University of Delaware | College of Education & Human Development

Department of Human Development & Family Sciences

ECE Field Instructor Handbook

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Field Instructors' Responsibilities

A. Communication with Teacher Candidates and Clinical Educators

Prior to the start of the semester

Various pieces of information are communicated to the teacher candidates and clinical educators prior the start of the semester. Field instructors will be informed of emails that have been sent to teacher candidates and/or clinical educators but there will be emails that will need to be "personalized" and forwarded to the assigned cohort. It is the responsibility of the field instructors, clinical coordinators, and adjunct field instructors to check email frequently for important communication information. Communication for the fall semester begins as early as August 1st. Communication for the spring semester begins as early as January 15th. Before starting the placement, email an introduction email to the clinical educators introducing yourself, providing your contact information, and scheduling an initial 3-way conference with your teacher candidate.

During the semester

Field instructors will be informed of emails that have been sent to teacher candidates and/or clinical educators but there will be emails that will need to be "personalized" and forwarded to the assigned cohort. It is the responsibility of the field instructors, clinical coordinators, and adjunct field instructors to check email frequently for important communication information. It is important to keep in touch with the clinical educators as well and welcome any concerns/comments they may have about the placement.

B. Orientation for Clinical Educators

Field instructors will schedule and conduct orientations for new clinical educators. You will be provided with a list of new clinical educators along with the orientation guidelines. The first orientation is a general overview and should occur during week 1. The second orientation focuses on the capstone evaluation and should occur before the end of week 3. For all other clinical educators, the orientation will be a brief review of the roles and expectations of the clinical educator, teacher candidate, and field instructor.

C. Mentoring

Field instructors will mentor and support teacher candidates throughout the student teaching process. Field instructors also support clinical educators as needed. Field instructors should provide support and feedback on student teaching assignments. Work on building a relationship with both the teacher candidate and the clinical educator. Field instructors should nurture talent and strengths rather than create replicates of themselves. Our diverse students need diverse approaches to teaching.

D. Observations

Field instructors will conduct at least 5 observations per teacher candidate. Struggling teacher candidates may require more observations. Detailed written feedback is expected for each observation. Written feedback may be handwritten or electronic.

It is important that the teacher candidate has a copy of the feedback and the observer retain a copy of the feedback. PPAT and edTPA lessons are not observable lessons and feedback should not be provided on written lesson plans used for these performance assessments. Samples of teacher candidate observational feedback are located in Appendix A.

E. Post-Observation Conferences

Field instructors will conference with the teacher candidate following an observation. The post-conference may occur immediately following the lesson or it may be scheduled at another mutual time. Phone conferences are acceptable particularly during the demanding time of the semester when the teacher candidate's teaching load is increased.

F. Documentation

Field instructors must keep documentation (digital and/or hand-written) of all observations, conferences, meeting, and phone calls. It is also critical to save/file email communications with teacher candidates.

G. Mid-term Evaluation & Conference

Field instructors will conduct a mid-term evaluation between weeks 5 and/or 6. The Three-Way Conference Form is completed for each teacher candidate by the field instructor, the teacher candidate, and the clinical educator. A three-way conference is scheduled between the teacher candidate, clinical educator and the field instructor. It is our practice for the teacher candidate to come prepared to the conference with self-assessed scores. The conference includes the review of scores as assigned by the teacher candidate, clinical educator and field instructor and strengths and areas of needed improvement/and or goals. The conferences may take between 20-50 minutes.

If a score of a 1 is assigned to any indicator and/or if a score of a 2 is assigned to more than half of the indicators within one scoring cluster (including dispositions), the teacher candidate must be informed that the scores must improve in order to pass student teaching. In most instances scores are typically lower at the mid-way point and most teacher candidates achieve a score of a 3 to more than half of the indicators by the end of the placement. Therefore, it is important to make frequent checks on teacher candidate progress. For struggling teacher candidates and any teacher candidate with a score of a 1, an Improvement Plan and Improvement Plan Conference is required. Contact the program coordinator for more information.

H. Improvement Plan & Improvement Plan Conference

Whenever a teacher candidate is struggling in any area of their performance to the point where it is affecting their success, an improvement plan should be written. **No candidate should have a disposition meeting or fail student teaching without an improvement plan.** Field instructors should use the improvement plan to help guide the candidate. It is also important to note when improvement should be seen, that the candidate must sustain the improvement for the remainder of the placement, and failing to do so may result in failing student teaching.

I. Final Evaluation/Capstone & Conference

Field instructors will conduct a final evaluation between weeks 11 – 12. The Capstone Evaluation Form is completed for each teacher candidate. A comment for each indicator is not required. A three-way conference is scheduled between the teacher candidate, clinical educator and the field. The conference must include the review of scores, strengths and areas of needed improvement/and or goals. If a score of a 1 is assigned to any indicator and/or if a score of a 2 is assigned to more than half of the indicators within one scoring cluster (including dispositions), please contact the program coordinator. The Capstone Evaluation Form is located in TaskStream https://login.taskstream.com/signon/

J. Field Instructor Meetings

Field instructors are encouraged to attend an end-of-semester meeting which provides opportunities to share field related successes, concerns/issues, and collaborative problem solving.

K. Reporting Final Grades

Field instructors will provide the program coordinator via email a list of all teacher candidates' names and final grade for the semester (Pass/Fail).

L. District Referral Forms

Teacher candidates often ask field instructors to serve as a reference. If you agree to serve as a reference for a teacher candidate, districts may contact you to complete referral/reference forms. It is helpful for teacher candidates if you check email occasionally during winter and summer break for district contact.

M. Letters of Recommendation

Teacher candidates often ask field instructors to write a letter of recommendation. The University's Faculty Handbook provides guidelines for writing letters of recommendation. If you need electronic or paper department letterhead, please ask in the HDFS department office.

Guidelines for Writing Letters of Recommendation

Writing letters of recommendation are a matter of personal judgment. Such requests require that forthright evaluations be made about colleagues or students. Therefore, only judgments that can be supported by demonstrable evidence should be part of such correspondence. Letters should address only the relevance of the person's qualifications for the position about which commentary is sought; reference to an individual's personal appearance, professional ambition, traits of character, marital status, number of children, etc. should be assiduously avoided. The following guidelines are offered when writing letters of recommendation.

1. **When a Student or an Employee (Present or Former) Asks for a Letter of Recommendation**
    - If a positive recommendation cannot be written, the individual should be so informed.

    - If the writer has some reservations about offering a positive recommendation, the person requesting the letter should be so informed. If a letter is still sought, then opportunity should be provided for the individual to read the reference letter before it is sent.

    - If the letter of recommendation must be kept confidential, then written permission must be obtained to waive any right of inspection. A copy should be kept on file and indication that such a waiver has been received included in the body of the letter.

    - A faculty member or other employee may not be willing to recommend someone for a position but willing to write a letter of evaluation. If so, there should be written agreement that an alternative letter of evaluation is acceptable to the person requesting a reference letter. Again, evaluations must be based upon clearly documentable evidence.

2. **When an Individual or Agency Outside the University Asks for Commentary About a Colleague or Student**
    - Only positive letters of reference should be written unless the questions asked are specific and refer to job-related activities. Unsupported hostile remarks about students, colleagues or former or current employees must be avoided. Reference letters can be frank as long as the proffered information is accurate and can be documented.

    - Confidential letters of recommendation may be provided to outside groups as long as the individual about whom the reference letter pertains is willing to sign a waiver foregoing his or her right to inspect the letter. If such a waiver is not obtained, the requesting individual or agency should be informed that, consistent with University policy, a reference letter will not be forthcoming.

Communicating Teacher Candidate Issues

Field instructors should keep the ECE program coordinator informed of any teacher candidate issues that could affect the success of the candidate or the classroom learning environment. The program coordinator will check to see if the candidate is having any issues in courses or has had any similar issues in the past. Together it will be determined if a disposition meeting is needed, if the program coordinator will meet with the candidate or if any other action is needed.

