

<b>Candidate's Name</b>		
<b>Program of Study</b>		
<b>Course/Number</b>		
<b>Course Name</b>		
<b>Semester</b>		<b>Year:</b>
<b>NSU Instructor</b>		
<b>Site/K-12 School Name</b>		
<b>City</b>		
<b>K-12 Teacher Name</b>		
<b>Note: Submit appropriate, completed, typed documents to your Instructor. (See Guidelines p. 12)</b>		

**LEVEL II - OBSERVATION AND PARTICIPATION  
 FIELD EXPERIENCE HANDBOOK  
 NORFOLK STATE UNIVERSITY  
 SCHOOL OF EDUCATION  
 CENTER  
 FOR  
 PROFESSIONAL DEVELOPMENT**

*"The Teacher as a Competent, Compassionate, Cooperative,  
and Committed Leader"*

**Bozeman Education Building  
 Room 221**

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**<http://www.nsu.edu/education/development/>**

NORFOLK STATE UNIVERSITY  
SCHOOL OF EDUCATION  
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## Description of the Conceptual Framework Field Experiences

*“The teacher as a competent, compassionate, cooperative, and committed leader”*

### (Levels I and II field experiences and clinical practice)

The conceptual framework adopted by Norfolk State University’s professional education programs describes the vision and purpose of the unit to prepare educators to work in P-12 schools. Consistent with the institution’s mission, its focus is to **prepare competent, compassionate, cooperative, and committed leaders** capable of meeting the diverse needs of all learners. Supported by a strong knowledge base, the conceptual framework provides a system for ensuring coherence and a well-articulated professional commitment to knowledge, teaching competence, leadership, and student learning. This is reflected in the curriculum, instruction, and clinical experiences provided to develop the knowledge, skills and dispositions that are valued in teachers and other professional school personnel. The conceptual framework is a tetrafocal professional development model. Supportive of the university’s mission, it provides the philosophical and the theoretical knowledge base for the School of Education’s mission to train quality teachers, administrators and other school personnel for the 21<sup>st</sup> Century.

### Competence

First, candidates must present a solid liberal arts education. At the initial level candidates are provided a broad exposure to literature, history, mathematics, science, social sciences and the arts in the general education curriculum. A more concentrated study of a liberal arts or sciences discipline is required with a major in a liberal arts or science discipline.

At the initial level the programs at Norfolk State University seek to produce educators who are skilled and demonstrate the potential of developing the expertise needed for student achievement. The “competence” strand consists of the following knowledge and skill components across the curricula. Though not exclusive the following areas are predominant in all programs.

Knowledge	Skills
Liberals arts or science background	Write a lesson plan
Subject matter or specialized content	Present a lesson
Human Growth and Development	Manage a classroom
Learning Theories	Evaluate teaching resources
Pedagogy	Use developmentally appropriate instruction
Assessment	Use multiple teaching and learning research based instructional strategies
Learner	Adapt instruction for individual differences
Multiculturalism	Be creative
Technology	Assess student’s performance
	Monitor students’ progress
	Use a variety of formal and informal assessment techniques
	Develop instruction based upon evaluation results
	Develop and ask appropriate questions
	Organize and manage time
	Analyze the classroom to promote learning
	Model effective communication skills
	Reflect upon teaching effectiveness
	Use human and community resources to foster learning
	Use technology

## **Compassion**

As a disposition, compassion or being a caring educator is well supported. It has become an attribute considered crucial for student learning because relationships matter for learning. Being compassionate promotes self-esteem. Being compassionate builds trust and trust encourages effort. The relationship to student achievement is clear. Teachers and school personnel not only should enact caring but should be involved in the teaching of caring. Caring and compassion are “part of the hard core of subjects we are responsible for teaching. This is a critical component for understanding other cultures and with the number of teachers students are in contact during their schooling, the impact is exponential. At Norfolk State University this strand is further broken down to include the following indicator:

Unconditional Positive Regard (showing respect, developing trust, demonstrating integrity and demonstrating empathy)

At its roots, being caring or compassionate is a humanistic ideal and can be demonstrated by an “unconditional positive regard” or later called “non-possessive warmth” espoused by Carl Rodgers. It is a concept that is modeled by faculty and encouraged for prospective educators.

## **Cooperation**

Cooperation is defined as teamwork whereby individuals act together to achieve a goal. The goal at Norfolk State University is to prepare the educator who is capable of demonstrating the collaborative and cooperative skills considered essential in the development and instruction of P-12 students. It is a skill that is becoming increasingly valued in global terms as educators are being asked to partner and form collaborative relationships with businesses, social service agencies, community groups and other organizations, locally and nationally to meet the educational needs of all students. Cooperation, then, is seen as a form of shared accountability.

Our candidates are prepared to leave the comforts of our university to be capable of working independently as well as cooperatively within their work environment and the global community. One indicator of the disposition of cooperation is:

Collaboration/teamwork (working with peers, faculty, students; serving on committees, task forces; planning programs, meetings, conferences; working with the business community and other community agencies; working with support personnel such as guidance counselors, psychologists, social workers, and other professionals.)

## **Committed Leadership**

Though not new, leadership as a disposition is receiving heightened status as a major strand in the conceptual framework. It is also a principle that pervades all programs offered at Norfolk State University. From preparing classroom teachers to school administrators, effective teaching, student learning, and committed leadership are inextricably linked. The university’s philosophy is to prepare school leaders who are instructional leaders first, yet who are open to and catalysts for continuous systemic change at the building, central office, or classroom level to optimize student achievement. With emphases on competence, cooperation and its close cousin, collaboration, Norfolk State University’s goal is to prepare individuals to actualize aspects of leadership to meet the needs of today’s schools.

Indicators of committed leadership are generally self-directed and include:

- Continued professional development and growth
- Improving curriculum, instruction and assessment
- Improving school effectiveness
  
- Being a student advocate
- Being a professional

As the conceptual framework continues to be evaluated and evolves, the Tetrafocal Professional Development Model dominates all programs preparing educators.

