



Spring Field Experiences due March 23, 2010

Observing/tutoring/volunteering in local schools is a component of your teacher certification training. Schools have agreed to your interaction with students and teachers. This is a requirement by the State Board for Educator Certification as well as the Austin Community College Center for Teacher Certification requirements.

For each experience: (1) review the Principles of Learning (pp. 4-6) and TxBESS domains 1-4 (p. 3) before observing; (2) check all boxes that apply on the Walkthrough and forms labeled by number for each observation [1-6], and after leaving the classroom, reflect on what you observed and write a brief essay covering all observations (1-2 pages).

When you complete the observation assignment, give the completed worksheets and your essay for credit **to your instructor**. Please write legibly; the forms may be shared with the school district.

Student name _____

EDTC 3000—Pedagogy and Professional Responsibilities

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**“I know that I have made a difference in at least one child’s life,
and that is all I ever wanted to do.” Isabel Wheatley**

The TxBESS Framework and Clusters

The Texas Beginning Educator Support System (TxBESS) was developed by the State Board for Educator Certification (SBEC) to address the rising attrition rate of new teachers in the public schools. Reports by the Comptroller's Office of the State of Texas revealed that the loss of new teachers has detrimental effects on the quality of education and the costs to the schools. It has been determined that a systematic support system based on mentoring can support the new teacher in becoming a life-long educator. The heart of this process is the trained mentor and scientifically-based curriculum.

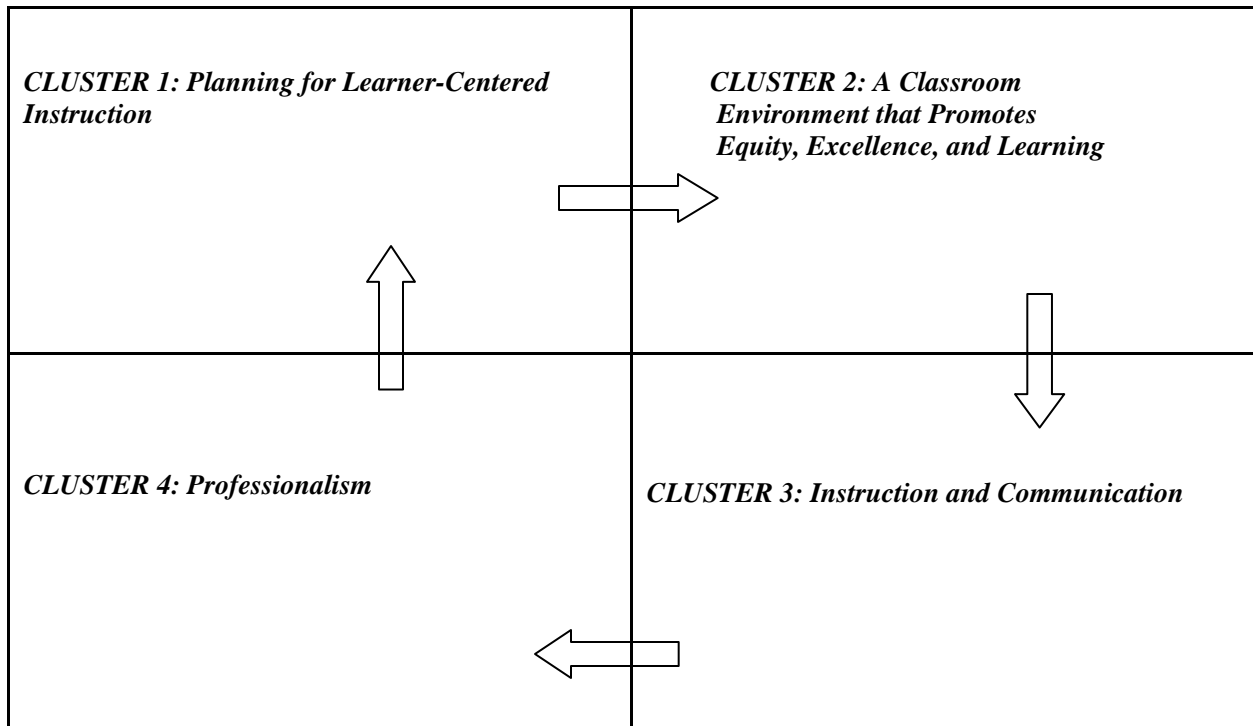
The TxBESS framework contains four clusters for performance that can be used to discuss the development of the teacher.

Cluster 1: Planning for Learner-centered Instruction

Cluster 2: A Classroom Environment that Promotes Equity, Excellence, and Learning

Cluster 3: Instruction and Communication


Cluster 4: Professionalism



ACC participants will observe/facilitate in area schools using the Principles of Learning. Arrive 15 minutes early to check into the office and introduce yourself to the teacher. Please thank the teacher and campus staff for the opportunity to observe.


Organize for Effort

An effort-based school replaces the assumption that aptitude determines what and how much students learn with the assumption that sustained and directed effort can yield high achievement for all students. Everything is organized to evoke and support this effort. High minimum standards are set, and all students' curriculum is geared to these standards. Some students will need extra time and expert instruction to meet these expectations. Providing time and expertise helps send the message that effort is expected and that tough problems yield to sustained work.

 **Example:** Classroom is organized for maximum teacher facilitation (classroom diagram included). Materials are arranged and organized for student use. Final student work is displayed on the wall and reflects authentic criteria. Authentic student work supports high level expectations (examples). All materials for the lesson are on the table and ready for student use. Criteria charts demonstrate quality of work in each academic area (examples). Criteria charts are clear and easy for students and public to read and understand. Students work on independent levels with teacher facilitation as needed. Teacher applies positive and constructive comments as needed to motivate and inspire student learning.

Clear Expectations


If teachers expect all students to learn at high levels, then they need to define what they expect students to learn. These expectations need to be clear- to school professionals, to parents, to the community, and, above all, to the students themselves. With visible accomplishment targets to aim toward at each stage of learning, students can participate in evaluating their own work and setting goals for their own effort.

 **Example:** Objectives and criteria are aligned to district and state curriculum standards (example). Objectives and criteria change as needed to facilitate maximum

student outcome (example). Students demonstrate understanding as they proceed through the lesson. Teacher facilitates and redirects off task students as needed (examples). Anecdotal notes on individual students' actions, conversations, and body language. Students are continually directed as to product level expectations. Students demonstrate learning and understanding by peer interactions.

Recognition of Accomplishment


Clear recognition of authentic accomplishments is a hallmark of an effort-based school. This recognition can take the form of celebrations of work that meets standards or intermediate expectations. It can also be tied to opportunity to participate in events that matter to students and their families. Progress points should be articulated so that, regardless of their entering abilities, all students meet real accomplishment criteria often enough to be recognized frequently.

 **Example:** Anecdotal student chart of question and answer validations (example: "Why do we need a period at the end of this statement? That's right Johnny, it completes a thought...Excellent, any other thoughts?"). Wait time "ticking" is included on student chart. Teacher questioning and feedback is conducted on a high level of understanding (example: The teacher asked why Maria was wearing a green coat. Synthesis response: the coat was green because it was Maria's favorite coat and that she wanted to look especially good on the first day of school). Students are engaged in cultural dialogue validating each culture represented in the classroom. Parents are invited to participate in cultural exchange with sound literature reading.

Field Service Expectations using Principles of Learning©

Fair and Credible Evaluations

Long-term effort by students calls for assessment practices that students find fair. Most importantly, tests, exams, and classroom assessments must be aligned to the standards and the curriculum being studied. Fair assessment also means using tests and exams that are graded against absolute standards rather than on a curve, so students can clearly see the results of their learning efforts.

 **Example:** Standards and rubrics are posted in the classroom and discussed with the students. Students work with portfolios that contain the standards and rubrics. Students are able to describe what it is they are trying to learn through discussions with peers and with adults. Students are able to show examples of their work and describe the criteria they are trying to meet. Students engage in peer conferences in which clear criteria are used to evaluate and revise work. Students engage in teacher conferences in which clear criteria are used to evaluate and revise work. Students select work for portfolio on explicit criteria. Students demonstrate the ability to know when they have and have not met the intermediate expectations and standards.

