

ACE

Observation Workbook



ACE: Accelerated Certification for Educators
Lamar State College-Orange
410 Front Street, Orange, TX 77630
409-882-3043

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Observation Hours Contract

In compliance with State Rule (TAC §228), effective 1/1/09 and FAQ guidance from TEA:

- FBE is defined as experience in which the primary activity of a candidate for certification is the performance of professional educator activities while interacting with EC-12 students, teachers, and faculty/staff members in a school setting that is a part of regular classroom instruction. The professional activities include more than observation within a classroom. The interaction with students, teacher and entity faculty/staff must be ongoing and relevant.
- 30 clock-hours of FBE are to be completed prior to clinical teaching or internship.
- Up to 15 hours of substitute or teacher aid experiences may be counted toward FBE
- FBE should include the opportunity for self-reflection and discussion about field-base experiences with a skilled teacher facilitator.
- Previous experience as a substitute or teacher aid may be counted if completed within a calendar year of teacher candidate acceptance.
- A late hire (an individual not accepted in an EPP before June 15 and who is hired for a teaching assignment by a school after June 15) for a teaching position shall complete FBE requirements within 90 school days of assignment

Name		Approved Certification Area:		
Teacher Name:				
District:		Campus:		
Grade:		Subject:		
To be Completed by the Teacher Observed				
Date:	Signature:	Time In	Time Out	Total Time
Date:	Signature:	Time In	Time Out	Total Time
Date:	Signature:	Time In	Time Out	Total Time
Teacher Name:				
District:		Campus:		
Grade:		Subject:		
To be Completed by the Teacher Observed				
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PDAS Domain I: Active Successful Student Participation

(Complete this assignment in one observation)

Date:	Time In:	Time Out:	Teacher:
District:	School:	Grade/Subject:	

As you observe, you should be focused on the level of student engagement. In this domain, students in the classroom should be:

- Actively engaged in learning
- Successful in learning
- Involved in critical thinking/problem solving
- Self-directed/self-initiated
- Connecting learning to work and life applications

1. PDAS Competencies:

3	2	1	Check the box that most accurately reflects your observations over the class hour: "3"- more than half of the student or time "2"- approximately half of the students or times "1"- less than half of the students time
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Actively engaged in learning
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Successful in learning
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Involved in critical thinking/problem solving
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Self-directed/self-initiated
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Connecting learning to work and life applications

2. Engaged in Learning:

- Identify and list procedures the teacher used to focus and keep students actively engaged in the lesson.

3. Successful in Learning:

- What student behaviors did you observe that led you to believe students were or were not successful in learning?

4. Critical Thinking/Problem Solving:

- What evidence did you observe that led you to believe students were or were not involved in critical thinking/problem solving?

5. Self-Directed/Self Initiated:

What student behaviors did you observe that led you to believe students were or were not self-directed or self-initiated?

6. Relevance:

- Identify and list ways the teacher connected learning to work and life applications.
- If you did not observe the teacher making relevance, indicate ways you could have connected the learning to work or life.

PDAS Domain II: Learner-Centered Instruction

(Complete this assignment in one observation)

Date:	Time In:	Time Out:	Teacher:
District:	School:	Grade/Subject:	

As you observe, you should be focused on the instruction. Instruction should be learner – centered and should involve.

- Goals/objectives with knowledge/skills and concepts
- Learner-centered content/activities
- Strategies to promote critical thinking/problem solving
- Motivational strategies/techniques
- Instructional strategies aligned with objectives, activities, etc.
- Pacing/sequencing is appropriate

7. PDAS Competencies:

Students are:

3	2	1	Check the box that most accurately reflects your observations over the class hour: "3"- more than half of the student or time "2"- approximately half of the students or times "1"- less than half of the students time
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Goals/objectives with knowledge skills and concepts are stated and/or written
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Learner-centered content/activities
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Strategies to promote critical thinking/problem solving
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Motivational strategies/techniques
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Instructional strategies aligned with objectives, activities, etc.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Pacing/sequencing is appropriate

8. Lesson Objective:

- How did the teacher state the objective: Written or Verbal
- Do you feel it was clear to the students what the lesson objective was? Defend your response.

9. Learner Centered Content:

- In your opinion, was the instruction learner centered? Explain and provide at least one example.

10. Critical Thinking/Problem Solving:

- What strategies did the teacher use to promote critical thinking and/or problem solving? If strategy was not present then provide an example of how one could have been incorporated in the lesson you observed.

11. Motivational Strategies/Techniques:

- What motivational strategies/techniques did the teacher use? If you did not observe these strategies, provide an example of a specific motivational strategy that could have been incorporated in the lesson you observed.

12. Pacing/Sequencing:

- How does the teacher assess his/her instruction throughout the lesson as it relates to alignment with objectives and pacing and/or sequencing? Provide at least one example.

13. Lesson Mastery:

- Do you feel students mastered the lesson’s objective?
- What evidence did you observe to lead you to this conclusion?

14. Visual, Auditory, and Kinesthetic Learners:

- What teaching strategies, techniques, or resources did you observe the teacher using to engage visual learners? Describe (technique + learning that occurred--- i.e., the teacher used xx strategy to teach xx.)
- What teaching strategies, techniques, or resources did you observe the teacher using to engage auditory learners?
- What teaching strategies, techniques, or resources did you observe the teacher using to engage kinesthetic learners?

15. Identify special needs students:

- If possible, list the types of special needs you observed among the students, i.e., gifted and talented students, dyslexic, ADHD, etc.
- How did the teacher make modifications?

PDAS Domain III: Evaluation/Feedback of Student Progress

(Complete this assignment in one observation)

Date:	Time In:	Time Out:	Teacher:
District:	School:	Grade/Subject:	

As you observe, you should be focused on the level of student evaluates learning and provides feedback of student progress. The teacher should provide:

- Monitoring/assessment of student progress
- Assessment aligned with goals and objectives
- Assessment appropriate for varied student characteristics
- Reinforcement of student learning
- Specific, constructive feedback
- Opportunities for re-learning and re-evaluation

16. PDAS Competencies:

3	2	1	Check the box that most accurately reflects your observations over the class hour: "3" - more than half of the student or time "2" - approximately half of the students or times "1" - less than half of the students time
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Monitoring/assessment of student progress
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Assessment aligned with goals and objectives
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Assessment appropriate for varied student characteristics
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Reinforcement of student learning
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Specific, constructive feedback
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Opportunities for relearning and re-evaluation

17. Monitoring/Assessment of Student Progress:

- How does the teacher assess everyone's comprehension before transitioning to the next part of the cycle (i.e.-guided practice to independent practice)? Provide at least one specific example.

18. Assessment Alignment:

- Describe how the assessments match the objective and the direct instruction.
- If the assessment does not match, what would be your suggestion to align them?

19. Varied Student Characteristics:

- Provide at least one example of feedback or assessment strategies the teacher used to address students with different characteristics (i.e., outgoing vs. Shy, engaged vs. non-engaged).

20. Self-Directed/Self Initiated:

- What forms of reinforcement does the teacher use to promote student learning?

21. Constructive Feedback:

- Is the feedback from the teacher specific enough to motivate and promote learning? Provide at least one example.

22. Re-learning/Re-Evaluation:

- What techniques does the teacher use to assist the student in re-learning? Describe at least one example.
- If you did not observe re-learning/re-evaluation techniques, describe a technique the teacher could have used (describe the technique and the moment in the lesson that, in your opinion, the teacher could have used the technique).

PDAS Domain IV: Classroom Management

(Complete this assignment in one observation)

Date:	Time In:	Time Out:	Teacher:
District:	School:	Grade/Subject:	

As you observe, you should be focused on how the teacher manages the classroom. You should observe:

- Effective discipline procedures are in place
- Self-discipline and self-directed learning are evident
- Interaction with students is fair/equitable
- Expectations for behavior is redirected
- Desired behavior is reinforced
- Time and materials are effectively managed

23. PDAS Competencies:

3	2	1	Check the box that most accurately reflects your observations over the class hour: "3" - more than half of the student or time "2" - approximately half of the students or times "1" - less than half of the students time
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Effective discipline procedures are in place
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Self-discipline and self-directed learning are evident
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Interaction with students is fair/equitable
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Expectations for behavior are specific
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Disruptive behavior is redirected
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Desired behavior is reinforced
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Time and materials are effectively managed

24. Discipline Procedures:

- Are the rewards for the following rules posted in the room? If yes, what are they? If no, from your observation, describe the rewards the teacher used when students followed rules.
- Are the consequences for breaking a rule posted in the room? Is yes, what are they? If no, from your observation, describe the consequences for breaking a rule.

25. Self-Discipline/Self-Directed Learning:

- Describe two strategies the teacher used to keep students on-task.

26. Student Interactions are Fair/Equitable:

- In your opinion, did all teacher/student interactions seem fair and equitable? Provide examples.

27. Specific Behavior Expectations:

- Were expected student behaviors (class rules) posted somewhere in the room? If the teacher did not have expected student behaviors posted somewhere in the room, were the expected student behaviors ever verbalized to the students during your observations? If yes, list the expected student behaviors?

28. Constructive Feedback:

- Describe the primary ways the teacher redirected disruptive behavior.

29. Re-learning/Re-Evaluation:

- Describe the primary ways the teacher positively reinforced proper on-task behavior and student contributions?

30. Time and Materials are Effectively Managed:

- List the materials the teacher used to teach this lesson. Describe evidence that supports their effectiveness (or ineffectiveness) in promoting student learning.

31. Materials needed camera-submit your photo with this assignment:

- Take pictures of the classroom to show the room arrangement-pictures should include location of teacher's desk in relation to rest of classroom, student desks layout, centers/displays, cabinets, etc. Did the student seating support the instructional goals taking place during the time you observed? Explain.

32. Bulletin Boards:

- Describe anything you observed that might be evidence that these displayed or boards facilitated or supported the instruction taking place on the day you observed.

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- Describe anything you observed that might be evidence that these displayed or boards facilitated or supported the instruction taking place on the day you observed.

34. Classroom Environment:

- Describe how you felt walking into the classroom-did you feel you were entering a classroom to learn or did it seem like chaos. Explain your response.

35. Teacher Proximity:

- Where is the teacher's desk in proximity to the students within the classroom arrangement? How does this location facilitate the learning environment?