# INTRODUCTION

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## **Observation/Participation Program (Pre-Directed Teaching)**

The Observation/Participation Program, as a means of teacher preparation, has had a very distinguished record in the history of teacher education. Long before colleges and universities entered the arena of teacher training, it was an accepted procedure for aspiring teachers to be placed in a school setting in order to develop a feel for the teaching profession.

Since the inception of the “observation/participation” concept in 1965, this has been the core around which “field” experiences are built at Norfolk State University. Observation and participation, as any other valid learning situation, provide the Candidate the opportunity to acquire the attributes needed for success only in proportion to what is brought to the experience and the effort the individual devotes to the experience.

Observation/Participation is a preclinical activity designed as a formal part of the teacher preparation component which provides systematic field-based experiences carried on in conjunction with methods courses. This activity is planned to enable the prospective teacher to make transition from theory to practice.

This handbook is a guide to be used by the prospective teacher, supervising classroom teacher, and the methods’ teachers. The handbook focuses on the roles and responsibilities of the three participants: candidates, cooperating teachers, and the university supervisor.

## **Definitions**

### **Observation/Participation (A minimum of 20 hours is required)**

A pre-directed teaching experience designed to give the prospective teacher a preview of the teaching act and the schooling process in general.

### **Cooperating Teacher**

A regular employed teacher of a school setting assigned to serve as a “role model” and to supervise the observation/participation experience.

**LEVEL II OBSERVATION AND PARTICIPATION  
DESIGNED FOR CANDIDATES  
ENROLLED IN METHODS COURSES**

**LEVEL II OBSERVATION AND PARTICIPATION FIELD EXPERIENCES (20 CLOCK HOURS)**

**PREREQUISITES:**

1. Successful completion of Praxis I
2. Admission to Teacher Education
3. Completion of Level I Introductory Courses
4. Enrollment in Methods Courses
5. Membership in Professional Organization

**Level II** classroom placements provide sequential field experiences which are integrated with each course in the eighteen-hour professional education core. Faculty members who teach the education courses also supervise the field experience. Each field placement is designed to emphasize and demonstrate the conceptual framework, *“The Teacher as a Competent, Compassionate, Cooperative and Committed Leader.”* The experience is guided learning experiences from the university instructor’s course outline. Candidates are learning to make application of theories, teaching strategies and methodology, which are all components to be demonstrated in methods courses in which they are enrolled. Evaluation is an integral part of the assigned course. Candidates are also required to evaluate their overall observation/participation experience (see Reflection Form in the Appendix).

The university supervisor (course instructor) is expected to observe teacher candidates as they tutor, teach several groups, prepare case studies, supervise peer tutoring and assist the teacher 0

Each candidate is required to spend at least 20 clock-hours in observation and participation in each course. Application of theory is an integral part of the methods course. Types of field experiences are identified in each professional education course. In **Level II** teaching competencies are introduced and evaluated clearly as the candidates gradually move closer to student teaching.

The university instructor and the cooperating teacher work together to help the candidate make application of knowledge, skills and disposition through micro-teaching and other learning activities that will enhance students’ achievements.

**LEVEL II OBJECTIVES**

1. K Candidates enrolled in observation and participation will observe and participate for a minimum of twenty hours over a two-month period.
2. K/S/D Identify and describe theories to be used in the mental, physical and social development of students. (COMPETENT/COMPASSIONATE/LEADER)
3. K/S/D MANDATORY Identify and develop lesson plans using Standards of Learning (SOLs), reflections, and effective communication skills. (COMPETENT/COMPASSIONATE/LEADER)
4. K/S/D Identify and develop skills and techniques for all students including exceptional and diverse students. (COMPETENT/COMPASSIONATE/COMMITTED LEADER)
5. K/D Identify and develop a classroom management plan for all students that include classroom rules. (COMPETENT/COMPASSIONATE/LEADER)
6. K/S Complete an observational checklist with the permission of the classroom teacher. (COMPETENT/COMPASSIONATE/LEADER)

7. K/S/D Complete an observational assessment checklist with the permission of the classroom teacher. (COMPETENT)
8. K/S/D MANDATORY Develop a plan and demonstrate the ability to teach two or more lessons or subjects using appropriate teaching competencies and multiple teaching strategies. (COMPETENT/COMPASSIONATE/COOPERATIVE/COMMITTED LEADER)
9. K/S/D MANDATORY Develop an assessment plan using multiple assessment techniques (formal and informal). (COMPETENT)
10. K/S Describe how technology was integrated into the subjects observed in the classroom. (COMPETENT/LEADER)
11. K/S/D Develop a direct product portfolio (list what has been observed; be specific). (COMPETENT/COMPASSIONATE/COOPERATIVE/COMMITTED LEADER)
12. K/S/D List the types of evidence that would demonstrate what has been observed (provide samples with the permission of the classroom teacher – examples: lesson plans, written feedback, units, reflections from each sample, and evaluations from the university supervisor and classroom teacher). (PORTFOLIO REQUIREMENT)
13. K/S/D MANDATORY Specific performance activity for all students at **LEVEL II** – write a sample lesson plan.
14. K/S/D Develop a lesson plan. (COMPETENT/LEADER)

#### DEVELOPING A LESSON PLAN – OBSERVATION AND PARTICIPATION

	<b>Conceptual Framework</b>	<b>Process</b>
K/S	Competent Leader	Write the SOL(s) to be addressed at the top of the plan.
K/S/D	Competent/Compassionate Leader	Develop specific short-term objectives for the lesson.
K/S/D	Competent/Compassionate Leader	Select the materials to be used.
K/S/D	Competent/Compassionate Leader	Identify a variety of appropriate teaching strategies.
K/S/D	Competent Leader	Arrange the materials in a logical sequence.
K/S/D	Competent/Cooperative/Compassionate Leader	Choose appropriate learning activities and experiences.
K/S/D	Competent/Compassionate/Committed Leader	Identify how learning will be assessed.