Academic Rigor in a Thinking Curriculum


Thinking and problem-solving will be the “new basics” of the 21st century, but the common idea that teachers can teach thinking without a solid foundation of knowledge must be abandoned as should the idea that teaching knowledge without engaging students in thinking. Knowledge and thinking must be intimately joined. This implies a curriculum organized around major concepts in each discipline that students are expected to know deeply. Teaching must engage students in active reasoning about those concepts. In every subject and at every grade level the curriculum must commit to a knowledge core, demand higher level thinking, and actively use knowledge.

 **Example:** Students are able to extend and

apply their knowledge base to other situations or make connections to other areas of the curriculum. Work is displayed for family and community to see. Students are able to explain to family and community their work and the criteria for judging it. Students are able to explain how their learning can be used and applied to their lives. Students use rational strategies to present arguments and draw conclusions.

Accountable Talk

Talking with others about ideas and work is fundamental to learning. But not all talk sustains learning or creates intelligence. For classroom talk to promote learning, it must have certain characteristics that make it accountable. Accountable talk seriously responds to and further develops what others in the group have said. It puts forth and demands knowledge that is accurate and relevant to the issues under discussion. Accountable talk uses evidence in ways appropriate to the discipline; for example, proofs in mathematics, data from investigations in science, textual details in literature, and documentary sources in history. Finally, it also shows established norms of reasoning. Accountable talk sharpens students’ thinking by reinforcing their ability to use knowledge appropriately. As such, it helps develop the skills and the habits of mind that constitute intelligence-in-practice. Teachers can intentionally create the norms and skills of accountable talking in their classrooms.

 **Example:** Student talk is directly related to the content being studied. A high amount of talk is conducted by and among students. Students engage in instructional discussions, whole class discussions, small group work, peer and student-teacher conferences, presentations, and interviews. The teacher models appropriate forms of discussion, questioning, probing, and leading conversations.

Field Experience Expectations using Principles of Learning©

Socializing Intelligence

Intelligent habits of mind are learned through the daily expectations placed on the learner. By calling on students to use the skills of intelligent thinking and accountable talk and by holding them responsible for doing so, educators can “teach” intelligence. This is what teachers normally do with students they expect much from; it should be standard practice with all students.

Example: Students are able to rationalize answers. They are able to allow others to speak and use the new information agree or disagree or to connect to previous ideas.

Students’ body language/eye contact shows engagement. Student and teacher talk is related to issues not participants. Students are able to re-voice, summarize, paraphrase each others arguments and make every effort to understand one another.

Learning as Apprenticeship





For many centuries, most people learned by working alongside an expert who modeled skilled practice and guided novices as they created authentic products of performances. This kind of apprenticeship learning allowed learners to acquire the complex interdisciplinary knowledge, practical abilities, and appropriate forms of social behavior that went with high levels of skilled performance. Learners were motivated to do the hard work that was involved by the value placed on their products by people who bought objects, attended performances, or requested that important community work be done. Much of the power of apprenticeship learning can be brought into schooling through appropriate use of extended projects and presentations, and by organizing learning environments so that complex thinking and production are modeled and analyzed.

Example: Assignments in lesson include extended project work in which original work and revisions are modeled after expected standards. Students are challenged to construct

explanations and justify arguments and reflect on learning processes and strategies. Products include individual assessment forms from learning styles and strengths. Emphasis is placed on independent individualized student strengths.

Data Collection

An observer can determine what makes a successful classroom through using different data collection techniques. These techniques include:

-  taking time-on-task notes
-  tracking the time of the activities of the class
-  mapping the movement of the teacher
-  conducting mini-case studies of how students interact with the lesson by taking anecdotal notes on two or three students

A teacher who employs the principles of learning will have a class in which students demonstrate a high volume of on-task and engaged behavior. The activities in the classroom will be varied and seem to flow with minimal time for transitions. The teacher will also move about the room serving as a facilitator rather than an imparter of student learning. Finally, students will respond actively to the planned activities. Rubrics for these data collection procedures are provided.

