Supervising Principal Orientation

Agenda
Welcome
Dates/Times
Overview of Field Experience Activities
Expectations of Mentor Teachers/Coaches
Expectations of Supervising Principals/Leaders
Questions/Concerns

Thanks for sharing your time and expertise!
Texas Southern University  
Department of Curriculum and Instruction  
Field Experiences Blocks I and II

VISION OF THE COLLEGE OF EDUCATION

The vision of the College of Education (COE) is to become the region’s leading source of informed thought regarding matters of urban education as well as the foremost producer of exemplary professionals who are prepared to provide effective service in urban schools, agencies and other entities.

MISSION OF THE COLLEGE OF EDUCATION

The mission of the COE is to provide competent professionals for effective service in urban schools, agencies and other entities using research and collaboration in seeking solutions to teaching, learning and behavioral challenges facing urban populations. The COE is committed to preparing candidates to become urban professionals who will be caring, competent, committed and culturally responsive.

Graphical Representation of the COE CONCEPTUAL FRAMEWORK

The process by which urban professionals are prepared is referred to as ExPO – which stands for College of Education (COE) expectations, practices and outcomes. The overall expectation for candidates at Texas Southern University given its underlying vision, mission, and philosophy, is that the COE will facilitate the preparation of urban professionals (that is, administrators, counselors, and teachers). Faculty members respond to this expectation with practices that result in candidate acquisition of knowledge, skills and dispositions at initial and advanced levels. The outcome of these practices are urban professionals who manifest caring, competent, committed, culturally responsive qualities and characteristics as depicted in the graphic.

![College of Education's Conceptual Framework](image-url)
Introduction

Field Experiences take place in Blocks I and II in the Educator Preparation Program at Texas Southern University. These classes help prepare candidates to become classroom teachers. This phase of the program allows candidates an opportunity to learn theory and go into the field and practice the knowledge, skills, and attitudes about teaching and learning they have learned in their courses.

The candidate field experience is a valuable hands on experience that represents the bridge between professional preparation and professional practice. Field experiences are designed to provide opportunities for candidate teachers to observe, plan, implement, and evaluate instructional materials and techniques in order to meet the varied learning needs of students from diverse cultures and backgrounds.

As such, candidate teachers in observation courses are expected to apply the techniques, strategies, and behaviors described in the standards for the Pedagogy and Professional Responsibilities (PPR) TExES exam. This experience is an opportunity for candidate teachers to design lessons utilizing TEKS, STAAR, the standards and the competencies described in the areas of certification by the State Board of Educator Certification (SBEC). A complete description of these standards and competencies may be obtained from the SBEC website (sbec.state.tx.us). Often candidate teachers observe that these learner centered teaching behaviors are not utilized in the classes they attend in their teacher preparation courses, nor are they present in the classrooms they observe in their professional development courses. It is during this experience that candidate teachers are expected to become “teachers as researchers”. They have an opportunity to develop instructional designs that reflect both the content standards and competencies expected of their students in the state of Texas as described in the TEKS and tested on the new STAAR tests, as well as, to display the knowledge, dispositions, and pedagogical behaviors of effective teachers as delineated by the standards and competencies assessed on the state certification tests.

Moreover, candidate teachers have an opportunity to “field-test” the behaviors of effective teachers, cited in the research journals, which are reported to have a positive impact on student achievement. Thus, this field experience is an opportunity to engage in the behaviors described in the research on effective teachers, student achievement and teaching. The success of the candidate teaching observation depends on the cooperative efforts of many people. It is expected that the candidate teacher, supervising teacher, and the university professor will form a triad with closely connected goals-all resulting in a positive and memorable filed experience. It is the goal and expectation of Texas Southern University’s Educator Preparation Program that all participants will become reflective professional practitioners who are committed to facilitating successful student achievement. The documentation of these experiences will be in the development of an electronic portfolio submitted by each candidate chronicling his/her experience.
Block I
Field Experience Activities

Week 1: Monday, February 23, 2015 Block I only

Candidates will be given activities for the observation week and their supervising teacher room assignment.