## APPLICATION PROCESS FOR LEVEL II OBSERVATION AND PARTICIPATION

1. Applications are to be submitted via TK-20 at the time of registration for a methods class. TK-20 is only for those candidates with declared education majors. If a candidate does not have access to TK-20, the paper application will need to be completed.
2. All methods teachers will receive an observation and participation folder that includes the placement request worksheet for candidates.
3. Candidates are allowed to choose a city with the cooperation of the school partners and the school board.
4. Before the six-week observation and participation field experience begins, orientations are held.
  - a. Candidates receive placement information, handbooks, program reminders, and other pertinent information.
  - b. Orientations will be held during the first two weeks of classes, and one week before candidates are to report to the various schools.
  - c. Candidates must provide proof of current Tuberculin Skin Test or current X-ray and a Background Verification Form prior to their request being sent to the school districts.
5. Placement Request Worksheets are returned to the Center for Professional Development by the methods instructors or via TK-20 then forwarded to the appropriate school contact.

## EVALUATION

Evaluations are made by the classroom teacher, the university course instructor and the Director, Center for Professional Development.

The Observation and Participation Portfolio is included in the final grade.

## PROVISION FOR A CANDIDATE WHO IS UNSUCCESSFUL

The university supervisor, the cooperating teacher, and the Director of the Center for Professional Development will decide what is best for the teacher candidate.

1. **Option A** One or two additional weeks may be added to enhance the application of skills.
2. **Option B** An "I" grade may be assigned for a teacher candidate who needs to develop more knowledge, skills and dispositions.

# RESPONSIBILITIES

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## UNIVERSITY INSTRUCTOR

1. Attends orientations with the Director, Center for Professional Development.
2. May initiate the field experiences by contacting and visiting the assigned school prior to the field experience starting date. Document the partnership with a letter or partnership form.
3. Visits the school several times per semester.
4. Holds conferences with the teacher candidate.
5. Makes suggestion and recommendations for improvement.
6. Signs the evaluation forms and reads the reflections provided by the candidate performing the observation and participation.
7. Assists the candidate in making revisions.
8. Observes candidate performance for a maximum of 30 minutes per visit.
9. Holds conferences with the site teacher and principal if possible.
10. Assists the teacher observation student with knowledge, skills and dispositions.
11. Assigns final grade when work has been completed.

## CANDIDATE ROLE

1. Makes application for placement at the time they register for classes.
2. Provides a signed current Background Verification Form and proof of a current NEGATIVE Tuberculin Skin Test or Chest X-ray when the application is submitted
3. Attends orientation/seminar without exception.
4. Follows the policies and procedures outlined in the Observation and Participation Handbook (see Handbook).
5. Follows the outline for observation and participation.
6. Contacts the school as directed by the instructor via the Center for Professional Development.
7. Completes the assignment from the classroom instructor, university professor and the Director, Center for Professional Development.
8. Turns in all assignments to the instructor as directed and on time.
9. Maintains copies of all completed forms as directed.
10. Completes the twenty-hour observation and participation time sheet.
11. Receives a favorable recommendation on all evaluations.

**AUTHORIZED SCHOOL CONTROLS**

1. Select appropriate teachers and principals for Candidates to receive **Level II** field experiences.
2. Provide handbooks and course outlines for school personnel.
3. Sign appropriate time sheets and evaluations forms and mail them to the Center for Professional Development at Norfolk State University.
4. Contact the School of Education:  
Director of the Center for Professional Development  
Norfolk State University  
700 Park Avenue, BEB 221  
Norfolk, VA 23504-9989

Tele: 757.823.2589/8631  
Email: mdknight@nsu.edu

Fax: 757.823-2590

**DIRECTOR OF THE CENTER FOR PROFESSIONAL DEVELOPMENT**

The Director of the Center for Professional Development works collaboratively with administrators in public, private, and other educational agencies to provide teacher candidates the needed field experiences that will enhance the knowledge, skills, and dispositions of the candidate, as well as increasing the learning achievement of the classroom students.

Specifically, the Director of the Center for Professional Development:

1. Accepts or rejects all applications based on the policies and procedures in the handbook.
2. Communicates regularly with administrators, cooperating teachers, principals and other school personnel.
3. Prepares and conducts orientation for school personnel.
4. Makes visits to schools to evaluate the candidates' progress.
5. Provides suggestions to reduce candidate's weaknesses.
6. Provides positive feedback for strengths and weaknesses.
7. Makes appropriate recommendations to candidates, instructors, and school partners.
8. Maintains an accurate record of all field experiences completed by candidates in the unit.

School of Education  
Center for Professional Development (CPD)  
Norfolk State University