Source: Principles of Learning from the University of Pittsburg, © 2004

Walkthrough # 1

of hours completed:

Check each item that you observe during the visit:

Classroom had...

- ___ clearly stated/posted objective/criteria for lesson [Organize for Effort]
- ___ an arrangement suited to activity with materials readily available [Organize for Effort]
- ___ posted classroom rules and safety procedures [Organize for Effort]
- ___ evidence of established routines/procedures with strategies supporting reflective learning [Organize for Effort]

Teacher was ...

- ___ effectively using instructional time [Clear Expectations]
- ___ helping individual students [Clear Expectations]
- ___ facilitating class [Clear Expectations]
- ___ managing student behavior [Clear Expectations]
- ___ positive and respectful in communicating and giving feedback [Organize for Effort; Clear Expectations]
- ___ modeling the task/s [Accountable Talk]
- ___ recognizing student accomplishment [Recognition of Accomplishment]
- ___ connecting the lesson to real-life situations [Academic Rigor in a Thinking Curriculum]
- ___ questioning students for knowledge, comprehension, application, analysis, synthesis, evaluation [Recognition of Accomplishment; Academic Rigor in a Thinking Curriculum]
- ___ providing students fair and credible evaluations [Fair and Credible Evaluations]
- ___ using rubrics/graphic organizers/other [Fair and Credible Evaluations]
- ___ using a lesson that incorporates multiple learning styles [Learning as Apprenticeship]

Students were ...

- ___ actively listening/watching/participating [Accountable Talk]
- ___ actively participate in classroom talk; elaborate and build on other's ideas [Accountable Talk]
- ___ working in cooperative groups [Socializing Intelligence; Accountable Talk]
- ___ involved in self-directed learning [Organize for Effort]
- ___ involved in a creative work product [Academic Rigor in a Thinking Curriculum]
- ___ solving problems and making decisions [Academic Rigor in a Thinking Curriculum]

Comments:

Teacher _____ **Observer** _____

Campus _____ **Date** _____

Walkthrough # 3

of hours completed:

Check each item that you observe during the visit:

Classroom had...

- ___ clearly stated/posted objective/criteria for lesson [Organize for Effort]
- ___ an arrangement suited to activity with materials readily available [Organize for Effort]
- ___ posted classroom rules and safety procedures [Organize for Effort]
- ___ evidence of established routines/procedures with strategies supporting reflective learning [Organize for Effort]

Teacher was ...

- ___ effectively using instructional time [Clear Expectations]
- ___ helping individual students [Clear Expectations]
- ___ facilitating class [Clear Expectations]
- ___ managing student behavior [Clear Expectations]
- ___ positive and respectful in communicating and giving feedback [Organize for Effort; Clear Expectations]
- ___ modeling the task/s [Accountable Talk]
- ___ recognizing student accomplishment [Recognition of Accomplishment]
- ___ connecting the lesson to real-life situations [Academic Rigor in a Thinking Curriculum]
- ___ questioning students for knowledge, comprehension, application, analysis, synthesis, evaluation [Recognition of Accomplishment; Academic Rigor in a Thinking Curriculum]
- ___ providing students fair and credible evaluations [Fair and Credible Evaluations]
- ___ using rubrics/graphic organizers/other [Fair and Credible Evaluations]
- ___ using a lesson that incorporates multiple learning styles [Learning as Apprenticeship]

Students were ...

- ___ actively listening/watching/participating [Accountable Talk]
- ___ actively participate in classroom talk; elaborate and build on other's ideas [Accountable Talk]
- ___ working in cooperative groups [Socializing Intelligence; Accountable Talk]
- ___ involved in self-directed learning [Organize for Effort]
- ___ involved in a creative work product [Academic Rigor in a Thinking Curriculum]
- ___ solving problems and making decisions [Academic Rigor in a Thinking Curriculum]

Comments:

Teacher _____ **Observer** _____

Campus _____ **Date** _____

Walkthrough #5

of hours completed:

Check each item that you observe during the visit:

Classroom had...

- ___ clearly stated/posted objective/criteria for lesson [Organize for Effort]
- ___ an arrangement suited to activity with materials readily available [Organize for Effort]
- ___ posted classroom rules and safety procedures [Organize for Effort]
- ___ evidence of established routines/procedures with strategies supporting reflective learning [Organize for Effort]

Teacher was ...

