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| **Name:** |  |
| Hours Completed through **Video Observations** and Reflections (15 hours maximum): |  |
| Hours Completed through **In-Person Observations** and Reflections (15 hours minimum): |  |
| **TOTAL Field Based Experience observation hours** (must equal 30 hours or more): |  |

Texas Administrative Code requires that educator preparation program candidates complete a minimum of thirty (30) clock hours of field based experiences. **It is highly encouraged that these hours are completed prior to Initial Certification.** Field based experiences provide you with opportunities to observe and engage with students in a real-world setting. These experiences will enhance your understanding of what an effective teacher’s classroom looks like, feels like, and sounds like, and make your professional learning experiences more meaningful. These experiences will also allow you to connect to essential teacher actions that will dramatically improve your effectiveness on day one.

You should plan to **start this process immediately**, so you will have ample time to complete the requirements. The more observations that you can complete before school begins, the fewer planning periods you will need to utilize to complete these requirements.

Any teacher Formally Admitted into the Teaching Excellence program after September 1st, 2017 will only be able to count Field Based Experiences completed after the date of Formal Admission.

* Up to 15 hours of observation **may be** completed online (see links below for online experiences)),
* At least 15 hours of observation **must be** completed in-person and must be completed between now and the 30th day of school (if preferred, all 30 hours may be completed in-person). It is highly recommended that these hours be completed prior to the first day of school.

**All in-person observations must take place in a K-12 public school setting in the state of Texas (e.g. your campus). We’ve included a letter** [**here**](https://drive.google.com/open?id=0B_1YuUj6axTlT1ZKWkgyY1Q4OVk) **to provide school administrators with when you request to observe classrooms if you choose to do this prior to Induction.**

**A completed field based tracker reflecting 30 total hours** (up to 15 online hours + a minimum of 15 in-person hours) must be submitted by November 3rd, 2017. For each experience in which you participate, you will need to:

* **Complete the observation form, making sure to record both the date, start time, end time, etc.,**
* **Obtain a signature of the observed classroom teacher or from your campus supervisor (if in-person),**
* **Complete the reflection form in its entirety (you will not be credited hours without an accompanying completed reflection)**

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| **Potential Field Based Experience Opportunities** |
| MC900441310[1]Teach for America Corps Members  | Hours from pre-Institute classroom observations with classroom teacher signature Summer school teaching experience during Houston Institute with supervisor signature (Faculty Advisor, Corps Member Advisor, or School Leader)  |
| MC900441310[1]Other K-12 Classroom Observation\*\* | Observation of K-12 instruction in Texas that takes place in an **accredited public school with classroom teacher’s signature (including volunteer or interview sample lesson and observations during your free period).**\*\*You will be responsible for scheduling any in-person observations you may need to meet the 15 hour minimum requirement of in-person observations. You may provide the letter linked above to the school contact you are working with to schedule observations as proof of your participation in our program.  |
| Description: MC900441310[1]Video Observations | If you are not able to accumulate enough hours from the opportunities above you can do a **maximum of 15 hours** of video observations. See page 6 for a list of video options. |

Scan oremail this signed document in its entirety to teaching.excellence@yesprep.org by **November 3rd, 2017.**

**In-Person Field Based Experiences**

**Directions:**Use the *Field Based Experience Tracker* to record 30 hours of in-person field based experiences that you have completed **by November 3rd, 2017.** Please refer to the table below for possible field based experience opportunities to help you meet this requirement.

