

Introduction to Field Based Experience

Please note that all of your training has been carefully planned and designed for two purposes: (1) to help prepare you to be successful on your state certification tests, and (2) to prepare you to be an effective teacher in the classroom. The program components meet the specificity of the *No Child Left Behind* requirements.

According to the federal legislation of *No Child Left Behind*, a district is expected to employ “highly qualified” teachers. According to the U.S. Department of Education, the final regulations specify that teachers pursuing certification through such “alternative routes” must receive high-quality professional development that is sustained, intensive, and classroom focused in order to have a positive and lasting impact on classroom instruction, before and while teaching; participate in a program of intensive supervision that consists of structured guidance and regular ongoing support for teachers or a teacher mentoring program; assume functions as a teacher only for a specified period of time not to exceed three years; and demonstrate satisfactory progress toward full certification by the state.

The Teacher Preparation and Certification Program’s Field-Based Experience Workbook has been written to guide you through your initial phase of pre-assignment training. The purpose of the Field-Based Experience is to help you become aware of the complexities of teaching and provide you with opportunities to observe and interact with students and teachers in a “real” learning environment.

The activities have been designed to prepare you for your own class, the practical experience aspect and to help you identify key concepts that will be presented during the program training developed according to the scientifically based research that you are expected to learn. Your field based experience will include a minimum of thirty clock hours that includes student contact, observing teachers teaching in their classrooms, debriefing with teachers and completing the additional activities related to students, teaching, and learning that are in this section. During these observations you will be gathering data focusing on teacher behaviors, student behaviors, and the learning environment.

We hope that as you complete and reflect on each of these activities, you will strengthen your resolve to teach and deepen your understanding, knowledge and skills of effective teaching.

*** Please submit all paperwork at one time. Do not submit any paperwork until all 31 hours of field experiences are complete.

Who Is Involved

TPCP Specialist:	The personnel of the Region 7 ESC Teacher Preparation and Certification Program
Campus Principal:	The instructional leader, or his/her designee, at the campus where the TPCP candidate is assigned
Cooperating Teacher:	Classroom teacher with whom the candidate will complete 25 of the 30 hours of field-based experience (FBE)
TPCP Candidate:	The Region 7 ESC TPCP candidate

Role of Those Involved

The Role of the Region 7 Teacher Preparation & Certification Program

- Work collaboratively with the school districts to make the field based experience meaningful for the district, the cooperating teacher, and the TPCP candidate
- Provide professional support and guidance
- Collect and evaluate FBE documentation submitted by the TPCP candidate

The Role of the Campus Principal

- Assign a cooperating teacher to the TPCP candidate
- Share any concerns or feedback with the TPCP staff

The Role of the Cooperating Teacher

- Allow the TPCP candidate to experience the classroom and the teaching profession by exposing to and allowing the candidate to participate in activities to include, but not limited to, classroom procedures, lesson delivery, curriculum planning, administrative duties of teachers, and discipline
- Model effective teaching practices and appropriate teacher/student relationships
- Monitor TPCP Candidate
- Sign lesson plans and TPCP forms
- Communicate with TPCP staff any concerns or feedback

The Role of the TPCP Candidate

- Complete the Field-Based Experience assignment
- Demonstrate professional behavior and dress
- Be receptive and grow from the experiences and opportunities

TPCP Candidates

Each candidate will complete a minimum of Sixteen (16) hours of Online Field-Based Experience (FBE) and Fifteen (15) contact hours of Field Based Experience on a Campus. The hours will be a combination of the following:

- **Sixteen(16) online hours of Field Based Experience** – The TPCP candidate will go online to the PACT Academy site and watch a video, take a quiz, and print out the certificate (must make 70% or above to print the certificate) in the following 8 subjects that are listed below:
 1. Effective Classroom Management(Consistency is the Key)
 2. Curriculum Implementation
 3. Making Inclusion Work
 4. Writing to Learn
 5. Teaching with Cultural Competence and Diversity Awareness
 6. Basics of Technology for Teaching & Learning
 7. English Language Learners
 8. Preparing for Principal Observations
- **Fifteen (15) hours of Field Based Experience on Campus** - The TPCP candidate will spend the first **five (5) clock hours** observing an experienced teacher in the classroom. The next **five (5) clock hours** the intern will be involved in teaching planned lessons to small groups or whole class, interacting with classroom students on a teacher/student basis, and performing duties typical of the classroom teacher. The final **five (5) clock hours** will be dedicated to exposing the TPCP candidate to various grade levels and teaching practices. The TPCP candidate will observe in five different classrooms and, if possible, in different grade levels than that of the cooperating teacher. Each of the five observations will be documented on a Feedback Form.
- All thirty (31) contact hours will be documented on the Field-Based Experience Log Sheet. Please **total** the number of hours of observations on the bottom. **Do not round** off your time; it must be accurate. Please turn in all documentation of your Field Based Experience hours together at one time. **Field Based Experience needs to be completed before starting the internship, student teaching, or clinical teaching. Late hires must complete a minimum of 16 hours before entering the classroom as the teacher of record.**

Completing Field-Based Experience

Field-Based Experience (FBE) may be completed at any public school in Texas. We prefer that it be done in Region 7 but this is not a requirement. You will be responsible for making the contact before you visit to set up your FBE. If you will be completing your FBE in a Region 7 school, we will assist with this by making the initial contact and providing you with a contact name and number. Each district has different requirements in getting clearance to spend time in the classroom. Please follow the School District's protocol.

- Call or personally visit the school three to five days in advance to schedule the FBE. Observations are typically scheduled through the principal or assistant principal. Bring a copy of the TPCP acceptance letter to validate the state requirement of 31 hours of FBE.
- Remember that missing an appointment is a reflection of your professionalism, commitment to the program and organizational ability. School officials will be reluctant about rescheduling missed appointments. The impression you make will follow you!
- Remember to dress professionally. Each school is a potential employer.
- Arrive early with materials ready to take notes. Be sure to check in at the front office upon arrival. You may be required to sign in and show a picture ID (driver license). Bring your TPCP acceptance letter with you again and wear your TPCP badge.
- You must observe confidentiality in what you observe and record. Do not record complete student names. Use only first names of students.
- Take thorough notes as you will need them to complete the forms. Do not try to fill in everything on the forms as you are observing. Plan to reflect and do that after observing. Be familiar with what is on the forms prior to going into the classrooms.
- Ask the cooperating teacher to sign the FBE Log prior to leaving the classroom each day.
- Thank the teacher and students for allowing you to visit their classroom. Also, thank the building principal and front office staff before leaving the campus. Most campuses will also require that you sign out when leaving.
- If unexpected circumstances force you to miss a field-based experience appointment, call the school to notify the principal or his/her designee as early as possible.
- All forms must be filled in completely. Incomplete paperwork will be returned for completion and this will slow the process.

Classroom Instructional Strategies:

Collaborative learning is ...

- Students working together in pairs or small groups
- Students sharing ideas

Active learning is ...

- Students actively engaged in such experiences as using manipulatives, working on projects, or taking part in simulations or role play
- Students having choices in the way they learn and demonstrate learning

Integrated learning is ...

- Students involved in meaningful work within a relevant context
- Students engaged in tasks that encourage them to relate concepts and apply skills across content areas
- Students making connections

Differentiated learning is ...

- Students beginning the learning process from where they are
- Students competing against themselves, not other students, as they grow and develop
- Students learning in their learning style as deeply as possible and as quickly as possible

Reflective learning is ...

- Students planning, monitoring, and evaluating their own work
- Students thinking back through how they solved a problem or worked through a task
- Students thinking, talking, and writing about their own ways of working and learning

Bloom's Taxonomy:

Knowledge/Remembering – awareness, recall of information

Comprehension/Understanding – understanding information, translating knowledge into new context, compare, order

Application/Applying – use methods, concepts, theories in new situations, solve problems using skills or knowledge

Analysis/Analyzing – see patterns, recognize hidden meanings

Evaluation/Evaluating – compare and discriminate between ideas, choices based on reason

Synthesis/Creating – use old ideas to create new ones, generalize from given facts in several areas

H.L. Erickson – Structure of Knowledge / Levels of Complexity

Fact – statement of truth

Topic – category of study with a body of related facts to be learned

Concept – an organizing idea, represented by one or two words, common attributes

Generalization – connection/relatedness to two or more concepts

Principle – a form of generalization, but is a truth that holds consistently through time

Theory – a conceptual idea that has yet to be proven

The Lesson Cycle

Teaching can be defined as a constant stream of professional decisions made before, during and after interaction with the student; decisions which, when implemented, increase the probability of learning.

Regardless of who or what is being taught, all teaching decisions fall into three categories:

1. What content to teach
2. What the students will do to learn and demonstrate that learning has occurred
3. What the teacher will do to facilitate the acquisition of that learning

When these professional decisions are made on the basis of sound psychological theory and if these decisions also reflect the teacher's sensitivity to the student and to the situation, learning will be increased. Should errors be made in any of these three decisions, student learning can be impeded. Consequently, it is important for teachers to consciously and deliberately identify the decisions needing to be made in each category and base their decisions on research-validated knowledge. Equally important is the teacher's ability to "read" signals from students and to assess the learning situation so that necessary adjustments will be made (Hunter, 1982).

The first professional decision to be made is the answer to the question, "What will be taught?" While this first decision of teaching is based on content or "the what" of teaching, the second decision is directed to the student behavior that makes learning possible or the student's how of learning. What will the student read, discuss, listen to, observe, or do? There is no one best way to learn, and using a combination of these input behaviors usually is more effective than relying on only one. Another teacher responsibility is to decide the perceivable output which will validate that learning has occurred and that students are ready to move on. If it is perceived that students have not mastered the learning, the teacher must reteach and/or extend practice of the current learning.

The third decision in teaching is directed towards what the teacher will do to increase learning. If the teacher deliberately uses principles of learning that research indicates will accelerate student achievement, the teacher will have power to increase students' motivation to learn. Also

greater increase in the speed and the amount (rate and degree) of learning will be noticed. Student retention and transfer knowledge requiring creativity and problem solving will be enhanced (Hunter, 1982). The Lesson Cycle is one model or way of teaching that research indicates will accelerate student achievement. The Lesson Cycle is a process by which the teacher selects assessments, activities, strategies, and materials that are appropriate for the learner to master the objective.

Reference: Hunter, Madeline. (1982) *Master Teaching*. El Segundo, CA: TIP Publications. Lesson Design

Teaching Procedures

Motivation – Create anticipation and enthusiasm for the lesson to be taught by gaining student attention in an unusual or creative manner. This may be done with a simple question, a picture, riddle, puzzle to solve, a real object to view and describe, an audio or video clip, etc. These provide students with a “setting” for the lesson and create a desire to be involved in learning something new.

Exploration/Demonstration/Explanation of Concepts – The lesson concepts may be modeled by the teacher through an explanation that incorporates demonstration through the use of technology, experiments, or the manipulation of objects. This may be followed by student opportunity to explore hands-on materials as a way of discovering concepts and skills or reinforcing those already learned. In this section, include a sequential list and elaboration of all the teaching activities (a variety) that you plan for initiating an understanding of the concepts or skills.

Guided Individual or Cooperative Involvement – Activities for student involvement may be provided to reinforce the concepts that have been demonstrated by the teacher. Through the activities, the students may practice the skills and concept acquisition. Students may work as individuals or in small cooperative groups as it is appropriate to the activity. The activities may include experiments, games, worksheets, discussion questions, research, etc. The teacher monitors the participation as an initial form of evaluation of student understanding. Based on the evaluation the teacher can determine the need for re-teaching for individuals, groups, or the whole class.

Closure – Draw the lesson to a close by guiding the students to summarize what has been experienced and learned during the lesson. The closure should reflect the initial objectives of the lesson.

Follow Through Activities – Independent or Cooperative - When the students have completed the guided practice portion of the lesson, they may be given an assignment to be completed in class or for homework that will provide practice, reinforcement and a basis for evaluation. The assignment may be completed as individuals, pairs, or small groups in a cooperative effort.

Assessment of Student Achievement - At this point in the lesson the teacher may provide an activity or an instrument for assessing whether or not the students have met the lesson objectives.

Assessment may be accomplished through observation, the creation of projects, pencil-paper tests, oral discussion, art project, etc.