- ___ effectively using instructional time [Clear Expectations]
- ___ helping individual students [Clear Expectations]
- ___ facilitating class [Clear Expectations]
- ___ managing student behavior [Clear Expectations]
- ___ positive and respectful in communicating and giving feedback [Organize for Effort; Clear Expectations]
- ___ modeling the task/s [Accountable Talk]
- ___ recognizing student accomplishment [Recognition of Accomplishment]
- ___ connecting the lesson to real-life situations [Academic Rigor in a Thinking Curriculum]
- ___ questioning students for knowledge, comprehension, application, analysis, synthesis, evaluation [Recognition of Accomplishment; Academic Rigor in a Thinking Curriculum]
- ___ providing students fair and credible evaluations [Fair and Credible Evaluations]
- ___ using rubrics/graphic organizers/other [Fair and Credible Evaluations]
- ___ using a lesson that incorporates multiple learning styles [Learning as Apprenticeship]

Students were ...

- ___ actively listening/watching/participating [Accountable Talk]
- ___ actively participate in classroom talk; elaborate and build on other's ideas [Accountable Talk]
- ___ working in cooperative groups [Socializing Intelligence; Accountable Talk]
- ___ involved in self-directed learning [Organize for Effort]
- ___ involved in a creative work product [Academic Rigor in a Thinking Curriculum]
- ___ solving problems and making decisions [Academic Rigor in a Thinking Curriculum]

Comments:

Teacher _____ Observer _____

Campus _____ Date _____

#6: Classroom Map-

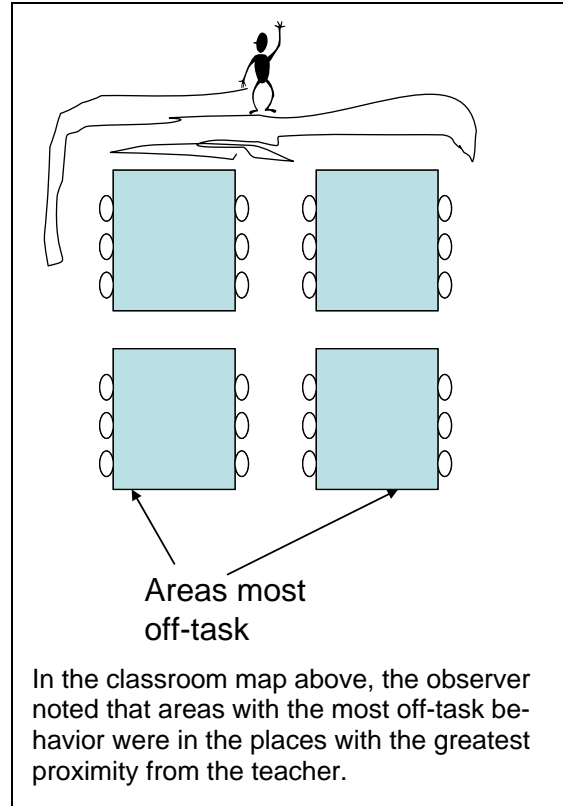
of hours completed:

Classroom mapping is an observation technique in which the observer draws a sketch of the classroom.

On this sketch, the observer records the pattern of the **teacher** or student movement in the room. In the student-centered classroom, the teacher acts as a facilitator. This means that the teacher moves around the room, working with various students as they work.

A **student's** movements are also recorded. Note how many times a particular student talks (of task), leaves his seat, goofs off, etc.)

Sketch the classroom and record (1) teacher movements and (2) student movements and behaviors.



Blank area for sketching the classroom and recording movements and behaviors.

Teacher _____ **Observer** _____

Campus _____ **Date** _____

Guide #7: Tutoring Notes and Reflections

of hours completed:

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

Date of tutoring: _____

School: _____

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? What did you do/say that worked really well?	Response: Why (theorize):

#7 Tutoring Notes, 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.