You will need to record each observation in the tracker below and complete a reflection. **A signature of the observed classroom teacher or from your own supervisor is required. Make sure to add up all of your hours and fill in the TOTAL Hours column below.**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **School/Campus** | **Date** | **Start Time of Observation:** | **End Time of Observation:** | **Hours Credited for Mandatory Reflection** | **Total Time (Observation + Reflection)** | **Printed Name and Signature of Teacher, Grade Level, and Content Observed** |
| *Example:**KIPP Spirit* | *5/25/2013* | *8:30 AM* | *12:30 PM* | *.5* | *4.5* | *John Smith, 8th grade, English**John Smith* |
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| **15 of 30 total hours must be in-person observations** | **/30**  | **(add this total to the tracker at the top of p.1)** |

In-Person Observation Reflection Form Template

*Please copy & paste the template below for each observation completed*

**School/Campus:**

**Grade Level:
Content:**

**Start and Stop Time:**

**Date:**

Reflection Questions:

1. What is the learning objective for this lesson and how was it assessed?
2. What is one area of strength that you observed during this lesson and the impact that it had on students in the classroom?
3. What evidence of behavior management did you observe?
4. What evidence of routines and procedures did you observe?
5. When observing the students in the classroom, what did you notice about their engagement with the lesson? With other students? With the teacher? What strategies did the teacher use to engage students in learning?
6. Did you observe any instructional strategies that were used to address the needs of English Language Learners (ELLs) and/or students with disabilities?
7. Was technology used to enhance the structure of the lesson? If so, how?
8. Additional comments or questions:

**Video Field Based Experiences**

**Directions:** In order to accrue enough hours towards your Field Based Experience Requirement for certification you are able to count up to 15 hours of video observation. **PLEASE READ THE FOLLOWING INFORMATION CAREFULLY. IF YOU DO NOT FOLLOW DIRECTIONS, YOU WILL NOT RECEIVE CREDIT.**

**To receive credit for watching these instructional videos, you will need to complete one reflection (see below) per video.** Please use the video tracker to total the number of hours received from your video observations (time varies) and your reflection questions (0.50 hours per observation), then add the total to the tracker at the very top of p.1. For each video you are required to complete the corresponding reflection.

You can choose from any number of the content/grade levels listed below. **You must watch the entire video for each content/grade level to receive credit for that observation.** The column labeled “Credit” will tell you how many hours you can award yourself on the Field Based Experience Tracker after **watching the entire video AND completing the reflection**. (NOTE: The credited amount is a combination of the video duration and the 30 minutes (0.50 hours) it will take you to complete the reflection[s].)

You may only accrue a total of **15 hours of video observations** from the online videos and accompanying reflections. You may **not** exceed 15 hours of credit from completing video observations, as you must complete at least 15 hours of in-person observations in a classroom setting. You will find all 15 videos housed in our Wistia channel here: [**https://tinyurl.com/TE-FBE**](https://tinyurl.com/TE-FBE)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Teacher** | **Video** **Length** | **Reflection****Time** | **Total Hours** | **Grade Level and Content** |
| **Katya Arquilla** | *0.90 hours* | *0.50 hours* |  | 9th grade Algebra I |
| **David Cooper** | *0.85 hours* | *0.50 hours* |  | 6th grade ELA |
| **Nicole Dunbar** | *0.85 hours* | *0.50 hours* |  | 6th grade Science |
| **Parker Eudy** | *0.80 hours* | *0.50 hours* |  | 6th grade Social Studies |
| **Gilberto Hernandez** | *0.95 hours* | *0.50 hours* |  | 7th grade Math |
| **Natalie Hogan** | *0.60 hours* | *0.50 hours* |  | 8th grade ELA |
| **Stephanie Holman** | *1.00 hours* | *0.50 hours* |  | Kindergarten |
| **Joanna Iyalekhue** | *0.80 hours* | *0.50 hours* |  | 2nd grade Math |
| **Kaitlin Joest** | *0.75 hours* | *0.50 hours* |  | 7th grade Science |
| **Amy Kitchel** | *0.85 hours* | *0.50 hours* |  | 7th grade ELA |
| **Caitlin Silvas** | *1.00 hours* | *0.50 hours* |  | 6th grade ELA |
| **Omar Tariq** | *0.90 hours* | *0.50 hours* |  | 11th grade Physics |
| **Kathryn Vestal**  | *0.80 hours* | *0.50 hours* |  | 7th grade ELA |
| **Allyson Voss** | *0.75 hours* | *0.50 hours* |  | 4th grade ELA / SLA |
| **Ashley Waters** | *1.15 hours* | *0.50 hours* |  | 2nd grade Math |
|  | **Maximum of 15/30 hours, including reflections, can be done via video observation.** | **/15 hours****(add this total to the tracker at the top of p.1)** |  |

**Video Observations can be found at:** [**https://tinyurl.com/TE-FBE**](https://tinyurl.com/TE-FBE)

**Video Observation Reflection:** *Katya Arquilla, 9th grade Algebra I*

**Link:** <https://teachingexcellence.wistia.com/medias/2q09r25yct>

Reflection Questions:

1. What is the learning objective for this lesson and how was it assessed?
2. What is one area of strength that you observed during this lesson and the impact that it had on students in the classroom?
3. What evidence of behavior management did you observe?
4. What evidence of routines and procedures did you observe?
5. When observing the students in the classroom, what did you notice about their engagement with the lesson? With other students? With the teacher? What strategies did the teacher use to engage students in learning?
6. Did you observe any instructional strategies that were used to address the needs of English Language Learners (ELLs) and/or students with disabilities?
7. Was technology used to enhance the structure of the lesson? If so, how?
8. Additional comments or questions:

**Video Observation Reflection:** *David Cooper, 6th grade ELA / Reading Intervention*

**Link:** <https://teachingexcellence.wistia.com/medias/mk6cpp8epw>

Reflection Questions:

1. What is the learning objective for this lesson and how was it assessed?
2. What is one area of strength that you observed during this lesson and the impact that it had on students in the classroom?
3. What evidence of behavior management did you observe?
4. What evidence of routines and procedures did you observe?
5. When observing the students in the classroom, what did you notice about their engagement with the lesson? With other students? With the teacher? What strategies did the teacher use to engage students in learning?
6. Did you observe any instructional strategies that were used to address the needs of English Language Learners (ELLs) and/or students with disabilities?
7. Was technology used to enhance the structure of the lesson? If so, how?
8. Additional comments or questions:

**Video Observation Reflection:** *Nicole Dunbar, 6th grade Science*

**Link:** <https://teachingexcellence.wistia.com/medias/52c8ckmph0>

Reflection Questions:

1. What is the learning objective for this lesson and how was it assessed?
2. What is one area of strength that you observed during this lesson and the impact that it had on students in the classroom?
3. What evidence of behavior management did you observe?
4. What evidence of routines and procedures did you observe?
5. When observing the students in the classroom, what did you notice about their engagement with the lesson? With other students? With the teacher? What strategies did the teacher use to engage students in learning?
6. Did you observe any instructional strategies that were used to address the needs of English Language Learners (ELLs) and/or students with disabilities?
7. Was technology used to enhance the structure of the lesson? If so, how?
8. Additional comments or questions:

**Video Observation Reflection:** *Parker Eudy, 6th grade Social Studies*

**Link:** <https://teachingexcellence.wistia.com/medias/5zoipebcib>

Reflection Questions:

1. What is the learning objective for this lesson and how was it assessed?
2. What is one area of strength that you observed during this lesson and the impact that it had on students in the classroom?
3. What evidence of behavior management did you observe?
4. What evidence of routines and procedures did you observe?
5. When observing the students in the classroom, what did you notice about their engagement with the lesson? With other students? With the teacher? What strategies did the teacher use to engage students in learning?
6. Did you observe any instructional strategies that were used to address the needs of English Language Learners (ELLs) and/or students with disabilities?
7. Was technology used to enhance the structure of the lesson? If so, how?
8. Additional comments or questions:

**Video Observation Reflection:** *Gilberto Hernandez, 7th grade Math*

**Link:** <https://teachingexcellence.wistia.com/medias/vzs5l612la>

Reflection Questions:

1. What is the learning objective for this lesson and how was it assessed?
2. What is one area of strength that you observed during this lesson and the impact that it had on students in the classroom?
3. What evidence of behavior management did you observe?
4. What evidence of routines and procedures did you observe?
5. When observing the students in the classroom, what did you notice about their engagement with the lesson? With other students? With the teacher? What strategies did the teacher use to engage students in learning?
6. Did you observe any instructional strategies that were used to address the needs of English Language Learners (ELLs) and/or students with disabilities?
7. Was technology used to enhance the structure of the lesson? If so, how?
8. Additional comments or questions:

**Video Observation Reflection:** *Natalie Hogan, 8th grade ELA*

**Link:** <https://teachingexcellence.wistia.com/medias/ykjtx6lsxa>

Reflection Questions:

1. What is the learning objective for this lesson and how was it assessed?
2. What is one area of strength that you observed during this lesson and the impact that it had on students in the classroom?
3. What evidence of behavior management did you observe?
4. What evidence of routines and procedures did you observe?
5. When observing the students in the classroom, what did you notice about their engagement with the lesson? With other students? With the teacher? What strategies did the teacher use to engage students in learning?
6. Did you observe any instructional strategies that were used to address the needs of English Language Learners (ELLs) and/or students with disabilities?
7. Was technology used to enhance the structure of the lesson? If so, how?
8. Additional comments or questions:

**Video Observation Reflection:** *Stephanie Holman, Kindergarten*

**Link:** <https://teachingexcellence.wistia.com/medias/ewqs0tceg7>

Reflection Questions:

1. What is the learning objective for this lesson and how was it assessed?
2. What is one area of strength that you observed during this lesson and the impact that it had on students in the classroom?
3. What evidence of behavior management did you observe?
4. What evidence of routines and procedures did you observe?
5. When observing the students in the classroom, what did you notice about their engagement with the lesson? With other students? With the teacher? What strategies did the teacher use to engage students in learning?
6. Did you observe any instructional strategies that were used to address the needs of English Language Learners (ELLs) and/or students with disabilities?
7. Was technology used to enhance the structure of the lesson? If so, how?
8. Additional comments or questions:

**Video Observation Reflection:** *Joanna Iyalekhue, 2nd grade Math*

**Link:** <https://teachingexcellence.wistia.com/medias/06og6whosg>

Reflection Questions:

1. What is the learning objective for this lesson and how was it assessed?
2. What is one area of strength that you observed during this lesson and the impact that it had on students in the classroom?
3. What evidence of behavior management did you observe?
4. What evidence of routines and procedures did you observe?
5. When observing the students in the classroom, what did you notice about their engagement with the lesson? With other students? With the teacher? What strategies did the teacher use to engage students in learning?
6. Did you observe any instructional strategies that were used to address the needs of English Language Learners (ELLs) and/or students with disabilities?
7. Was technology used to enhance the structure of the lesson? If so, how?
8. Additional comments or questions:

**Video Observation Reflection:** *Kaitlin Joest, 7th grade Science*

**Link:** <https://teachingexcellence.wistia.com/medias/uu8tmldf5l>

Reflection Questions:

1. What is the learning objective for this lesson and how was it assessed?
2. What is one area of strength that you observed during this lesson and the impact that it had on students in the classroom?
3. What evidence of behavior management did you observe?
4. What evidence of routines and procedures did you observe?
5. When observing the students in the classroom, what did you notice about their engagement with the lesson? With other students? With the teacher? What strategies did the teacher use to engage students in learning?
6. Did you observe any instructional strategies that were used to address the needs of English Language Learners (ELLs) and/or students with disabilities?
7. Was technology used to enhance the structure of the lesson? If so, how?
8. Additional comments or questions:

**Video Observation Reflection:** *Amy Kitchel, 7th grade ELA*

**Link:** <https://teachingexcellence.wistia.com/medias/qscnzhthzw>

Reflection Questions:

1. What is the learning objective for this lesson and how was it assessed?
2. What is one area of strength that you observed during this lesson and the impact that it had on students in the classroom?
3. What evidence of behavior management did you observe?
4. What evidence of routines and procedures did you observe?
5. When observing the students in the classroom, what did you notice about their engagement with the lesson? With other students? With the teacher? What strategies did the teacher use to engage students in learning?
6. Did you observe any instructional strategies that were used to address the needs of English Language Learners (ELLs) and/or students with disabilities?
7. Was technology used to enhance the structure of the lesson? If so, how?
8. Additional comments or questions:

