

TEACH Field Experience Observation Form

Observations will be scored by TEACH administration.
10 points possible per observation hour.
Writing must be legible.

TEACH CANDIDATE NAME: Cindy Smith

The class observed **MUST**:

- Be taught by a certified teacher
- The teacher must be teaching in their area of certification
- The teacher must have taught 3 full years, presently in their fourth year or more of teaching

Name of teacher observed: Melinda Draper School: Red Oak Middle School Parish: Pan Paroula Parish

Class Demographics:

Number of Male Students 10 Number of Female Students 15

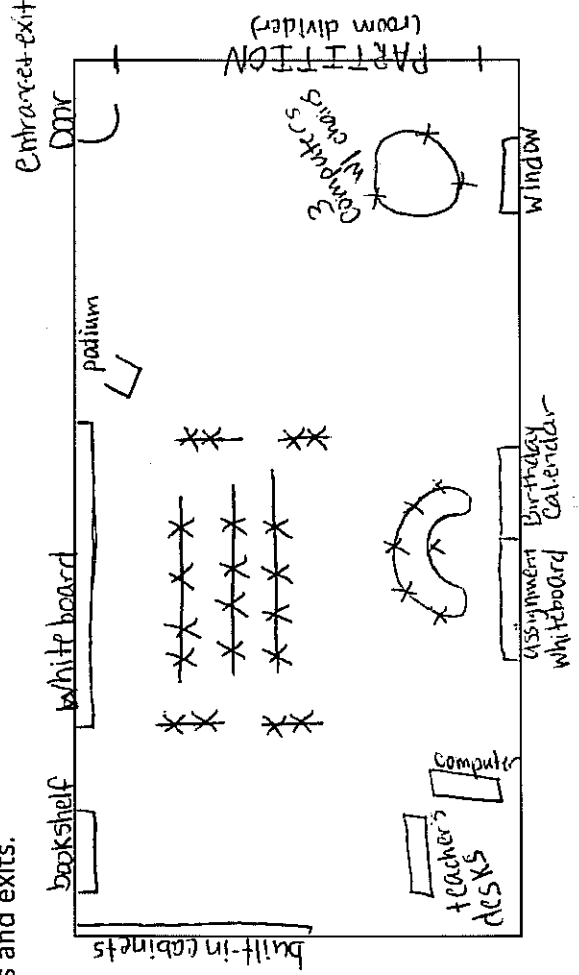
Please indicate the number of students that may have the following exceptionalities:

___ Autism ___ Developmental Delay 1 Emotional or Behavior Disorders 2 Specific Learning Disabilities ___ Talented ___ Gifted
___ Traumatic Brain Injury ___ Speech/Lang. Impairment ___ Other Health Impaired (ADD or ADHD) ___ Hearing/Visual Disability

Please indicate the number of students of various ethnic groups represented in class:

___ Asian American 12 African American/Black 2 Hispanic/Hispanic American ___ Native American 11 Caucasian/White

Please sketch the classroom layout. Pay close attention to the pattern of student movement, positioning of desks, location of needed materials, entrances and exits.



Pages 1-4 must be completed for each observation hour. We encourage candidates to seek a variety of observation settings.

Indicators	What to look for... candidates may circle items in this column if found in observation.	ANECDOTAL NOTES OF THE TEACHER/LEARNER REQUIRED COMPONENT OF OBSERVATION! NOTES MUST BE RECORDED
<p>Content Pedagogy: The purpose/objective of the lesson is explicitly stated. Effective teachers demonstrate knowledge of major concepts and utilize processes of inquiry that are central to the curriculum area taught. (K, 1, 7)</p>	<p>Objective specifically stated or written somewhere in the room. Typically written on a blackboard, whiteboard, overhead.</p>	<p>Students will be able to trace the route of settlers along the Oregon Trail. Students will be able to describe the hazards encountered and hardships endured by settlers on the Oregon Trail. These were the two objectives written on the whiteboard. The teacher had a map posted as well, which indicated the route the settlers took in pursuit of going west. Students arrived and went to the display in the back of the room and picked up their LEAP21 history folders. Students obviously knew the routine.</p>
<p>Learning Experiences The teacher connects the learning objective to the lesson activity(s). Learners understand the purpose of the lesson. (S, 6) The teacher provides clear directions and explanations. (S, 5, 1) Lessons include a variety of methods, strategies and multisensory activities. (S&K, 3, 4, 7)</p>	<p>The teacher chooses strategies to match the learning objectives and the situation: large or small group work, tutoring, computer-assisted instruction, direct teaching or discovery learning, as appropriate.</p>	<p>The teacher welcomed everyone as she went to the back of the classroom to see which LEAP21 folders remained, she took roll by using this strategy. She began by reviewing what they had discussed the day before and then directed their attention to the whiteboard (objectives for lesson) She then began by asking students to imagine that they are producing a movie on the Oregon Trail. Working in groups, they wrote a scene for the movie that is historically accurate and based on the kinds of experiences emigrants actually encountered on their way West. For background on these experiences, the students read a selection of the following memoirs, available through EDSITEment Websites: "<u>Across the Plains in 1844</u>" at <u>New Perspectives on THE WEST</u>. In Chapter One, Catherine Sager describes how she and her (continued)</p>

Indicators	What to look for	Examples (teacher/learner)
<p>Lesson activities are appropriately sequenced. (K, 1)</p> <p>There is evidence of higher order thinking or problem solving. (K, 4)</p>	<p>Introduction of activity, background knowledge, modeling, guided practice, independent practice.</p> <p>Questioning technique, relation to real life application</p>	<p>siblings become orphans when their family made the journey to Oregon. "<u>Overland Trail Lore and Early Life</u>" at <u>American Memory</u>. An interview that includes "Excerpts from the published reminiscences of James Meikle Sharp, who, at the age of eight, crossed the plains with his mother and father in 1852. "This activity is definitely higher order!"</p>
<p>Assessment:</p> <p>Use of a variety of informal and formal strategies to gauge student progress and to adjust instruction. (K, S, 8)</p> <p>Evaluates the effects of class activities—both individual and group—through questioning and monitoring of student work. (K, S, 8)</p>	<p>Teacher monitoring of activity assigned, walking around the room, checking for individual understanding, displays of student work</p> <p>Student procedure for collection of completed work, accessibility of teacher to student for assistance</p>	<p>The students knew the routine in how to divide into working groups. One student refused to go to his group and kept his head down on the desk refusing to answer the teacher's questions. She got on his eye level and asked him quietly to help her file the work for the next class. After a few minutes he complied and she then went from group to group monitoring work. She monitored through asking various questions, looking at the written work they were doing and sitting with groups listening to their interaction. She encouraged students to move to the computers to do some research using the various websites she had suggested.</p>
<p>Communication, Management, Technology: Teacher models effective communication providing support for learning. (S, D, 6)</p> <p>A variety of media communication tools to enrich learning. (K, S, 6)</p>	<p>Questioning techniques, restating ideas, nonverbal cues, demonstration of respect for the student and colleagues, voice intonation, positive responses to student contributions, classroom arrangement facilitates learning, management of supplies/materials facilitate learning, students on task, students attentive</p>	<p>The teacher was keeping an eye on the clock. As the period was ending she asked them to move back to their desks and open their LEAP21 folders. She talked with them about the information they found on the internet and how it could be woven into a movie. She reminded them of the learning objectives for the day and told them the activity would continue through the week, culminating in students giving a "review" of their movie script. She asked them to journal in their folder about what they had learned and when finished students placed folder in the 3rd period basket.</p>

TEACH Candidate Name: Cindy Smith
Subject Observed: American History 8th grade

Date of Observation: 2/23/10 School: Red Oak Middle Time Period: 8:30-9:30

Certified Teacher Data Form

Thank you for allowing a Louisiana College TEACH candidate to observe your classroom. The Louisiana Department of Education and the Louisiana College TEACH program require alternate certification candidates to observe 24 clock hours in a variety of instructional settings. The requirements also state that candidates must observe a certified teacher. Please assist our candidate by completing the following certified teacher information.

Please print the following:

Name: Melinda Draper **School:** Red Oak Middle **Subject/Grade Level:** 8th Grade American History

Gender: Male Female **Race:** American Indian Asian Black/African American Hispanic Caucasian

Highest Degree Earned: Bachelor's Master's Specialist Doctorate

Total years teaching: 13

Total years teaching at current school: 10 **Area(s) of certification:** Middle School Social Studies

Please list any professional organizations in which you are an active member: A-PEL, National Council for Social Studies, ADK

Please list any honors, awards or recognitions you may have received in the education field: National Board Certified Teacher-certified 2006, Parish Teacher of the Year, Regional Teacher of the Year, Presenter at the National Social Studies Teacher Convention-2006, 2007, 2008 Accelerated Reader Model Classroom

Please list professional development activities in which you have participated: Smart-Board Training, Integrating Literature within Social Studies Seminar, Formative and Summative Assessment Seminar, LATAP Mentor Training.

Note: Numbers refer to INTASC Principles

K= Knowledge S=Skills D= Dispositions