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Field Experience Overview

After an Accelerate Online participant has successfully completed the first course (5 lessons), he/she will be required to complete a 40 hour supervised teaching field experience in a secondary school. The 40 hours should be instructional time (when the teacher is teaching a class). The observation time should not include conference time, lunch, tutorials, etc. The purpose of the field experience is to provide each participant with an avenue to acquire a real life school experience where he/she is observing and witnessing quality instruction and gaining insight into the nature of the school culture. In order to meet this goal, substitute teaching cannot be used as field experience hours.

Each Accelerate Online participant will make arrangements with school personnel for his/her field experience in a secondary classroom (grades 8-12), depending on the area of certification. Field experiences should take place in two hour/class period segments spread over four weeks. These two hour/class period segments should be the same each day (i.e., third and fourth period each day).

The field experience is structured to allow for a gradual induction into teaching.

<table>
<thead>
<tr>
<th>Week One</th>
<th>General observations (Complete observation forms as outlined in the manual.)</th>
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<tr>
<td>Week Two</td>
<td>Using the provided lesson plan format, observe the teacher and translate the lessons into the lesson plan format. The lesson plans should be submitted within the Early Field Experience course. Identify the parts of the lesson as the teacher conducts the lesson. Interview the teacher using the Teacher Interview form found in the manual.</td>
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<tr>
<td>Week Three</td>
<td>With the teacher’s permission, begin assisting with students (i.e., working with individual students, monitoring students during independent practice, monitoring small groups). If the teacher agrees, try to do a “follow-me teach”. To do this you will need to request a copy of the teacher’s lesson plan prior to the day of the “follow-me teach” in order to review the material. Observe and take notes as the teacher delivers the lesson, then conduct this same lesson during the following class period. Complete a reflection of your week in the classroom and submit it within the Early Field Experience course.</td>
</tr>
<tr>
<td>Week Four</td>
<td>Continue to assist. Complete a reflection of your week in the classroom and submit it within the Early Field Experience course.</td>
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Approaching the field experience in this way will allow you to have interaction with the students (follow-me teaching segments, working with individual students, working with small groups, conducting a lesson). These types of activities will greatly enhance your field experience and make the transition into your internship much easier.

When you have completed the first course (School and Classroom Environment), please notify the Program Coordinator (via email). Electronic versions of the forms to
be used can be found within the Early Field Experience course and assignments will be submitted within the course. The only exception to this is the Field Experience Log Sheet. The Field Experience Log Sheet should be completed and signed by the mentor/cooperating teacher documenting completion of the observation hours.

The log sheet should be mailed or faxed to the Program Coordinator no later than 2 weeks after the last observation.

*This Field Experience must be completed before you can begin your internship.*

The Field Experience Log should be mailed to the following address:

Accelerate Online  
Lynn Beason  
Department of Teaching, Learning, and Culture  
Texas A&M University  
4232 TAMU  
College Station, TX 77843-4232  
FAX: 979-862-6573

All questions regarding your field experience should be directed to Lynn Beason - (email: lbeason@tamu.edu).
Scheduling School Visits

1. Locate a school district in your surrounding area.

2. Contact the central office of the selected school district and request permission to conduct your 40-hour field experience in one of the secondary schools in the district. You will need to provide a brief overview of the purpose of the field experience. If the district requires documentation of your affiliation with a teacher preparation program, please contact the Program Coordinator and this documentation will be provided. Each district has a unique procedure for setting up classroom observations. Follow the procedure outlined by the district administrator. You will probably be put in contact with a campus principal to set up the observations.

3. Contact the campus principal (as directed by the administrator in the central office) requesting permission to conduct your 40-hour field experience in his/her school. Upon your initial contact with the principal, you will need to make sure that you introduce yourself and provide a brief overview of the purpose of the field experience. Realizing that school administrators are extremely busy, you need to ask him/her if they have time to talk or if you need to schedule an appointment at a time that is convenient for his/her schedule. Once you have clarified if the principal has time to talk, you will explain to him/her what you need to accomplish during your field experience and request the name of the specific person responsible for scheduling observation appointments. Please keep in mind that some schools will allow class visitation only on certain dates and at specified times. In addition, some schools may have specific rules and procedures (e.g., dress code, visitor’s role in class activities, etc.) for visitors.

4. You will then need to call the specified contact person and repeat the same information that you gave the principal (i.e., introduce yourself; share purpose of the field experience, and what you need to accomplish in order fulfill your field experience). You should also share the letter of introduction and field experience overview with the classroom teacher you will be observing.

5. You will need to call the specified contact person at least three to five days in advance to schedule your school observations. Under no circumstance should you just show up at the school unannounced. If possible, during this time you will want to set up a schedule for observing. You will need to observe for 2 classes in a row and will observe the same 2 classes during each session. It will also be helpful if you can get a brief overview of the lesson and activities that are planned for the time that you will be in the teacher’s classroom. Also, you should let the teacher know that in addition to observing, you would welcome the opportunity to participate in any student learning activities that might exist. Providing the mentor/cooperating teacher with a copy of the field manual would be helpful in this discussion. Some possible activities could be working with an individual student, working with small groups, assisting in monitoring lab groups during lab
activities, doing a “follow me” teaching segment (i.e., watching the teacher one class period and doing a portion of the lesson with the class during the following class period). The experience gained by participating in these types of activities will prove invaluable as you move into your own classroom.
Dear Administrator,

Thank you for your willingness to share the expertise and talents of the teachers within your school district. The insights, feedback and encouragement that will be shared with the future teachers in the Accelerate Online program are an important investment in education. We also appreciate your time spent connecting these future teachers with quality mentors.

Established January 2003, Accelerate Online is an innovative approach to training secondary (grades 8-12) teachers for the state of Texas. The SBEC approved preparation program provides graduates (and those about to graduate) with an accelerated program of education and entry into the high school classroom. Participants are required to complete a 40 hour field experience as outlined in the field experience overview included with this letter. More information about the Accelerate Online program can be found at the following website: http://accelerate.tamu.edu.

Please feel free to contact me with any questions or concerns.

Sincerely,

Lynn Beason
Lynn Beason
Program Coordinator
979-458-3968
lbeason@tamu.edu
Field Experience Overview for Administrators and Mentors

After an Accelerate Online participant has successfully completed the first course, he/she will be required to complete a 40 hour supervised teaching field experience in a secondary school. The purpose of the field experience is to provide each participant with an avenue to acquire a real life school experience where he/she is observing and witnessing quality instruction and gaining insight into the nature of the school culture.

Field experiences should take place in two hour/class period segments spread over several weeks. These two hour segments should be the same time each day (i.e., third and fourth period each day).

The field experience is structured to allow for a gradual induction into teaching.

Week One – General observations (Complete observation forms as outlined in the manual.)
Week Two – Using the provided lesson plan format, observe the teacher and translate the lesson into the lesson plan format. Identify the parts of the lesson as the teacher conducts the lesson. Interview the teacher using the Teacher Interview form found in the manual.
Week Three – With the teacher’s permission, begin assisting with students (i.e., working with individual students, monitoring students during independent practice, monitoring small groups). If the teacher agrees, try to do a “follow-me teach”. To do this you will need to request a copy of the teacher’s lesson plan, observe and take notes as the teacher delivers the lesson, and conduct this same lesson during the next class period. Complete a reflection of your week in the classroom and post it within the Early Field Experience course.
Week Four - Continue to assist. Complete a reflection of your week in the classroom and post within the Early Field Experience course.

Approaching the field experience in this way will help facilitate the transition into the upcoming internship year for these future teachers.
Dear Mentor Teacher,

Thank you for the investment of your time and expertise in mentoring a Texas A&M University teacher candidate. You were chosen for this responsibility because you are a master teacher. The insights, strategies, feedback and encouragement you will share with your student will have a tremendous impact on the future of his/her teaching.

Please take some time to review the field experience overview that is included with this letter. This information is intended to facilitate your role as a mentor. You will notice from the information that the candidate is required to move from observing routines and procedures to a gradual induction into teaching a lesson independently. As an expert in the classroom, please use your professional judgment in determining the appropriate level of participation by the student.

Your student is following your example and will be learning a great deal from you. Please give him/her plenty of encouragement and feedback. Thank you in advance for your time, care and patience. This experience provides a means for a strong beginning by watching a master of the profession. We could not do it without you.

Please feel free to contact me with any questions or concerns.

Sincerely,

Lynn Beason
Lynn Beason
Program Coordinator
979-458-3968
lbeason@tamu.edu
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Week Three – With the teacher’s permission, begin assisting with students (i.e., working with individual students, monitoring students during independent practice, monitoring small groups). If the teacher agrees, try to do a “follow-me teach”. To do this you will need to request a copy of the teacher’s lesson plan, observe and take notes as the teacher delivers the lesson, and conduct this same lesson during the next class period. Complete a reflection of your week in the classroom and post it within the Early Field Experience course.

Week Four - Continue to assist. Complete a reflection of your week in the classroom and post it within the Early Field Experience course.

Approaching the field experience in this way will help facilitate the transition into the upcoming internship year for these future teachers.
Conducting Observations

1. Upon your arrival to the school, you need to be sure to sign-in, get a visitor badge and a campus map from the front office. Standard protocol for most schools is to sign in/out and acquire/return a visitor’s badge each time you enter/leave the school.

2. Make sure that you arrive at the time that is designated by the teacher. It is imperative that you are on time to all of your observations. Being on time keeps your arrival from interrupting the class. Also be sure to avoid interrupting the class by asking the teacher questions while he/she is working with students or by talking with the students while the lesson is taking place. If you have questions during the lesson, write them down and ask them at a later time. You should not leave prior to the end of a class period as this will also disrupt the class.

3. For each observed lesson during the first week, you will need to complete an Instructional Design and Implementation Form. These five completed forms should be submitted to the Early Field Experiences section of your ePortfolio. During this week, you will also complete one or two of the Classroom Management Forms. These forms should also be submitted within the Early Field Experience course.

4. Prior to the beginning of the second week of observations, review the lesson plan components handout. For each observed lesson during the second week, you will translate the lesson delivered by the classroom teacher into the lesson plan format. Recording what the classroom teacher does into the lesson plan format will give you practice identifying lesson components. These five lesson plans will be submitted within the Early Field Experience course.

5. There are two important components of teaching that you will probably not have the opportunity to observe. These areas are parent communication and adapting/modifying instruction to meet the needs of individual learners. The students who require special attention in this area include gifted students, students receiving special education services, English as a Second Language (ESL) students, at-risk students, etc. During the second week you will need to schedule a time to interview the teacher you are observing about how they address these important issues. The “Field Experience Teacher Interview Form” will be completed based on this interview. You will only complete one interview form. The completed Teacher Interview Form will be submitted within the Early Field Experience course.

6. Once you have completed your observation, you will want to schedule a time (preferably after the class period) where you and the teacher can discuss what was observed. You will need to target your discussion around the questions that
are provided in the observation and interview forms. If applicable, you can also exchange thoughts and ideas concerning any student learning activities that you participated in during class time. **Please note, that in order to insure student confidentiality you are not allowed to use any student names when completing your observation forms.**

7. During **weeks three and four** you will move into activities that involve more interaction with students, as outlined in the Field Experience Overview. At the end of each week you will complete the assignment outlined in the Field Experience Reflection Form and submit it within the Early Field Experience course.

8. At the end of each observation, thank the teacher for allowing you to visit the class, and then ask the teacher to sign the **Field Observation Log Sheet**. The completed Field Observation Log Sheet should be mailed or faxed to the Program Coordinator within 2 weeks of your last observation (mailing address and fax number are included in the Early Field Manual).
<table>
<thead>
<tr>
<th>Time</th>
<th>Assignment</th>
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</table>
| Week 1                  | 1. Complete one form for each observed lesson. Submit within the Early Field Experience course. If there are not 5 days of instruction this week, you are still responsible for all 5 forms. These can be completed using lessons from the following week. *(Instructional Design and Implementation Form)*  
2. Complete one or two forms. Submit within the Early Field Experience course. *(Classroom Management Observation Form)*  
3. Obtain signatures on Log Sheet.                                                                                                                                 |
| Week 2                  | 1. Complete one form. Submit within the Early Field Experience course. *(Field Experience Teacher Interview Form)*                                                                                      
2. Complete one form for each observed lesson. Submit within the Early Field Experience course. If there are not 5 days of instruction this week, you are still responsible for all 5 forms. The remaining lesson plans can be completed using lessons from the following week, or can be original lessons that you create. *(Lesson Plan)*  
3. Obtain signatures on Log Sheet.                                                                                                                                 |
| Week 3                  | 1. Complete one reflection. Submit within the Early Field Experience course *(Field Experience Reflection – at least six paragraphs addressing the outlined areas – see Early Field Manual).*  
2. Obtain signatures on Log Sheet.                                                                                                                                 |
| Week 4                  | 1. Complete one reflection. Submit within the Early Field Experience course *(Field Experience Reflection – at least six paragraphs addressing the outlined areas – see Early Field Manual).*  
2. Obtain signatures on Log Sheet. Mail or fax the completed form to the Program Coordinator at the address or number included in the manual.                                                                 |
| Within Two Weeks of Completing Field Experience | 1. Notify the Program Coordinator of the submission of the indicated forms via e-mail.                                                                                                                     |
Target Areas for Observation and Collecting Information

The task of creating a successful learning environment is a complex task. Many areas must be addressed including instructional design and implementation, classroom management, differentiating instruction to meet the needs of individual learners, and parent communication.

The areas of instructional design and implementation and classroom management will be addressed through guided classroom observations. The following information is designed to assist you and indicates specific things that should be observed. The observation forms can be found in the Early Field Manual.

The areas of differentiating instruction and parent communication will be addressed through a guided interview with the teacher you are observing. This interview form can be found in the Early Field Manual.

Instructional Design and Implementation

The Denton, Armstrong, and Savage Model presented in the Instructional Strategies module will be used as our framework for making classroom observations. This model serves as a guide for developing and implementing instructional strategies.

**Emphasizing Objectives**
Informing the student of the objective provides a target for learning. In addition, it helps the teacher stay on track. Teacher actions should be congruent with (match) the instructional objective. The teacher actions include: providing information, responding to the learner’s efforts (providing feedback), designing activities, and asking questions.

**Motivating Learning**
Motivation is gaining and maintaining the students’ focus on a task. There are several areas where a teacher can influence motivation.

1. Interest
   o Interest can be generated by incorporating components into the lesson that are vivid or novel. Interest can also be generated by relating the lesson to the students’ past experiences. Some techniques which can be used to create interest include: diagrams, graphs, stories, pictures, using student names, incorporating humor, and providing guest speakers. Another technique that is very effective for enhancing motivation is incorporation of technology into the lesson. The possibilities are unlimited.
2. Success
   - Success can be promoted in a number of ways, including: choosing the correct level of difficulty, teaching to the objective, checking student progress and giving feedback, and allowing adequate wait time after asking questions. Another important component in promoting success is recognizing students’ accomplishments.

3. Level of Concern
   - Level of Concern is the degree of expectancy someone is feeling. This expectancy can be raised or lowered as appropriate to focus the student on the task. For example, time can be extended for an assignment to lower the level of concern for a student who is experiencing difficulty. In contrast, a time limit can be imposed (as in a game) to elevate the level of concern. Elevating the level of concern, in this case, would keep the students engaged. Techniques that can be used to manipulate the level of concern include: time, complexity of the material, proximity, visibility, verbal and non-verbal cues, and pacing of the lesson.

4. Feeling Tone
   - The feeling tone is the feeling in the environment encountered by the learner. Feeling tone is important because when an emotion is involved, information will be remembered longer. The most effective feeling tone is a pleasant feeling tone.

5. Feedback
   - Feedback is an effective motivation when it is specific and immediate.

**Recalling Previous Learning**
This step is important because it links the new information to a student’s current knowledge. Sometimes you will hear this called the anticipatory set. Types of anticipatory sets include: analogies, relevant stories, questions, puzzles, a review from the previous lesson, and quotes. The anticipatory set can be accomplished by having one of these activities posted on the board for students to do as soon as they enter the room. You may hear this type of activity called bell work.

**Presenting New Information, Emphasizing Key Points, and Applying New Information**
These three elements flow from one to another as the lesson develops. There are several things to look for as teachers move through these elements.
1. The lesson should be broken into reasonable chunks.
2. The teacher should model or demonstrate what the learner is supposed to do.
3. The learner should have the opportunity to practice new learning with corrective feedback provided.
4. The learner should be given the opportunity to translate the ideas into another form (applying the learning). The list below indicates some techniques for applying the learning.
   o Manipulatives (lab equipment, models, slates)
   o Paraphrasing
   o Making associations
   o Diagrams
   o Stories
   o Role playing
   o Mnemonics

**Providing Learner Feedback**
Providing learner feedback is easily accomplished when the lesson design includes active participation by the students. Some strategies that promote active participation are listed below.
   o Provide advanced organizer note sheet and have students underline key words or star important concepts
   o Explain the concept to a partner
   o Complete a short activity on slates and show answers
   o Summarize their notes
   o Participate in choral responses
   o Use hand signals
   o Draw a diagram
   o Discuss an activity in their group and record the answers
   o Provide bell work

Another opportunity for providing learner feedback is available with the closure of the lesson. The closure can occur at the end of any significant piece of learning - at the end of the lesson or within the lesson. Closure is a mental process where the student summarizes what is being learned. Some of the same strategies that are used for active participation within the lesson can also be used for closure.

**Assessing New Learning**
Assessing new learning can be accomplished during the lesson if active participation is incorporated into the lesson design. For example, students can answer questions on a slate and then share their answers by holding up the slate. This allows the teacher to quickly determine each student’s progress. In addition, more formal types of assessment can be used to determine student progress toward meeting the objectives.
Classroom Management

Classroom management plays an important role in creating a successful learning environment. Much of successful classroom management involves planning and organization. Some important components of classroom management to look for during your observations are listed below.

- The students have something to begin working on when they arrive (Bell work)
- There are classroom rules and procedures in place and the procedures have been taught to the students
- The classroom is arranged in a way that facilitates monitoring of student work and behavior
- The teacher monitors student work and behavior throughout the class
- The teacher provides extension activities to accommodate different rates of work completion of students
- The teacher deals with disruptions in a way that maintains a supportive learning environment
Instructional Design and Implementation Observation Form

**Emphasizing Objectives**

1. Did you observe a match between the teacher actions and the objective during the lesson? Describe what you observed.

**Motivating Learning**

2. What techniques did the teacher use to increase the motivation of the students in the class? Were they effective?

3. What additional techniques do you think could have been incorporated and how?

**Recalling Previous Learning**

4. What techniques did the teacher use to link the new learning to the students’ prior knowledge? Were they effective?
5. Did the teacher use bell work? If so, did this technique help with the learning process? How?

6. What are some ideas you can think of for bell work to be used with this lesson? Be specific.

**Presenting New Information, Emphasizing Key Points, and Applying New Information**

7. Were the procedures and strategies for presenting the content effective? Which of these procedures or strategies would you like to incorporate into your teaching? If they weren’t effective, what are some ideas you would use?

8. Were the students given opportunities to apply their learning throughout the lesson? How?

9. What are some ideas you would use to allow students to actively apply new information from this lesson?
Providing Learner Feedback

10. How did the teacher provide feedback to ensure lesson mastery?

11. Did the lesson closure incorporate student participation and reflection? What are some ideas for student-centered closure that could be used with this lesson?
Classroom Management Observation Form

1. Was the room arranged in a way that allowed the teacher to move easily and quickly to all students? If not, how would you improve the room arrangement?

2. How did the teacher monitor students’ work and behavior? Was the method used effective? If not, how would you monitor students in your class to achieve good results?

3. How did the teacher deal with classroom disruptions?

4. What evidence was there that rules and procedures were in place and that the students were aware of them? How would you make sure this happens in your classroom?

5. Were extension activities available for students who completed the lesson early? What are some ideas for extension activities that could be used with the lessons you observed?
Field Experience Teacher Interview Form

1. Where do you start when planning a lesson?

2. When you are working on a lesson plan, how do you estimate the time a task will take for students to complete it?

3. How do you find out which students have special needs and what the special needs are?

4. What are some examples of modifications that are used or ways of adapting instruction for special education, English as a Second Language (ESL), and gifted students?

5. How do you communicate expectations for the student to the parent(s)?

6. How do you conduct a parent phone call? Parent conference?
Field Experience Reflection  
(Week Three and Four)

Think about your experiences in the classroom this week. Respond to these two questions for all three areas listed below. The bulleted indicators are to be used to help focus your reflections. Write at least a paragraph for each response (minimum of six paragraphs).

1. What did I do effectively?
2. What adjustments can be made to more effectively meet students’ needs?

Lesson Delivery
- Maximizes instructional time by having all materials ready
- Starts class promptly
- States purpose, objectives, and procedures for lesson
- Focuses student attention by motivational techniques
- Uses terminology that is appropriate to the students’ level of understanding
- Provides activities that relate to the purpose and involve students
- Presents lesson in an organized manner
- Gives directions clearly (step-by-step)
- Models (provides examples) of what the student is expected to do
- Engages students in lesson closure

Monitoring Student Performance
- Actively engages students the majority of the time
- Moves and monitors class throughout teaching time
- Provides feedback to students
- Questions/assesses students throughout lesson to ensure understanding

Classroom Management
- Balances fairness and firmness in discipline
- Reinforces appropriate behavior
- Redirects inappropriate behavior promptly
- Remains calm when dealing with students
- Scans the room frequently
## Field Experience Log Sheet

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<th>Date</th>
<th>Time In</th>
<th>Time Out</th>
<th>Time</th>
<th>Cumulative Hours</th>
<th>Subject</th>
<th>Grade</th>
<th>Lesson Topic</th>
<th>Teacher Signature</th>
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I, _____________________, hereby acknowledge that I have successfully completed the 40-hour field experience requirements for the Accelerate Online program.

______________________________  _______________________
Last                        First                  MI                        Date

Please print Teacher Name

Field Experience Location (School/District)
Lesson Plan Components

Name ___________________________   Mentor Teacher ___________________________
Subject/Period(s) ___________________ Date __________

Objectives:
- Write in specific terms
- State what you want students to know or be able to do by the end of the lesson.

TEKS: List the TEKS that are covered by the lesson.

Materials:
List all materials that will be needed for the lesson. Be sure materials are ready ahead of time. Examples: textbook, reference materials, technology, art, music, lab equipment, URLs, CDs, videos.

Motivation:
Use pictures, brainstorming, real objects, thought provoking questions, riddles, poems, books, games, personal experiences, experiments, discrepant events, etc. to focus students on what is to be learned.

Teaching Procedure (Label Guided Practice and Independent Practice):
- Produce a step by step plan of how you will teach the objective
- State clearly the lesson objective; relate to prior learning
- Give a purpose – (Tell students why it is important to learn this and how it will help them in the future)
- Present new information and relate it to existing knowledge of students, including misconceptions
- Model examples of the new skills and demonstrate to the student exactly what they are to do (include visuals whenever possible)
- Recap important points often
- Question throughout to check for understanding
- Include sample question; remember to include higher level/critical thinking questioning
- Involve the students throughout the lesson
- Include guided (completed with teacher’s assistance) and independent activities (without teacher’s assistance) that reinforce the lesson objective (Label these activities with GP and/or IP)
- Monitor student responses to assess students’ needs

Closure:
- Recap the main points by referring back to the objective
- Keep closure student – centered (What did you learn today? Why did you learn it? How will it help you?)
- Ask questions that will give you feedback on student mastery of the lesson objective
- Relate to future learning

Lesson Extension and/or Modification:
- Provide extension activities for those who have mastered the objective
- Provide remediation for those who did not master the objective

Assessment of Learning:
- Ask yourself, “How will I measure to see if learning has occurred?” This may be accomplished through observation of specific work habits, worksheets, group projects, tests, oral discussions, illustrations, etc.
- You may place self-evaluations on the back. (What were the strengths of this lesson? What needed to be changed? While teaching this lesson I learned.)
Sample Lesson Plan

Intern  Sandy Safeteacher   Mentor Teacher Annie Awesome
Subject/Period(s)  8th Grade Science   Date  August 20,

Objectives: The student will be able to identify safe lab practices.

TEKS: 8.1A (The student is expected to demonstrate safe practices during field and laboratory investigations)


Motivation:
Cartoon of Extraterrestrial Lab Safety (As you look at the cartoon, what safety practices should Benrix have followed?)

Teaching Procedure (Label Guided Practice and Independent Practice):
Bellwork - Have Science Lab Orientation out for students to pick up and read

Intro/Anticipatory Set – From your bellwork and the cartoon, what do you think the purpose of today’s lesson is? Is this an important topic? Why?
1. Discuss orientation sheet (Indicate location of fire extinguisher, eyewash, safety shower). Give students opportunity to ask questions or get clarification.
2. Using slates complete Survey of Safety Practices Activity (Discuss correct answers and reasons for these answers). Guided Practice (Active Participation)
3. Using slates work with partner to indicate if Safety First pictures depict safe or unsafe lab practices. Also indicate reason if practice is unsafe and suggest a remedy. Guided Practice (Active Participation)
4. Demonstrate what happens when safety practices are not followed when heating material in test tube? (one of the pictures) Model correct method.
5. Without using notes, have student pairs list as many safety procedures as possible in 3 min. Class with most gets bonus PAT point. (Active Participation)
6. Have students complete Lab Safety Worksheet. Independent Practice

Closure (Student-centered):
>Review>Future Learning
List 3 safety procedures and why this is important information to know. – Ticket out the Door

Lesson Extension and/or Modification:
Have students who are having difficulty work on Lab Safety Worksheet with a partner.

Assessment of Learning:
Slates, Monitoring during Independent Practice, Ticket out the Door, Lab Safety quiz to be given next class day