**Video Observation Reflection:** *Caitlyn Silvas, 6th grade ELA*

**Link:** <https://teachingexcellence.wistia.com/medias/qt4lnqwhxk>

Reflection Questions:

1. What is the learning objective for this lesson and how was it assessed?
2. What is one area of strength that you observed during this lesson and the impact that it had on students in the classroom?
3. What evidence of behavior management did you observe?
4. What evidence of routines and procedures did you observe?
5. When observing the students in the classroom, what did you notice about their engagement with the lesson? With other students? With the teacher? What strategies did the teacher use to engage students in learning?
6. Did you observe any instructional strategies that were used to address the needs of English Language Learners (ELLs) and/or students with disabilities?
7. Was technology used to enhance the structure of the lesson? If so, how?
8. Additional comments or questions:

**Video Observation Reflection:** *Omar Tariq, 11th grade Physics*

**Link:** <https://teachingexcellence.wistia.com/medias/1xe10p6rqa>

Reflection Questions:

1. What is the learning objective for this lesson and how was it assessed?
2. What is one area of strength that you observed during this lesson and the impact that it had on students in the classroom?
3. What evidence of behavior management did you observe?
4. What evidence of routines and procedures did you observe?
5. When observing the students in the classroom, what did you notice about their engagement with the lesson? With other students? With the teacher? What strategies did the teacher use to engage students in learning?
6. Did you observe any instructional strategies that were used to address the needs of English Language Learners (ELLs) and/or students with disabilities?
7. Was technology used to enhance the structure of the lesson? If so, how?
8. Additional comments or questions:

**Video Observation Reflection:** *Kathryn Vestal, 7th grade ELA*

**Link:** <https://teachingexcellence.wistia.com/medias/ix7tzjnku1>

Reflection Questions:

1. What is the learning objective for this lesson and how was it assessed?
2. What is one area of strength that you observed during this lesson and the impact that it had on students in the classroom?
3. What evidence of behavior management did you observe?
4. What evidence of routines and procedures did you observe?
5. When observing the students in the classroom, what did you notice about their engagement with the lesson? With other students? With the teacher? What strategies did the teacher use to engage students in learning?
6. Did you observe any instructional strategies that were used to address the needs of English Language Learners (ELLs) and/or students with disabilities?
7. Was technology used to enhance the structure of the lesson? If so, how?
8. Additional comments or questions:

**Video Observation Reflection:** *Allyson Voss, 4th grade ELA / Second Language Acquisition*

**Link:** <https://teachingexcellence.wistia.com/medias/wxzgmphesr>

Reflection Questions:

1. What is the learning objective for this lesson and how was it assessed?
2. What is one area of strength that you observed during this lesson and the impact that it had on students in the classroom?
3. What evidence of behavior management did you observe?
4. What evidence of routines and procedures did you observe?
5. When observing the students in the classroom, what did you notice about their engagement with the lesson? With other students? With the teacher? What strategies did the teacher use to engage students in learning?
6. Did you observe any instructional strategies that were used to address the needs of English Language Learners (ELLs) and/or students with disabilities?
7. Was technology used to enhance the structure of the lesson? If so, how?
8. Additional comments or questions:

**Video Observation Reflection:** *Ashley Waters, 2nd grade Math*

**Link:** <https://teachingexcellence.wistia.com/medias/j8ut24gtwz>

Reflection Questions:

1. What is the learning objective for this lesson and how was it assessed?
2. What is one area of strength that you observed during this lesson and the impact that it had on students in the classroom?
3. What evidence of behavior management did you observe?
4. What evidence of routines and procedures did you observe?
5. When observing the students in the classroom, what did you notice about their engagement with the lesson? With other students? With the teacher? What strategies did the teacher use to engage students in learning?
6. Did you observe any instructional strategies that were used to address the needs of English Language Learners (ELLs) and/or students with disabilities?
7. Was technology used to enhance the structure of the lesson? If so, how?
8. Additional comments or questions: