

The School of Education and Behavioral Science

Houston Baptist University

Course Syllabus

EDSP 4353: Special Education Field Experience

Spring, 2013

COURSE DESCRIPTION

The educators will become knowledgeable about various methods of special service delivery to student with exceptionalities. Further, the educators will have the opportunity to come in contact with a continuum of service delivery systems ranging from least restrictive (inclusive) to most restrictive (self-contained) environments; meeting the required forty-five (45) clock hours in the field. Throughout this time, the educators' time will include, but is not limited to, observation, classroom assistance, instructional planning, classroom and individual instruction, and conferences activities. The educator will create a professional portfolio, which consist of a project demonstrating mastery of the components of effective instruction and student learning. Successful completion of the professional portfolio is required for program completion.

COURSE SEQUENCE IN CURRICULUM AND PREREQUISITE INFORMATION

This course may be taken the semester immediately before graduation and completion of the prerequisites as stated in the Houston Baptist University catalog

DATE AND TIME OF CLASS MEETINGS:

To Be Determined

ROOM NUMBER

To Be Determined

INSTRUCTOR INFORMATION

Name/Title: Dr. Charlotte Fontenot

E-mail: cfontenot@hbu.edu

Office Phone: 281-649-3084

Office Location: Hinton 320

Office Hours: M-TH 2:00 – 4:00 PM; Friday 10:00 AM – 12:00 PM

LEARNING RESOURCES

Course Text(s):

Hadley, N. J. & Eisenwine, M. (2008). *Interactive Study Guide for the TExES Pedagogy and Professional Responsibilities Tests*. Boston, MA: Pearson Education, Inc.

OR another study guide for the TExES PPR Exam

RELATION TO THE MISSION OF THE UNIVERSITY

The mission of Houston Baptist University is to provide a learning experience that instills in students a passion for academic, spiritual, and professional excellence as a result of our central confession, "Jesus Christ is Lord."

In relation to the mission of the University, this course promote skills and knowledge necessary for effective teaching, including the creation of a supportive classroom atmosphere, ways to foster creative and critical thinking, appropriate interactions in the teaching/learning process. The courses are taught in a Christian environment and emphasize educational excellence, respect for all persons, personal growth, a sense of community, and service as the students are being prepared for the teaching profession.

RELATION TO THE GOALS AND PURPOSES OF THE SCHOOL OF EDUCATION

The mission of The School of Education is to prepare students to be effective professional educators who reflect Christ in their work and service.

To accomplish this mission we will provide students with the following:

- the courses and mentoring necessary for a **solid pedagogical grounding** in the art, science and practice of teaching;
- **essential learning experiences** that will provide a sure foundation of knowledge and wisdom; and,
- an understanding of their **Christian mission and calling** as educators to influence individual students and the larger society.

In relation to the stated goals and purpose of the School of Education, the objectives, learning activities, assessment procedures, and classroom environment have been designed to accomplish the following:

1. Provide feedback related to behavior management and instructional planning through the field experience component of the course.
2. Provide knowledge and practical test-taking instruction to help prepare students for the Pedagogy and Professional Responsibilities EC-12 Exam.
3. Address the issue of teaching as a Christian mission and calling.
4. Actively involve students in the learning with activities that address a variety of learning styles and instructional techniques.
5. Provide opportunities for students to develop interpersonal, communication, critical thinking, and technology skills.

COURSE LEARNING OBJECTIVES

Upon completion of this course, students should be able to:

1. Demonstrate their ability to plan and teach effectively when implementing seven planned lessons.
2. Analyze and participate in critiquing lessons taught. The student and field-based supervisor will jointly critique seven planned lessons. Students will use the HBU Lesson Plan in this packet.
3. Demonstrate the ability to assist the field-based professional in fulfilling responsibilities for management, monitoring, and evaluating their professional responsibilities.
4. Prepare students to teach and interact positively with students of various levels of ability, backgrounds, interest, and needs.

