

<b>Candidate's Name</b>		
<b>Program of Study</b>		
<b>Course/Number</b>		
<b>Course Name</b>		
<b>Semester</b>		<b>Year:</b>
<b>NSU Instructor</b>		
<b>Site/K-12 School Name</b>		
<b>City</b>		
<b>K-12 Teacher Name</b>		
<b>Note: Submit appropriate, completed documents to your Instructor. (See Guidelines p.11)</b>		

# LEVEL I - OBSERVATION FIELD EXPERIENCE HANDBOOK

NORFOLK STATE UNIVERSITY  
SCHOOL OF EDUCATION  
CENTER FOR PROFESSIONAL DEVELOPMENT

<i>"The Teacher as a Competent, Compassionate, Cooperative, and Committed Leader"</i>
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**<http://www.nsu.edu/education/development/>**

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**Description of the Conceptual Framework  
(Levels I and II field experiences and clinical practice)**

The conceptual framework adopted by Norfolk State University’s professional education programs describes the vision and purpose of the unit to prepare educators to work in P-12 schools. Consistent with the institution’s mission, its focus is to **prepare competent, compassionate, cooperative, and committed leaders** capable of meeting the diverse needs of all learners. Supported by a strong knowledge base, the conceptual framework provides a system for ensuring coherence and a well-articulated professional commitment to knowledge, teaching competence, leadership, and student learning. This is reflected in the curriculum, instruction, and clinical experiences provided to develop the knowledge, skills and dispositions that are valued in teachers and other professional school personnel. The conceptual framework is a tetrafocal professional development model. Supportive of the university’s mission, it provides the philosophical and the theoretical knowledge base for the School of Education’s mission to train quality teachers, administrators and other school personnel for the 21<sup>st</sup> Century.

**Competence**

First, candidates must present a solid liberal arts education. At the initial level candidates are provided a broad exposure to literature, history, mathematics, science, social sciences and the arts in the general education curriculum. A more concentrated study of a liberal arts or sciences discipline is required with a major in a liberal arts or science discipline.

At the initial level the programs at Norfolk State University seek to produce educators who are skilled and demonstrate the potential of developing the expertise needed for student achievement. The “competence” strand consists of the following knowledge and skill components across the curricula. Though not exclusive the following areas are predominant in all programs.

<b>Knowledge</b>	<b>Skills</b>
Liberals arts or science background	Write a lesson plan
Subject matter or specialized content	Present a lesson
Human Growth and Development	Manage a classroom
Learning Theories	Evaluate teaching resources
Pedagogy	Use developmentally appropriate instruction
Assessment	Use multiple teaching and learning research based instructional strategies
Learner	Adapt instruction for individual differences
Multiculturalism	Be creative
Technology	Assess student’s performance
	Monitor students’ progress
	Use a variety of formal and informal assessment techniques
	Develop instruction based upon evaluation results
	Develop and ask appropriate questions
	Organize and manage time
	Analyze the classroom to promote learning
	Model effective communication skills
	Reflect upon teaching effectiveness
	Use human and community resources to foster learning
	Use technology

## **Compassion**

As a disposition, compassion or being a caring educator is well supported. It has become an attribute considered crucial for student learning because relationships matter for learning. Being compassionate promotes self-esteem. Being compassionate builds trust and trust encourages effort. The relationship to student achievement is clear. Teachers and school personnel not only should enact caring but should be involved in the teaching of caring. Caring and compassion are “part of the hard core of subjects we are responsible for teaching. This is a critical component for understanding other cultures and with the number of teachers students are in contact during their schooling, the impact is exponential. At Norfolk State University this strand is further broken down to include the following indicator:

Unconditional Positive Regard (showing respect, developing trust, demonstrating integrity and demonstrating empathy)

At its roots, being caring or compassionate is a humanistic ideal and can be demonstrated by an “unconditional positive regard” or later called “non-possessive warmth” espoused by Carl Rogers. It is a concept that is modeled by faculty and encouraged for prospective educators.

## **Cooperation**

Cooperation is defined as teamwork whereby individuals act together to achieve a goal. The goal at Norfolk State University is to prepare the educator who is capable of demonstrating the collaborative and cooperative skills considered essential in the development and instruction of P-12 students. It is a skill that is becoming increasingly valued in global terms as educators are being asked to partner and form collaborative relationships with businesses, social service agencies, community groups and other organizations, locally and nationally to meet the educational needs of all students. Cooperation, then, is seen as a form of shared accountability.

Our candidates are prepared to leave the comforts of our university to be capable of working independently as well as cooperatively within their work environment and the global community. One indicator of the disposition of cooperation is:

Collaboration/teamwork (working with peers, faculty, students; serving on committees, task forces; planning programs, meetings, conferences; working with the business community and other community agencies; working with support personnel such as guidance counselors, psychologists, social workers, and other professionals.)

## **Committed Leadership**

Though not new, leadership as a disposition is receiving heightened status as a major strand in the conceptual framework. It is also a principle that pervades all programs offered at Norfolk State University. From preparing classroom teachers to school administrators, effective teaching, student learning, and committed leadership are inextricably linked. The university’s philosophy is to prepare school leaders who are instructional leaders first, yet who are open to and catalysts for continuous systemic change at the building, central office, or classroom level to optimize student achievement. With emphases on competence, cooperation and its close cousin, collaboration, Norfolk State University’s goal is to prepare individuals to actualize aspects of leadership to meet the needs of today’s schools.

Indicators of committed leadership are generally self-directed and include:

- Continued professional development and growth
- Improving curriculum, instruction and assessment
- Improving school effectiveness
- Being a student advocate
- Being a professional

As the conceptual framework continues to be evaluated and evolves, the Tetrafocal Professional Development Model dominates all programs preparing educators.

Rev. 7/2007

# INTRODUCTION



## ***Conceptual Framework***

*"The Teacher as a Competent, Compassionate, Cooperative, and Committed Leader"*

### **FIELD EXPERIENCES POLICIES AND PROCEDURES OBSERVATION (10 CLOCK HOURS) (LEVEL I)**

***This observation period is designed to give candidates an overview of the teaching profession.***

Field based and clinical experiences are integral parts of the curriculum for teacher education candidates. The mandatory field experiences are designed to provide candidates with a variety of academic settings. These experiences are planned to provide relevant opportunities for the application and evaluation of theories and concepts which are taught in the program. The sequence of these experiences allows candidates to progress through levels of development with increased responsibility for classroom instruction and other professional roles. All field experiences are systematic and guided by the conceptual framework, "The Teacher as a Competent, Compassionate, Cooperative, and Committed Leader." The field experiences seek to prepare educators who demonstrate the competencies for effective teaching and leadership and accept the responsibility for students that they teach. The sequence of field experiences at Norfolk State University includes:

- (1) Level I Observation
- (2) Level II Observation and Participation
- (3) Level III Student Teaching and Internship

**LEVEL I FIELD EXPERIENCES - OBSERVATION (10 CLOCK HOURS)**  
**PREREQUISITES:**

1. Enrollment in Elementary/Secondary Education (EDU), Special Education (SPE), or Physical Education (PED) 200 level courses
2. Current Negative Tuberculin Skin Test, Chest X-ray, or equivalent documentation
3. Completed application for field placements
4. Current, signed Background Verification Form

**Level I** is designed to give candidates an introduction and overview of the teaching profession through observation. All observations are used as a vehicle to provide sophomore level candidates an effective means of learning how certain teaching methods are employed in schools; how students respond to the classroom environment; and roles of the teacher, administrators, and other school personnel.

Candidates are given the opportunity to observe effective teaching strategies and how effective teachers work in their classrooms. The experience is designed to introduce prospective teachers to a variety of educational experiences in a variety of appropriate settings including teaching the exceptional and diverse population.

The field experiences begin with Enrollment in Elementary/Secondary Education (EDU), Special Education (SPE), or Physical Education (PED) 200 level courses “*Foundations of Education*” and move systematically through methods courses ending with student teaching or internships. Specifically, Level I field experiences allow candidates to observe, but is not limited to, the following:

- various instructional strategies at different grade levels
- teachers, administrators and other routines in the school.
- classroom management skills, student teacher interactions, questioning skills, strategies used for diverse and exceptional populations, and the use of technology in the classroom

**Outcomes.** As a result of these introductory observations, candidates enrolled in introductory courses at Level I will be able to decide if teaching is to become their chosen career, and if they are willing to invest the time, energy, and effort to have a positive impact on student learning.

## LEVEL I OBJECTIVES:

- (1) K,S,D Candidates will observe for ten hours per semester over a two-month period. (Competent)
- (2) K,S,D Candidates will observe and document instructional events, for example: reading, mathematics, social studies, language arts, and science. (Competent, Committed Leader)
- (3) K,S,D Candidates will observe and document the student-teacher interaction. (Competent, Cooperative, Committed Leader)
- (4) K,S,D Candidates will observe and document teaching strategies and how the elements of the lesson are implemented. (Competent)
- (5) K,S,D Candidates will observe and document Bloom's Taxonomy which identifies the six levels of questions. (Competent, Committed Leader)
- (6) K,S,D Candidates will describe the classroom using a classroom map to determine how the organization of the classroom relates to the instruction, motivation and management of the students. (Competent, Compassionate, Cooperative)
- (7) K,S,D Candidates will describe the assessments used in the classroom. (Competent)
- (8) K,S,D Candidates will describe the plans for diversity and multiculturalism used in the classroom (be specific). (Competent, Compassionate)
- (9) K,S,D Candidates will describe the use of technology/media used in the classroom. (Competent, Committed Leader)
- (10) K,S,D Candidates will develop an observation portfolio. (Competent, Cooperative, Committed Leader)

### **Legend:**

<b>K</b>	<b>Knowledge</b>
<b>S</b>	<b>Skills</b>
<b>D</b>	<b>Dispositions</b>

## APPLICATION PROCESS AND PLACEMENT

1. Candidates enrolled in an EDU 201, SPE 210, PED 365 and INT 350 course during their sophomore year may be eligible.
2. Candidates enroll in introductory courses EDU 201, SPE 210, PED 365 and INT 350 one week prior to the beginning of school under the guidance of the advisor for the respective departments.
3. EDU 201, SPE 210, PED 365 and INT 350 instructors submit applications for observations to the Center for Professional Development at the time of course registration.
4. The Director of the Center for Professional Development will submit the request to various designated school divisions (it takes about two weeks for placements to be made and returned). Orientations will be held during the first two weeks of classes, and one week before candidates are to report to the various schools.
5. Placements are distributed by university instructors, pending receipt of a candidate's up to date negative Tuberculin test and signed Background Verification Form, from the instructor, by the Center for Professional Development.
6. All candidates must call the school before the visit.
7. Candidates must visit the school a minimum of five times during the semester (suggested: two hours per visit).
8. The candidate's university instructor is the supervisor.

## EVALUATION AND GRADING

Evaluation is guided by the conceptual framework and involves a shared grade at the end of the semester. Typically, the grade is derived from the university instructor's learning activities, the site teacher, candidate's self evaluation, candidate's portfolio and reflection forms. A portfolio grade of "C" or better is acceptable. (See Portfolio Rubric)

### **Candidates who receive a Portfolio Grade of less than "C" or an "I" -**

Candidates who received less than a "C" or an "I" on their portfolio may select one of the following options:

- (1) Additional observational activities for three weeks depending on the problems.
- (2) The site teacher, the university instructor, the Director of the Center for Professional Development, and the candidates will decide upon the best option.

# RESPONSIBILITIES

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## UNIVERSITY INSTRUCTOR

1. Describes the field experience requirements hours and observations.
2. Observes the candidate on site and/or communicates with site teacher at a minimum of one time per semester.
3. Describes how the course requirements will be measured.
4. Collects the field experience observation materials and corrects discrepancies to pinpoint strengths and weaknesses.
5. Evaluates the field experience. Observes a minimum of 15-20 minutes.
6. Checks the field experience portfolios.
7. Contacts the site teacher.
8. Provides a syllabus for the site teacher.

## COOPERATING TEACHER

1. The site teacher will provide and collect time sheets from the school. The site teacher understands the conceptual framework.
2. Provides a place for candidates to observe without interrupting the students in the classroom.
3. Explains general policies and procedures.
4. Becomes familiar with the objectives, competencies and activities of course work in the outline.
5. Asks questions related to **Level I** observational program.
6. Asks candidates about the conceptual framework.
7. Provides conference with the supervisor and candidates.
8. Keeps a record of candidate attendance.
9. Contacts the Center for Professional Development at (757) 823-2589 for more questions.

## CANDIDATE ROLE

1. Attends the orientation for candidates.
2. Shows proof of a current negative tuberculin skin test or chest X-ray at the time of application submission.
3. Submit a signed Background Verification Form at the time of application submission.
4. Reads and understand the course outline.
5. Reports to the assigned school on time.
6. Calls the school if unable to attend a session.
7. Completes all of the activities and learning experiences outlined in **Level I** using the conceptual framework.
8. Completes observation record forms and **makes three copies: (a) retain a copy for candidate file, (b) supervisor, and (c) cooperating teacher.** The **ORIGINAL FORMS** will be submitted to the Center for Professional Development by the instructor or in the corresponding Level I binder in TK-20.
9. Adheres to all assigned school and university policies and procedures.
10. Calls the Center for Professional Development at (757) 823-2589 if there are additional questions.

## DIRECTOR, CENTER FOR PROFESSIONAL DEVELOPMENT

1. Makes arrangements for field experiences.
2. Collaborates with school personnel in reference to assignments of candidates which are appropriate and in diverse settings.
3. Maintains a list of active field placements in all levels.
4. Answers all questions regarding field experiences.
5. Keeps current records on all field experiences.

**School of Education  
Center for Professional Development (CPD)  
Norfolk State University**

**Observation and Observation/Participation Guidelines**

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1. Type all placement request forms. Give specific grade level, availability information, and subject for observation. **COMPLETE ALL REQUESTED INFORMATION ON THE FORMS.**
  2. Do not request more than two (2) experiences per school division. Each experience is used for only one course.
  3. All requests, including the Child Development Lab, are to be made through the Center for Professional Development Office.
  4. Candidates are not to request a placement through the CPD for a school in a school division where they are currently employed. Do not request placements at locations where a family member attends or is employed.
  5. Submit TB test results to instructors for verification two weeks after placement request deadline date. Instructors will submit them to CPD. **CANDIDATES' REQUESTS WILL NOT BE SENT TO SCHOOLS WITHOUT A CURRENT, NEGATIVE TB TEST.** A current TB test is dated after January 1 of the previous year for the Spring Semester and after August 1 of the previous year for the Fall Semester. Failure to match name on TB tests to name on request forms may result in a delay of placement confirmation.
  6. Submit a signed Background Verification Form when the application is submitted. A form must be completed every semester.
  7. **CHESAPEAKE, VIRGINIA BEACH AND NORFOLK REQUESTS:** In addition to the Level I and Level II applications, all candidates requesting to observe in Chesapeake, Virginia Beach or Norfolk must complete that city's additional form; **"FIELD-BASED EXPERIENCE REQUEST FORM"** for Chesapeake, **"PRACTICUM PLACEMENT REQUEST FORM"** for Virginia Beach, or the **"NORFOLK PUBLIC SCHOOLS STUDENT TEACHER OR PRACTICUM PLACEMENT REQUEST" form and the "VOLUNTEER ACKNOWLEDGEMENT FORM FOR FIELD EXPERIENCE PLACEMENT"** for Norfolk. Ensure that both sides/pages of the Norfolk form are **signed**.
  8. Candidates not observing in Hampton Roads (Norfolk, Virginia Beach, Portsmouth, Chesapeake, Suffolk, Hampton, Newport News), will need to check the observation criteria for the selected school district. Please provide the website for the selected school district.
- \*\* THE CPD IS UNABLE TO ACCEPT REQUESTS FOR NORFOLK BEYOND THE NPS MAXIMUM CAPACITY. INSTRUCTORS WILL BE NOTIFIED WHEN THAT CAPACITY IS REACHED. \*\***
9. If two or more of a candidate's courses require observations, a confirmation e-mail will be sent for each request. Unless otherwise stated, do not assume all requests have been approved at the same school location.
  10. Candidates **MUST** submit the completed TK-20 Cooperating Teacher Information Sheet during the first week of your experience. You will need to submit the form to the Center for Professional Development. Submission of the information sheet allows your binder to become live so that both your cooperating teacher and NSU instructor may see your work.
  11. Level I (Observation) participants must observe a minimum of ten (10) clock hours. Candidates will complete appendices A-E, including the handbook cover page, from the respective handbook located at <http://www.nsu.edu/education/development/forms.html> and/or in TK-20 Field Experience Binders.
  12. Level II (Observation/Participation) is for a minimum of twenty (20) clock hours. Candidates will complete appendices A-L, including the handbook cover page, from the respective handbook located at <http://www.nsu.edu/education/development/forms.html> and/or in TK-20 Field Experience Binders.
  13. Class instructors should check forms for accuracy before they are submitted to the Center for Professional Development or to TK-20. Sign all forms where requested.

# Reminders for Candidates

## Level I and Level II Field Experiences

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- Do not contact the school or teachers before receiving e-mail confirmation from the CPD. Once confirmation is received, candidates are to call the designated school contact person to confirm their schedules before the placement begins. If a return call is not received by the following day, candidates may go to the school to make schedule arrangements. If a candidate does not report as scheduled and **does not notify the school within three (3) days of confirmation**, that placement will be canceled.
- Candidates must report any problems encountered with the placement to the CPD immediately. Failure to do so may result in the cancellation of your placement.
- Candidates are to report to the school office, not directly to the teacher.
- Candidates are to present evidence of a negative tuberculin test when requested. If a candidate does not have the required TB test form, that placement will be canceled.
- Candidates have less than six weeks to complete the field experience. Begin the experience immediately after the assignment has been received, and schedules have been confirmed with the teacher.
- Display professional dispositions at all times. Dress professionally at all times.
- Avoid adjustments and conflicts to the schedules which have been arranged with the schools. Schedule changes create a burden on the school administrators and teachers.
- The CPD does not request or receive placement confirmations for candidates who are employees in a school division.
- Candidates may not make up missed observational periods in a one day schedule.
- Candidates must take assignments seriously-- show interest and motivation, ask questions, share your handbook with your assigned teacher, and complete handbook reports and portfolios.
- Candidates **MUST** submit the completed TK-20 Cooperating Teacher Information Sheet during the first week of your experience. You will need to submit the form to the Center for Professional Development. Submission of the information sheet allows your binder to become live so that both your cooperating teacher and NSU instructor may see your work.
- **Level I Observation Candidates**  
Copies of the completed appendices (including the handbook cover page), are to be stapled together and returned to the NSU instructor, along with an additional copy for the CPD or complete the TK-20 Level I Binder.
- **Level II Observation/Participation Candidates**  
Copies of the completed Appendices (A-L, including the handbook cover page), will be placed in a portfolio. The completed portfolio material will be turned in to the NSU methods instructor, with an additional copy of the portfolio to the instructor for the CPD or complete the TK-20 Level II Binder.
- Candidates who do not adhere to the Observation and Participation rules and regulations should be reported to the instructor and the Center for Professional Development.

# APPENDICES



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**APPENDIX A: CANDIDATE’S SCHEDULE/ACTIVITIES (TIME SHEET)**  
(Completed by candidate and signed by Classroom Teacher)

(CANDIDATE: Please return this completed form to your NSU Methods Instructor. Methods Instructor will submit this form to the Center for Professional Development.)

<b>NSU Candidate</b>	First Name		Last Name		Program:
<b>Teacher Observed</b>	First Name		Last Name		
<b>Site/School Name/City</b>					
<b>NSU Instructor</b>	First Name		Last Name		
Course/No.		Section		Day Class Meets	Time (fm/to)
Course Name					

Subject(s)	Time	Date	Grade/Level	Teacher's Signature

<b>ACTIVITIES (Required for Level II Candidates)</b>	
<b>Date of Week (MM/DD/YY)</b>	<b>ACTIVITIES:</b> To record activities that I participated in during observation and participation. NOTE: Non-teaching activities include observation, conferences, bus duty, hall duty, lunchroom duty other activities in which the OBSERVATION CANDIDATE has a role with pupils.

**DO NOT WRITE BELOW THIS LINE (FOR UNIVERSITY RECORDS)**

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Total Hours Observed: \_\_\_\_\_

Total Class Periods observed: \_\_\_\_\_

Evaluative Comment(s):

Approval Date: \_\_\_\_\_

Signed: \_\_\_\_\_  
(Methods Instructor)

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LEVELS I & II  
**APPENDIX B: CHECKLIST FOR CANDIDATE ASSESSMENT**

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(**CANDIDATE:** Please return this completed form to your NSU Methods Instructor. Methods Instructor will submit this form to the Center for Professional Development.)

**CHECKLIST to determine Student Assessments used in the Classroom**

**Observer** \_\_\_\_\_

**Teacher** \_\_\_\_\_

**School** \_\_\_\_\_

**Grade/Subject** \_\_\_\_\_

**Objective: To determine various assessment techniques.**

<b>Instructions to Observer: After a classroom observation, please place a check by the assessment observed and give brief description.</b>	
<b>Commercial Workbooks</b>	<b>Comment Section</b>
Reading	
Mathematics	
Science	
Social Studies	
Language Arts	
Hand Writing	
Others:	
Duplicated Sheets	
Homework Assignments	
Oral Presentations	
<b>Hands-on Performance</b>	<b>Comment Section</b>
Computer	
Science Projects	
Chalkboard Work	
Art Project	
Musical Production	
Classroom Display/Bulletin Board	
Centers	
<b>Written Work</b>	<b>Comment Section</b>
Reports	
Research Projects	
Creative Writings	
Others:	
Teacher-made Tests	
Tests from Students Texts	
SOL Competencies	
<b>Records</b>	<b>Comment Section</b>
Comment Section	
Writing Journals	
Art Folders	
Portfolios	
Others:	

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**LEVELS I & II**  
**APPENDIX C: ACTIVITIES**

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**(CANDIDATE:** Please return this completed form to your NSU Methods Instructor. Methods Instructor will submit this form to the Center for Professional Development.)

List two activities that you observed in a lesson that included an appreciation for other cultures. Describe the provisions observed for exceptional students.

Activity 1

Activity 2

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**LEVELS I & II**  
**APPENDIX D CLASSROOM TECHNOLOGY**

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**(CANDIDATE:** Please return this completed form to your NSU Methods Instructor. Methods Instructor will submit this form to the Center for Professional Development.)

Describe the technology and how it was used in the classroom.

Computer:

Other Media:

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**(LEVELS I & II)**  
**APPENDIX E: PRACTICUM FIELD EXPERIENCE, CLASSROOM  
OBSERVATIONAL REPORT**

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CANDIDATE: Please return this completed form to your NSU Methods Instructor. Methods instructor will submit this form to the Center for Professional Development.)

NSU Teacher Candidate	First Name		Last Name		Program:
Teacher Observed	First Name		Last Name		
Site/School Name/City					
Grade level/Subject Observed					
Objective of Observation					
NSU Instructor	First Name		Last Name		
Course/No.		Section	Day Class Meets		Time(from/to)
Course Name					

<b>BEHAVIOR MANAGEMENT (Check as many behaviors as apply and make short comment)</b>	
<b>INDIRECT Teacher Behavior</b>	<b>Comments on Behavior Observed</b>
<input type="checkbox"/> Use of Proximity	
<input type="checkbox"/> Eye Contact	
<input type="checkbox"/> Non-Verbal Communication	
<input type="checkbox"/> Ignore Behavior	
<b>DIRECT Teacher Behavior</b>	<b>Comments on Behavior Observed</b>
<input type="checkbox"/> Praise/Encouragement	
<input type="checkbox"/> Reward	
<input type="checkbox"/> Corrective Interview	
<input type="checkbox"/> Voice Inflection (pitch)	
<input type="checkbox"/> Voice Inflection (volume)	
OTHER OBSERVATIONS:	

<b>STUDENT-TEACHER INTERACTION (/ as many behaviors as apply and make short comment)</b>	
<b>INDIRECT Interactive Behavior</b>	<b>Comments on Behavior Observed</b>
<input type="checkbox"/> Accepts Feelings	
<input type="checkbox"/> Praise/Encouragement	
<input type="checkbox"/> Accepts or Uses Student Ideas	
<input type="checkbox"/> Asks Questions	
<input type="checkbox"/> Use of Wait Time	
<b>DIRECT Teacher Behavior</b>	<b>Comments on Behavior Observed</b>
<input type="checkbox"/> Lectures	
<input type="checkbox"/> Gives Direction	
<input type="checkbox"/> Criticizes or Justifies Authority	
<b>STUDENT TALK Interactive Behavior</b>	<b>Comments on Behavior Observed</b>
<input type="checkbox"/> Student Talk-Responsive	
<input type="checkbox"/> Student Talk-Initiated	

## APPENDIX E Cont'd

LESSON PRESENTATION (check all materials/styles that apply)							
MATERIALS USED IN THE LESSON			STYLE OF TEACHING (Level II ONLY)				
<input type="checkbox"/>	Textbooks	<input type="checkbox"/>	CD-ROM	<input type="checkbox"/>	Direct	<input type="checkbox"/>	Demonstration
<input type="checkbox"/>	Film Strips	<input type="checkbox"/>	Computers	<input type="checkbox"/>	Indirect	<input type="checkbox"/>	Integrated
<input type="checkbox"/>	Supplementary Books	<input type="checkbox"/>	Camcorder	<input type="checkbox"/>	Expository	<input type="checkbox"/>	Inquiry
<input type="checkbox"/>	Audio Cassettes	<input type="checkbox"/>	Projector	<input type="checkbox"/>	Other		
<input type="checkbox"/>	PowerPoint	<input type="checkbox"/>	SmartBoard				

How does the teacher start the lesson?

How does the teacher tie the lesson to previous learning?

How does the teacher make the purpose of the lesson apparent?

Does the teacher adhere to the textbook and/or bring in information from other sources?

What provisions are made for individual differences?

How do the teacher's personal qualities help advance the lesson?

HOW DOES THE TEACHER END THE LESSON? (Check all that apply)				
<input type="checkbox"/>	Assign Homework	<input type="checkbox"/>	Application of Skills	If other, please list:
<input type="checkbox"/>	Written Questions	<input type="checkbox"/>	Oral Questions	
<input type="checkbox"/>	Evaluate the Lesson	<input type="checkbox"/>	Other	

**REFLECTION**  
What did you observe about this classroom that was different from your personal student classroom experience?

What did you observe that was similar to your personal experience?

Briefly describe your anecdotal observations of the classroom.

How do you think the curriculum has changed since you were in school?

How did your observation of multi-cultural/anti-bias education compare/contrast to your own school experience?  
What did you learn from these observations?

What question(s) do you have for your NSU Methods Instructor as a result of these reflections?

Other Observations:

Student's Signature	Methods Instructor Signature	Date

# Bloom's Taxonomy

The six different questioning levels of Bloom's Taxonomy are like six floors in a building. Here is a quick reference for the process words written at the six different levels. These process words are the major "occupants" of the thinking building.

<b>6 EVALUATION</b>	appraise, choose, decide, defend, evaluate, judge, justify, prioritize, rank, select, support, in your opinion
<b>5 SYNTHESIS</b>	change, compose, construct, create, design, find an unusual way, formulate, generate, invent, originate, plan, predict, pretend, produce, reconstruct, reorganize, revise, suggest, suppose, visualize, write
<b>4 ANALYSIS</b>	analyze, categorize, classify, compare, contrast, debate, determine the factors, diagnose, diagram, differentiate, dissect, distinguish, examine, specify
<b>3 APPLICATION</b>	apply, compute, conclude, construct, demonstrate, determine, draw, find out, give an example, illustrate, make, operate, show, solve, state a rule or principle, use
<b>2 COMPREHENSION</b>	describe, explain, interpret, put in order, paraphrase, restate, retell in your own words, summarize, trace, translate
<b>1 KNOWLEDGE</b>	define, identify, label, list, locate, match, memorize, name, recall, spell, state, tell, underline, fill in blank

**Classroom Instruction Observation and Participation Rubric**

<b>1</b>	<b>Time</b>	<b>20</b>	Time Sheets Completed		Time Sheets/unsigned by the classroom teacher		Time Sheet NOT provided	
<b>2</b>	<b>School Policy</b>	<b>20</b>	Copy of Name Tags		School did not require name tags		School required name tags/ didn't go to office	
<b>3</b>	<b>Assessment/ Evaluation</b>	<b>20</b>	Evaluation Forms/ Classroom Teacher (Superior Rating)		Evaluation Forms (Good Rating)		Evaluation Forms (Poor Rating)	
<b>4</b>	<b>Skills/ Techniques/ Procedures/ Assessments</b>	<b>20</b>	Observational Checklist  Daily Logs with Reflections and Assessment		Shows some Reflection and teacher effectiveness		No Reflection  No Logs	
<b>5</b>	<b>Portfolios</b>	<b>20</b>	Displays evidence of effective teaching with lesson plans  Classroom Management  Hands-on Activities  Knowledge of Subject Matter		Displays some evidence of a lesson plan  Some knowledge of content		Shows NO evidence of lesson plan format  No classroom management plan	
		<b>100</b>	<b>Score</b>		<b>Score</b>		<b>Score</b>	
<b>80% Mastery</b>		<b>Target</b>	<b>100</b>	<b>Acceptable</b>	<b>80</b>	<b>Unacceptable</b>	<b>50</b>	
		<b>Excellent</b>		<b>Good</b>		<b>Redo the experience</b>		