The students should also be guided to participate in self-assessment to determine their level of concept attainment or improvement in skill acquisition. Such assessment can enhance intrinsic motivation for learning.

Reflective Evaluation of Lesson - As the lesson closes it is beneficial for the students and the teacher to reflect upon the lesson format and content with regard to its level of difficulty, enjoyment, time management, and the interpersonal relationships that affected the lesson positively or negatively. Questions such as these might be asked: What went well with the lesson? What didn't go well? What could be done differently next time?

Enrichment and Extension - It is important to continually extend the learning. Students should not learn a lesson just to learn it for the time being, but should be enriched by the lesson. Offer extension lessons and enrichment activities as much as possible.

More information regarding questioning, structure of knowledge and lesson planning will be provided in the session: TAC Curriculum #3A – Curriculum Development and Lesson Planning

Lesson plan templates found below.

Field-Based Experience Checklist

All field-based experience activities and documentation must be submitted to the Teacher Preparation and Certification Program in its entirety. Please attach this checklist as the cover sheet with all documentation. You must place a ✓ on each activity as you complete. Be sure to sign and date this form before submitting.

- Cooperating Teacher Interview
- Campus Study
- TAPR Profile Printout (This goes with the Campus Study)
- Campus Report Card Printout (This goes with the Campus Study)
- Log Sheet
- Feedback Forms – You must have 6 of these. (One for each teacher observed.)
- Lesson Plan Format – You must have at least 2 of these.
- Self-Evaluation – You must have at least two of these to go with the lesson plans.
- Online Field Based Experience – You must turn in all 8 certificates from the online courses in the PACT Academy.
- Final Reflection

Emergency Procedures:

Signal for fire drill: _____

Your responsibilities: _____

Pathway out of school: _____

Alternate pathway if first is blocked: _____

Normal first aid procedures for minor accidents: _____

Procedures in event of serious accident: Person to contact: _____

How: _____ Location in school: _____

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Behavior Management Procedures:

Describe the campus behavior management plan. _____

How are students informed of the plan? _____

Are rules posted? If so, where? _____

Describe the classroom behavior management plan. _____

Describe the steps taken if misbehavior cannot be dealt with in the classroom. _____

How do you handle restroom requests during class time? (Passes, permission, allowed to go anytime, etc.)

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Where did you receive your teacher training? _____

How long have you taught? _____ On this campus? _____

What experiences or coursework best prepared you for teaching? _____

What was your first year of teaching like? _____

What are the biggest challenges facing teachers today? _____

What characteristics are most important to being a successful teacher? _____

What special programs does the school offer for students in your classroom? _____

What is the dress code for teachers on this campus? _____

How do you communicate your expectations to parents? _____

How do you keep students motivated and on task? _____

How do you handle homework? _____

What about late work? Is there a late work policy? _____

How is work handled for students who have been absent? _____

How are lesson plans written and submitted? _____

Do you use TEKS Resource System? How? _____

What advice, preferences and/or expectations would you offer me as I begin my teaching career?



Field-Based Experience Campus Study

Candidate Name: _____ Date: _____

Name of School: _____ District: _____

School Address: _____

Objective: The candidate will become familiar with the community in which the school is located.

Complete each section based on the observations you make while visiting the school setting and the community in which the school is located.

1. Take a drive through the school community you are observing in and describe the neighborhood. The environment of the community has a great influence on students.
 - Types of housing (apartments, single family homes, mobile home parks, etc.)
 - Types of businesses (industrial complexes, small stores, cleaners, grocery stores, etc.)
 - Socio-economic level (low income, middle income, upper income)
 - Community Centers (YMCA, Boys and Girls Club, public parks, religious organizations, etc.)
 - Public libraries
 - Community Service agencies (Women and Infant Children, Goodwill Industries, Salvation Army, Red Cross, United Way, etc.)
2. Ask the teacher if the school has any community partnerships. If so, how do they provide assistance to the school and the students?
3. Upon entering the school's office, how were you greeted by the office staff? What are your observations?

4. When walking through the school did you find:
- Warm and friendly climate?
 - Majority of students involved in learning?
 - Parents volunteering in the school?
 - Hallways decorated with student work?
 - Facilities clean and orderly?