COURSE REQUIREMENTS

1. Observe, work, and/or teach for a period of 45 hours in an early childhood program. **The teacher and student will cooperatively determine days and times. Practicum must be completed.**
2. Identify appropriate learning materials for optimum development of early childhood students.
3. Complete a professional portfolio containing the following items:
 - a. *Portfolio Contents*
 - b. *Practicum Schedule*

- c. *Weekly Schedule and Lesson Plan Schedule*
 - d. *Documentation of 45 Field-based Hours*
 - e. *Pre-service Teacher's Assessment of Practicum Experience*
 - f. *Field-based Teacher's Assessment of the Practicum Experience*
 - g. Evidence of **7 lessons taught and observed by the field-based teacher**. Evidence includes: HBU lesson plan and lesson plan evaluation completed by the field-based teacher.
 - h. Evidence of **1 lesson taught and observed by the course professor**. (This lesson will occur later in the semester and may be one of the 7 observed by the field-based teacher. Evidence includes: HBU lesson plan and lesson plan evaluation completed by the field-based teacher.)
4. Complete a weekly journal.
 - a. One summary of a team meeting.
 - b. One summary of a "special."
 - c. Write-up of the field-based teacher's behavior management plan.
 5. Plan and teach 7 lessons that must be evaluated by the field-based teacher.
 6. Record attendance, absences, and tardies on the *Documentation of 45 Field-based Hours* form, and have the mentor teacher initial the document each day.
 7. Complete adherence to the field-based protocol as outlined in this syllabus.

Foundational learning objectives, knowledge and skills required for all students seeking **initial teacher certification** are included in this course.

SCHOOL OF EDUCATION REQUIREMENTS RELATED TO TExES AND IDA STANDARDS

- The course learning objectives acquired through the experiences in this course support both the TEA Standards for Pedagogy and Professional Responsibilities and Standards and the International Dyslexia Association (IDA) Standards for Reading.
- A matrix at the end of this document indicates the PPR topics and IDA standards addressed in this course.
- Appropriate grade level TEA guidelines and TEKS are included as part of this course.
- A list of specific TExES competencies for this course is presented below. A complete listing of SBEC Standards for all certifications including knowledge and skills statements may be found at: <http://www.sbec.state.tx.us/SBECOnline/standtest/edstancertfieldlev1.asp>

TExES Standards.

The following TExES Pedagogy and Professional Responsibilities Standards are addressed in part or in full in this course:

Domain I. The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.

Domain II. The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.

Domain 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

IDA Standards.

The following International Dyslexia Association (IDA) Reading Standards are addressed in part or in full in this course:

None apply to this field experience course.

TOPICAL OUTLINE

A course agenda is included at the end of this syllabus. It includes the following topics:

- 1) Course Overview/Expectations
- 2) Field Experience Protocol
- 3) Lesson Plan Overview
- 4) Certification Exam Preparation
- 5) Debriefing of Practicum Field Experience

The content of this outline and the attached schedule are subject to change at the discretion of the professor.

TEACHING STRATEGIES

A variety of learning methods will be used including the following:

1. Explanation
2. Individual Reports
3. Evaluations
4. Technology
5. Individual Conferences

ASSESSMENT OF LEARNING

Foundational learning experiences required for all students seeking **initial teacher certification** are included in this course.

Course Requirements. See the agenda at the end of this syllabus for due dates.

Assignment ¹	Learning Objective(s)	Standards ²	Point Value
Evaluation of professional portfolio <i>a. Portfolio Content (5%)</i> <i>b. Practicum Schedule (5%)</i> <i>c. Weekly Schedule and Lesson Plan Schedule (5%)</i> <i>d. Documentation of 45 Field-based Hours (40%)</i> <i>e. Pre-service Teacher's Assessment of Practicum Experience (5%)</i> <i>f. Field-based Teacher's Assessment of the Practicum Experience (5%)</i> g. Evidence of 7 lessons observed by field-based teacher (10%) h. Evidence of 1 lesson observed by course professor (5%) <i>i. Weekly Journals (10%)</i>	1, 2, 3, 4	I, II, III	90%
Class Participation and Attendance	1, 2, 3, 4	III	10%

¹ Descriptions and rubrics for assignments are included at the end of this document.

² These assignment/activities develop and/or assess state and national standards including TexES competencies, IDA reading standards, TEKS and/or ISTE standards (listed previously).

Grading Standards

School of Education Undergraduate Grading Scale:

92-100 (A); 84-91 (B); 76-83 (C); 70-75 (D); <70 (F)

Student Appraisal

Students will complete faculty appraisal forms as regularly administered by the University.