## Observation and Observation/Participation Guidelines

*“The Teacher as a Competent, Compassionate, Cooperative, and Committed Leader”*

1. Type all placement request forms. Give specific grade level, availability information, and subject for observation. Request only one school per course. Each request satisfies only one course. **COMPLETE ALL REQUESTED INFORMATION ON THE FORMS.**
  2. Candidates are not to request a placement through the CPD for a school in a school division where they are currently employed.
  3. All requests, including the Child Development Lab, are to be made through the Center for Professional Development Office.
  4. Submit TB test results to instructors for verification when the application is submitted. Instructors will submit tests to CPD. **CANDIDATES WILL NOT BE ALLOWED IN THE SCHOOLS WITHOUT AN UP-TO-DATE NEGATIVE TB TEST. (TESTS ARE GOOD FOR ONLY ONE YEAR).** Failure to match name on TB tests to name on request forms may result in a delay of placement confirmation.
  5. Submit a signed Background Verification Form when the application is submitted.
  6. **CHESAPEAKE, VIRGINIA BEACH AND NORFOLK REQUESTS:** In addition to the Level I and Level II applications, all candidates requesting to observe in Chesapeake, Virginia Beach or Norfolk must complete that city’s additional form; **“FIELD-BASED EXPERIENCE REQUEST FORM”** for Chesapeake, **“PRACTICUM PLACEMENT REQUEST FORM”** for Virginia Beach, or the **“NORFOLK PUBLIC SCHOOLS STUDENT TEACHER OR PRACTICUM PLACEMENT REQUEST”** form and the **“VOLUNTEER ACKNOWLEDGEMENT FORM FOR FIELD EXPERIENCE PLACEMENT”** for Norfolk. Ensure that both sides/pages of the Norfolk form are **signed**.
  7. Candidates not observing in Hampton Roads (Norfolk, Virginia Beach, Portsmouth, Chesapeake, Hampton, Suffolk, Newport News), will need to check the observation criteria for the selected school district. Please provide the website for the selected school district.
- \*\* THE CPD IS UNABLE TO ACCEPT REQUESTS FOR NORFOLK BEYOND THE NPS MAXIMUM CAPACITY. INSTRUCTORS WILL BE NOTIFIED WHEN THAT CAPACITY IS REACHED. \*\*
8. If two or more of a candidate’s courses require observations, a confirmation e-mail will be sent for each request. Unless otherwise stated, do not assume all requests have been approved at the same school location.
  9. Level I (Observation) participants must observe a minimum of ten (10) clock hours. Candidates will complete appendices A-E, including the handbook cover page, from the respective handbook located at <http://www.nsu.edu/education/development/forms.html> and/or in TK-20 Field Experience Binders.
  10. Level II (Observation/Participation) is for a minimum of twenty (20) clock hours. Candidates will complete appendices A-L, including the handbook cover page, from the respective handbook located at <http://www.nsu.edu/education/development/forms.html> and/or in TK-20 Field Experience Binders.
  11. Class instructors should check forms for accuracy before they are submitted to the Center for Professional Development or to TK-20. Sign all forms where requested.

**Norfolk State University  
School of Education  
Center for Professional Development (CPD)**

# **Reminders for Candidates**

## **Level I and Level II Field Experiences**

*“The Teacher as a Competent, Compassionate, Cooperative, and Committed Leader”*

- Do not contact the school or teachers before receiving e-mail confirmation from the CPD. Once confirmation is received, candidates are to call the designated school contact person to confirm their schedules before the placement begins. If a return call is not received by the following day, candidates may go to the school to make schedule arrangements. If a candidate does not report as scheduled and **does not notify the school within three (3) days of confirmation**, that placement will be canceled.
- Candidates must report any problems encountered with the placement to the CPD immediately. Failure to do so may result in the cancellation of your placement.
- Candidates are to report to the school office, not directly to the teacher.
- Candidates are to present evidence of a negative tuberculin test when requested. If a candidate does not have the required TB Test form, that placement will be canceled.
- Candidates have less than six weeks to complete the field experience. Begin the experience immediately after the assignment has been received, and schedules have been confirmed with the teacher.
- Display professional dispositions at all times. Dress professionally at all times.
- Avoid adjustments and conflicts to the schedules which have been arranged with the schools. Schedule changes create a burden on the school administrators and teachers.
- The CPD does not request or receive placement confirmations for candidates who are employees in a school division.
- Candidates may not make up missed observational periods in a one day schedule.
- Candidates must take assignments seriously-- show interest and motivation, ask questions, share handbook with teacher, and complete handbook reports and portfolios.
- **Level I Observation Candidates**  
Copies of the completed appendices (including the handbook cover page), are to be stapled together and returned to the NSU instructor, along with an additional copy for the CPD or complete the TK-20 Level I Binder.
- **Level II Observation/Participation Candidates**  
Copies of the completed Appendices (A-L, including the handbook cover page), will be placed in a portfolio. The completed portfolio material will be turned in to the NSU methods instructor, with an additional copy of the portfolio to the instructor for the CPD or complete the Level II Binder.
- Candidates who do not adhere to the Observation and Participation rules and regulations should be reported to the instructor and the Center for Professional Development.

# APPENDICES



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*"The Teacher as a Competent, Compassionate, Cooperative, and Committed Leader"*

**LEVELS I & II**

**APPENDIX A: CANDIDATE'S SCHEDULE/ACTIVITIES (TIME SHEET)**  
 (Completed by candidate and signed by Classroom Teacher)

(**CANDIDATE:** Please return this completed form to your NSU Methods Instructor. Methods Instructor will submit this form to the Center for Professional Development.)

NSU Candidate	First Name		Last Name		Program:
Teacher Observed	First Name		Last Name		
Site/School Name/City					
NSU Instructor	First Name		Last Name		
Course/No.		Section		Day Class Meets	Time (fm/to)
Course Name					

Subject(s)	Time	Date	Grade/Level	Teacher's Signature

<b>ACTIVITIES (Required for Level II Candidates)</b>	
<b>Date of Week (MM/DD/YY)</b>	<b>ACTIVITIES:</b> To record activities that I participated in during observation and participation. NOTE: Non-teaching activities include observation, conferences, bus duty, hall duty, lunchroom duty other activities in which the OBSERVATION CANDIDATE has a role with pupils.

**DO NOT WRITE BELOW THIS LINE (FOR UNIVERSITY RECORDS)**

Total Hours Observed: \_\_\_\_\_

Total Class Periods observed: \_\_\_\_\_

Evaluative Comment(s):

Approval Date: \_\_\_\_\_

Signed: \_\_\_\_\_  
 (Methods Instructor)

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LEVELS I & II

**APPENDIX B: CHECKLIST FOR CANDIDATE ASSESSMENT**

*"The Teacher as a Competent, Compassionate, Cooperative, and Committed Leader"*

(**CANDIDATE:** Please return this completed form to your NSU Methods Instructor. Methods Instructor will submit this form to the Center for Professional Development.)