- Candidates will report to the supervising teacher.
- Please make sure Candidates are aware of your schedule, including conference/cluster/ lunch times, and color days, if appropriate.
- Supervising teacher will present a lesson and the Candidates will observe and complete the Lesson Cycle Observation Form.
- Near the end of the day, debrief with Candidates and make sure they understand what you will teach when they come to observe next week.
- This should be a day of observing.

Week 2: Monday, March 2, 2015

Candidates will report to the supervising teacher.

Suggested Activities for Supervising Teacher:
- Supervising teacher will present a lesson and the Candidates will observe and complete the Lesson Cycle Observation Form.
- Allow Candidates to work with individual students or small groups. They have a form to complete. Please provide guidance on working in small groups.
- Have curriculum resources available for Candidates to review. They have a form to complete.
- Have textbook, teacher edition and/or supplemental materials available for the Candidates to review. They have a form to complete.
- Have Candidates review your lesson plans.
- Have Candidates review your gradebook.
- Have Candidates make a copy of your seating chart.
- Have Candidates assist you with passing out, or collecting papers.
- Have Candidates grade papers.
- Have Candidates attend cluster meeting, if one occurs.
- Allow Candidates to perform any hall or cafeteria duty that is part of your schedule.
- Near the end of the day, debrief with Candidates and make sure they understand what next week’s lesson is.
- Identify the date(s), times and lesson(s) the Candidates will prepare and teach (lesson must be 45 minutes).
Week 3: Monday, March 9, 2015

Candidates will report to the supervising teacher.

Suggested Activities for Supervising Teacher:
- Have Candidates write news/objectives/assignments on the board.
- Have Candidates assist you with organizing the room for today’s lesson.
- Have Candidates use their seating chart to check attendance.
- Allow Candidates to work with individual students or small groups. They have a form to complete.
- Allow Candidates to assist in monitoring class activities.
- Have Candidates assist with preparation activities and/or grading during conference period.
- Have Candidates attend cluster meeting, if one occurs.
- Allow Candidates to perform any hall or cafeteria duty that is part of your schedule.
- Supervising teacher will present a lesson and the Candidates will observe and complete the Lesson Cycle Observation Form.
- Near the end of the day, debrief with Candidates and make sure they understand what next week’s lesson is.
- Confirm the date(s), times and lesson the Candidates will prepare and teach.

Week 4: Monday, March 16, 2015

The Candidates will present a lesson. The Candidates must teach a lesson for the entire class period. The supervising teacher must complete the Lesson Cycle Observation Form. At least one peer must complete the Peer Evaluation Form. The Candidates must complete a Self-Evaluation Form on their lesson.

Weeks 5-10: Observation Days based on previous observation days:
Mondays, March 23rd, March 30th, April 6th, April 13th, April 20th and April 27th. Optional observation day is May 4.

THANK YOU!
Block II
Field Experience Activities

Week 1: Tuesday, February 24, 2015 Block II only

Candidates will be given activities for the observation week and their supervising teacher room assignment.

- Candidates will report to the supervising teacher.
- Please make sure Candidates are aware of your schedule, including conference/cluster/ lunch times, and color days, if appropriate.
- Supervising teacher will present a lesson and the Candidates will observe and complete the Lesson Cycle Observation Form.
- Near the end of the day, debrief with Candidates and make sure they understand what you will teach when they come to observe next week.
- This should be a day of observing.

Week 2: Thursday, February 26, 2015

Candidates will report to the supervising teacher.

Suggested Activities for Supervising Teacher:
- Supervising teacher will present a lesson and the Candidates will observe and complete the Lesson Cycle Observation Form.
- Allow Candidates to work with individual students or small groups. They have a form to complete. Please provide guidance on working in small groups.
- Have curriculum resources available for Candidates to review. They have a form to complete.
- Have textbook, teacher edition and/or supplemental materials available for the Candidates to review. They have a form to complete.
- Have Candidates review your lesson plans.
- Have Candidates review your gradebook.
- Have Candidates make a copy of your seating chart.
- Have Candidates assist you with passing out, or collecting papers.
- Have Candidates grade papers.
- Have Candidates attend cluster meeting, if one occurs.
- Allow Candidates to perform any hall or cafeteria duty that is part of your schedule.
- Near the end of the day, debrief with Candidates and make sure they understand what next week’s lesson is.
- Identify the date(s), times and lesson(s) the Candidates will prepare and teach (lesson must be 45 minutes).
Week 3: Tuesday March 3, 2015

Candidates will report to the supervising teacher.

Suggested Activities for Supervising Teacher:
- Have Candidates write news/objectives/assignments on the board.
- Have Candidates assist you with organizing the room for today’s lesson.
- Have Candidates use their seating chart to check attendance.
- Allow Candidates to work with individual students or small groups. They have a form to complete.
- Allow Candidates to assist in monitoring class activities.
- Have Candidates assist with preparation activities and/or grading during conference period.
- Have Candidates attend cluster meeting, if one occurs.
- Allow Candidates to perform any hall or cafeteria duty that is part of your schedule.
- Supervising teacher will present a lesson and the Candidates will observe and complete the Lesson Cycle Observation Form.
- Near the end of the day, debrief with Candidates and make sure they understand what next week’s lesson is.
- Confirm the date(s), times and lesson the Candidates will prepare and teach.

Week 4: Tuesday, March 10, 2015

The Candidates will present a lesson. The Candidates must teach a lesson for the entire class period. The supervising teacher must complete the Lesson Cycle Observation Form. At least one peer must complete the Peer Evaluation Form. The Candidates must complete a Self-Evaluation Form on their lesson.

Weeks 5-10: Observation Days based on previous observation days:
Tuesdays, March 24th, March 31st, April 7th, April 14th, April 21st and April 28th. Optional observation day is April 30th.

THANK YOU!
The Lesson Cycle

The Madeline Hunter Lesson Cycle will be presented to the Candidates as ONE form of presenting a lesson. It is recommended that you present lessons on Monday, Tuesday and/or Wednesday using this format. A brief overview of the lesson cycle follows.

If you choose to use a different format, please discuss this method with the Candidates. Many methods, such as the inquiry method, follow the lesson cycle in a different order.
The Lesson Cycle

According to Madeline Hunter (1982), there is no question but that genetic endowment and past experience influence students’ learning, but the teacher’s own teaching decisions also have a powerful impact. As a result, teaching can be defined as a constant stream of professional decisions made before, during and after interaction with the student; decisions which, when implemented, increase the probability of learning. Students can learn more when they are taught effectively than they can learn on their own. Even champions have coaches.

Regardless of who or what is being taught, all teaching decisions fall into three categories: (1) what content to teach next, (2) what the student will do to learn and to demonstrate that learning has occurred, and (3) what the teacher will do to facilitate the acquisition of that learning. When these professional decisions are made on the basis of sound psychological theory and if these decisions also reflect the teacher’s sensitivity to the student and to the situation, learning will be increased. Should errors be made in any of these three decisions, student learning can be impeded. Consequently, it is important for teachers to consciously and deliberately identify the decisions needing to be made in each category and base their decisions on research-validated knowledge. Equally important is the teacher’s ability to “read” signals from students and to assess the learning situation so that necessary adjustments will be made (Hunter, 1982).

The first professional decision to be made is the answer to the question, “What will be taught next?” While this first decision of teaching is based on content, the second decision is directed to the student behavior that makes learning possible, the student’s how of learning. What will the student read, discuss, listen, observe, or do? There is no one best way to learn, and using a combination of these input behaviors usually is more effective than relying on only one. Another teacher responsibility is to decide the perceivable output which will validate that learning has occurred and that students are ready to move on. If it is perceived that students have not mastered the learning, the teacher must reteach or extend practice of the current learning.

