

EXPERIENCE 1

Becoming Acclimated to the New Environment

This experience was designed to help you become acquainted with your collaborating teacher, determine what the collaborating teacher expects of you, determine how you may be of assistance to the collaborating teacher this term, learn the students' names, become acquainted with the school routine, and observe teaching informally. In order to achieve these goals, you will be required to obtain a copy of the bell schedule and a map of the school, if available. Your collaborating teacher may already have copies of these ready for you as a professional courtesy. You will also need to make seating charts for all classes and begin to memorize the names (See Appendix 1). You will probably sit in the back of the room, so having a chart made from that vantage point will help you identify students more quickly.

The evening after you have made your first visit, write a few paragraphs outlining how you spent your first day of school. Pay particular attention to your own feelings (Did you feel comfortable or uncomfortable? How so? Was it strange to hear bells ringing for changing classes? etc.). See Appendix 1 for further questions to address.

EXPERIENCE 2

Formal Observation of a Lesson

This experience was designed to help you learn to identify and record the learning objectives for a lesson, teaching methods and student activities that occurred during the lesson, and alternative methods that could have accomplished the same objectives. You will need to complete the Observation Form in Appendix 2 to accomplish these goals. Use one form for each lesson observed (**you will need to make several copies of Appendix 2**). Keep these for future reference as you begin planning your own lessons and for completing future O/P assignments.

EXPERIENCE 3

Interaction Pattern

You will observe your collaborating teacher as he or she teaches a lesson and you will track his or her interactions with students as well as how he or she moves within the classroom. This will help you remember that interacting with each student each day is an important teaching skill that is often overlooked as student teachers take on more responsibility for teaching in the schools. See Appendix 3 for directions.

EXPERIENCE 4

Communication

For this experience you will need to listen to a teacher as he or she leads a question and answer elaboration (QATE) discussion. You should listen for statements or questions that probe for information, asks the student to elaborate on his or her answer or comment, or asks for students to evaluate the usefulness and accuracy of the statements or answers from other students. After the data have been collected, you will analyze it and determine which types of statements and questions “turn kids on” and which types “turn kids off”. Appendix 4 has been constructed to aid you in your data collection and analysis.

EXPERIENCE 5

Classroom Discipline and Management

This facet of teaching is often the one that creates the most anxiety and frustration for preservice and inservice teachers. You will often hear the term “Classroom Management” to describe skills used by teachers to maintain an orderly, pleasant classroom. As you complete Appendix 5, you will focus on some of the teaching skills or behaviors that are thought to be important components of a classroom discipline system.

EXPERIENCE 6

Teacher’s Day and Time Management

During a typical day, a teacher engages in a variety of activities. Although most of the teacher’s time is involved with instruction, a great many minutes each day are spent on extra-teaching duties. The instruction periods or teaching sessions also consume the teacher’s time in a variety of ways. Complete the observation form in Appendix 6 to aid in this Experience.

EXPERIENCE 7

Individual Differences

This experience will provide you with an opportunity to observe and describe how students within the classroom differ with respect to a number of characteristics or factors thought to influence learning. A checklist and questions for reflection have been prepared for your use during this activity (Appendix 7). You should identify 3 students to observe. Do not choose “exceptional” or special needs students for this assignment.

EXPERIENCE 8

Exceptional Students

This experience was designed to help you learn about accommodations for students with special needs. You will interview a teacher to determine how he or she has adapted lessons, the classroom, and assessment strategies to accommodate at least one learner's special needs. Complete the form in Appendix 8 to demonstrate your knowledge.

EXPERIENCE 9

Adapting a Lesson to Accommodate Students with Special Needs

Refer back to your data recorded during one of the observations you completed for Experience 2 (Appendix 2: Formal Observation of a Lesson) and Appendix 8 (Exceptional Students). Reflect upon both and complete Appendix 9 to demonstrate your ability to adapt lessons to students with special needs.

EXPERIENCE 10

Case Study Analysis of Students with Special Needs in an Inclusive Classroom

As a future teacher you will be faced with the challenging task of accommodating students with "special needs". This was often formerly referred to as the general area of "special education". With the increase in inclusion initiatives, the typical classroom has greater numbers of these students than in the past. Throughout your undergraduate training within the Education Division you have been exposed to considerable information about this population of students, as well as various approaches and methods to accommodate their special needs.

The Education Division has developed a requirement for all students that will be satisfied in conjunction with your Math Methods course. As a final culmination educational experience you will submit a paper entitled, *A Case Study Analysis of Students with Special Needs in an Inclusive Classroom*. The information in Appendix 10 will lead you through the "plan of action" and activities you will need to accomplish prior to writing up this assignment. The final case study will need to be completed as part of a Special Needs Project assigned and collected during the last weeks of English Methods class.

EXPERIENCE 11

Test Item Construction

You will begin to learn how to construct test items by writing questions to assess mastery of material covered in the classes you observe. You will present what you think are your best questions to your collaborating teacher and ask for feedback on them. Record your collaborating teacher's comments in Appendix 11.

EXPERIENCE 12

Bulletin Board

Bulletin Boards are used in the English classroom to stimulate interest in a topic, unit, process or event, or problem. They can also be used to introduce a new unit, effectively visualize a concept, summarize or unify a course or topic, and/or enrich instruction. Bulletin Boards can even be used to display student-produced work and give recognition. An attractive bulletin board makes the classroom appealing and helps to indirectly develop attitudes and appreciation for English. For this experience you will be asked to design, construct, and display a bulletin board appropriate for the classroom. Then, complete Appendix 12 regarding the assessment of this bulletin board.

EXPERIENCE 13

Guided Study

For this experience, you will be assisting the teacher during a guided study period or part of a lesson that includes independent practice for students. The objectives are for you to actively assist in the guided study, provide individualized instruction to those students that need assistance or are designated by the teacher, and observe and record student difficulties in learning. Complete Appendix 13 Guided Study Form for each time you assist with guided study.

EXPERIENCE 14

Checking Student Work

The objectives of this experience are to assist the teacher by checking (not necessarily grading) daily assignments of the students or objective tests administered to the students. By considering in detail a common error(s) made by students, you will be able to analyze why the error occurred and think about how you would teach to correct the error. Through this experience, you should gain insight into the planning of a possible tutoring session that individual students might benefit from (and that may be set up at a later time by the teacher) in order to help students with misunderstandings. Complete Appendix 14 for this Experience.

EXPERIENCE 15

Conducting the Review Portion of a Lesson or Homework Review

You will be conducting a review portion of a lesson. You should teach for at least 10 minutes. You must confer with your collaborating teacher to complete this assignment. See Appendix 15 for details.

(For this first time teaching in front of the class—remember: Wear professional clothing that makes you feel good about the way you look. Don't wear uncomfortable shoes!)

EXPERIENCE 16

New Concept Lesson Development

You will now conduct the concept development portion of a lesson that introduces a new concept to the class. Use the Lesson Plan format given to you in Methods class and confer with your collaborating teacher about what you shall teach. See Appendix 16 for more details.

EXPERIENCE 17

Conducting a Lab or Discovery Lesson

You will now conduct a lesson which has the students investigate an English (language arts) concept or topic. You will need to plan and prepare ahead of time for this with some help from your collaborating teacher. You may use his or her suggestions, but you must prepare your own lesson plan, and select appropriate directions, gather materials and manipulatives, and design guide/worksheets and assessment tools. See Appendix 17 for more information.

EXPERIENCE 18

Non-instructional Duties

During the term a variety of non-instructional tasks may occur that vary from week to week and teacher to teacher. As you perform a duty or task, record it in Appendix 18 and on your Record of Completion of Experiences. The objectives of doing these instructional activities are to have you appreciate the need to learn to budget your time while teaching, so that essential tasks can be accomplished without interfering or hampering the actual teaching process.