

Field Experience: Brief Description

ED 414/416 Classroom Instruction and Management

Focus/Goal Basic theory and principles of practice in the area of classroom management and behavior evaluation and change.

Hours in your classroom Twenty hours, assigned in a two-hour weekly segment, are required for observations/interactions in a classroom.

Field Experience Focus by Week:	
Weeks 1-3	<p>Goal- 4.2 Enhancing content instruction through a thorough understanding of all Colorado model content standards.</p> <p>Goal-3.1 Designing short and long range standards-based instructional plans.</p> <p>Objective: The student and mentor teacher analyze, synthesize and evaluate</p> <ul style="list-style-type: none"> • why standards influence the act and process of teaching and student learning • the primary role of a teacher • a variety of strategies teachers use to promote student growth and achievement • major sources of goals for the school curriculum • the influence of national, state, and local goals on what is taught in classrooms • behavioral goals and objectives the current emphasis on the use of objectives in classrooms
Weeks 4-6	<p>Goal- 4.1 Utilizing content knowledge to ensure student learning.</p> <p>Goal- 4.4 Integrating literacy and mathematics into content area instruction</p> <p>Objective: The student and mentor teacher analyze, synthesize and evaluate</p> <ul style="list-style-type: none"> • the impact of assessment and standards on long-range planning • ways that unit planning can be used to frame and connect a series of specific lesson plans • the awareness of ways to promote critical thinking through questioning • the different ways that teachers assist students to learn instructional strategies that are the most effective in promoting student learning
Weeks 7-9	<p>Goal- 3.4 Assessing, comparing and contrasting the effects of various teaching strategies on individual student performance relative to content standards</p> <p>Objective: The student and mentor teacher analyze, synthesize and evaluate</p> <ul style="list-style-type: none"> • the characteristics of cooperative learning strategies • the characteristics of discussion strategies • the characteristics of problem-based instruction • the planning of inquiry lessons • the implementation of problem solving lessons
Weeks 10-12	<p>Goal- 4.3 Applying expert content knowledge to enrich and extend student learning</p> <p>Objective: The student and mentor teacher analyze, synthesize and evaluate</p> <ul style="list-style-type: none"> • characteristics of classroom assessment • differences between formal and informal assessment • differences between effective and ineffective assessment the assignment of grades based on assessment data
Weeks 13-15	<p>Goal 6.2 Designing and modifying standards based instruction in response to diagnosed student needs, including the needs of exceptional learners and English language learners</p> <p>Objective: The student and mentor teacher analyze, synthesize and evaluate</p> <ul style="list-style-type: none"> • characteristics of effective cross disciplinary multicultural approach to teaching • different approaches to helping English language learners succeed in the classroom • how classrooms can assist students placed at risk types of learning styles and explain how they influence learning