

OBSERVATION HOUR DESCRIPTIONS

FALL Expectations

*Teacher candidates (TCs) will spend time getting to know the mentor teacher, observe mentor teacher, complete an interview, and teach one lesson in October and one lesson in November at field placement.

CATE 4013-5013: Teaching Strategies

Requirements: Teach TWO lessons (One in October, one in November)

For each lesson, TCs will submit a lesson plan at least three days in advance AND a reflection one day after their lesson. TCs are required to INVITE me to come see both lessons. When you invite me be sure to include in your email the following information: Your name, Cooperating School, Mentor's name, Classroom number, Date you will teach, Time of the day you will teach, Topic you will teach. If possible, also send me the link to Google Hangout/Zoom so that I can attend virtually. I will do my best to see at least one of your lessons, either virtually or in person.

Additionally, make time this fall to interview your mentor teacher and compile this information into an organized document. DO NOT WAIT UNTIL THE LAST MOMENT TO BEGIN THIS ASSIGNMENT.

Interview questions must include but are not limited to:

- o What is your mentor teacher's name, phone number and email?
- o Class Schedule by period with times (Fall and Spring)
- o Copy of course syllabus for each course you will teach (Fall and Spring)
- o Classroom policies and procedures
- o List of textbook(s) and/or resources you will be using for each course
- o Class rosters with exceptional students noted (Fall and Spring-if possible)
- o Spring calendar for your cooperating school: When they start school, professional development days, holidays, spring break, etc.
- o Dates for scheduled lessons in October and November with topics/frameworks
- o CTSO schedule of events
- o What time are you expected to report to school?
- o Where can you park?
- o Where do you sign in or what is the procedure for checking in?
- o What are the "Unspoken" rules at your cooperating school?
- o What are the top three expectations the mentor teacher has for you?

CATE 4033/5033: Assessment

Requirements: While interaction with your mentor is not required for this course, I HIGHLY recommend you use them as a resource. While you are observing, ask if they have any favorite assessments or test prep practices. You will also want to discuss with them how THEY

have mapped out the courses for this year. While you are not REQUIRED to map your course just as they have, following a similar format ensure a smooth transition in the spring. Be sure to collect samples of their assessments to use as a reference for creating your own assessment pieces for the spring.

CATE 4023/5023: Classroom Management

Requirements: Observe 15 hours of classroom management

Complete documentation supplied by the instructor for each observation. Complete two TESS observations on your mentor and discuss your findings with the mentor. Complete at least one TESS observation on another teacher at your school that your mentor teacher recommends you observe. (Mentor teachers—who is known for their excellent classroom management at your school?)

SPRING 2023 Expectations

The first week of the spring semester we expect all TCs to get to know the students, help with taking roll, assist with duty, pass back papers, and any other duties you want to assign. Some TCs are ready to start teaching one class this week. By the next week, TCs should be teaching at least half of the classes, and by the third week they should have all the classes. We know every school and every TC are different, so we trust mentors and TCs will collaborate and work out this transition, monitoring and adjusting as needed. We expect TCs to get to school when mentors get to school, to stay until mentors leave, to participate in all Career and Technical Student organization activities, and to complete any professional development mentors complete this spring.

TCs are expected to submit lesson plans to mentors by Friday. Mentors are expected to edit, revise, and collaborate with TCs. While TCs are not required to post lesson plans for the first week, each TC should be collaborating with his/her mentor so that they can be prepared to teach classes next week and the week after. TCs are expected to submit lesson plans to Google Classroom by Monday at 8:00 AM. This process will begin the week of January 16-20. Teacher candidates should have lesson plans for the week of January 16-20 to mentors by Friday January 13th, then following the mentor's advice, they should modify those plans and have them submitted to Google Classroom by 8:00 AM on January 16th. TCs should have detailed lesson plans that clearly outline what they are doing every day. Some TC lesson plans will be longer than others due to the class time allotted. I always advise TCs to add in MORE than needed. Teacher candidates will be looking to mentors for assistance with the timing issue, so please advise them as needed.

TCs should NOT be absent, except when they are attending Seminar or other University events. Any date that the TC is out of class he/she is responsible for creating lesson plans and leaving them for mentors. See attached file for Seminar dates. TCs will be on the University campus all day during Seminar classes and are expected to leave mentors detailed lesson plans to follow. TCs should complete the Subteach application process so they are eligible to substitute for their mentor during the spring semester.

Please do not hesitate to contact me at any point if you have any questions. Feel free to email, call or text. My cell phone is 501-912-8624 and my office number is 479-575-2581.

Dr. Sheri Deaton

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