**EDUC 376-380 –Course Assignments - detailed**

## Field Experience

You will be required to complete a total of 30 hours in a school setting – 15 hours in high school and 15 hours in a middle school – with a teacher in your content area. You will work with a colleague from this class and make all your site visits together. During the first seven weeks you will be in a high school setting. During the remaining weeks you will be in a middle school setting. You and your partner will work with the same teacher but will focus on two different groups of students (example – 1st period students and 2nd period students). Your field experiences will include observing and teaching. It is expected that you will visit the schools each week for a five week period with three hours dedicated to each visit.

At the school

Week 1 – observe – use ***Classroom Teacher – Field Experience Form*** (one for each class you observe); speak to teacher about teaching a lesson in session 3 and videotaping the lesson; determine permissions needed

Week 2 – observe – use ***Classroom Teacher – Field Experience Form***  (one for each class you observe)  
 Speak with teacher about teaching a part of a lesson (about 20 minutes) for week 3; determine   
 how you will get your plan to the teacher ahead of time

Week 3 – teach a lesson; observe your partner’s lesson using an observation form; make arrangements   
 to teach another mini lesson in week 4 or 5

Week 4 – teach a lesson and/or observe teacher; observe partner’s lesson

Week 5 - teach a lesson and/or observe teacher; observe partner’s lesson; thank you to students and teacher

With your PLC partner

Weeks 1 & 8 – review your notes and your partner’s notes regarding your observation; compare impressions; write up the lesson from the week using our format; include in red any ideas you think should be part of the lesson to make it even better

Weeks 2 & 9 - review your notes and your partner’s notes regarding your observation; compare impressions; write up the lesson from the week using our format; include in red any ideas you think should be part of the lesson to make it even better

Weeks 3 & 10 – review your own videotaped lesson; discuss with your partner what you see as strengths and weaknesses; write up the lesson from the week using our format; include in red any ideas you think should be part of the lesson to make it even better

Weeks 4 & 12 – review your own videotaped lesson; discuss with your partner what you see as strengths and weaknesses; write up the lesson from the week using our format; include in red any ideas you think should be part of the lesson to make it even better

Weeks 5 & 13 – complete your unit plan including suggested resources from your own research; select at least three plans you will include as part of the unit; make revisions based on your learning.  
Select one of the lessons you will teach our class. Practice teaching the lesson. Exhibit your class procedures that you would incorporate and the design of the classroom as a part of your lesson.

Between Weeks 1-Week 6 and again between Weeks 8-12 – arrange to observe one of the professors at MC for a full class period. Use the ***Faculty Observation Form*** to gather your data. (Each of you should gather your own data for the same class.) Share your data and your reaction to the data with your PLC partner. What did you learn?

With your PLC Group

During Weeks 1-6 and again during weeks 8-14, you will meet with your whole PLC group at least twice in each time period. During each of those time periods you will select and/or volunteer to review the videotaped lessons from your teaching. You should see a total of four videotaped lessons – two in each grouping. While watching you will use the Student Teacher Observation Form to gather your data. After watching the lesson you will share your reactions to the lesson making commendations and recommendations.

As part of your meetings you will have the opportunity to learn and apply new ideas in teaching and learning. You will share readings and research you have reviewed, you will study lesson plans and delivery, you will assess student learning, and you will share data from your experiences. With your PLC you will make decisions based on your research, implement suggested strategies, and support each other in the learning process. The goal for all PLCs is:

…more learning for more students in more ways more of the time…

As professionals you will keep your PLC folder with all meeting minutes, shared resources, and copies of your observations of the videotaped lessons.

## Weekly Reflections

*An empowered teacher is a reflective decision maker who finds joy in learning and in investigating the teaching/learning process—one who views learning as construction and teaching as a facilitating process to enhance and enrich development.*

—Fosnot (1989, p. xi)

Each week you will write a one page reflection on your experience and the learning from that experience. You will select one topic each week (ex. a classroom observation, an article you read, a strategy you tried, a plan you developed…). You will briefly describe the experience and then explain your reaction to this experience: what worked; what you would do again; what you would do differently; what you still need to know; how you will get help, etc. Use specific evidence.

You will use this format:

Your name Your class number

Date Content Specialty

Topic:

Reflection:

The reflections must be double spaced, using an 11-12 point font, with a one inch margin around the page. All conventions of Standard English must be followed (*Standards for English Language Arts K-12 – p. 68*) and the writing must demonstrate college level writing as described in *College and Career Readiness Anchor Standards for Writing*, Standards 1-9.

Reflection assignments will be brought to class each Monday.

If your reflection is on an observed or delivered lesson, here are some general questions you may want to consider:

**Lesson objectives**

• Did the students understand what we did in the lesson?

• Was what we did too easy or too difficult?

• What problems did the students have (if any)?

• Was there a clear outcome for the students?

• What did they learn or practice in the lesson? Was it useful for them?

**Activities and materials**

• What different materials and activities did we use?

• Did the materials and activities keep the students interested?

• Could I have done any parts of the lesson differently?

**Students**

• Were all the students on task (i.e. doing what they were supposed to be doing)?

• If not, when was that and why did it happen?

• Which parts of the lesson did the students seem to enjoy most? And least?

• How much English did the students use?

**Classroom management**

• Did activities last the right length of time?

• Was the pace of the lesson right?

• Did I use whole class work, group work, pair work or individual work?

• What did I use it for? Did it work?

• Did the students understand what to do in the lesson?

• Were my instructions clear?

• Did I provide opportunities for all the students to participate?

• Was I aware of how all of the students were progressing?

**Overall**

If I taught the lesson again, what would I do differently?

(from *BBC | British Council Think. Writing a teaching diary – Page 1*)

# Lesson Plan Format

In writing your year long, unit, and learning experience plans, you will use the following format:

## Year Long Plan

**Subject**: **Grade Level**:

|  |  |  |
| --- | --- | --- |
| **Description of the Course** |  | |
| **Student Outcomes** |  | |
| **Major Assessments** |  | |
| **Major Resources** |  | |
| **Units** |  | **Time Line:** |

## Unit Plan

Subject Grade level:

Unit:

**Content Standards**:

**Literacy Standards**

| **Student Outcomes**:  Students will: | | **Assessments** | |
| --- | --- | --- | --- |
|  | |  | |
| **Timeline** | **Strategies/Activities** | | **Resources** |
| **Integration with other subjects** | | | |
| **Real World Experience/Field Experience** | | | |

## Learning Experience Plan

Subject: Grade level:

Unit: Day/periods:

Topic:

Content Standards:

Literacy Standards:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Learning Experience Outcomes**  Students will: | | | **Learning Experience Assessments** | |
| **Differentiation** | | | | |
| **Approaching** | | **On-level** | | **Beyond** |
| **Curriculum Integration** | | | | |
| **Materials/Resources** | **Procedures/Strategies** | | | |
|  | **Day 1**  Sponge Activity (activity that will be done as students enter the room to get them into the mindset of the concept to be learned)  Anticipatory Set (focus question/s that will be used to get students thinking about the day’s lesson)  Activating Prior Knowledge (what information will be shared with/among students to connect to prior knowledge/experience)  Direct Instruction (input, modeling, check for understanding)  Guided Practice (how students will demonstrate their grasp of new learning)  Closure (action/statement by teacher designed to bring lesson presentation to an appropriate close)  Independent Practice (what students will do to reinforce learning of the lesson) | | | |