5. Examine the School Report Card of the campus online. Using the following website <http://ritter.tea.state.tx.us/perfreport/src/2014/campus.srch.html> look for the profile of the campus being observed and complete the following questions. (This is using data from the 2013-2014 school year.)

Attach a printout of this TAPR information you used for this report behind this page.

How did the campus perform on the Performance Index?

Index 1 – Student Achievement:

Target Score? _____ Campus Score? _____ Difference (+/-) _____

Index 2 – Student Progress:

Target Score? _____ Campus Score? _____ Difference (+/-) _____

Index 3 – Closing Performance Gap:

Target Score? _____ Campus Score? _____ Difference (+/-) _____

Index 4 – Postsecondary Readiness:

Target Score? _____ Campus Score? _____ Difference (+/-) _____

What is the campus accountability rating?

_____ Met Standard

_____ Improvement Required

_____ Not Rated

_____ Met Alternative Standard

Examine the school and student information:

<u>Attendance Rate (previous year)</u>	<u>Campus</u>	<u>District</u>	<u>State</u>
	_____	_____	_____
<u>Ethnic Distribution</u>	<u>Campus</u>	<u>District</u>	<u>State</u>
African American	_____	_____	_____
Hispanic	_____	_____	_____
White	_____	_____	_____
Asian	_____	_____	_____
Pacific Islander	_____	_____	_____
Two or More Races	_____	_____	_____
<u>Enrollment by Student Group</u>	<u>Campus</u>	<u>District</u>	<u>State</u>
Economically Disadvantaged	_____	_____	_____
English Language Learners	_____	_____	_____
Special Education	_____	_____	_____
<u>Mobility Rate (previous year)</u>	<u>Campus</u>	<u>District</u>	<u>State</u>
	_____	_____	_____
<u>Class Size Averages by Grade/Subj</u>	<u>Campus</u>	<u>District</u>	<u>State</u>
Grade/Subject:	_____	_____	_____
Grade/Subject:	_____	_____	_____
Grade/Subject:	_____	_____	_____
Grade/Subject:	_____	_____	_____
Grade/Subject:	_____	_____	_____
Grade/Subject:	_____	_____	_____
Grade/Subject:	_____	_____	_____

Examine the School Financial Information (previous year):

6. Examine the TAPR of the campus online. Using the following website <http://ritter.tea.state.tx.us/perfreport/tapr/2014/index.html> look for the profile of the campus being observed and complete the following questions. (This is using data from the 2013-2014 school year.)

Campus Distinction Designations:

Examine the Staff Information:

<u>Staff</u>	<u>Campus</u>	<u>District</u>	<u>State</u>
Total Staff	_____	_____	_____
Professional Staff:			
Teachers	_____	_____	_____
Professional Support	_____	_____	_____
Campus Administration	_____	_____	_____
Educational Aides	_____	_____	_____
Total Minority Staff	_____	_____	_____

<u>Ethnic Distribution</u>	<u>Campus</u>	<u>District</u>	<u>State</u>
African American	_____	_____	_____
Hispanic	_____	_____	_____
White	_____	_____	_____
Asian	_____	_____	_____
Pacific Islander	_____	_____	_____
Two or More Races	_____	_____	_____

<u>Teachers by years of experience</u>	<u>Campus</u>	<u>District</u>	<u>State</u>
Beginning Teacher	_____	_____	_____
1-5 years experience	_____	_____	_____
6-10 years experience	_____	_____	_____
11-20 years experience	_____	_____	_____
Over 20 years experience	_____	_____	_____
Number of students per teacher	_____	_____	_____



Field-Based Experience Feedback Form

Candidate Name: _____ Date: _____

Subject: _____ Time Begin/End: _____

Observed Teacher's Signature: _____

Field-Based Experience is designed to provide you with an opportunity to see and experience a teacher's day. While instructional time may be limited to five hours per day, our expectation is that you are present for an entire day including conference period, lunch, and other duties assigned to the teacher. Your responses to the following questions should be based on your experience with the teacher you were with.

Physical Environment

1. Describe the physical environment of the classroom by answering the following questions using Yes or No:

1. Does the teacher utilize a regular seating pattern? _____
2. Can everyone see the visual aids? (board, overhead, etc.)? _____
3. Does the flow of student traffic support a safe, secure learning environment? _____
4. Can the teacher see everyone? _____
5. Are bulletin boards updated? _____
6. Are there displays of student work? _____
7. Are classroom rules/procedures displayed? _____
8. Are materials organized and available? _____
9. Are emergency procedures posted in the classroom? _____

2. Draw a sketch of the classroom. Note the arrangement of the door, boards, teacher desk, student desks, computer area, etc... (If more space is needed, use a separate piece of paper.) You may also use photographs with the teacher's permission.

3. What surprised you about the room arrangement?

4. Describe the tone or feel of the room and the environment that has been created. Is there humor, compassion, energy?

5. Which of the following best describes the classroom setting observed?

- Laboratory (Science/Math/Health settings in a Lab room)
- Cooperative Learning Grouping (Students in groups of 2-6 actively involved)
- Learning Centers (Areas for small group or independent learning)
- Whole Group Instruction (whole class instruction directed by the teacher)

Classroom Management, Procedures, Routines

6. What procedures/routines did the teacher use to promote smooth operation of the class as students **entered** the classroom?

7. What is the students' **first task** upon entering the classroom? How does the teacher ensure a smooth transition **between** activities?

8. Describe the procedures/routines established to promote a smooth transition from whole group instruction to the lab/centers/small group activities.

9. Explain how the teacher assists the students to maintain focus on the assigned task.

10. Explain, in detail, how the teacher redirects/stops inappropriate or disruptive behavior. Which techniques were most effective? Which techniques were least effective? Why?

11. Which management and discipline techniques might you want to incorporate into your classroom?

12. Which ones might you want to avoid in your classroom? Why?

13. List at least five (5) questions asked by the teacher. Compare these to levels of higher order thinking skills. What level(s) is the teacher asking students to achieve? **Write the level by each listed question.**

14. Identify the parts of the lesson cycle that you witnessed during this observation. Place a ✓ if observed, N/A if not observed.)

_____ Anticipatory Set

_____ Instructional Input/Modeling/Direct Teach

_____ Independent Practice

_____ Guided Practice

_____ Enrichment Activities

_____ Closure

15. How did the teacher encourage slow or reluctant students?

16. What did students do when they finished the lesson/assignment?

17. In the space below, reflect upon the lesson as a whole. Were there things that you observed that impressed you? Would you incorporate some of this in your classroom? How would you do things differently?



TPCP Lesson Plan

Name: _____ Date Taught: _____

Subject: _____ Class Period: _____

Learning Objective(s):

TEKS:

Materials:

Teaching Procedure:

1. Motivation/Anticipatory Set:

2. Prior Learning:

3. Statement of Objective:

4. Purpose (statement/question)

5. Instructional Steps: (also include sample higher level questions, guided practice, independent practice, etc.)

Closure:

1. Review:

2. Future Learning:

Lesson Extension and/or Modifications

Assessment of Learning

Lesson Plan Format

Name: _____ Date Taught: _____

Subject: _____ Class Period: _____

Learning Objective(s): Write in specific terms. State what you want students to know or be able to do by the end of the lesson.

TEKS: List the TEKS that are covered by the lesson. (Not just the numbers.)

Materials: List all materials that will be needed for the lesson. Be sure materials are ready ahead of time. *Examples:* textbook, reference materials, technology, art, music, lab equipment.

Teaching Procedure:

1. *Motivation/Anticipatory Set:* Use pictures, brainstorming, real objects, thought-provoking questions, riddles, poems, books, games, personal experiences, experiments, role play, etc. to FOCUS student on what is to be learned.
2. *Prior Learning:* Tie the lesson to learning that may have taken place earlier this year or in a prior year.
3. *Statement of Objective:* State clearly the lesson objective; relate to prior learning.
4. *Purpose (statement/question) Give a purpose* – (Tell students why it is important to learn this and how it will help them in the future.)
5. *Instructional Steps:* (also include sample higher level questions, guided practice, independent practice, etc.)
 - A. Present new information and relate it to current student experiences.
 - B. Model examples of the new skills and demonstrate to the student exactly what they are to do (include visuals whenever possible)
 - C. Recap important points often.
 - D. Question throughout to check for understanding.
 - E. Include sample questions; remember to include higher level/critical thinking questions.
 - F. Write everything you will do, and in general, everything you will say.
 - G. Involve the students throughout the lesson.
 - H. Include *guided* (completed with the teacher's assistance) and *independent* (without teachers' assistance) activities that reinforce the lesson objective. (Label these with GP and/or IP.)
 - I. Monitor student responses to assess students' needs.

Closure:

1. *Review:*
 - Recap the main points by referring back to the objective.
 - Keep closure student-centered (What did you learn today? Why did you learn it? How will it help you?)
2. *Future Learning:*
 - Ask questions that will give you feedback on student mastery of the lesson objective?
 - Relate to future learning

Lesson Extension and/or Modifications:

- Provide extension activities for those who have mastered the objective.
- Provide remediation for those who did not master the objective.
- Address students identified as G/T, 504, Sp. Ed., etc.

Assessment of Learning:

- Ask yourself, "How will I measure to see if learning has occurred?" This may be accomplished through observation of specific work habits, worksheets, group projects, tests, oral discussions, illustrations, etc.

5E Lesson Plan Format

Teacher:

Date:

Subject/Course/Grade level:

Class Period:

Lesson Objective(s): Write in specific terms. State what you want students to know or be able to do by the end of the lesson.

TEKS/SEs: List the TEKS/SEs covered by the lesson. (Not just the numbers.)

Materials: List all materials that will be needed for the lesson. Be sure materials are ready ahead of time. Examples: reference materials, technology, lab equipment, manipulatives, handouts, textbooks, art, music.

ENGAGEMENT

- Describe how the teacher will capture students' interest.
- What kind of questions should the students ask themselves after the engagement?

EXPLORATION

- Describe what hands-on/minds-on activities students will be doing.
- List "big idea" conceptual questions the teacher will use to encourage and/or focus students' exploration

EXPLANATION

- Student explanations should precede introduction of terms or explanations by the teacher. What questions or techniques will the teacher use to help students connect their exploration to the concept under examination?
- List higher order thinking questions which teachers will use to solicit *student* explanations and help them to justify their explanations.

ELABORATION

- Describe how students will develop a more sophisticated understanding of the concept.
- What vocabulary will be introduced and how will it connect to students' observations?
- How is this knowledge applied in our daily lives?

EVALUATION

- How will students demonstrate that they have achieved the lesson objective?
- This should be embedded throughout the lesson as well as at the end of the lesson

Differentiation strategies to meet diverse learner needs: Describe any modifications for students identified as 504, Sp. Ed., G/T, etc.

5E Lesson Plan Template:

Teacher:

Date:

Subject/Course/Grade level:

Class Period:

Lesson Objective(s):

TEKS/SEs:

Materials:

ENGAGEMENT

EXPLORATION

EXPLANATION

ELABORATION

EVALUATION

Differentiation strategies to meet diverse learner needs



Field-Based Experience Self- Evaluation

Candidate Name _____ **Date** _____

Professionals improve their teaching and student learning through consistent and meaningful reflection. Following the implementation of your lesson, reflect on the following:

1. Was my planning sufficient?
2. What happened to promote the objective(s)?
3. What might have gotten in the way of the objective(s)?
4. What student behaviors told me that the students met the objective(s)?
5. Did parts of the lesson work for some students and not for others? Why?
6. What were some unexpected occurrences?
7. What were the strong parts of the lesson?



Field-Based Experience Final Reflection

“Reflection is what allows us to learn from our experiences; it is an assessment of where we have been and where we want to go next.”

Directions – Using the following questions, submit a one-two page double spaced typewritten reflection discussing the impact of the Field-Based Experience on your beliefs about teaching and learning.

How have your perceptions about the roles and responsibilities of a teacher changed after observing and participating in classrooms?

What have you learned about lesson planning, classroom management, student motivation, etc... that you will bring into your own classroom?

In what ways do you feel ready to begin your teaching experience?

What areas do you feel will be challenges?