Field Experience Information  **Log into The Teaching Channel First**
The Teaching Channel  Then click on the links below

| Week | Field Experience | Hours in field | Name of Video | School Information/Teacher Info | Student Signature of completion |
|------|------------------|----------------|---------------|--------------------------------|--------------------------------|
| 4 | A | 1 | No Series: Solving Problems Using Collaborative Math Talks<br><br>https://learn.teachingchannel.com/video/solving-problems-using-collaborative-math-talks<br><br>**Connection to Text -**<br>http://www.ascd.org/ascd-express/vol13/1322-soumeillan.aspx<br><br>Elementary and Middle School Mathematics Teaching Developmentally - John A. Van De Walle | Lakeridge Elementary School<br>7400 South 115th St<br>Seattle WA 98178<br>Population: 417 | |
| 7 | B | 1 | No Series: Mental Math: Complete Lesson<br><br>https://learn.teachingchannel.com/video/mental-math-complete-lesson<br><br>**Connection to Text -**<br>http://www.ascd.org/publications/educational-leadership/nov07/vol65/num03/Nine-Ways-to-Catch-Kids-Up.aspx<br><br>Elementary and Middle School Mathematics Teaching Developmentally - John A. Van De Walle | **TEACHER**<br>Jen Saul | |

| Week | Field Experience | Hours in field | Name of Video | School Information/Teacher Info | Student signature of completion |
|---|---|---|---|---|---|
| 10 | C | 1 | No Series: Learning Centers and Math: Complete Lesson<br><br>https://learn.teachingchannel.com/video/third-grade-science-lesson-part-1<br>**Connection to Text -**<br>http://www.ascd.org/publications/educational-leadership/feb12/vol69/num05/Math-Groups-That-Make-Sense.aspx<br>Elementary and Middle School Mathematics Teaching Developmentally - John A. Van De Walle | **SCHOOL DETAILS**<br>Stroudsburg Intermediate Elementary School<br>2000 Chipperfield Drive<br>Stroudsburg PA 18360<br>Population: 813<br>**TEACHER**<br>Tiffany Maronpot | |
| 13 | D | 1 | Series Math Routines with Kristin Gray: Fourth Grade: Dot Image Math Routine: Fourth Grade<br>https://learn.teachingchannel.com/video/dot-image-lesson-4th-grade<br>**Connection to Text -**<br>http://www.ascd.org/ascd-express/vol15/num07/how-did-you-solve-it-metacognition-in-mathematics.aspx<br>Elementary and Middle School Mathematics Teaching Developmentally - John A. Van De Walle | **SCHOOL DETAILS**<br>Shields (Richard A.) Elementary School<br>910 Shields Avenue<br>Lewes DE 19958<br>Population: 723<br>**TEACHERS**<br>Kristin Gray | |
| 16 | E | 1 | No Series: A Passion for Fractions: Complete Lesson<br><br>https://learn.teachingchannel.com/video/a-passion-for-fractions-complete-lesson<br>**Connection to Text-**<br>http://www.ascd.org/ASCD/pdf/journals/ed_lead/el_199204_winograd.pdf<br> Elementary and Middle School Mathematics Teaching Developmentally - John A. Van De Walle | **SCHOOL DETAILS**<br>Pathways Elementary School<br>2100 Airport Road<br>Ormond Beach FL 32174<br>Population: 802<br>**TEACHERS**<br>Becky Pittard | |

**Expectations for Reflections:**

For each field experience you will be watching the video looking for evidence from TTESS which will be the lens you are observing through.

| Observation | Focused Dimensions for the Observe part of RtOP |
|---|---|
| A |  |

**Domain 2: Instruction**

| | | Accomplished - 4 | Proficient - 3 | Developing - 2 | Improvement Needed -1 |
|---|---|---|---|---|---|
| **2.1** **Achieving Expectations** The teacher supports all learners in their pursuit of high levels of academic and social-emotional success. | | **The Teacher** <br>• Provides opportunities for students to establish high academic and social-emotional expectations for themselves. <br>• Persists with the lesson until there is evidence that most students demonstrate mastery of the objective. <br>• Anticipates student mistakes and encourages students to avoid common learning pitfalls. <br>• Establishes systems where students take initiative of their own learning and self-monitor. | **The Teacher** <br>• Sets academic expectations that challenge all students. <br>• Persists with the lesson until there is evidence that most students demonstrate mastery of the objective. <br>• Addresses student mistakes and follows through to ensure student mastery. <br>• Provides students opportunities to take initiative of their own learning. | **The Teacher** <br>• Sets academic expectations that challenge most students. <br>• Persists with the lesson until there is evidence that some students demonstrate mastery of the objective. <br>• Sometimes addresses student mistakes. <br>• Sometimes provides opportunities for students to take initiative of their own learning. | **The Teacher** <br>• Sets expectations that challenge few students. <br>• Concludes the lesson even though there is evidence that few students demonstrate mastery of the objective. <br>• Allows student mistakes to go unaddressed or confronts student errors in a way that discourages further effort. <br>• Rarely provides opportunities for students to take initiative of their own learning. |