**CHECKLIST to determine Student Assessments used in the Classroom**

**Observer** \_\_\_\_\_

**Teacher** \_\_\_\_\_

**School** \_\_\_\_\_

**Grade/Subject** \_\_\_\_\_

**Date** \_\_\_\_\_

**Objective: To determine various assessment techniques.**

<b>Instructions to Observer: After a classroom observation, please place a check by the assessment observed and give brief description.</b>	
Commercial Workbooks	Comment Section
<input type="checkbox"/> Reading	
<input type="checkbox"/> Mathematics	
<input type="checkbox"/> Science	
<input type="checkbox"/> Social Studies	
<input type="checkbox"/> Language Arts	
<input type="checkbox"/> Hand Writing	
<input type="checkbox"/> Others:	
<input type="checkbox"/> Duplicated Sheets	
<input type="checkbox"/> Homework Assignments	
<input type="checkbox"/> Oral Presentations	
Hands-on Performance	Comment Section
<input type="checkbox"/> Computer	
<input type="checkbox"/> Science Projects	
<input type="checkbox"/> Chalkboard Work	
<input type="checkbox"/> Art Project	
<input type="checkbox"/> Musical Production	
<input type="checkbox"/> Classroom Display/Bulletin Board	
<input type="checkbox"/> Centers	
Written Work	Comment Section
<input type="checkbox"/> Reports	
<input type="checkbox"/> Research Projects	
<input type="checkbox"/> Creative Writings	
<input type="checkbox"/> Others:	
<input type="checkbox"/> Teacher-made Tests	
<input type="checkbox"/> Tests from Student Texts	
<input type="checkbox"/> SOL Competencies	
Records	Comment Section
<input type="checkbox"/> Comment Section	
<input type="checkbox"/> Writing Journals	
<input type="checkbox"/> Art Folders	
<input type="checkbox"/> Portfolios	
<input type="checkbox"/> Others:	

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**LEVELS I & II**  
**APPENDIX C: ACTIVITIES**

*"The Teacher as a Competent, Compassionate, Cooperative, and Committed Leader"*

**(CANDIDATE:** Please return this completed form to your NSU Methods Instructor. Methods Instructor will submit this form to the Center for Professional Development.)

List two activities that you observed in a lesson that included an appreciation for other cultures. Describe the provisions observed for exceptional students.

Activity 1

Activity 2

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**LEVELS I & II**  
**APPENDIX D: CLASSROOM TECHNOLOGY**

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**(CANDIDATE:** Please return this completed form to your NSU Methods Instructor. Methods Instructor will submit this form to the Center for Professional Development.)

**Describe the technology and how it was used in the classroom.**

**Computer:**

**Other Media:**

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**(LEVELS I & II)**  
**APPENDIX E: PRACTICUM FIELD EXPERIENCE, CLASSROOM  
OBSERVATIONAL REPORT**

*"The Teacher as a Competent, Compassionate, Cooperative, and Committed Leader"*

**(CANDIDATE:** Please return this completed form to your NSU Methods Instructor. Methods Instructor will submit this form to the Center for Professional Development.)

NSU Teacher Candidate	First Name		Last Name		Program:
Date of Observation:		Time (begin)		Length of Observation (hh/mm):	
Teacher Observed	First Name		Last Name		
Site/School Name/City					
Grade level/Subject Observed					
Objective of Observation					
NSU Instructor	First Name		Last Name		
Course/No.		Section		Day Class Meets	Time(from/ to)
Course Name					

<b>BEHAVIOR MANAGEMENT (Check as many behaviors as apply and make short comment)</b>	
<b>INDIRECT Teacher Behavior</b>	<b>Comments on Behavior Observed</b>
<input type="checkbox"/> Use of Proximity	
<input type="checkbox"/> Eye Contact	
<input type="checkbox"/> Non-Verbal Communication	
<input type="checkbox"/> Ignore Behavior	
<b>DIRECT Teacher Behavior</b>	<b>Comments on Behavior Observed</b>
<input type="checkbox"/> Praise/Encouragement	
<input type="checkbox"/> Reward	
<input type="checkbox"/> Corrective Interview	
<input type="checkbox"/> Voice Inflection (pitch)	
<input type="checkbox"/> Voice Inflection (volume)	
OTHER OBSERVATIONS:	

<b>STUDENT-TEACHER INTERACTION (/ as many behaviors as apply and make short comment)</b>	
<b>INDIRECT Interactive Behavior</b>	<b>Comments on Behavior Observed</b>
<input type="checkbox"/> Accepts Feelings	
<input type="checkbox"/> Praise/Encouragement	
<input type="checkbox"/> Accepts or Uses Student Ideas	
<input type="checkbox"/> Asks Questions	
<input type="checkbox"/> Use of Wait Time	
<b>DIRECT Teacher Behavior</b>	<b>Comments on Behavior Observed</b>
<input type="checkbox"/> Lectures	
<input type="checkbox"/> Gives Direction	
<input type="checkbox"/> Criticizes or Justifies Authority	
<b>STUDENT TALK Interactive Behavior</b>	<b>Comments on Behavior Observed</b>
<input type="checkbox"/> Student Talk-Responsive	
<input type="checkbox"/> Student Talk-Initiated	

**APPENDIX E Cont'd**

LESSON PRESENTATION (check all materials/styles that apply)			
MATERIALS USED IN THE LESSON		STYLE OF TEACHING (Level II ONLY)	
Textbooks	CD-ROM	Direct	Demonstration
Film Strips	Computers	Indirect	Integrated
Supplementary Books	Camcorder	Expository	Inquiry
Audio Cassettes	Projector	Other	
PowerPoint	SmartBoard		

How does the teacher start the lesson?

How does the teacher tie the lesson to previous learning?