Classic Observation

of hours completed:

In this observation you should introduce yourself to the Texas classroom. You should take notes on the following:

classroom layout

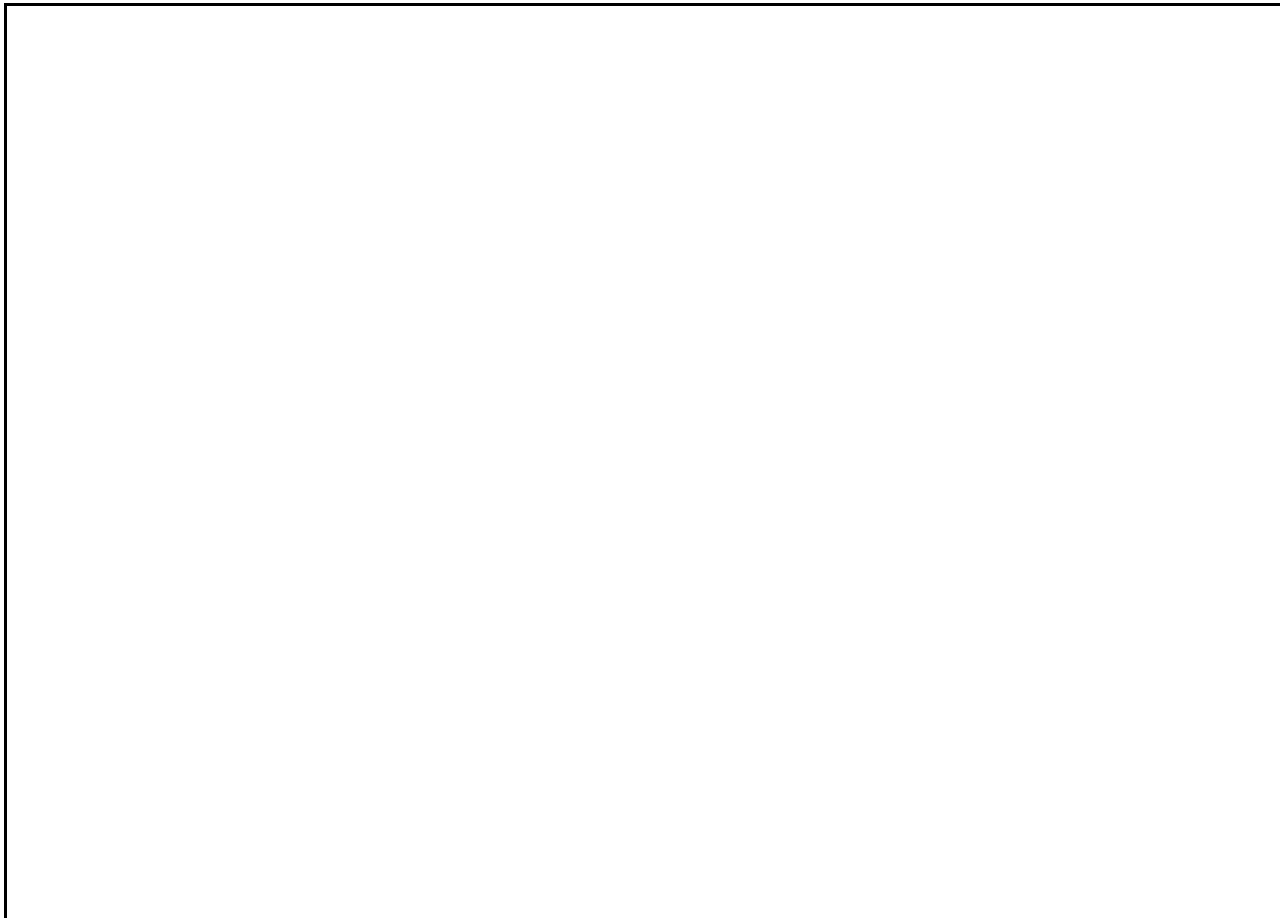
- classroom materials
- what materials are available
- where are they?

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

*** DATA COLLECTION ***



Draw a classroom layout showing locations of students, teacher command central, materials, doors, aisles, boards/overheads, etc.. (Continued on next page)

Classic Observation, cont.:

Teacher: _____ Observer: _____

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: