| 15. Recognizes “teachable moment” and effectively engages in content and resumes lesson | | |
| 16. Routinely checks for understanding within lesson | | |
| | | |
| | | |