Disposition Policy

http://www.ocs.udel.edu/wp-content/uploads/ocs/Dispositions-Candiate-Form-1.pdf

The University Council on Teacher Education created a professionalism policy that all teacher candidates are expected to follow in all of their courses and field experiences. If field instructors identify a teacher candidate who is not consistently exhibiting the eight dispositions in the field, they should complete a disposition form and submit it to the ECE program coordinator. These forms should be filed as soon as the behavior becomes an issue so that a plan can be developed to help the candidate be successful or to start the process to remove the candidate from the field. The ECE program coordinator will:

- Review the documents provided.
- Review the disposition files for any other disposition forms filed for the teacher candidate.
- Call a disposition meeting that will include the teacher candidate, the field instructor, and the teacher candidate’s advisor. In the event that the program coordinator is the candidate’s advisor, another advisor can be asked to attend the meeting to support the candidate.
- During the disposition meeting, all documents will be discussed and it will be determined if the teacher candidate will remain in the field or be removed. If the candidate is going to remain in the field, an action plan will be developed. It will be explicitly noted that if the candidate’s professionalism does not improve, the consequence could be removal from the field placement and/or failing student teaching.
- There is not a definitive number of dispositions that lead to automatic removal from the field. This is determined by the severity or the behavior, the impact on the learning community, and if the candidate has had previous disposition issues.
- The teacher candidate will be given a copy of the action plan.
- The original disposition form, notes from the disposition meeting, and action plan are filed in the ECE program coordinator’s office with copies sent to the Office of Clinical Studies.
- If teacher candidates are removed from the field, they can file a request to receive a second placement for the following semester.

Removal from the Field

Teacher candidates can be removed from a field placement prior to the completion of the experience. According to the *Guidelines for Professional Conduct During Clinical Experiences,* candidates can be removed from the field for the following reasons:

- Dating pupils, parents of pupils, or school or University personnel during the experience.
- Socializing with pupils outside of sanctioned school event.
- Drinking, smoking, or under the influence or be in possession of alcohol or illegal drugs on school property.
- Using inappropriate language on school premises or at school sponsored events.
- Frequent absences, arriving late or leaving early.
- Any serious violation of the Student Code of Conduct.
- The clinical educator decides that the candidate cannot return to the classroom due to behavior, consistently unsatisfactory performance on summative evaluations or unsatisfactory performance on assignments.

If at any time, the field instructor, clinical educator or school administrator determines that the presence of the teacher candidate is detrimental to the learning community, the placement can be ended.

In the event that it has been determined by the field instructor, clinical educator, or school administrator that a candidate will be removed from the classroom, the following procedure will be used:

- The field instructor, clinical coordinator, or adjunct field instructor will immediately notify the ECE program coordinator providing as much detail as possible of the issues.
- Within 24 hours, the field instructor will provide the program coordinator with all documentation and/or details to support removing the candidate from the field.
- As soon as the program coordinator receives notice of the removal, she will contact the candidate to call a meeting and let the candidate know that he/she may not return to the field prior to the meeting.
- The program coordinator and the field instructor will meet with the candidate ASAP to discuss the issue and inform the candidate that he/she may not return to the classroom. At this point, the candidate is asked not to communicate with the clinical educator. The candidate will return all classroom materials and any of the candidate's belongings left in the classroom will be picked up by the field instructor.
- If this happens before the end of the drop period, the candidate may withdraw from EDUC 400. If this happens after the drop period, the candidate will fail student teaching.
- The program coordinator will share the process for the candidate to apply for another field placement.

The candidate has the right to go through this process before formally being removed from the classroom.

Failing EDUC 400 (Student Teaching)

Teacher Candidates can fail student teaching, but it should never be a surprise them. Observation documentation, conferences, and improvement plans are used to keep teacher candidates informed of their progress. All documentation needs to include a statement that the teacher candidate is not passing or in danger of failing if there is any chance that the candidate will fail the placement. If a teacher candidate is in danger of failing student teaching, the ECE program coordinator must be notified. Documentation should accompany this notification to support the failing grade. This can include but is not limited to an improvement plan with follow-up notes, observations, conference forms, mid-term or final evaluation forms. This does not have to happen at the end of the semester, but can happen once there is not enough time to make and sustain needed change. The program coordinator will meet with the candidate to discuss the evaluation and share the procedures for applying for another placement.

Changing Field Placements (Non-academic or Professionalism Issues)

There are times when a field placement must be changed at the beginning of the semester that are not related to the academic or professionalism performance of the teacher candidate. Examples include the clinical educator has a personal or professional issue come up that will interfere with mentoring a teacher candidate, it is discovered that the clinical educator is not teaching in the areas needed by the candidate, or there is some type of personality conflict that might interfere with the success of the placement. These changes must be made as early in the placement as possible and should not be made after week three unless there are very special circumstances. If changes need to be made, field instructors should follow these procedures:

- The field instructor will notify the ECE program coordinator as soon as possible about the need for a change. If after discussing the circumstances it is determined that a change of placement is in the best interest of the candidate and clinical educator, we will move forward with changing the placement.
- The Program Coordinator will work with OCS to secure a new field placement for the candidate.
- Once the new placement has been confirmed, the Program Coordinator will contact the field instructor and the teacher candidate with details about the new placement. The field instructor will meet with the new clinical educator to share details of the placement and agree on a teaching sequence so that the candidate can complete appropriate teaching experiences.

Placement Process

Using the UCTE signed collaborative agreements with the different school districts on the procedures for making field placement; the following is the process for making field placements:

Process for Field Instructors

1. The ECE Program Coordinator will supply OCS with the number and placement types of needed placements.
2. OCS will work with districts in creating lists of available and approved teachers who are available to work with teacher candidates. Field instructors and clinical educators can encourage clinical educators that they want to work with to fill out the paper work to host a teacher candidate in upcoming semesters so that the clinical educators are on the approved list. The field instructors and clinical coordinators will not be making placements at this time.
3. OCS will share the final lists with program coordinators who will then share the information with field instructors and their assigned placements.
4. The ECE program coordinator will compile a master list and submit it to OCS by the required date.
5. OCS will conduct a final approval of the list of matches and notify teacher candidates and clinical educators of their placements by the required date.

Student Teaching Resources

- The Office of Clinical Studies provides information for field instructors. http://www.ocs.udel.edu/student-teaching/field-instructors/

- The department of Human Development and Family Sciences also provides information for teacher candidates and those who participate in the student teaching process. http://www.hdfs.udel.edu/current/ece-majors/

Important Websites

Office of Clinical Studies	http://www.ocs.udel.edu/
Human Development and Family Sciences	http://www.hdfs.udel.edu/
ECE Major	http://www.hdfs.udel.edu/current/ece-majors/
Student Teaching	http://www.hdfs.udel.edu/field-experiences/

Questions or Problems: Where Do I Go?

Issue	Contact Person	Emails
Candidate related issues such as lateness, missing field days, unresponsiveness, potential failure due to weak performance, dispositions	Lynn Worden	worden@udel.edu
Placement issues (once semester has started)	Lynn Worden	worden@udel.edu
edTPA, PPAT	Alyssa Truszkowski	atrusz@udel.edu
TaskStream	Deborah Ziomek	dziomek@udel.edu
School-based or District-based issues	Laurie Palmer	lpalmer@udel.edu
All other concerns (conferencing, deadlines, expectations, scope and sequence, mid and final evaluations, usage of forms, logistics, communication with FIs.	Elise Colomb	ecolomb@udel.edu

Appendix A: Observational Feedback Samples

Sample 1
Cxxx 4/5/17 reading

Lesson Environment

- Use of DOJO quickly to reward the student who was doing what he was supposed to do. Good timing and students noticed and you elaborated
- What do you think is the payoff for the students at the beginning of reading and not getting settled?
- Careful giving too much time and attention to the negative behavior at the opening of the class time. Sometimes we are using wait time to get everyone together, but after the initial time of getting settled most of the students were sitting and ready. I would try to ignore some of the behaviors and just quickly say yes or no to the questions they were asking. If you had moved along and started with lesson sooner the majority would show the others what they needed to be doing and maybe some more compliance.
- Good consistency with Cameron with the highlighter – mid lesson you handled this better and said no and then moved on. It is hard but try to keep ignoring the hand up when it is the same question – could initiate an amount of "questions" he can have in a class period and then you don't call on him any more.
- Providing opportunities for students who sometimes don't make the best choices to participate correctly. (maybe some DOJO reinforcement for that?)
- Option for stop and think for Cameron – followed up when he was playing with the ball
- You have the attention and engagement of the rest of the class – try to praise them more and help them feel positive about their learning even when they are consistently disrupted by time with Cameron
- Knowledge of individuals and absence time and reminded about test coming up (Jamir) – how about the partner time be utilized to work with you to help catch him up the best you can? That is a lot to expect of the learning partner and for him to be receptive to what they are saying
- Whole class redirecting after the partner work time, consequence was DOJO, be very careful with this because so many were with you (especially the girls). What could be tried before that? There wasn't a clear transiton from you to let them know the partner talking time is over and the whole class discussion is happening.
- Came back to reward the whole class when they had changed their behaviors and thanked them – This was GREAT and I would try to do it more.
- I like how you held off on stretch and stuck to your routine. Rewarded later with the stretch which showed them you heard them, but it wasn't the correct time earlier.
- DOJO at the end of class to randomly check on behaviors. That was a good tool to use. Is it possible to use it more like that during the lesson?
- Try to be aware of how often students like John are hearing the negative reminders and try to find time to see the positives.

Instruction

- Discussed what the story was sbout yesterday to continue on today – any way to do this with more engagement and ways to motivate learners to be excited about the class period? Could build off of past reading, vocabulary, content coming in the new part of text
- Reading chorally together/close reading
- Try to be more explicit with the reading purpose for the day – the worksheet was “determine central message” but I didn’t hear you mention that at the beginning. Could also tie this concept into the opening of the lesson with maybe an “easy” version of this skill like something they are familiar with then it would be easier to connect later on after reading the more challenging text.
- “why is this small hole an important detail in the story?”
- feedback and praise about a student’s responses. I love when you connected one students to him responding to another student’s response.
- making connections between readings
- turn and talk about another central message in the story
- how about some popsicle sticks to randomly call on some students when they all should be able to communicate?
- based on the central message – “what would be the larger message of the story?”
- A long time for student with mostly teacher leading – any thoughts for ways to engage throughout this time more?
- Compare and contrast Venn diagram with learning partner – this seemed like a quick jump from talking about the skill of central message and evidence in text to compare and contrast. (another good opportunity to hook into your lesson with “easy” examples of this skill) – the compare and contrast was about the central lessons but that wasn’t super clear when you past out the paper
- Try to remind about looking back in the text – maybe talk through how they will get done the task. This step could really help that partner time to work better
- Went over the Venn diagram at the end of class – how about a closure to review the skill of what they were working on? Think more strategically about the opening and closing of the lesson to really link what they are learning to bookend the lesson

Assessment

- thumb up/down – stopped to check on everyone and if they were with you. Any one that disagreed that they could share their ideas?
- Q and A during class discussion
- On the worksheet, could you scaffold this so that you model finding the evidence in one block and then students try to apply for the next block? For both worksheets students were able to eventually copy from the board – this isn’t a good assessment when you aren’t quite sure what they were doing individually.

Candidates complete this and send back to me after they receive my written feedback

Post Observation Questions
How did your prior reflections on you practice impact your teaching today?
What did you “notice” about your teaching from watching your video? OR What did you “notice” about your teaching while you were implementing your lesson? I noticed that all the components of my lesson was their. However, the clarity of my delivery could be improved. This could be done with bettering my classroom management. This is something that I have been really working on, and I will be continuing to work on up until the end of my student teaching.
What did you take away from the verbal or written feedback provided? That I am definitely improving but there are aspects of my teaching that still could use improving. I took away that I should start letting go of some of the negative behaviors, but instead focus on the positives. Of course I would not be ignoring the negative behaviors, but I would highlight more of the students who are doing what is being asked of them. Additionally, I now know to give my lesson more structure. Explictly tell the students that now we will be doing one thing, than next another thing, and then finally another. However, I will be doing this in a way that ties the whole lesson together to the objective.
What do you want to begin working on immediately? I want to begin on highlighting the positives. I think because I was aiming to fix the negative behaviors so much, that I left out the students who were doing what they were supposed to be doing. As for instruction, all parts of my lesson are their, but I just would like to segment my lessons into beginning, middle, and end with more clarity.
What are you most proud of at this point? I am proud that I am really starting to manage classroom behavior. This is something that I have been working on now that I am doing more independent practice. I am still learning new strategies to try, but I feel like now I have a better handle on disruptive behaviors. As for instruction, I am proud of the way I deliver my lessons. There are some aspects still needed for improvement, but overall I am confident in my abilies to get up in front of the class to teach the lessons I have prepared for that day.
Questions/Is there anything related to student teaching that you would like to discuss? If state testing is happeing week 12, when will our final observation be? Traditional or parallel? I know we are planning to do a parallel conference over district break, are their certain days/ times that will be going on?
What did you think about parallel conferencing versus traditional observation/post-conference? I like the parallel conference because you then can look back and reflect on what is happening in the lesson with video evidence. However, with th traditional observation, you are relying on memory and/or notes to remember what happened during that lesson. I think both can be beneficial reflections for myself and my teaching practice. However, with video practice I may be able to pick up on things that I may have missed.

Sample 2
Dxxxx 2/22/17 math

Planning
- Objectives: Don’t use “understand” for these skills, name the skill “identify when it is time to regroup”, “round numbers to estimate properly”, “solve word problems”
- Assessment: various worksheets
- Criteria: level of accurate answers.
- Think about for criteria also the amount of support you have to provide students. They may get then all correct, but if you have to guide them through each problem for that to happen if is worth noting in your criteria. Can add “independently” or “with constant support” within your levels of understanding.
- Relevance – good connections to needing the math, but how about a more personal way to connect with students and their world? During your opening you can include real situation where you may need to estimate and make those situation something they can relate to (buying something at a store or estimating how many papers would be needed for the class)
- Rationale – this is connecting a teaching strategy to research you have learned about in your classes (or could investigate articles online like NCTM website for math). For example, if you use manipulatives, what research supports that this is best practice for children?
- Instructional Strategies – SmartBoard, Think-pair-share, base 10 blocks
- Inclusive strategies of activating, teaching, and summarizing
- For differentiation – it is okay to say “there is no difference in product or process”, can also begin to name students based on the assessments you are documenting.

Lesson Environment
- Tried think/pair/share
- Knowledgeable about a student that may need a different seat to work well – moved him to the front table
- Positive praise for those students who thought they couldn’t do it, but praised that you knew they could
- Classroom quiet and attentive to your teaching (glad to see they are already comfortable coming to your table for support)
- try utilizing color on the whiteboard to help students connect with place value and the underlining of the number they will look to for change
- good job not getting stuck at the table when you saw other people with hands up, moved around the classroom to support as needed
- need to project your voice more clearly and loudly
- watch your clock when you are teaching. Knowing 10:15 is special, you can manage this transition with wrapping up a few minutes sooner and explain what they will do when they get back to finish math class

Instruction
- Modeling on board for rounding 257-105. (10’s)

- Examples based on what their questions will ask on worksheets – try to expand on this with connection to the book. They were completing a chart today, so try to replicate that as part of your lesson and that will make the transition to independent work even smoother.
- How about a Gradual Release Model? "I do" and verbalize what steps you are taking and what you are doing, then a "We Do" – possibly working on the first workbook page all together, then a "You Do" where they go to work individually?
- Reviewed hundred and students doing well with that place value
- Numberlines made available for students to use if needed with rounding
- Since numberlines were encouraged to use as a tool, how about using that with the modeling at the beginning on the board?
- Students able to move to front desk as needed for support
- With students' work – try to share what you want to see in their books ("When I come around I want to see that you have numbers underlined so you know how to round")
- Thoughts about how to scaffold the worksheet before independent practice?
- Keep working on your enthusiasm and showing kids you are excited/eager to be there and to make their learning fun and engaging.

Assessment
- Homework and classwork worksheets
- Able to provide feedback to students after looking at their work to guide them into making corrections and progressing on with their work

Candidates complete these questions after they have read my written feedback and return to me.

Post Observation Questions
How did your prior reflections on you practice impact your teaching today? Going into this lesson I knew I wanted to make sure the students were doing their work but working efficiently. The previous day was my first lesson but we had a substitute. So the kids were a little out of whack and did not get as much work done as we usually do. That was a primary focus. Another focus of mine was to try to make sure our students understood what we were trying to achieve. We struggled the previous week on a lesson that was similar to today's, so I wanted to make sure we took the next step in the right direction.
What did you "notice" about your teaching from watching your video? OR What did you "notice" about your teaching while you were implementing your lesson? I could of provided better examples or model how to use the number lines and hundreds chart the right way for the students. Eventually I did do that but it took away time that students could of used to work on their problems. Also my directions of the think-pair-share could have been better. The think-pair-share did not go as smoothly as I would of liked for the warm-up.
What did you take away from the verbal or written feedback provided?

I liked everything we talked about because I agreed with it all. I definitely can model better and have a better teaching voice. My voice is something that I need to work on when in front of the whole class.
What do you want to begin working on immediately? I would like to begin working on my voice, excitement in front of the class, and thinking of other ways to stretch my students thinking. A lot of the curriculum are based on books and tell you basically what needs to be done. With time I would eventually like to find ways to add my own creativity to it.
What are you most proud of at this point? I'm most proud of my classroom management and how all the students respond to me in a positive way. Connecting with the students is very important when it comes to teaching in the middle of the school year.
Questions/Is there anything related to student teaching that you would like to discuss? Not right now.
What did you think about parallel conferencing versus traditional observation/post-conference? I think I may prefer the traditional observation/post-conference because I'm more of a person that prefers face to face conversation. It's easier to communicate and I think I would get more out of it.

Sample 3

Ms. XXXX, Grade 3 EE

March 2, 2017
Whole group Science☺
9:15 – 10:00
(oops…the Google Colonial calendar listed the teaching time until 10…sorry…I planned my day around that time. I didn't realize you had science instruction until 10:45☹).

- Utilized SB slides to review geology terms. "Who can tell me…" (This is a good place to insert proactive language☺) "Raise your hand if you can tell me…"
- "Go ahead and get into your groups." (insert behavior expectations…for example: "Quietly, get into your groups. I will know your group is ready to begin when I see…" You can also give a time frame for the transition. For example: "I am going to backward count from 10, by 1 I would like you to…"
- Utilized "Give me 5!" Nice cue for students to focus…just allow a little more time for compliance. Make sure eyes are on you and students are quiet while you give the directions.
- Nice movement around the classroom as students worked on the observation task. What are you observing and/or specifically looking for as you walk around the classroom?
- After a few minutes, students shared their observations of Basalt as a whole group.
- I'm glad you recorded down the characteristics on the SB – excellent visual for students. Should the students add to their lists if they don't have some of the characteristics?
- LOVE that you are using the term "characteristic" (excellent academic language of science observation).
- Transitioned students to the properties of Limestone.
- As you monitored groups, you prompted students with suggestions: "Make sure you examine luster." This helps to guide students' thinking.
- You seem to have a very nice rapport with the students…you are showing great poise and confidence! I'm totally impressed! You should be proud of yourself☺
- Praised students for thoughtful responses. "I like that, great job!"
- You are very natural at asking follow-up questions with the students.
- Student was acting very sad and almost devalued because he thought you weren't calling on him and you didn't write his answer down. Nice job listening to his concerns. Remember to acknowledge how he feels. For example: "I'm sorry you feel like I was ignoring you, I didn't mean to disappoint you." Then you can always follow-up with…I called on you for Basalt right? Just remember, I need to give everyone a turn to share☺ I will look for your hand for marble! (This gets him re-engaged with some motivation that you acknowledged his feelings and are looking forward to his participation☺)
- Routine continued with students sharing observations.
- Transitioned students to Limestone observations.
- Consider your position as you work with the student groups. During independent practice, you won't want your back to the larger group of students. You will want to

position yourself so you help a group but also have the ability to scan the rest of the classroom.

- Transitioned students to next experiment. LOVE your enthusiasm to draw the students into the experiment. They have been sitting in their groups for a long time without a brain break…so the motivation to stay engaged was a great idea☺

You are doing a terrific job! We can post conference either tomorrow or tonight via phone. I'm interested in the assessment portion of this lesson as well as your closure since I am not able to stay to see the whole lesson. We will need at least 45 minutes to 1 hour for our post conference. We will dive into the bullet points more deeply and conference about your self-reflections on the lesson.
Text me after school today to let me know what works best for you. All of the above feedback is typical for ST 1 and ST 2 during the first observation☺ There is nothing I am worried about! I am totally impressed for ST 1;) You are doing fantastic!

After we conference, you will complete the questions below☺

Reflection Questions due to Field Instructor via email at the end of the week (Sunday by 9pm).

1. How did your prior reflections impact your teaching today?
2. What did you learn from this conference?
3. As a result of today's lesson and today's conference what aspect of your practice would you like to continue to improve upon? Set a goal.
4. Describe your action plan for accomplishing the above goal. (a few bullets)