

Unit 8: Experiencing the Classroom: Field Experience

Content Area: **CTE**
Course(s): **Tomorrow's Teachers**
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Enduring Understandings

Classroom pragmatics continually transforms and develops with each generation and must be addressed to meet the new learners' and global workplace needs.

Essential Questions

How can students combine all that they have learned about the learner, the school, the teacher, and the art of teaching to assist a model teacher in his/her classroom?

Standards/Indicators/Student Learning Objectives (SLOs)

Create a Field Experience Portfolio using the following categories:

- Draw a design of the classroom
- Profile of the school
- Class Profile
- Lesson Plans
- Profile on cooperating teacher
- Essay on best experience
- Essay on worst experience
- List of good ideas you have learned from your field experience
- Photos of activities
- Student work

9.3.12.ED	Education & Training
CAEP.9.2.12.C.1	Review career goals and determine steps necessary for attainment.
CAEP.9.2.12.C.3	Identify transferable career skills and design alternate career plans.
CAEP.9.2.12.C.5	Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.
CAEP.9.2.12.C.7	Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.

Lesson Titles

21st Century Skills and Career Ready Practices

- Global Literacy
- Civic Literacy
- Critical Thinking and Problem Solving
- Communication
- Collaboration
- Creativity and Innovation

9.3. 12.ED-TT.7	Demonstrate organizational and relationship building skills used to manage instructional activities and related procedures.
9.3.12.ED-ADM.1	Use research-based practices to develop, communicate and enlist support for a vision of success for all learners.
9.3.12.ED-ADM.2	Identify behaviors necessary for developing and sustaining a positive learning culture.
9.3.12.ED-ADM.3	Create instructional programs to meet the learning organization's objectives.
9.3.12.ED-ADM.4	Identify instructional practices that meet the learning organization's objectives.
9.3.12.ED-ADM.5	Model leadership skills for personnel in order to improve the performance of the learning organization.
9.3.12.ED-ADM.6	Identify operations to meet the learning organization's objectives.
9.3.12.ED-ADM.7	Plan strategically to meet the learning organization's objectives.
9.3.12.ED-ADM.8	Apply internal and external resources to meet the learning organization's objectives and learner needs.
9.3.12.ED-PS.1	Identify strategies, techniques and tools used to determine the needs of diverse learners.
9.3.12.ED-PS.2	Implement methods to enhance learner success.
9.3.12.ED-PS.3	Identify resources and support services to meet learners' needs.
9.3.12.ED-PS.4	Identify resources and support services available in the learning organization to enhance the learning environment.
9.3.12.ED-TT.1	Use foundational knowledge of subject matter to plan and prepare effective instruction and design courses or programs.
9.3.12.ED-TT.2	Employ knowledge of learning and developmental theory to describe individual learners.
9.3.12.ED-TT.3	Use content knowledge and skills of instruction to develop standards-based goals and assessments.
9.3.12.ED-TT.4	Identify materials and resources needed to support instructional plans.
9.3.12.ED-TT.5	Establish a positive climate to promote learning.
9.3.12.ED-TT.6	Identify motivational, social and psychological practices that guide personal conduct.
9.3.12.ED-TT.8	Demonstrate flexibility and adaptability in instructional planning.
9.3.12.ED-TT.9	Utilize assessment and evaluation tools and data to advance learner achievement and adjust instructional plans.

9.3.12.ED-TT.10	Evaluate teaching and training performance indicators to determine and improve effectiveness of instructional practices and professional development.
9.3.12.ED-TT.11	Implement strategies to maintain relationships with others to increase support for the organization.
CAEP.9.2.12.C.1	Review career goals and determine steps necessary for attainment.
CAEP.9.2.12.C.2	Modify Personalized Student Learning Plans to support declared career goals.
CAEP.9.2.12.C.3	Identify transferable career skills and design alternate career plans.
CAEP.9.2.12.C.4	Analyze how economic conditions and societal changes influence employment trends and future education.
CAEP.9.2.12.C.7	Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.
CAEP.9.2.12.C.9	Analyze the correlation between personal and financial behavior and employability.

Inter-Disciplinary Connections

LA.RI.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
LA.RI.11-12.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
LA.RI.11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
LA.W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.W.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
LA.W.11-12.6	Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
LA.W.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LA.W.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals).
LA.W.11-12.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
LA.SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

LA.SL.11-12.1.A	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.
LA.SL.11-12.1.B	Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.
LA.SL.11-12.1.C	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
LA.SL.11-12.1.D	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
LA.SL.11-12.4	Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
LA.SL.11-12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
LA.11-12.SL.11-12.2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
VPA.1.3.12.C.CS2	Presentation of believable, multidimensional characters in scripted and improvised performances requires application of specific physical choices, sustained vocal technique, and clearly motivated actions.
TECH.8.1.12	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.2.12	Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Anticipatory Set

Student created

Instructional Strategies, Learning Activities, and Levels of Blooms/DOK

Field experience internship (Remembering-Creating/Recall-Extended thinking)

Modifications

Formative Assessment

- Reflective journal entries
- Discussions
- Observation

Summative Assessment

- Projects- Replicate the classroom
- Presentations- Share a lesson
- Journals- Reflective

MPA - Improved Lesson Plan - https://docs.google.com/document/d/1iX2Q9-HDeVIEd-DpBY_Cw4YtpfM9i5u_tPNl29CNRUs/edit?usp=sharing

Resources & Materials

Tomorrow's Teachers Curriculum Guide

Placement Suggested Handouts:

- Guidelines for the Cooperating Teacher
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- Request to Schedule Full-Day with Cooperating Teacher
- Contact Sheet from Teacher Cadet to Cooperating Teacher
- Contact Sheet from Cooperating Teacher to Teacher Cadet
- Teacher Cadet Letter of Introduction to Cooperating Teacher
- Field Experience Attendance Record
- Lesson Plan Requirements
- Self-Evaluation of the Lesson Plan
- Guidelines for the Teacher Cadets
- Lesson Evaluations
- Evaluation of Teacher Cadet by Cooperating Teacher
- Teacher Cadet Daily Reflective Journal Entry Requirements and Questions
- Field Experience Portfolio Requirements
- Field Experience Portfolio Evaluation

25 Things you should know about becoming a teacher

<https://www.youtube.com/watch?v=ukEKu3b2FD8>

SC Teacher Code of Conduct

- <http://ed.sc.gov/educators/certification/certification-forms/forms/standards-of-conduct-for-south-carolina-educators/>

Professional Organizations for Teachers

- <http://www.masters-education.com/professional-teacher-organizations/#link3>

Lesson: Hero Advocates for Educators

List of professional organizations

- <http://www.masters-education.com/professional-teacher-organizations/#link3>

Lesson: Teachers as Change Agents

Sample action plan

- https://wvde.state.wv.us/osp/ActionPlan_Sample_12_15_2015.pdf

Templates for action plan

- https://www.wested.org/online_pubs/action-plan-template.pdf