All Alternative Certification Programs (ACP) will ensure that participants complete the State Board for Educator’s Certification (SBEC) requirements for Interns to have 30 face-to-face observation/field experience hours BEFORE entering into the classroom as the “Teacher-of-Record.” All participants in a school setting will need to complete the district’s application for Criminal Background Checks.

In order to satisfy SBEC’s requirements in a relatively short period of time, we are going to require that you observe 16 hours BEFORE EDTC 3000 starts in January and submit your report on the first day of class. You will be responsible for arranging the observations and field service opportunities according to your schedule. The other 14 hours will be scheduled through the program during EDTC 3000, corresponding with class assignments.

The main objectives for field experience are to:
• ensure that you want to work in a public school setting;
• allow you to observe good teachers in action;
• work directly with students to gain experience;
• network within school districts to find your niche.

There are a number of ways to satisfy this requirement: you can observe 16 hours in schools, tutor through our program, or tutor/volunteer through Partners In Education. Regardless of the program, you must provide authorization for a Criminal Background Check before entering any classroom.

An additional way to see great teachers in action is to use no more than 15/30 hours with video observations, a separate attachment. However, working directly with students is the best field experience!

Tutors with Vision- An ACC initiative paring tutors with Tier 3 students at select schools once a week for an hour or more. You can access the program through APIE.

Observing in Austin area schools- You will be responsible for contacting either teachers you know or from the attached list of ACC alums who have graciously invited ACC interns into their classroom.

Substituting – If you substitute for local schools, you can use your conference period for observing teachers.

APIE: Several volunteer opportunities are available at schools not covered by Tutors with Vision. Access the programs through APIE at http://www.austinpartners.org/volunteers/volunteer_center.shtml

Other tutoring opportunities- we will advise as they come available.
Required Fall Field Experience Information

Where You Will Observe/Tutor/Volunteer (You will be provided a list of ACC teachers in the area, Partners in Education, Tutors with Vision, personal choices.)

- All new cohort teachers will observe at grade level/s EC-12, with most hours spent at EC-6 and 4-8.
- If you are substituting or working for a school district, you can observe without CTCP staff assistance by asking the campus principal or person in charge of substitutes if you can observe during your conference period.
- The ACC office will supply you with the observation pamphlet. You can download additional packets from the website.

Turning in Requests and Taking Time Off from Work—Mondays and Fridays are not the best days to observe, or right before a school holiday. If you are working, request your days off as soon as possible.

Requirements with Suggestions

- The minimum requirement includes 16 hours of observations/interaction with students of different teachers in your subject area and grade level at least two different campuses.
- Go to the campus websites before you observe to read the teacher's website, to find the name of the campus principal and secretary, and a map to the school.
- Study the Field Experience guides and rubrics ahead of time and make copies for use. Use the best protocol for the appropriate class. Eg: Rubric #3 requires timing and sitting in one place to observe three different students. Rubric #7 requires tutoring a child, one-on-one or observing a tutoring session. Try to use all of the rubrics if possible.

On the Day of Your Field Experience

- Classes might be 45 to 90 minutes long. Consider travel time; arrive early; go to the main office to sign in; get a visitor’s badge; meet the teacher and be seated; dress professionally; and, if possible, take time before you leave to meet the principal who might hire you later.
- Keep in mind that you are not a participant in the class; you are a passive observer. You will take notes and complete the attached rubric/s. Be sure to thank the teacher and secretary as you leave.

After the Field Experience

- Reflect on your experience and complete the rubrics. Turn in your observation packet with completed rubrics by the first day of EDTC 3000 for full credit.
Observation # 1: Classic Observation

In this observation you should introduce yourself to the Texas classroom. You should take notes on the Teacher and classroom occupants: count the number of students (boys and girls) and note how they are arranged. Pay attention to

- lesson topic
- teacher’s actions
- students’ behaviors

Teacher: ___________________________

Observation start time: ____________________  end time: _____________________

Things I saw the teacher do:

Things I saw the students do:

Things I saw happen that I wondered about:

Things I saw happen that I thought were a really good idea:

Things I saw happen that I think that I would never do:
Guide #2: Analyzing a Lesson Sequence

All successful lessons follow a particular order. This lesson sequence is designed to structure the student’s learning so as to maximize the student’s ability to internalize the new information. Most lessons begin with an introduction to the topic and a review of what the student already knows (prior knowledge). Then the teacher might present new information to the students. The teacher may teach the concepts directly to the students. Then teacher might also have the students interact with the new concepts by requiring them to participate in the various group or individual activities. Finally, at the end of the lesson, the teacher brings the lesson to a close and reviews what has been learned.

In most cases, the teachers structure the classroom experiences around the specific learning objectives that they want the student to understand. Probably the most common model for lesson plan used by teachers is the Madeline Hunter Model. Hunter identified seven elements that make a successful lesson.

- **Anticipatory Set.** The teacher introduces the lesson and gains the attention of the students. The teacher might have students brainstorm their understanding about the lesson. The teacher might also give a class demonstration, such as a science teaching showing how two pieces of plastic stick together when wet to discuss water properties. The anticipatory set gets the students thinking about the concepts of the lesson.

- **Objective and purpose.** The teacher informs the students of what is expected of them from the lesson. The teacher can have the objectives written on the board and review them.

- **Input.** Basically, in the Hunter model, this refers to the process of teaching the new concepts. This can occur in various forms (lecture, discussion, interacting with media, etc.).

- **Modeling.** The teacher may provide examples, illustrations, diagrams or samples of the information presented. (Depending on the concept, teachers might not always have a model of the concept.)

- **Checking for Understanding.** Throughout the lesson, the teacher questions students to see if they understand the material presented.

- **Guided Practice.** Here the students work through an activity with the teacher’s help (as in “Let’s do this math problem together.”) or within a group activity setting (“In your groups, analyze this math situation and come up with a solution.”).

- **Independent Practice.** Students are asked to work through an activity or task by themselves. Sometimes independent practice occurs as homework.
**Guide #2: Analyzing a Lesson Sequence**

Teacher Observed: _______________________________________

# of hours completed: 

## Lesson Plan Sequencing

<table>
<thead>
<tr>
<th>Teacher behavior</th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Captures students’ attention</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Clearly states or presents lesson objectives</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Relates new material to what had been learned previously</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Models the concepts by providing examples, illustrations, samples, etc.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Presents new concepts or information to students.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Checks to see if students understand new information</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Engages students in using the new information</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Brings closure to the lesson by reviewing concepts</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

Which of the following activities did the teacher use in the lesson? (Place a check mark by each.)

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct teach (lecture)</td>
<td>Classroom discussion</td>
<td></td>
</tr>
<tr>
<td>Questioned students</td>
<td>Independent seat work</td>
<td></td>
</tr>
<tr>
<td>Provided and explained a visual schema or used other visual aid</td>
<td>Cooperative/Group activity</td>
<td></td>
</tr>
<tr>
<td>Whole class activity/guided activity</td>
<td>Used quiz, test, or other assessment</td>
<td></td>
</tr>
</tbody>
</table>

What were the objectives of the lesson?

How did the teacher accomplish the objectives of the lesson?

In what ways were the students expected to demonstrate their mastery of the new concept/s?
Guide #3: Classroom Management

Managing the classroom and student behavior allows the teacher to effectively teach. However, inexperienced observers find it difficult to see the work the teacher has put into the management system. This is partly because much of the work occurs at the beginning of the classroom and is ingrained in establishing a culture for learning.

Classroom Management incorporates different things: room arrangement, procedures and routines, discipline system, and classroom climate. A well-managed classroom will be one in which the students are engaged in learning, actively participate in the lesson, and demonstrate productive and positive behaviors. The teacher of this classroom uses all time appropriate, has high expectations of the students, is consistent and clear with learning and behavior expectations, and carefully plans and organizes the lesson and activities to maximize student learning.

Room Arrangement: The arrangement of the classroom reveals a lot about the teacher’s personality and expectations. The way in which the chairs and desks are arranged can indicate what type of activity might be taking place for that lesson. Furthermore, a well-organized teacher might have areas for in-boxes, activity centers, and information. The walls might have posted due dates for assignments or a school calendar or schedule of upcoming events. A well-thought out arrangement can help to facilitate learning and easy transitions of classroom activities.

Procedures and Routines: Procedures describe a certain way in which things are done in the classroom. If students are expected to enter the room every class period and write down the homework in their personal calendars, this procedure would become a routine. A routine is a procedure that students complete every day. Examples of procedure and routines include: how a student enters the room, how a student gets attention of the teacher, how a student leaves the room, and how student who is absent gets caught up.

Discipline System: A discipline system usually describes the way in which the teacher handles behavior (or misbehavior) in the classroom. Many times the discipline plan is created at the campus level; however, teachers always have a lot of control over their classroom situations. The discipline system might include: the rules, the punishments, and rewards. Many times the discipline system is posted on the wall of the classroom.

Classroom Climate: A successful teacher always creates a positive classroom climate. The environment is one that supports learning. The teacher and the students generally have a good rapport with each other. In addition, students are encouraged to engage in positive interaction with each other.

As you observe a teacher, complete the Observation Guide #3 rubric.
Guide #3: Classroom Management

Teacher Observed: _______________________________________

# of hours completed: ___

Classroom Management

<table>
<thead>
<tr>
<th>Teacher behavior</th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Posts positive information on the walls (posters, student work, etc.)</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Uses materials effectively (overhead, handouts, etc.)</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Engages students with learning</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Makes appropriate use of the class time</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Establishes procedures for entering the classroom</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Reinforces appropriate behavior</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Posts rules and discipline system</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Monitors student behavior and understanding</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Manages classroom distractions</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Establishes procedures for leaving the classroom</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Arranges rooms appropriately</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

Which of the following activities did the teacher use in the lesson?  
(Place a check mark by each.)

<table>
<thead>
<tr>
<th>Direct teach (lecture)</th>
<th>Classroom discussion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Questioned students</td>
<td>Independent seat work</td>
</tr>
<tr>
<td>Provided and explained a visual schema or used other visual aid</td>
<td>Cooperative/Group activity</td>
</tr>
<tr>
<td>Whole class activity/guided activity</td>
<td>Used quiz, test, or other assessment</td>
</tr>
</tbody>
</table>

What procedures did you observe in this teacher’s class?
**Guide #4: Student Engagement and Time on Task**

A successful classroom is one in which students are engaged. Being engaged means that the students participate with the lesson, pay attention, and attend to the task or activity they are assigned. Master teachers motivate students to be involved by redirecting behavior, planning interesting and unique activities, having high expectations for behavior and performance, and encouraging students. Master teachers effectively monitor the level of activity for both the whole room and each student. Many educator researchers believe that they can measure engagement based on how often the student is on-task, or doing the expected activity.

The purpose of this observation is to analyze the degree of on-task behavior for different students in the classroom. During this observation, you will be asked to choose three random students to observe. Each student should be sitting in a different part of the room (one student in the front, middle, and back). As the teacher teaches the lesson, you will record the level participate for these three students in five minute intervals.

The following behaviors can be considered indicators that the student is on-task:
- Watching the teacher explain a concept
- Writing notes
- Participating in a discussion, sing-along, etc.
- Following along with the teacher in a text or activity
- Completing an assigned activity
- Asking for clarification from teacher or peer

The following behaviors can be considered indicators that the student is off-task:
- Daydreaming
- Distracting others
- Talking with peers not related to task
- Not completing assigned task
- Not following along with teacher

Use the Observation rubric #4 designed to assist you in taking notes about on-task behavior of the three students you have chosen. As you record notes, note strategies the teacher uses to keep students engaged.
Guide #4: Student Engagement and Time on Task

Teacher Observed: _______________________________________

In the chart below, mark down if the selected student demonstrated on-task (P) or off-task (O) behaviors. You might also note any student behaviors that grab your attention. Finally, reflect on the actions taken by the teacher to redirect the student or encourage the student to stay on-task.

<table>
<thead>
<tr>
<th>Min</th>
<th>Student 1</th>
<th>Student 2</th>
<th>Student 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>25</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>30</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Which of the following activities did the teacher use in the lesson?

(Place a check mark by each.)

<table>
<thead>
<tr>
<th>Direct teach (lecture)</th>
<th>Classroom discussion</th>
</tr>
</thead>
<tbody>
<tr>
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<td>Independent seat work</td>
</tr>
<tr>
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<td>Cooperative/Group activity</td>
</tr>
<tr>
<td>Whole class activity/guided activity</td>
<td>Used quiz, test, or other assessment</td>
</tr>
</tbody>
</table>

What actions taken by the teacher encouraged students to stay on-task?

What types of things do you believe caused most off-task behaviors that you observed?

Was there a difference in on-task behavior among each student? If so, why do you there was? If not, why not?
Guide #5: Clear Communication and Effective Transitions

Being able to communicate effectively and clearly to students is perhaps the most important skill a teacher possesses. Master teachers make communication appear easy; however, the observer should not forget the years of experience and solid preparation that goes into every lesson.

Communicating effectively usually incorporates the following teacher behaviors:
• Teaches at a pace appropriate to the topic and students
• Teaches step-by-step
• Explains things simply, that is, gives explanations students understand
• Tries to find out if students don’t understand
• Stays with the topic until students understand
• Repeats things students don’t understand
• Describes work to be done and how to do it
• Asks if students if they know what to do and how to do it
• Explains things, then shows by examples

The way a teacher communicates directions for each activity establishes the expectations for the performance allows students to flow into the activity. The movement from one type of activity to another is called a transition.

Making a successful transition requires the teacher to completely stop the previous activity, gain the students attention, explain the directions for the next activity, and check for understanding. A teacher’s lesson can be constructed of various activities (warm-up/sponge activity, mini-lesson/lecture, dependent work, independent work, or group work). A successful transition moves the student from activity to activity in the most efficient and seamless manner.

As you observe a teacher, complete the Observation Guide Rubric #5.

Additional notes:
Guide #5: Clear Communication and Effective Transitions

Teacher Observed: _______________________________________

Clear Communication and Effective Transitions

<table>
<thead>
<tr>
<th>Teacher behavior</th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presents verbal information in a clear, fluent, and motivational manner</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Uses effective verbal, nonverbal, and written communication (i.e., voice, grammar, penmanship)</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Provides appropriate and timely feedback</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Uses methods, materials, manipulatives, and visual aids effectively and creatively</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Presents accurate and adequate content at developmentally appropriate levels (i.e., not teaching physics to 3rd graders)</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Organizes time and sequences activities effectively</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Initiates activity with clear directions and expectations</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Brings an activity to a close</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Uses a procedure to gain students attention at the end of the activity</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

Which of the following activities did the teacher use in the lesson?  
(Place a check mark by each.)

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<th>Direct teach (lecture)</th>
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<td>Whole class activity/guided activity</td>
<td>Used quiz, test, or other assessment</td>
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</table>

Notes:
Guide #6: Tutoring Notes and Reflections

When you tutor a student, particularly the first time, be sure to prepare and reflect.

Date of tutoring: ________________________________
School: ______________________________ Teacher: ______________________________
Grade level/subject: ______________________________
boy: __________  girl: ____________ Tutoring Topic: ________________________________

| What did the student work on? | a. subject (ex: math): _____________  
|                             | b. specific concern (ex: fractions): ________________________________ |
| What precisely is the student’s difficulty that needed tutorial assistance? |
| What specifically did you do to tutor? |
| How did the student respond to you personally? | Response:  
| Why (theorize):  
| How did the student respond to what you did/said? | Responses:  
| Why (theorize):  
| What did you do/say that worked really well? |
| What did you do/say that you would not do/say again? |
Guide #6: Tutoring Notes and Reflections, cont.

What did you do/say that you would not do/say again?

What would you avoid doing or saying again?

When you finished working with the student, did he understand the material? If yes, what accounts for it? If now, why not?

Did you encounter any student behavior problems? What were they? What did you do? How did that work out?

Did anything unusual, puzzling or surprising occur? What? What did you do?

Submit all observations and rubrics to ACC EDTC 3000 Instructor. See first sheet for dates.
Guide #7 Reflections

Teacher Observed: _______________________________________

Analysis of Effective Teachers

As you complete your observations, consider the characteristics of effective teachers and describe the characteristics you have observed.

1. Organized:

2. Consistent:

3. Engaging:

4. Effective:

What did I observe about student engagement? What did I learn about how a classroom runs? What have I learned about how to keep students on-task? What teacher actions kept students engaged? What do I believe caused most off-task behavior? In what ways were the students expected to demonstrate their mastery of the new concept/s?
Guide #8: Reflections

Teacher Observed: _______________________________________

Analysis of Effective Teachers

As you complete your observations, consider the characteristics of effective teachers and describe the characteristics you have observed.

1. Organized:

2. Consistent:

3. Engaging:

4. Effective:

What did I observe about student engagement? What did I learn about how a classroom runs? What have I learned about how to keep students on-task? What teacher actions kept students engaged? What do I believe caused most off-task behavior? In what ways were the students expected to demonstrate their mastery of the new concept/s?
Guide #9: Reflections

Teacher Observed: ____________________________________________

Analysis of Effective Teachers

As you complete your observations, consider the characteristics of effective teachers and describe the characteristics you have observed.

1. Organized:

2. Consistent:

3. Engaging:

4. Effective:

What did I observe about student engagement? What did I learn about how a classroom runs? What have I learned about how to keep students on-task? What teacher actions kept students engaged? What do I believe caused most off-task behavior? In what ways were the students expected to demonstrate their mastery of the new concept/s?