How does the teacher make the purpose of the lesson apparent?

Does the teacher adhere to the textbook and/or bring in information from other sources?

What provisions are made for individual differences?

How do the teacher's personal qualities help advance the lesson?

HOW DOES THE TEACHER END THE LESSON? (Check all that apply)

Assign Homework	Application of Skills	If other, please list:
Written Questions	Oral Questions	
Evaluate the Lesson	Other	

**REFLECTION**

What did you observe about this classroom that was different from your personal student classroom experience?

What did you observe that was similar to your personal experience?

Briefly describe your anecdotal observations of the classroom.

How do you think the curriculum has changed since you were in school?

How did your observation of multi-cultural/anti-bias education compare/contrast to your own school experience?  
What did you learn from these observations?

What question(s) do you have for your NSU Methods Instructor as a result of these reflections?

Other Observations:

Student's Signature	Methods Instructor Signature	Date
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**LEVEL II**

**APPENDIX F: QUESTIONING LEVELS (OPTIONAL EXERCISE)**

*"The Teacher as a Competent, Compassionate, Cooperative, and Committed Leader"*

**(CANDIDATE:** Please return this completed form to your NSU Methods Instructor. Methods Instructor will submit this form to the Center for Professional Development.)

Document the types of questioning levels observed in the classroom based on Bloom's Taxonomy.

**Please be specific.**

<b>KNOWLEDGE</b>	
<b>COMPREHENSION</b>	
<b>APPLICATION</b>	
<b>ANALYSIS</b>	
<b>SYNTHESIS</b>	
<b>EVALUATION</b>	

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**APPENDIX G: OBSERVATION AND PARTICIPATION  
PORTFOLIO REQUIREMENTS RUBRIC**

*"The Teacher as a Competent, Compassionate, Cooperative, and Committed Leader"*

**Teacher Candidate's Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Methods Course/Number:** \_\_\_\_\_

**Instructor:** \_\_\_\_\_

**(CANDIDATE: Please return this completed form to your NSU Methods Instructor. Methods Instructor will submit this form to the Center for Professional Development.)**

<b>Data</b>	<b>Outcomes</b>
<b>Evidence for the Portfolio will include the following:</b>	<b>80% Mastery - passing</b>
<b>Placement Data</b>	<b>10 points</b>
<b>Brief Description of Site</b>	<b>10 points</b>
<b>Classroom Observation Report</b>	<b>10 points</b>
<b>Sample of Motivational Strategies</b>	<b>10 points</b>
<b>Sample of Pre-Teaching Lesson Plans</b>	<b>10 points</b>
<b>Instructional Events Form</b>	<b>10 points</b>
<b>Pre-Planning Form</b>	<b>10 points</b>
<b>Conceptual Framework Check List</b>	<b>10 points</b>
<b>Time Sheet</b>	<b>10 points</b>
<b>Reflections</b>	<b>10 points</b>

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**LEVEL II**

**APPENDIX H: CANDIDATE'S REFLECTION FORM FOR PORTFOLIO**

*"The Teacher as a Competent, Compassionate, Cooperative, and Committed Leader"*

(**CANDIDATE:** Please return this completed form to your NSU Methods Instructor. Methods Instructor will submit this form to the Center for Professional Development.)

SUMMARY	
<b>Lesson (observed and participated):</b>	
<b>Objective: To write reflections about a lesson taught.</b>	
<b>!</b>	<b>What did I do (type of lesson and procedure used)?</b>
<b>!</b>	<b>What were the problems? Why did they occur?</b>
<b>!</b>	<b>What worked? Why did it work?</b>
<b>!</b>	<b>What questions do I have about my lesson (planning instruction)?</b>
<b>!</b>	<b>What did I learn about this instructional strategy? About teaching this content? About this child?</b>
<b>!</b>	<b>What concerns do I have about teaching this grade?</b>

<b>Grade Level (observed)</b> _____	<b>Major:</b> _____
<b>Semester:</b> ___ Fall	___ Spring <b>Year:</b> _____
_____	_____
<b>Teacher Candidate's Signature</b>	<b>Date</b>

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### APPENDIX I: Conceptual Framework

*"The Teacher as a Competent, Compassionate, Cooperative, and Committed Leader"*

**Date:** \_\_\_\_\_

(**CANDIDATE:** Please return this completed form to your NSU Methods Instructor. Methods Instructor will submit this form to the Center for Professional Development.)

Candidate: _____	_____	_____
Last Name	First Name	MI
Major: _____	Grade Level of Experience: _____	
Classroom Teacher: _____		
Last Name	First Name	
Name of School: _____		
City: _____		

<b>(Completed by Classroom Teacher) Observed the following:</b>	Points	5	4	3	2	1
Concern for Students						
Knowledge of Skills and Classroom Management						
Cooperation between Student/Teachers						
Commitment to Students' Learning						
Committed Leader						
<b>80% mastery (see options for less than 80% mastery)</b>						
<b>RATING SCALE: 5 = Highest 1 = Lowest</b>						

<b>SUPERVISORY REVIEW</b>	
_____ <b>Cooperating Teacher Signature</b>	_____ <b>Date</b>
_____ <b>Methods Instructor Signature</b>	_____ <b>Date</b>

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**APPENDIX J: OBSERVATION AND PARTICIPATION EVALUATION REPORT**  
(Completed by Classroom Teacher)

*"The Teacher as a Competent, Compassionate, Cooperative, and Committed Leader"*

(**CANDIDATE:** Please return this completed form to your NSU Methods Instructor. Methods Instructor will submit this form to the Center for Professional Development.)

Teacher Candidate: _____				_____		_____		MI		
Last Name				First Name						
Program of Study: _____				Grades Observed: _____						
Date: _____				School: _____						
City: _____										
Principal: _____				Cooperating Teacher: _____						
*Evaluation: Please enter a numerical value from the scale provided to indicate your estimate of the student observer's potential as a prospective teacher.										
3 = Target		2 = Acceptable		1 = Unacceptable		Possible Score: 18		SCORE:		
								*Evaluation		
								3	2	1
Attitude Toward Teaching: Demonstrates a positive disposition toward teaching.										
Communication Skills: Demonstrates appropriate oral and written communication skills.										
Willingness to do Assigned Work: Demonstrate a willingness to do assigned work.										
Personal Appearance: Demonstrates appropriate personal appearance.										
Ability to Work with Others: Demonstrates the ability to work with children/others.										
Sense of Professional Responsibility: Demonstrates a sense of professional responsibility.										
<b>COMMENTS:</b> Please give your confidential opinion of this student's potential as a candidate for the profession of teaching in this section. Any comments regarding strength(s) or weakness (es) observed will be appreciated. This will be one of several sources of information used in guiding the teacher candidate into or out of the teacher education program (use reverse side of this form if necessary). To maintain confidentiality, this form may be mailed or faxed to the CPD.										

**\*\*Distribution:**

**Original: Center for Professional Development**

**Copy: Methods Class Instructor**

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**LEVEL II**

**APPENDIX K: RUBRIC CHECKLIST**  
(Completed by Classroom Teacher)

*"The Teacher as a Competent, Compassionate, Cooperative, and Committed Leader"*

(**CANDIDATE:** Please return this completed form to your NSU Methods Instructor. Methods Instructor will submit this form to the Center for Professional Development.)

	Item	Points Awarded	Teacher Signature	Points Possible
1	At Least 20 Hours Completed			10
2	Instructional Events			10
3	Display of Teacher Dispositions			10
4	Strategies			10
5	Use of Bloom's Taxonomy			10
6	Lesson Plans			10
7	Assessments Used			10
8	Diversity Awareness			10
9	Technology Use			10
10	Handbook Shared with Teacher			10

<b>80% Mastery (see options for less than 80% mastery)</b>	<b>Total Points:</b>
--	----------------------



# RESOURCES



*Form for Structured Observation of a Lesson*

Name of Observer:

Date and Time of Observation:

Teacher:

Grade Level and/or Subject:

Objective of Observation:

Instructions to the Observer: As you observe in the classroom, list the elements of the lesson of the under the categories below. A description of each category appears in *italics*.

1. *Anticipatory Set* – *In every lesson the teacher provides initial motivation and focus for the lesson. Sometimes this focus takes the form of a review of previous knowledge important to this lesson; at other times it is designed to “grab” the students’ attention. Keywords: alerting, relevance, relationship (to previous lesson), meaningfulness, etc.* Teacher reads from letters by two brothers, one fighting for the North, the other for the South. Students are attentive and appear to be listening.
2. *Objective* – *In almost every lesson the teacher specifies the behaviors the students will be expected to perform. In other words, the student knows what is expected of him/her and what s/he is expected to learn.*  
Objective on board is pointed out to the students– “The student will compose a letter from the perspective of a soldier from the North or the South during the Civil War.”
3. *Teacher Input* – *In most lessons the teacher will provide the student with the information needed to reach the objective successfully. Sometimes the teacher will show the student how to accomplish the task by modeling appropriate performance. Using a variety of questioning techniques, the students and the teacher review two battles discussed in previous lesson. Teacher lists key information on overhead projector. The students are reminded to be sure they have all this information in their notebooks since they will need it to complete their assignment.*
4. *Checking for Understanding* – *Throughout the lesson the teacher checks to ensure that the students understand the concepts or skills being taught. This can be accomplished through random questioning or individual tutoring. The teacher asks the students if they understand the importance of these two battles. S/he then discusses with the students how the perspective of the Northern and Southern soldiers would have differed in each battle. As the students work together, the teacher circulates to be sure they are on task and understanding what they are to do.*
5. *Guided Practice* – *In every lesson the student practices the expected performance. This may include exercises completed with the teacher, examples done by students on the board, students reading aloud, students working together to complete assignments, games that allow the students to exhibit understanding, etc. The teacher brainstorms with the students a Southern soldier’s impression of one of the two battles. The brainstorming is listed on the board—the information about the battle is still projected on the screen above the board. The teacher tells the students to do the same in small groups from the perspective of a Northern soldier in the same battle. The teacher and the students compose one letter from a Northern soldier to his sweetheart on the overhead.*
6. *Independent practice* – *The student independently exhibits the behaviors set forth in the objective. To accomplish this, the student might complete problems, write a paper, do an experiment, give a report, complete a project, do research, etc. The students are instructed to begin a letter from either a Northern or Southern soldier to a member of his family or friend from the other battle. They are told to use the same process—first brainstorming with him/herself about what that soldier is feeling, and then writing the letter.*
7. *Closure* – *The teacher helps the student review what s/he has learned in the lesson. This may include a summary of the lesson, questions about what happened during the student’s independent practice, the student’s report of their progress, an evaluation by the teacher, relationship of this lesson to the next lesson or the unit, assignment of additional independent practice. The teacher asks for a Northern and Southern volunteer to tell the class what s/he has written or brainstormed thus far.*

**Classroom Instruction Observation and Participation Rubric**

1	Time	20	Time Sheets Completed		Time Sheets/unsigned by the classroom teacher		Time Sheet NOT provided	
2	School Policy	20	Copy of Name Tags		School did not require name tags		School required name tags/ didn't go to office	
3	Assessment/Evaluation	20	Evaluation Forms/ Classroom Teacher (Superior Rating)		Evaluation Forms (Good Rating)		Evaluation Forms (Poor Rating)	
4	Skills/ Techniques/ Procedures/ Assessments	20	Observational Checklist  Daily Logs with Reflections and Assessment		Shows some Reflection and teacher effectiveness		No Reflection  No Logs	
5	Portfolios	20	Displays evidence of effective teaching with lesson plans  Classroom Management  Hands-on Activities  Knowledge of Subject Matter		Displays some evidence of a lesson plan  Some knowledge of content		Shows NO evidence of lesson plan format  No classroom management plan	
		100	Score		Score		Score	
80% Mastery		Target	100	Acceptable	80	Unacceptable	50	
		Excellent		Good		Redo the experience		

