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| **Name:** |  |
| Hours completed through **Required Video Observations** and Reflections (3.87 hours maximum): |  |
| Hours Completed through **Video Observations** and Reflections (12 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): |  |

**The Rationale:**

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.

**The Task:**

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.

* You **must** complete a video reflection for 3 required videos [here](https://tinyurl.com/TE-FBE) The remaining 27 hours may be completed in person or with no more than 12 video observation hours.
* Up to 12 hours of additional observation **may be** completed by choosing from the videos that are not required online (see links below for online experiences)),
* At least 15 hours of observation **must be** completed in-person and must be completed between your date of Formal Admission and the 90th day of school (if preferred, 27 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. Field Based Experience will only count towards your certification after you have been Formally Admitted.**

**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 9th, 2018. 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)**

If you are classified as a “Late Hire” by the state of Texas based on your Formal Admission date, and you begin an Initial Certificate in August 2018 without having completed your Field Based Experience, you risk deactivation of your Initial Certificate if you do not complete your Field Based Experience on time.

If you are not classified as a “Late Hire” or your Initial Certificate does not begin in August 2018, you will need to have completed Field Based Experience prior to being able to be issued an Initial Certificate.

|  |  |
| --- | --- |
| **Potential Field Based Experience Opportunities** | |
| MC900441310[1]Teach for America Corps Members | Complete 3 required video observations linked here  [PS 63 - First Day](https://teachingexcellence.wistia.com/medias/hswz4da3bf)  [2nd Grade Math](https://teachingexcellence.wistia.com/medias/06og6whosg)  [11th Grade Physics](https://teachingexcellence.wistia.com/medias/1xe10p6rqa)  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) after Formal Admission into the TE Program |
| 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).**  These observations must have occurred after Formal Admission into the TE Program  \*\*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 | You are required to complete 3 hours of video observations from the required video list.  If you are not able to accumulate enough hours from the opportunities above, you can do a **maximum of 12 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](mailto:teaching.excellence@yesprep.org) by **November 9th, 2018.**

**In-Person Field Based Experiences**

**Directions:**Use the *Field Based Experience Tracker* to record 27 hours of in-person field based experiences that you have completed **by November 9th, 2018.** 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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| **A minimum of 15 of the 30 total hours must be in-person observations**  **3 hours from the required video 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 **total** 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 are **required** to watch and reflect on the 3 videos at the top of the list. Then 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)

|  |  |  |  |  |
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| **Teacher** | **Video**  **Length** | **Reflection**  **Time** | **Total Hours** | **Grade Level and Content** |
| **PS 63-First Day (Required)** | *0.67 hours* | *0.50 hours* |  | 4th grade First Day |
| **Joanna Iyalekhue (Required)** | *0.80 hours* | *0.50 hours* |  | 2nd grade Math |
| **Omar Tariq (Required)** | *0.90 hours* | *0.50 hours* |  | 11th grade Physics |
| **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 |
| **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 |
| **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:** *PS 63 – First Day*

**Link:** <https://teachingexcellence.wistia.com/medias/hswz4da3bf>

1. What procedures did you observe that the teacher implemented that ensures success on the first day of school and beyond?
2. How do the established procedures allow students to be successful?
3. What is one area of strength that you observed during this lesson and the impact that it had on students in the classroom?
4. What evidence of behavior management did you observe?
5. What evidence of routines and procedures did you observe?
6. 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?
7. Did you observe any instructional strategies that were used to address the needs of English Language Learners (ELLs) and/or students with disabilities?
8. Was technology used to enhance the structure of the lesson? If so, how?
9. As you envision establishing expectations and procedures for your classroom, what did you see in this video that you would implement in your class?
10. 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:** *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:** *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:** *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:** *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: