Complex & Active
Learning Environment

Meaningful
Assessment

Collaboration

AUTHENTIC
LEARNING
TASKS

Creative
Problem-
Solving

Communicating

Investigating

Critical
Thinking

TECHNOLOGY

Team Field Experience Handbook
Fall 2006

Field Experience Guidelines

Roles for the Teacher Candidate

Communication
Face-to-face meetings
Regular email
Periodic checkpoints
Follow through

Planning
Background information on topic
Appropriate standards
Teacher role
Student role
Age appropriate materials
Classroom management
Scheduling of resources
Technology resources
Assessment of student learning

Lesson Development
Assessment tools
Management techniques

Implementation
Well organized
Knowledgeable
Facilitator
Patient

Reflection
Student learning
Positive and negative aspects
Revisions for future use

Documentation
Complete all documentation

Roles for the Mentor Teacher

Communication
Face-to-face meetings
Regular email
Professional feedback
Periodic contact with UND faculty
Expression of any concerns

Planning
Curriculum topic
Appropriate standards
Management strategies – time
 frame, resources, materials
Pedagogical mentoring
Assessment of student learning

Lesson Development
Feedback and review of lesson
 plans and assessment tools

Implementation
Partner in implementation
and assessment
Observations
Recommendations

Reflection
Post instruction feedback
and conversation

Field - Based Lesson Development

Through this experience, we hope you gain the knowledge and understanding of the variety of tools and strategies used in a classroom (i.e. varying instructional frameworks, technology, flexible grouping, teacher's role, etc...) We are here to support you in all that you do. Feel free to ask for assistance at any time.

Step One: Communicate with your mentor teacher. Select a focus for each lesson based on curriculum standards and classroom needs. What are the concepts and objectives for the content?

Step Two: With mentor teacher guidance, plan the lesson; refer to the content-area professor's evaluation guidelines or rubric. How will you authentically engage students in learning?   Are the learning concepts and activities you are incorporating into your lesson authentic? How will you ensure you are meeting the diverse needs of all your students? Solicit feedback from your mentor teacher regarding any special adaptations students might need. How will student learning be assessed?

Step Three: Can technology tools be used to assist with the learning of the content? For the lesson(s) you and your teacher select to use technology, remember that the focus is on students' learning the content. The technology tools are to be placed *into the hands of the students* to assist them in their learning of that content (see Appendix A for a list of the technology tools and resources available). For the technology supported lesson(s), consider if this lesson can realistically be completed within the three-week time frame of your field experience. Appendix B is a sampling of past technology-supported lessons.

Step Four: Finalize your lesson. Work with your mentor teacher to schedule class times and equipment needs, including technology tools when needed (i.e. reserving laptops, digital cameras, computer labs, etc..).

Step Five: Implement the lesson. Consider creating a record of each lesson through the use of technological tools – digital cameras, etc... Collect samples of anonymous student work – these can later be used in your portfolio.

Step Six: Reflect and critique your lesson using the lesson plan reflection guidelines provided by each individual TEAM instructor.

Step Seven: For each lesson taught, turn in the lesson plan, reflection and, if applicable, a representative sampling of student work to the content-area professor.

Teaching File and Journal Expectations

Teaching File

As you progress through your field experience, you will see and hear many wonderful teaching ideas and strategies. To help you keep all these things "in your head" during this busy time and to also help you reflect on your learning, you may be interested in documenting your experience through note-taking and digital technology, i.e. a digital camera. As you observe and teach in your classroom, take notes on teaching ideas or strategies employed by the teacher; if appropriate take a photo. At the end of your experience, you can then create a "teaching file" filled with a variety of teaching ideas, strategies, grouping patterns, management tools, etc... This artifact, as well as your weekly journal reflections, can then be used in your Phase II Portfolio Review to demonstrate your learning and growth.

Reflective Journal

In your field experience journal, spend time each week reflecting on your experience teaching and learning in the classroom environment. We have provided prompts for each week you are in the field – read through them and write a 1-2 page, double-spaced paper in which you connect the *most relevant* prompt to your experience(s). Please observe each due date.

November2-3, 2006: Complete this prompt after your first three days in the classroom.
Due in your TEAM Supervisor's mailbox or email: November 6, 2006 by 3:00pm

In rich language, describe the school and classroom. What were your impressions of the students? Reflect on your first days – their sights, sounds, the school environment, your feelings, etc...

November6-9, 2006: Based on this week's experience, respond to the most relevant prompt.
Due in your TEAM Supervisor's mailbox or email: November 13, 2006 by 3:00pm

---

INTASC Principle #1: Knowledge of Subject (The teacher understands the concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.)

How does your cooperating teacher gather background knowledge and insight toward the subject matter he/she teaches? What resources are consulted? How does he/she then decide on the most appropriate way in which to teach the subject matter?

INTASC Principle #5: Motivation and Management (The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.)

Observe your classroom environment. How does the teacher manage student time and tasks? What are some common management routines and transitions? How were they established and how are they now managed? Be specific and look for details regarding classroom management.

INTASC Principle #6: Communication Skills (The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.)

As you observe in the classroom, listen to your cooperating teacher's questioning techniques. In particular, look for questions that ask for recall of facts, questions that call for reasoning, and questions that are open-ended. Look for questioning patterns, e.g. does the teacher call on boys or girls for answers to certain kinds of questions? You might make a tally of the total questions asked of boys and girls to see if there is equity in the questioning process. As you are planning your lesson(s), think about the kinds of questions you might ask in order to facilitate student learning.

November 13-17, 2006: Based on this week's experience, respond to the most relevant prompt.
Due in your TEAM Supervisor's mailbox or email: November 20, 2006 by 3:00pm

---

INTASC Principle # 2: Learning and Human Development (The teacher understands how children learn and develop and can provide learning opportunities that support their intellectual, social, and personal development.)

How is your teacher meeting the special needs of students including those identified as gifted, challenged, disabled, etc? Describe how your teacher plans lesson accommodations in accordance with a student's Individualized Education Plan (IEP). Respond to the diversity that exists among students – including socioeconomic, cognitive, physical, societal, and cultural.

INTASC Principle # 3: Adapting Instruction (The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.)

For observation purposes, pick three students of varying abilities. Discuss each student's learning style, reading competency, math ability, and any other special needs. Do the students need special help or do they help others in the class? Throughout this field experience practice your observational assessment techniques such as anecdotal notes, checklists, sociograms, etc.

INTASC Principle # 4: Instructional Strategies (The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.)

Write and reflect on the different instructional frameworks and practices you have observed in the classroom. These may include whole-group instruction, flexible grouping, teacher-led instruction, student choice, class decision making, field trips, celebrations, projects, etc.

November 20-22, 2006: Based on this week's experience, respond to the most relevant prompt from the ones listed below:

Due in your TEAM Supervisor's mailbox or email: November 27, 2006 by 3:00pm

---

INTASC Principle #7: Planning (The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.)
Reflect on your cooperating teacher's planning. How does he/she go about planning for daily lessons and units? What kind of information is taken into account and planned for? Then compare it to the planning you completed over the past few weeks. What have you learned about your planning and teaching?

INTASC Principle #8: Assessment (The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.)
Discuss the various kinds of assessment procedures you observed during the field experience. What were some benefits/drawbacks of each? What kinds of tools seem to work best for you and your style of teaching? Which of these gave you the most information about your students as learners and the content they learned?

INTASC Principle #10: Partnerships (The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well being.)
Talk to your teacher regarding the ways in which he/she communicates with other people in the profession. How does he/she work with parents, social agencies that promote a child's well-being, colleagues, and administrators? What are some "tips" regarding school "community" that he/she has for you?

INTASC Principle #9: Commitment (The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professional in the learning community) and who actively seeks out opportunities to grow professionally.)

Reflect on the experiences working with children you have had up to this point. List two professional goals you will work toward over the course of the next six months. Why are they important to you? How do you plan on achieving them?

Appendix A
Technology Tools & Resources

T-SALT Resources

Technology Tools Available

Internet
AppleWorks – Word Processing, Database
   Spreadsheet (calculations or graphing),
   Presentation
Microsoft Office – Word, Excel, PowerPoint
Kid Pix
Inspiration
HyperStudio
Timeliner
WiggleWorks
Geometer's Sketchpad
TableTop
SuperPrint
Living Books
Magic School Bus Series
Web Pages – Netscape Communicator,
   Dreamweaver
iMovie
Photo editing software
Copyright free music
SmartSound (music)

Digital still cameras
Digital video cameras
Digital microscopes
Verneir Probeware
Apple iBooks
Scanners
Printers
Projectors
CD/DVD Burners

Helpful Planning Websites

Education World
www.educationworld.com/
WebQuest
 http://webquest.sdsu.edu/
International Society for Tech.
 in Education
 http://cnets.iste.org/
Bigchalk – The Education
 Network
 http://www.bigchalk.com

Faculty Contacts

Richard.hechter@und.nodak.edu
 donna.pearson@und.nodak.edu
 bonni.gourneau@und.nodak.edu
Rachael.waller@und.nodak.edu
 mark.guy@und.nodak.edu
Shelby.barrentine@und.nodak.edu
 mary.baker@und.nodak.edu

An important teaching goal:

Your technology-supported lesson reflects the logo on the cover of this handbook. The technology supports content learning and thinking skills – not using technology just for the sake of technology.

Appendix B
Sampling of past Technology-Supported Lesson

Examples of Past Technology-Supported Lessons

Subject: Math – Primary
- Using Kidspiration, the students were able to buy items for less than one dollar and show the appropriate change they received when paying with a one dollar bill.
- Graphing quantity of M&Ms by color.
- The students made money math journals on KidPixs.
  ### Upper Grades
- Math autobiographies – the students wrote a 1 page paper on their reflection of math. (Word processing software & printers.)

Subject: Language Arts – Primary
- Students dressed up as their favorite nursery rhyme character, had their pictures taken, and then used KidPixs to decorate them and add their voice.
- A center time book was created which included the children's pictures, an illustration of the activity they were doing in the picture, and their names.
- Students created an alphabet book. They found objects in the school that started with the letter they were assigned, and then they dictated a sentence about the object.
- Using KidPixs, students picked five clipart pictures and typed by the pictures the first letter of that word. Then they were to attempt to spell the word to the best of their ability.
- Student wrote a sentence or two about an object that they were holding in a picture The object started with the consonant digraph "th", "ch", "sh", or "wh". Then using Kidpix, they typed the appropriate digraph under the picture of them holding the object.
- The class created an alphabet book. Students made the letters with their bodies, we took pictures of them, and then they wrote a sentence to go with the letter.
- Students created a KidPixs slide show on consonant digraphs.
- Students dictated stories about scarecrows, typed the stories and illustrated them using KidPixs.
- Students did an author study, were videotaped telling what they had learned, then an iMovie and a KidPixs slide shows of pictures from their book was created.
- Using Wiggleworks, students wrote 3 to 4 sentences about the story they read for the week, then illustrated and printed them out.
- Students created class books by taking digital pictures and writing a sentence about the picture using spelling words that they were studying that week. The lesson integrated both Social Studies and phonics into it.
  ### Upper Grades
- The students wrote Acrostic poems for nursing home pen pals. They then used Appleworks to make a poster with their pictures (digital camera) and poem on it.
- Students read Shiloh and used iBooks to make journal entries. Inspiration was also used to create story maps.
- Students interviewed their peers and then created biographies. Digital cameras were used to take pictures and Appleworks was used for the word processing.x
- Students created an "All About Me" web using Inspiration and digital camera pictures.

- Students picked a favorite book, were paired up and then generated interview questions for their partner. The students were then videotaped doing their interviews and then edited those interviews on the laptops.

Subject: Social Studies – Primary Grades
- Students used digital cameras to take pictures of each other to put their class book.
- The students learned how to use KidPix and where the keys are on the keyboard. The students learned about themselves and what makes them important by family, friends and their favorite animal or pet, then wrote, typed, and decorated their papers on KidPix.
- Pictures were taken of each student then got information regarding dates in U.S. History. Using KidPixs, they typed text and drew correlating pictures. An iMovies was created showing students presenting their finished work.
- Students took digital pictures of them, and then wrote about themselves in Microsoft Word.
- Students did a social studies project using the Internet, video cameras, and IMovie.
- Students created and presented an interactive video tape "quiz" about communities.

Upper Grades
- Students created a Timeline of a family member's life.
- Students created a HyperStudio stack describing the discoverer of a particular explorer they researched.
- Students used a Timeline to graph the events of Colonial America as culminating activity for a social studies chapter.
- Each student chose a person in history from a section on exploration and the separation of the New World from England. Each student did research using the Internet, using numerous Internet sites as well as library research. They wrote rough drafts, and then used a word processing program to type out their final drafts of their papers.
- Students became explorers to the New World, and created and planned their trip using inspiration.
- Students completed slideshow biographies of a fellow team member. The program Appleworks Presentation was used.
- Students used Inspiration to create a web to organize information learned in a social studies lesson.

Subject: Science – Primary Grades
- Students created a book from the four seasons using Kids Works Deluxe.
- Students used digital microscopes to learn about leaves.
- Students used digital microscopes, a digital camera and the laptops.
- Students used the Internet to research different animals, and then created a book of information about their animal using KidPixs.
- Students used the Internet to research different animals, collecting information about their enemies, habitat, appearance, etc., and then entered than data onto a web in Kidspiration.
- Digital microscopes were used to look at mealworms. Students then used Inspiration to create a web with four interesting facts about their mealworms.

- Students created a PowerPoint presentation with pictures they had taken in the classroom and on the field trip on aviation.

Upper Grades

- Students created animal groups webs in Inspiration.
- Students created Inspiration food webs that illustrated the flow of energy through an ecosystem. The then wrote descriptive paragraphs explaining their webs.
- Students did an animal research project, using the Internet and books to get information about their animal, then wrote a report using Appleworks.
- Students studied adaptations by creating their own animal that would survive in a habitat they chose. They created a HyperStudio stack to display their animals and information.
- Students used three Internet websites to complete a web quest project crated by Ms. Griffith. They then created a KidPixs slide with digital pictures, text, graphics, and Internet pictures of cells to demonstrate their knowledge of plant and animal cells.
- Students completed a project on the solar system. They used the Internet and books to research planets, the sun, comets, asteroids, or meteors, found pictures of their object on the Internet and used it for the cover page of the paper they then wrote about their object. Students also made a scale model of their object, which was then hung up in the classroom.