

## Field Experience Task List

EDU 300 Assessment for Learning | Spring 2011

**Directions:** Each of the following tasks, on average, represents approximately three hours of work for the teacher candidate. Please discuss the list and together choose six tasks to complete during the field experience for EDU 300. For each task, candidates must create a reflective one to two-page single-space document with three sections: (1) Description of Activity, (2) Results and Connection to Class Learning, and (3) Connection to Self as a Future Teacher. Completed documents, each with its required artifacts, should be organized neatly in a binder and turned in when requested by the instructor.

**Note to Candidates:** Student assessment information is confidential. Newberry College teacher candidates should not share any student names or other identifying data with other students and/or the professor.

**Note to Mentor Teachers:** At Newberry College we want our candidates to think at high levels. You will notice that the tasks below ask candidates to apply their learning, analyze, evaluate, reflect, and create. We do not expect you to be perfect, just real life. We assume all teachers have their students' best interests in mind. Please know that any evaluation of or reflection on your performance will be kept confidential within our class. Feel free to contact Jennifer Morrison at [jennifer.morrison@newberry.edu](mailto:jennifer.morrison@newberry.edu) with any concerns or questions.

<b>Candidate Task</b>	<b>Required Artifact(s)</b>
<p><b>1 – Unit Planning</b> Interview and discuss unit planning with your mentor teacher. What is his/her design process? Specifically discuss how he/she targets standards, designs objectives, uses essential and/or lesson focus questions, and builds in assessment. Reflect on the strengths and weaknesses of your mentor teacher's unit planning process based on what you have learned in EDU 300.</p>	<ul style="list-style-type: none"> <li>• Candidate interview questions</li> <li>• Candidate interview notes</li> </ul>
<p><b>2 – Standards</b> Observe a lesson while examining your mentor teacher's written plan for that lesson. Determine which standards are being addressed and evaluate the teacher's attention to those standards in planning and/or during the lesson itself. Is the lesson on target with particular standards? Did your mentor teacher's planning start with standards or were they added later? Reflect based on what you have learned in EDU 300.</p>	<ul style="list-style-type: none"> <li>• Teacher lesson plan</li> <li>• Candidate's observational notes</li> </ul>
<p><b>3 – Objectives</b> Read over a comprehensive set of your mentor teacher's written objectives. Analyze and evaluate the objectives as a whole considering Bloom's Taxonomy, disciplinary thinking, his/her students' developmental needs, and 21<sup>st</sup> century skills.</p>	<ul style="list-style-type: none"> <li>• Teacher objectives</li> </ul>
<p><b>4 – Summative Redesign</b> Ask your mentor teacher to share an objective summative evaluation with you. Redesign his/her evaluation as an authentic performance task appropriate to the standard(s) and/or objective(s) your mentor teacher needs it to evaluate. Reflect on what you notice and learn during your redesign.</p>	<ul style="list-style-type: none"> <li>• Teacher test (objective, summative)</li> <li>• Candidate performance task</li> </ul>

<p><b>5 – Pattern of Formative Assessment</b> Observe a lesson from start to finish and document your mentor teacher's use of formal and informal formative assessments. Analyze any patterns and evaluate the effectiveness of your mentor teacher's strategies.</p>	<ul style="list-style-type: none"> <li>• Candidate's observational notes</li> </ul>
<p><b>6 – Formative Creation</b> Work with your mentor teacher to create a purposeful, brief, formal formative assessment to assess student content knowledge. Administer your assessment, evaluate the results, and make inferences related to what you think students know and can do based on your assessment. In addition, reflect on the effectiveness of your instrument.</p>	<ul style="list-style-type: none"> <li>• Candidate assessment</li> </ul>
<p><b>7 – Objective Analysis</b> Ask your mentor teacher to let you “grade” a set of objective tests (formative or summative) he/she administered. As you grade, conduct an item analysis, looking for the patterns of student error and evaluating the effectiveness of the test. What does the test show students know and can do? How could the assessment be redesigned to get more reliable results? As a teacher, given your item analysis, what would your next steps be?</p>	<ul style="list-style-type: none"> <li>• Teacher test (objective)</li> <li>• Candidate item analysis</li> </ul>
<p><b>8 – Rubric</b> Create a rubric your mentor teacher can use to assess some aspect of student learning (content, skills, or dispositions). Share your rubric with the teacher and discuss its strengths and weaknesses from his/her perspective and experience.</p>	<ul style="list-style-type: none"> <li>• Candidate rubric</li> </ul>
<p><b>9 – Standardized Results</b> Teachers need to be well versed in the language of standardized tests and able to interpret the information to use in instruction or to understand issues that affect schools and districts. Interview your mentor teacher and analyze the standardized test results of one class and/or one student. Discuss test reliability and how he/she uses test results to improve instruction.</p>	<ul style="list-style-type: none"> <li>• Candidate interview questions</li> <li>• Candidate interview notes</li> </ul>
<p><b>10 – Grading System</b> Interview your mentor teacher regarding his/her grading system. Consider what philosophies and/or personal beliefs are represented by the choices she/he has made or by the ways in which the grading system is used with students. Reflect on the strengths and weaknesses of your mentor teacher's grading system .</p>	<ul style="list-style-type: none"> <li>• Candidate interview questions</li> <li>• Candidate interview notes</li> </ul>