



SECONDARY FIELD EXPERIENCE PORTFOLIO Winter 2021

Professors

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Required Methods Block Classes Field Experience Hours

EDUC 341 General Methods and Assessment	45 Hours
EDUC 342 Curriculum and Content Methods	15 Hours
EDUC 343 Learning Theory & Classroom Mgmt.	45 Hours
* EDUC 434 Reading & Writing in the Content Area	15 Hours
Total Methods Block Hours	120 Hours

Methods Block Activities

Collegedale Academy Observations	25 Hours
ATLAS or other teaching resources	25 Hours
edTPA Deep Dive	30 Hours
Professional Activities	10 Hours
Model Lesson Presentations	15 Hours
COVID Observation Accommodation	-15 Hours
Total Methods Block Hours	105 Hours

Note: Field Experience Portfolio Due: April 30, 2021 at 5:00 P.M.

* Course not required for Secondary English Majors

Secondary Education Field Experience

Purpose

The purpose of the Secondary Methods Block Field Experience is to provide teaching candidates with embedded learning experiences in the classroom. The focus is to develop knowledge and skills in planning, instruction and assessment, and their impact on student learning. Covid-19 continues to have an impact on the field experience but this has not diminished the School of Education's resolve to ensure the best possible field experience given the federal, state, and local health guidelines that we are required to follow.

Goals

Students participating in Secondary Methods Block Field Experience are expected to complete 15 to 120 hours in a classroom in their area of specialization, depending on the academic program and class schedule. The field experience will provide opportunities to:

- Develop knowledge of content standards, subject-specific pedagogy, classroom management, instructional strategies and assessment
- Develop knowledge of varied students' assets and needs
- Consider research and theory about how students learn
- Reflect on and analyze evidence of the effects of instruction on student learning
- Develop a deeper understanding of effective teaching practices and student learning in an authentic context
- Receive coaching in developing a sense of instructional efficacy prior to student teaching
- Demonstrate professional dispositions and ethical practices
- Provide teaching candidates opportunities to participate in service learning

Hours

The number of hours required for field experience depends on which Methods Block courses a student is taking. For example: A student enrolled only in EDUC 342 would be required to complete 15 hours. A student enrolled in EDUC 341, 342, 343, and 434 will be scheduled to complete 120 hours.

If your schedule does not cover all hours, it is your responsibility to complete them, in addition (or outside of) the hours listed on the schedule. For questions, please contact your supervising professor. All hours must be completed by finals week. SEP professors recognize that unforeseeable circumstances, such as school cancellations, may limit an individual's completion of all hours. All efforts are made to meet everyone's schedule and the required amount of field experience hours. Any variance from the total hours needs to be approved by your faculty supervisor.

CORVID -19

At this time all public and private schools in Tennessee are not allowing methods block students to enter their schools. Should this change during the semester the school where your placement is may require you to participate in government required procedures due to the COVID-19 pandemic. These procedures may include but not limited to wearing a mask, participate in temperature checks, symptom screening, participate in COVID-19 training, and maintain social distancing. If you feel that you cannot participate in these procedures please inform your university immediately. The university supervisor, the Dean of the School of Education and the student will conference to review available options. However, if available compliance options are exhausted the student will be asked to drop the class requiring the field experience.

Teaching Candidate Responsibilities

1. Demonstrate professionalism
 - a. Completion of field experience hours.
 - b. Professional conduct and dispositions are expected at all times.
 - c. SAU dress code is to be followed at all times.
 - d. Avoid communication with K-12 field experience students via social media, texts, and/or phone calls.
2. Observe in your assigned classroom for the number of required clock hours in person or zoom if attendance isn't allowed
 - a. Maintain an attendance log. This log must be signed by the mentor teacher.
 - b. Conduct structured observations using the nine frames of reference provided in Appendix C and write commentaries (one for each class 200-250 words each) describing your observations. When writing the commentaries, include the following components in addition to responses to the items bulleted in the chosen frame of references:
Date of observation
 1. Time of observation
 2. Grade level and/or subject observed
 3. Frame of reference selected
 4. Central focus of learning
 5. Specific details and examples that have been observed.
3. Teach Model Lessons
 - a. You will teach one lesson in EDUC 341 and maybe one lesson in EDUC 342, and one lesson during the Deep Dive.
 - b. Schedule the lessons you will teach with your teacher ahead of time.
 - c. At least 24 hours before you teach a lesson, submit the lesson plan to your teacher for feedback.
 - d. Conduct assessments as appropriate for the lessons you teach, including grading and scoring.
4. Complete the edTPA performance assessment – Deep Dive
 - a. 3-lesson sequence (see 3.) including a pre and post assessment
 - b. Complete and include in field experience portfolio Tasks 1-3
5. Self-assessment
 - a. The teacher candidate will conference with the mentor teacher for feedback after each lesson has been taught.
 - b. Analyze constructive feedback from teacher by completing the Coaching Commentary (See Appendix D for instructions. This will be completed in *Chalk and Wire*.)
6. Complete 10 hours of professional development in your subject area
7. Complete 15 hours of model lesson observation and presentation in EDUC 341

Field Experience Portfolio Performance-Based Assessment Checklist	Points	Score
Attendance Logs		
Collegedale Academy Observations 25 Hours ATLAS videos 25 Hours Professional Activities 10 Hours	5 points	
edTPA Deep Dive Sessions		
Attend edTPA Deep Dive Orientation Sessions and participate in the assigned activities. (See Appendix A)	25 points	
Reflections and Commentaries		
Collegedale Academy Observations: The teaching candidate will write commentaries on each class one hour class while attending or zooming Collegedale Academy that addressing one or more of the nine frames of reference. Each commentary should be 200-250 words in length.	15 points	
ATLAS or other teaching resources: The teaching candidate will watch the ATLAS video and read the corresponding commentary. The teaching candidate will write commentaries on the video that addresses one or more of the nine frames of reference.	15 points	
Professional Development: The teaching candidate will participate in 10 hours of professional development. All professional development activities must be approved by the EDUC 341 instructor. The teaching candidate will write commentaries that are 150-250 words in length for each hour of professional development.	15 points	
Lesson Plans		
Lesson Plan Collection: Complete a detailed lesson plan for three (3) edTPA learning segments, two (2) EDUC 342 Content lessons, and one (1) methods block class lesson. These lessons must not be repeats.	20 points	
Instructional Supports: Include an example or take photos of all artifacts created. If a PowerPoint or handout is created, please print it or hot link it in the lesson plan. Artifacts may include anchor charts, games, PowerPoints, interactive bulletin boards, handouts, manipulatives, etc.	5 points	
Chalk And Wire Forms		
Commentary on Coaching:	5 points	
Total Points	100 points	

Intensive Field Experience Performance-Based Assessment

The intensive field experience is an extended classroom observation and practicum where the teaching candidate will observe classrooms and videos, assist the mentor teacher, interact with classroom students, co-teach with the mentor teacher, and eventually teach a few lessons by himself or herself. This is a precursor to the student teaching experience. The expectation is that the teaching candidate will have ample opportunities for professional growth as he or she learns more about the teaching profession, pedagogy, knowledge, skills, and dispositions.

The assessment for this portion of the methods courses is performance-based and provides evidence of your progress as a teaching candidate. A field experience portfolio will be compiled during the field experience and will count as part of the grade for each course in the Methods Block (EDUC 341, 342, 343, 434. Post your files to a cloud drive such as Google Drive that meets the evidences and assignments in the checklist below:

Atlas Case Studies

1. Log in to ATLAS (<https://atlas.nbpts.org/>) using your Southern email.
2. Type key word in to the search bar (i.e. assessment). Select your subject area from the list on the left.
3. Select one of the videos.
4. Watch your selected video clip and read all information provided for each case.
5. Select a frame of reference (see next page) for the case study or use the Guiding Questions (not all the guiding questions need to be answered).
6. Write a one-page (200-250 words, double spaced, one inch margins, 12 pt. type) response summary at the end of this document. The overview (class time, location, subject, teacher, and number of students) should be limited to the first few sentences. The following sentences or paragraphs should be based on the General Guiding Questions and/or your selected frame/s of reference. There should be evidence in each response of thorough engagement and higher order thinking.
7. Repeat this process for each 1 hour of observation credit for 25 hours.
8. Complete the log Summary below for all of your selected videos and responses.
9. Post this entire document to eClass – EDUC 341 – Field Experience via ATLAS – ATLAS Case Study
10. Assignment due date: December 9 at noon. Students are encouraged to complete this assignment by Thanksgiving break.

Collegedale Academy Observations

Look for valuable take-aways from your class observation and use them to answer the General Guiding questions or any of the nine frames of reference. Write a one-page (200-250 words, double spaced, one inch margins, 12 pt. type) response summary for each class period that you observe (even if the class is 50-55 minutes count it as a full hour). The class overview (class time, location, subject, teacher, and number of students) should be limited to the first few sentences. The following sentences or paragraphs should be based on the General Guiding Questions and/or your selected frame/s of reference. There should be evidence in each response of thorough engagement and higher order thinking.

Professional Activities

Look for valuable take-aways from your professional development activities and use them to answer the General Guiding Questions or any of the nine frames of reference. Write a one-page (200-250 words, double spaced, one inch margins, 12 pt. type) response summary for each hour of professional development. There should be evidence in each response of thorough engagement and higher order thinking.

edTPA Deep Dive Learning Objectives:

- Using content from my learning theories course on motivation
- Adapting it to their content area
- Teaching the given objective in class through their content area lens
- Video-taping the lesson
- Writing commentaries for each task
- Using rubrics from their edTPA handbook to assess their work

Coaching Commentary

Purpose: The purpose of this assessment is to determine the candidate's ability to analyze planning, pedagogy, and constructive feedback provided from a mentor teacher and supervisor. In this commentary the candidate will describe, explain, and justify. This assessment is administered during the Methods' block field experience. It is a summative assessment used to evaluate the candidate's readiness for student teaching. Candidates submit this commentary as part of the Methods Block field experience portfolio requirements.

Use the feedback provided by the mentor teacher and supervisor to compose a thoughtful commentary based on the coaching lesson. The commentary will be submitted in *Chalk and Wire* and will be a key assessment for admission to Student Teaching. Commentary should not exceed three single spaced pages and must address each of the following:

1. Describe the lesson.
2. Explain the thinking process you engaged in for determining the most important pedagogical strategies for presenting this lesson. What did you know about students that guided your decisions? Why did you choose the resources you used?
3. Explain the evidence-based methods you used. Cite the research that supports the methods you used.
4. Explain what you learned about yourself and teaching as a result of this lesson. Include your strengths, as well as areas for growth.
5. Analyze the feedback provided. Focus the analysis on what you did that yielded each score.
6. State the changes you would make to ensure students are progressing toward learning objectives. Focus the changes on what you will do as a teacher. Support suggested changes with reference to research on student learning.
7. Outline the goals you have for strengthening each developing score. State the area to strengthen and write a specific goal to strengthen this area. Make each goal specific. You may seek feedback from the mentor teacher for determining goals.

Structured Observations & Frames Of Reference

As the candidate becomes a reflective decision-maker, observations will involve much more than just looking at what is going on in a classroom. As a reflective observer, the candidate will be involved in careful observation of details, analyzing and evaluating, and assimilating new ideas into the existing store of knowledge. The candidate will write a daily commentary responding to the “frames of reference” or lenses included in this section.

The commentaries should include references to specific details and examples that have been observed.

When writing additional commentaries, the following components should be included, in addition to responses to the items bulleted in the chosen frame of references:

Date of observation

- Time of observation
- Grade level and/or subject observed
- Frame of reference selected
- Central focus of learning

Frames Of Reference

The nine frames of reference (or lenses) will guide the candidate in determining what to observe during learning segments and how to develop the commentary. Remember to be positive, looking for the teaching strengths of the professional teacher you are observing. Look for things you might adapt to be used in your own classroom. The teacher candidate should use each of the frames of reference at least once.

Teacher:

- What image does the teacher project?
- How does dress and general approach contribute to this image?
- How does the teacher move around the room during instruction, cooperative learning activities, and independent work?
- Do these movements distract from or reinforce the progress of the lesson?
- How does the teacher convey his/her interest in the topic and enthusiasm for the lesson during instruction?

Promoting A Positive Learning Environment:

- How did the mentor teacher create a positive learning environment in which all students with their varied needs and backgrounds were able to participate?
- How did he/she demonstrate mutual respect for, rapport with, and responsiveness to all students? Give examples of how the teacher accepts and nurtures students.
- In what ways were students encouraged to affirm one another?

Engaging Students In Learning:

- How did your mentor teacher engage students in developing the skills of inquiry, interpretation, or analysis?
- How did he/she link students' prior academic learning and personal, cultural, and community assets with new learning?
- How were students challenged to engage in learning?
- How was students' active participation reinforced, either verbally or nonverbally?
- Was silence used to encourage student participation? How?
- What types of non-verbal cues were used? (Give examples.)
- What was done to insure that all students were participating?
- Identify and provide examples of any major learning theories demonstrated in the lesson.

Building Conceptual Knowledge During Instruction Through Questioning Sequences:

- How did the mentor teacher elicit and build on student responses to questions to promote conceptual knowledge?
- Classify the types of questions and frequency according to the following categories: (a) factual knowledge/recall, (b) comprehension, (c) synthesis, (d) application, (e) evaluation.
- Recount an example of effective questioning sequencing that the mentor teacher used.
- How does the teacher direct questions so that every student has opportunity to respond?
- In what ways are students encouraged to ask questions? List all questions that students ask during the observation.
- How were students' abilities to construct meaning from, interpret, or respond to instruction developed?
- Describe and cite examples of how the teacher supported students in using evidence from one or more sources to support interpretations or analyses.
- How were incorrect, incomplete responses handled?
- How much wait-time is given?

Monitoring Student Learning:

- How did the teacher know if the students were mentally engaged with the instruction?
- What types of formal and/or informal assessments were used to provide direct evidence of students' ability to construct meaning from, interpret, or respond to instruction throughout the learning segment? Mention any written products, as well as verbal or nonverbal responses, that were elicited from students.
- How were planned assessments designed or adapted to allow students with specific needs to demonstrate their learning?

PREVENTIVE DISCIPLINE:

- What methods does the teacher use to prevent disciplinary problems from developing?
- How does the instruction encourage self-control?
- What is the plan to keep the lesson focused on active learning and participation?
- In what ways does the teacher attend to the attention span of students?
- What is done to prevent minor problems from becoming major?
- Does the teacher use change of pace, humor, affirmations, etc. effectively?
- How are students involved in discipline?

BEHAVIOR MANAGEMENT:

- How do classroom rules relate to the students?
- What is done to make the students aware of classroom rules?
- Are the rules enforced consistently?
- How does the teacher deal with individual student disruptions?
- How does the teacher re-engage a student who appears to have lost interest in the instructional activities?
- How does the teacher show respect for individual students and the group as a whole?
- Identify several behavior management theories observed in the classroom.
- Does the mentor teacher's actions produce changes in student behavior? Explain.

CONTINUITY OF THE LESSON:

- How does the teacher bring the class to attention before beginning instruction?
- What is done to motivate students to get involved in the lesson being presented?
- How does the teacher connect new learning to prior learning?
- In what ways are students helped to make connections to real life learning?
- What is done to help students see the big picture of what is being presented?
- What type of direct instruction is given? What is done for guided practice?
- What type of activities are students involved in to demonstrate understanding?
- What is done for the closure?

ORGANIZATION & ROUTINE:

- What is done to prevent taking attendance from consuming instructional time?
- How are completed assignments collected? How are graded assignments returned?
- What method is used if students grade their work during class?
- Give specific examples of how the classroom environment promotes thinking and learning.
- How does the teacher use technology during instruction?
- What student behaviors indicate that they are familiar with the classroom routines and procedures?

Southern Adventist University
School of Education & Psychology
CONCEPTUAL FRAMEWORK

To Serve, To Lead, To Transform

Institutional Mission

Southern Adventist University, as a learning community, nurtures Christ-likeness and encourages the pursuit of truth, wholeness, and a life of service.

The Mission – School of Education & Psychology

Our mission is to prepare all students to be effective Christian professionals who demonstrate a commitment to the pursuit of truth, wholeness, and a life of service in a diverse society.

The Goal

The goal of the professional education unit is to facilitate the comprehensive development of school professionals as servant leaders in their communities.

The Core Objectives and Expected Proficiencies

1. As a **caring person**, the candidate/school professional will demonstrate knowledge, skills, and dispositions by
 - a. designing experiences that honor best practices related to multicultural and academic diversity
 - b. nurturing relationships by showing warmth, care, respect, and fairness to all individuals
 - c. reaching out to families and community agencies
 - d. emulating the Christ-centered principles of discipleship and service
2. As an **informed facilitator of learning**, the candidate/school professional will demonstrate knowledge, skills, and dispositions by
 - a. providing nurturing environments and services based on developmentally and culturally appropriate practices
 - b. knowing the content and conveying the importance of subject matter
 - c. developing a repertoire of discipline strategies and procedures that encourage positive learning environments
 - d. planning for differentiation and scaffolding to ensure that all students experience success
 - e. utilizing technology to enhance student learning and communication
3. As a **Christian reflective decision maker**, the candidate/school professional will demonstrate knowledge, skills, and dispositions through
 - a. demonstrating intellectual curiosity, critical thinking, and strategic decision making
 - b. planning lessons that incorporate evidence-based practices and appropriate materials
 - c. using informal and formal assessment data for instructional planning and evaluation
 - d. reflecting on observation, instruction, and assessment through a Christ-centered world view
4. As a **committed professional**, the candidate/school professional will demonstrate knowledge, skills, and dispositions by
 - a. collaborating, consulting, and engaging in opportunities to achieve professional excellence
 - b. demonstrating professional demeanor, ethical behavior, and carrying out responsibilities conscientiously and punctually
 - c. recognizing the value of health and a commitment to a lifestyle of wellness
 - d. demonstrating appropriate written and verbal communication skills
 - e. studying God’s Word and seeking His will