CLASS POLICIES

Absence and Tardy Policies . Regular attendance in class is important for student success, and it is university policy that students must attend class. Absences are recorded beginning from the first class session after the student has enrolled in the course. Professors are not obligated to allow students to make up work they miss due to unexcused absences. Any student who does not attend at least 75% of the scheduled class sessions will receive a grade of “F” for the course, regardless of his performance on other assessments such as tests, quizzes, papers, or projects. Professors may apply additional attendance policies as appropriate to individual courses. Likewise, the college or school may also apply additional attendance requirements as necessary. Please see the catalog currently in use for the university’s policy on classroom absences caused in the course of student representation of the university, such as athletics, chorale, and mock trial activities.

Late Work. All assignments submitted after the due date will be assessed a 10 point penalty. Please ensure that all assignments are submitted on time

Missed Tests. Plan to take all exams at the scheduled time. If you must miss an exam, notify the instructor by telephone (281-352-9002) **within 24 hours of the scheduled exam**. Acceptable reasons for making up an exam are as follows (documentation is required to verify the reason for your absence):

1. Serious illness (hospitalization).
2. A death in the family.

Acceptable reasons **do NOT** include the following:

1. Doctor's appointments for a non-emergency.
2. “I didn't have time to study.”

Use of Electronic Devices. During class sessions, electronic devices are only to be used to support class activities. Other uses (texting, surfing the web, etc.) will result in the device not being allowed in the classroom.

Students are required to read the University Classroom Policy addendum to this course syllabus

PERSON RESPONSIBLE FOR DEVELOPING SYLLABUS

Dr. Charlotte Fontenot

Dr. Charlotte Fontenot

Instructor’s Signature

EDSP 4319
TENTATIVE SCHEDULE

Date	Meeting	Assignments Due
Week 1	Course Overview/Expectations/ Syllabus; Introductions; Student Teaching and Certification Information	<i>Criminal History Form</i>
Week 2	Field Experience Protocol; Forms to Include in Professional Portfolio	<i>Copies of All Forms and Agenda; Course Acknowledgements Page ATPE Membership Form</i>
Week 3	Lesson Plan Overview; Certification Exam Preparation	
	Certification Exam Preparation	
	Certification Exam Preparation	<i>Practicum Schedule</i>
	Certification Exam Preparation	<i>Weekly Schedule</i>
	Certification Exam Preparation	<i>Lesson Plan Schedule</i>
	Certification Exam Preparation	
	Certification Exam Preparation	
Final Week	Debriefing of Practicum Field Experience	<i>Professional Portfolio</i>

COURSE ACKNOWLEDGEMENTS

Syllabus Statement

I am aware of all topics listed and described in the course syllabus --by reading the syllabus on my own and through class discussions. Such topics include, but are not limited to the following:

- course description; course sequence in the curriculum and pr-requisite information;
- instructor information and learning resources;
- relation to the mission of the University and to the goals and purposes of School of Education;
- course learning objectives;
- state and national standards covered (TexES competencies, IDA standards, etc);
- topical outline and learning strategies;;
- assessment for learning: requirements & grading standards;;
- **HBU CLASS POLICIES – Please read the secondary document uploaded to Blackboard;**
- additional policies for this class: **attendance**, late work, missed tests and electronic devices; and
- the possibility of changes to the syllabus. [The content of this syllabus and the attached agenda are subject to change at the discretion of the professor.]

Professional Integrity Statement

To maintain and uphold the highest level of professional integrity and honesty, cheating and plagiarizing are not allowed.

Cheating is a catch-all term for not doing your own work. Within the broader view of cheating is the idea of using someone else's work in place of your own. This is called plagiarism and is not allowed in this class. If a student cheats and/or plagiarizes, then the student will receive a "0" for the assignment and/or fail the course. Any attempt during a test to consult with notes or another person or to look at another's test will constitute cheating. If you share answers in any way, both students will receive a "0" for the test and/or fail this course. Using stolen tests or "borrowed" tests (any test that is not readily available to all members of the class) to study for an exam is cheating and will result in a "0" and/or course failure. **DO NOT:**

- copy another person's paper/project/work or part of that and turn it in as your own;
- copy a paper/project from the Internet and turn them in as your own;
- copy another paper/project (or cut and paste parts of Internet articles), make changes to it, and submit it as your own;
- include the work of others without documentation/reference (If seven or more words are taken directly from another source it must be quoted and referenced.);
- submit a paper/project or large parts of a paper/project you have done for another class at HBU or another institution to this class. (Always get a professor's approval before using a prior work or topic from a different class.);
- have someone write parts or all of your paper/project/work
- share your work with others; and,
- change references or make up references.
- falsify fieldwork documentation

By signing this page, **I affirm** that I have read and understand the contents of this course **Syllabus Statement and the Professional Integrity Statement**. I understand that at any time during the course, I may request clarification, if needed.

Printed Name

Signature

Date

[After reading the course syllabus and this page, please **print and sign this** form then turn it in to the professor.]

Pedagogy and Professional Responsibilities Course Correlation to TAC §228.30*

*Source: TEA Audit Monitoring Handbook 2009

EC-12 PPR Standard	Curriculum Topic TAC §228.30	Essential Components	Learning Experiences/ Products
I, III	1. Reading Instruction <i>Programs are encouraged to select from a variety of theories and methods appropriate for teaching these five essential components of reading instruction.</i>	<ol style="list-style-type: none"> 1. Text Structure (organization) 2. Vocabulary teaching strategies 3. Identifying the word (root, prefix, suffix) 4. Fluency (words per minute correct) basic teaching strategies 5. Comprehension (finding main idea, summarizing, supporting details, synthesizing/making connections, inferences, making generalizations) 	No formal reading instruction is directly studied in this class. However, students may select reading as the focus of the assessment project.
II, IV	2. Code of Ethics	Texas Educators' Code of Ethics TAC§ 247.2	Course reading, discussion, class activities, and assessment along with class projects.
I, II, III	3. Child Development	Programs will teach a variety of theories for child development.	Addressed in other required coursework.
I, II, III,	4. Motivation	Programs will select from a variety of theories and methods appropriate for teaching motivation.	Course reading, discussion, class activities, and assessment.
I, II, III	5. Learning Theories	Programs will teach a variety of learning theories	Course reading, discussion, class activities, and assessment.
I, III	6. TEKS Organization,	http://ritter.tea.state.tx.us/teks/	TEKS are directly addressed as the student selected the focus of the assessment projects (traditional and alternative). Additionally, TEKS are research on the Internet during the Internet Activity Task. Other interactions include: course reading, discussion, class activities, and assessment along with class projects (development of assessments)
I, III	7. Content TEKS	http://ritter.tea.state.tx.us/teks/	TEKS are directly addressed as the student selected the focus of the assessment projects (traditional and alternative). Additionally, TEKS are research on the Internet during the Internet Activity Task. Other interactions include: course reading, discussion, class activities, and assessment along with class projects (development of assessments)
I, II, IV	8. TAKS Responsibilities	http://www.tea.state.tx.us/ click on Testing/ Accountability, click on Texas Essential Knowledge and Skills for much more information.	While constructing the assessment projects, students learn about TAKS responsibilities and correlated instructional practices. In the course of test preparation in class reading and discussions this is also addressed.
I, II, III	9. Curriculum Development and Lesson Planning	Programs will select from a variety of theories and methods appropriate for teaching curriculum development and lesson planning.	Course reading, discussion, and class activities.
I, III	10. Classroom Assessment and Diagnosing Learning Needs	Programs will select from a variety of theories & methods appropriate for teaching formative assessment to diagnose learning needs & other types of classroom assessment.	Course reading, discussion, class activities, and assessment along with class projects (development of assessments)
II, IV	11. Classroom Management	Programs will select from a variety of theories & methods appropriate for teaching classroom management.	Discussed, but addressed in other required coursework.
I, II, III, IV	12. Special Populations ELPS—English Language Proficiencies http://ritter.tea.state.tx.us/curriculum/biling/elps.html National Assoc. for Gifted Children Teacher Knowledge and Skills http://www.nagc.org/index2.aspx?id=1863 TEA website resources http://ritter.tea.state.tx.us/special.ed	A. ESL/ Bilingual ELPS <ol style="list-style-type: none"> 1. learning strategies 2. listening 3. speaking 4. reading 5. writing B. G/T <ol style="list-style-type: none"> 1. Learner characteristics and development influences 2. Instructional strategies 3. Socio-cultural 4. Identifying GT C. Special Education <ol style="list-style-type: none"> 1. Acronyms/Terms 2. Modifications/ Accommodations 3. Inclusion 4. Parent Involvement 5. Discipline 	Course reading, discussion, class activities, and assessment along with class projects (development of assessments)

III, IV	13. Parent Conferencing and Communication Skills	Programs will select from a variety of theories and methods appropriate for teaching communication skills and parent conferencing.	Discussed, but addressed in other required coursework.
I, III	14. Instructional Technology http://www.sbec.state.tx.us/SBECOnline/standtest/edstancertfieldlevel.asp	SBEC Technology Standards for All Teachers 1. Tech terms, concepts, data input strategies and ethical practices to make informed decisions about tech app 2. Identify task requirements, apply search strategies, use tech to acquire, analyze, and evaluate a variety of information 3. Use technology to synthesize knowledge, create and modify solutions, and evaluate results 4. Communicate in different formats. 5. Plan, organize, deliver and evaluate instruction that uses technology, and technology TEKS for students.	Discussed, but addressed in other required coursework.
I, III, IV	15. Pedagogy/ Instructional Strategies http://olc.spsd.sk.ca/DE/PD/instr/index.html	Programs will teach a variety of instructional strategies suitable for all classrooms and also for specific subjects and content.	Discussed, but addressed in other required coursework.
I, II, III, IV	16. Differentiated Instruction	Programs will teach a variety of instructional strategies suitable for differentiating instruction.	Discussed, but addressed in other required coursework.
IV	17. Certification Test Preparation (6 clock hrs required)	Testing study guides, standards, frameworks, competencies www.texas.ets.org	Discussed

Assignment Descriptions

Field Experience Protocol

- 1) During the initial visit:
 - a. Arrive 5 minutes early.
 - b. Go to main office, identify yourself, sign in, and go to your teacher's classroom. Ask about parking and other specific building requirements.
 - c. Wear nametag at all times
 - d. Dress professionally (no jeans, etc.). No gum.
 - e. Schedule your future visits in accordance with your course requirements.
 - f. Sign out at the end of the visit.

- 2) During every visit:
 - a. Dress professionally. No gum.
 - b. Arrive 5 minutes early.
 - c. Sign in every day. Sign out every day.
 - d. Wear your nametag at all times.
 - e. If you cannot attend, call the school and leave a message for the teacher prior to the time of class. Also, call HBU and leave a message for the course instructor (281-649-3044). Class should be missed only in case of illness and true emergencies.
 - f. Be prepared. Your notebook should be updated daily and available for me to look at when I visit.

- 3) During the final visit:
 - a. Leave thank you notes – one for the building principal and one for each of the teachers with whom you worked
 - b. Take time to say goodbye to each teacher and administrator with whom you worked.

Develop Portfolio Contents

Section I: Contact Information

Name of HBU Student _____

Phone No. of HBU Student: _____ Email _____

Name of School District: _____

Name of Principal/Director: _____

Name of School, Room Number: _____

Address of School: _____

Name of Field-based Teacher(s): _____

Phone No. of Teacher/School: _____

Grade Level: _____ Time School Begins: _____ Time School Ends: _____

Section II: Planning Information

Practicum Schedule

Weekly Schedule and Lesson Plan Schedule

Campus artifacts, including policies related to absences, grading, discipline procedures, dress code, etc.

Section III: Weekly Journaling, Teaching, and Observations

Journals, including the discipline policy of the field-based teacher, summary of a campus meeting, and summary of a “special”

Lesson plans, and evaluations by field-based teacher

Section IV: Practicum Evaluation and Documentation

Mentor Teacher’s Assessment of the Practicum Experience

Pre-service Teacher’s Assessment of the Practicum Experience

Documentation of 45 Field-based Hours

Practicum Schedule

Name of HBU Student _____

Phone No. of HBU Student: _____ Email _____

Name of School District: _____

Name of Principal/Director: _____

Name of School, Room Number: _____

Address of School: _____

Name of Field-based Teacher(s): _____

Phone No. of Teacher/School: _____

Grade Level: _____ Time School Begins: _____ Time School Ends: _____

Field-Based Teacher's Daily Schedule:

Record field-based teacher's schedule from the time he/she arrives each day until the time he/she leaves. Describe any special schedule considerations beside "special notes" below.

<p align="center">Time Blocks ex: 8:00 – 8:30 am</p>	<p align="center">Activities (other than those listed under Time Blocks) ex: Opening/Calendar</p>

Special notes:

Weekly Schedule and Lesson Plan Schedule

Name, Address, and Phone No. of School _____

Name of HBU student _____

Weekly Schedule for HBU Student

Days and times you will be at field-based school. The days should be the same each week. These days and times are to be cooperatively determined by the field-based teacher and HBU student.

Times student will be at school:

Monday: _____

Thursday: _____

Tuesday: _____

Friday: _____

Wednesday: _____

Schedule for Teaching Lesson Plans (7 required)

Week for Lesson 1:	Activity/Content -
Week for Lesson 2:	Activity/Content -
Week for Lesson 3:	Activity/Content -
Week for Lesson 4:	Activity/Content -
Week for Lesson 5:	Activity/Content -
Week for Lesson 6:	Activity/Content -
Week for Lesson 7:	Activity/Content -

Houston Baptist University
PRE-SERVICE TEACHER'S ASSESSMENT OF THE PRACTICUM EXPERIENCE

Name (HBU Student) _____

School/District _____

Mentor Teacher _____

Grade/Subject _____ Total Hours Completed _____

A. Rank each of the following on a five point scale with 5 being high and 1 being low.

	<u>LOW</u>				<u>HIGH</u>
1. How much have you learned through this experience?	1	2	3	4	5
2. How much do you think you will use what you learned?	1	2	3	4	5
3. How prepared do you feel to teach this grade/subject?	1	2	3	4	5
4. How has this experience contributed to that preparedness?	1	2	3	4	5
5. What is your overall evaluation of the experience?	1	2	3	4	5

B. Check each activity you were involved in during this experience.

- | | |
|---|---|
| <input type="checkbox"/> Observing
<input type="checkbox"/> Other (please list) _____
<input type="checkbox"/> Individual tutoring
<input type="checkbox"/> Small group tutoring
<input type="checkbox"/> Small group lesson
<input type="checkbox"/> Whole class lesson
<input type="checkbox"/> Work with centers/workshop
<input type="checkbox"/> Reading to class | <input type="checkbox"/> Assisting students with assignments
<input type="checkbox"/> Diagnosis/Testing
<input type="checkbox"/> Materials development
<input type="checkbox"/> Creation of bulletin boards
<input type="checkbox"/> Creation of centers
<input type="checkbox"/> Parent conference
<input type="checkbox"/> Professional development |
|---|---|

C. Briefly answer each of the following:

1. What were the benefits of this experience to you?

2. What were the “good parts” of the experience that you would suggest be continued?

3. What suggestions do you have for improving this experience?

4. Please add any additional comments that you would like to make. (Feel free to use the back of this page.)

Houston Baptist University
MENTOR TEACHER'S ASSESSMENT OF THE PRACTICUM EXPERIENCE

Course (Name and Number) _____

Name (HBU student) _____

Name (Field-based Teacher) _____

Date of evaluation _____

School/District _____

Grade/Subject _____

A. Rank each of the following on a five point scale with 5 being high and 1 being low.

	LOW				HIGH
1. The value of the experience to your HBU pre-service teacher	1	2	3	4	5
2. The helpfulness of the experience to you	1	2	3	4	5
3. The helpfulness of the experience to your students	1	2	3	4	5
4. The inconvenience/trouble that the experience was to you	1	2	3	4	5
5. Your overall evaluation of the experience	1	2	3	4	5

B. Briefly answer each of the following.

1. What were the benefits of this experience (to you, your students, and/or the HBU pre-service teacher)?

2. What were the “good parts” of the experience that you would suggest be continued?

3. What suggestions do you have for improving this experience?

4. Please add any additional comments that you would like to make.

Lesson Plan Evaluation Form
(For Use by Field-based Teacher and Course Professor)

HBU Student: _____

Field-Based Supervising Teacher: _____

School _____ Grade _____

School District: _____

Please rate 1-5 with 5 being the highest and 1 being the lowest. Write in the blank how you would evaluate the activity.

_____ Did the student have adequate materials to teach the lesson?

_____ Were the activities presented in a sequential and logical order?

_____ Did the student explain so that young children could understand?

Answer the following questions regarding the lesson you observed.

What was effective about the lesson?

What would be more effective if changes were made in the lesson?

Field-based Teacher or Professor Signature: _____

Date Evaluated: _____

Student Signature: _____