The third decision in teaching is directed towards what the teacher will do to increase learning. If the teacher deliberately uses principles of learning that research indicates will accelerate student achievement, the teacher will have power to increase students' motivation to learn. Also, greater increase in the speed and the amount (rate and degree) of learning will be noticed. Student retention and transfer of knowledge requiring creativity and problem solving will be enhanced (Hunter, 1982). The Lesson Cycle is one model or way of teaching that research indicates will accelerate student achievement. The Lesson Cycle is a process by which the teacher selects activities, strategies, and materials that are appropriate for the learner to master the objectives.

Planning and the Lesson Cycle

PLANNING “In Your Seat”

TASK ANALYSIS
1. Select objective from curriculum sequence.
2. Identify all components of the objective.
3. Eliminate non-essential components.
4. Place essential components in sequence.

PROJECT CLEAR
A sequence of curriculum objectives based on TEKS (Texas Essential Knowledge and Skills) and local needs

SELECT AND ANALYZE OBJECTIVES
A process used to select an objective from the district-wide curriculum, analyze the components of the objective, and select the component at the correct level of difficulty for the learner

PLAN LESSON
A process by which the teacher selects activities, strategies, and materials that are appropriate for the learner to master the objective

TEACHING “On Your Feet”

Opening:

FOCUS
An activity to cause a mental shift to the learner; an introduction that sets the stage for the lesson

OBJECTIVE AND PURPOSE
A statement of what the learner does to demonstrate learning and why the learning is important

Direct Instruction:

EXPLANATION
What the learner needs to know to be successful with the objective

MODELING
A visual presentation of the information and how to use it

MONITORING
Teacher observes as the learner
<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>GUIDED PRACTICE</td>
<td>A teacher directed activity where the learner is given step-by-step information</td>
</tr>
<tr>
<td>ASSESS MASTERY</td>
<td>A process used to determine if a learner needs to be retaught or can move to independent practice</td>
</tr>
<tr>
<td>RETEACH (If Necessary)</td>
<td>Recycling of students who did not master the objective by providing alternative strategies for the learner to master the objective</td>
</tr>
<tr>
<td>INDEPENDENT PRACTICE</td>
<td>The application of information presented without the assistance of the teacher</td>
</tr>
<tr>
<td>ENRICHMENT</td>
<td>An activity that expands on basic learning</td>
</tr>
<tr>
<td>EVALUATE MASTERY</td>
<td>An activity used to determine the degree to which the learner met the objective</td>
</tr>
</tbody>
</table>

**Closure:**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SUMMARY REVIEW</td>
<td>The review of main ideas and objectives learned</td>
</tr>
<tr>
<td>LARGER CONTEXT</td>
<td>An activity that relates objectives mastered to life experiences and/or future learning</td>
</tr>
</tbody>
</table>
The Theoretical Foundation Model for the Lesson Cycle

- FOCUS
- OBJECTIVE AND PURPOSE
- INSTRUCTIONAL INPUT
- MODELING
- GUIDED PRACTICE
- MONITOR AND ADJUST
- INDEPENDENT PRACTICE
- CLOSURE
Sample Forms

- **Lesson Planning Form**
  - This is the form we provided for the Candidate to use when preparing their lessons. Please assist them in planning these lessons. If you have a specific form you use for planning your lessons, please share it with them.

- **Lesson Cycle Observation Form**
  - Candidate will complete this form as he/she observes the supervising teacher.

- **Supervising teacher must complete this form for the candidate.**

- **Peer Evaluation Form**
  - Each candidate will have at least one peer complete this form for the lesson he/she teaches.

- **Self-Evaluation Form**
  - Candidate will complete this form for the lesson he/she teaches.

- **Instructional Resources Form**
  - Candidate should complete this form. Share what resources you use when developing your lessons (e.g., TEKS, Teacher Editions/Resource Packages).

- **Individual/Small Group Tutoring Report**
  - Candidate MUST complete one of these forms. He/she may work with individual students and/or small groups.

- **School/Community Observations**
  - Candidate will be given information about the school and community and are asked to observe the community as he/she drives to and from the school each day.

- **Activities Involving Students and Routines for Helping the Classroom Teacher**
  - Candidate is asked to enter the dates that each activity is completed. These are to be labeled as “NA” for “not applicable.” Candidates are asked to enter the dates that each activity is completed.