B

| | Accomplished - 4 | Proficient - 3 | Developing - 2 | Improvement Needed -1 |
|---|---|---|---|---|
| **2.2**<br><br>**Content Knowledge and Expertise**<br><br>The teacher uses content and pedagogical | **The Teacher**<br><br>● Conveys a depth of content knowledge that allows for differentiated explanations.<br>● Integrates learning objectives with other disciplines and real world experiences.<br>● Anticipates possible student misunderstandings and proactively develops teaching | **The Teacher**<br><br>● Conveys accurate content knowledge in multiple contexts.<br>● Integrates learning objectives with other disciplines<br>● Anticipates possible student misunderstandings.<br>● Provides opportunities for students to use different types | **The Teacher**<br><br>● Conveys accurate content knowledge.<br>● Sometimes integrates learning objectives with other disciplines.<br>● Sometimes anticipates possible student misunderstandings.<br>● Sometimes provides opportunities for students to use different types of thinking (e.g., | **The Teacher**<br><br>● Conveys inaccurate content knowledge that leads to student confusion.<br>● Rarely integrates learning objectives with other disciplines.<br>● Does not anticipate possible student misunderstandings.<br>● Provides few opportunities for |
| expertise to design and execute lessons aligned with state standards, related content and student needs. | techniques to mitigate concerns.<br>● Regularly provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research based).<br>● Sequences instruction that allows students to understand how the lesson fits within the structure of the discipline and the state standards.<br>● Frequently draws on students' background knowledge to make connections to lesson and content | of thinking (e.g., analytical, practical, creative and research-based).<br>● Accurately reflects how the lesson fits within the structure of the discipline and the state standards.<br>● Draws on students' background knowledge to make connections to lesson and content | analytical, practical, creative and research-based).<br>● Rarely draws on students' background knowledge to make connections to lesson and content | students to use different types of thinking (e.g., analytical, practical, creative and research-based).<br>● Does not draw on students' background knowledge or make connections to content |

C

| | | Accomplished - 4 | Proficient - 3 | Developing - 2 | Improvement Needed -1 |
|---|---|---|---|---|---|
| **2.3**<br><br>**Communication**<br><br>The teacher clearly and accurately communicates to support persistence, deeper learning and effective effort. | | **The Teacher**<br><br>● Establishes classroom practices that encourage all students to communicate effectively, including the use of visual tools and technology, with the teacher and their peers<br>● Anticipates possible student misunderstandings and proactively develops techniques to address obstacles to learning.<br>● Provides explanations that are clear and coherent and uses verbal and written communication that is clear and correct.<br>● Asks questions at the creative, evaluative and/or analysis levels that focus on the objective of the lesson and provoke thought and discussion.<br>● Skillfully uses probing questions to clarify, elaborate and extend learning.<br>● Provides wait time when questioning students. | **The Teacher**<br><br>● Establishes classroom practices that provide opportunities for most students to communicate effectively with the teacher and their peers.<br><br>● Recognizes student misunderstandings and responds with an array of teaching techniques to clarify concepts.<br>● Provides explanations that are clear and uses verbal and written communication that is clear and correct.<br>● Asks remember, understand and apply level questions that focus on the objective of the lesson and provoke discussion.<br>● Uses probing questions to clarify and elaborate learning. | **The Teacher**<br><br>● Leads lessons with some opportunity for dialogue, clarification or elaboration.<br>● Recognizes student misunderstandings but has a limited ability to respond.<br><br>● Uses verbal and written communication that is generally clear with minor errors of grammar.<br>● Asks remember and understand level questions that focus on the objective of the lesson but do little to amplify discussion. | **The Teacher**<br><br>● Directs lessons with little opportunity for dialogue, clarification or elaboration.<br>● Is sometimes unaware of or unresponsive to student misunderstandings.<br>● Uses verbal communication that is characterized by inaccurate grammar; written communication that has inaccurate spelling, grammar, punctuation or structure.<br>● Rarely asks questions, or asks questions that do not amplify discussion or align to the objective of the lesson. |

| D | | Accomplished - 4 | Proficient - 3 | Developing - 2 | Improvement Needed -1 |
|---|---|---|---|---|---|
| | **2.4**<br><br>**Differentiation**<br><br>The teacher differentiates instruction, aligning methods and techniques to diverse student needs. | The Teacher<br><br>• Adapts lessons to address individual needs of all students.<br>• Regularly monitors the quality of student participation and performance.<br>• Regularly provides differentiated instructional methods and content to ensure students have the opportunity to master what is being taught.<br>• Proactively minimizes student confusion or disengagement by addressing learning and/or social/ emotional needs of all students. | The Teacher<br><br>• Adapts lessons to address individual needs of all students.<br>• Regularly monitors the quality of student participation and performance.<br>• Provides differentiated instructional methods and content to ensure students have the opportunity to master what is being taught.<br>• Recognizes when students become confused or disengaged and responds to student learning or social/emotional needs. | The Teacher<br><br>• Adapts lessons to address some student needs.<br>• Sometimes monitors the quality of student participation and performance.<br>• Sometimes provides differentiated instructional methods and content.<br>• Sometimes recognizes when students become confused or disengaged and minimally responds to student learning or social/emotional needs. | The Teacher<br><br>• Provides one-size-fits-all lessons without meaningful differentiation. •<br>• Rarely monitors the quality of student participation and performance.<br>• Rarely provides differentiated instructional methods and content.<br>• Does not recognize when students become confused or disengaged, or does not respond appropriately to student learning or social/ emotional needs. |
| E | | Accomplished - 4 | Proficient - 3 | Developing - 2 | Improvement Needed -1 |
| | **2.5**<br><br>**Monitor and Adjust**<br><br>The teacher formally and informally collects, analyzes and uses student progress data and makes needed lesson adjustments. | The Teacher<br><br>• Utilizes input from students in order to monitor and adjust instruction, activities and pacing to respond to differences in student needs.<br>• Adjusts instruction and activities to maintain student engagement.<br>• Continually checks for understanding through purposeful questioning and academic feedback. | The Teacher<br><br>• Consistently invites input from students in order to monitor and adjust instruction and activities.<br>• Adjusts instruction and activities to maintain student engagement.<br>• Monitors student behavior and responses for engagement and understanding. | The Teacher<br><br>• Sometimes utilizes input from students in order to monitor and adjust instruction and activities.<br>• Adjusts some instruction within a limited range.<br>• Sees student behavior but misses some signs of disengagement.<br>• Is aware of most student responses but misses some clues of misunderstanding. | The Teacher<br><br>• Rarely utilizes input from students in order to monitor and adjust instruction and activities.<br>• Persists with instruction or activities that do not engage students.<br>• Generally does not link student behavior and responses with student engagement and understanding.<br>• Makes no attempts to engage students who appear disengaged or disinterested. |

**Connections to Standards, Text and Self**
**Response to Observation/Practice (RtOP)**

To help you synthesize your observations during the semester you will be required to submit "Response to Observation/Practice" (RtOP) reflections. A calendar window will be provided to guide your observations as well as outline when to submit your RtOP reflections. There are 4 necessary components for each of your RtOP reflections.

1. First, **OBSERVE**

There are a series of observation lenses that you will be provided that assist you in looking at classroom practice in a purposeful way. When you observe, you will collect data by using each tool to help you make sense of what you are seeing, what it means and questions that may emerge for you. For each observation you will be looking at a dimension in Domain 2 from TTESS (see above chart). Additionally, this process will help you with the CONNECT to Standard, Text and Self portion of the RtOP written below.

2. Second, **CONNECT to Standard**

In a written response, you will synthesize all 5 of your observations by connecting the experience to one of the *All Levels Professional Development Standards:*

- **Standard I**: The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.
- **Standard II**: The teacher creates a classroom environment of respect and rapport that foster a positive climate for learning, equity and excellence.
- **Standard III**: The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback.
- **Standard IV**: The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

For each RtOP, create the heading: "Connect to Standard," and in this section you will need to examine the standards and select one to discuss in light of your observation/practice. How does the standard speak to what you observed, saw or did? Be specific and give a detailed discussion that thoroughly demonstrates your understanding of the standard you selected. Keep in mind that you are expected to use all 4 standards at least once over the course of the semester; however, there is not a particular order you must go in—just make sure you address each of them thoroughly.

3. Third, **CONNECT to Text**

Under the heading: "Connect to Text" and in this section you will connect your experience to one or more of the course readings. How do the readings speak to what you are observing or doing? What are the contradictions and/or challenges? How do the readings help you understand what you are observing, doing and/or thinking about? Make sure you properly cite your response in APA or MLA style. No excuses about APA or MLA formatting.
See http://owl.english.purdue.edu/ for an excellent resource.

4. Fourth, **CONNECT to Self**

Finally, for each RtOP, under the heading: "Connect to Self," you are expected to connect what you have observed to yourself. What are you learning about yourself? What are you learning about teaching elementary school? How does this awareness inform your notion of teaching and learning at the elementary level—that is, what it appears to be and what it can be?

So, to recap, each RtOP should have the following components with appropriate section headings:
- Connection to TTESS (Observe)
- Connection to Standard
- Connection to Text
- Connection to Self

Name:_____          Field Experience:  A B C D E

Observe - Based on the video you watched how would you rate the teacher?  Analyze the rubric and describe the evidence you found in the video to place the teacher at Needs improvement, Developing, Proficient or Accomplished.

Connect to Standard- As you were analyzing the video which Professional Standard did you connect to?  What specific evidence supports your choice?

Connection to Text - According to any chapter you have read in our course textbook or the article that was provided for each video you will answer the following question:  How do the readings speak to what you are observing or doing? How do the readings help you understand what you are observing, doing and/or thinking about?

Connection to Self -What are you learning about yourself? What are you learning about teaching school? How does this awareness inform your notion of teaching and learning at the elementary level?

Citation of Sources