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**Record Form for Observing a Teacher Candidate or Instructional Events**

University Classroom Instructor \_\_\_\_\_

Course/Number \_\_\_\_\_ Section \_\_\_\_\_

Course Name \_\_\_\_\_

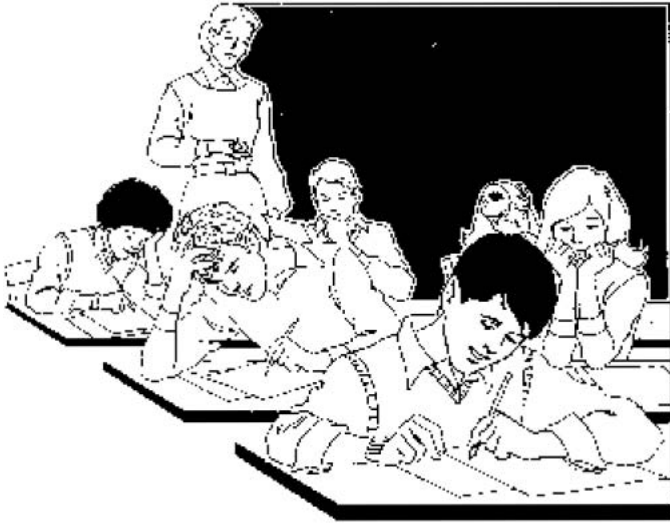
Day of Week Class Meets \_\_\_\_\_ Time of Class (from/to) \_\_\_\_\_

Name of Observer	First Name		Last Name		
Date:		Time:	Length of Observation:		
Candidate Observed/ Event Observed	First Name		Last Name		
Site/School Name/City					
Grade level/Subject					
Objective of Observation					
Instructions to the NSU Instructor: As completely and accurately as possible, describe the person or the event. If appropriate, include direct quotes and descriptions of the location or the individual.					
<b>Evaluation of Objective (observation of candidate only)</b>					
Excellent 5	Very Good 4	Good 3	Fair 2	Poor 1	
<b>RUBRIC/DISPOSITIONS</b>					
Students Relaxed/Work Displayed		Some Students were Relaxed/Others Hostile		Students were not Relaxed and Work was not Displayed	
Excellent 5	Very Good 4	Good 3	Fair 2	Poor 1	
Target		Acceptable		Acceptable	
Reflections:					
NSU Instructor's Signature:		Date:	Grade Assigned:		

**Note: \* Grade Assigned (to be included in the student's final course grade)**

## SAMPLE LESSON PLAN

### Daily Plan



1. **Topic** of the lesson to be taught.
2. **Objectives** which the student teacher hopes to meet as he teaches his lesson--he should strive to write these in terms of what the pupils are to learn rather than what they are to do.
3. **Materials** which the student teacher plans to use as he teaches his lesson--he should strive to use a variety and will only do so when he plans to do it.
4. **Introduction and Motivation** in which the student teacher explains how he plans to motivate the children for learning and how he plans to introduce them to the lesson for the day--he should strive to employ a variety of motivational techniques daily.
5. **Procedure** in which the student teacher explains, step-by-step, how he plans to develop the lesson--he should strive to provide for individual differences, pupil participation, the law of transfer, law of association, and law of effect.
6. **Evaluation** in which the student teacher explains how he plans to determine whether or not the children learned what he wanted them to learn--he should strive to have consistency between his objectives and his evaluation. In addition, he should strive to employ a variety of evaluative techniques

- Plans should be flexible, so they can be adjusted to fit the last-minute needs of the day and the children for whom they were designed.
- Long-range plans such as weekly plans can be general in nature, while daily plans need to be rather specific.

#### Skills to be Developed

- Writing plans with consistency between objectives and evaluation.
- Writing plans which employ the principles of learning previously discussed in the handbook.
- Writing plans in a reasonable amount of time so they become an aid to teaching rather than a mechanical barrier to teaching.
- Organizing his day in such a way that a sufficient amount of planning can actually take place in the classroom during work periods and free periods. This will enable him to plan in an environment in which all necessary resources are at hand.
- Using resource units to plan his own specific teaching units and daily plans.

#### Attitudes to be Developed

- Time spent planning good lessons might be more valuable than time spent on clerical duties.
- Written plans are important in terms of training his own mind to think a lesson through before he teaches it to children.
- Planning is a real aid to effective teaching. The opportunity to observe the results of your own planning will probably do much to help develop this attitude.
- The plans he writes are for his help in the teacher-learning situation rather than a "mechanical requirement" of his training institution. You can help develop this attitude by allowing the student teacher to put his own individuality into the format he uses while in your room.
- A well-planned lesson does not guarantee that learning will always take place.

### The Hunter and Russell Model Lesson Planning

<b>Lesson Objective</b>	This refers to the specific behavior the student should be able to perform at the conclusion of the lesson.
<b>Behavioral Standards</b>	These include rules that need to be made clear before the lesson begins to prevent discipline problems.
<b>Anticipatory Set</b>	This refers to the need to get students ready for a lesson. Anticipatory set includes such teacher actions as telling students about the purposes or objectives of the lesson.
<b>Instruction</b>	The instruction component features actual introduction of new content to students. Important teaching processes during instruction include modeling for students several examples as to how they attempt a project completion.
<b>Guided Practice</b>	This involves opportunities for students to apply new information under the watchful eye of the teacher. During this phase the teacher has opportunities to correct any procedural errors immediately.
<b>Independent Practice</b>	During this phase of the lesson students are encouraged to apply what they have learned with a minimum of teacher guidance. In some instances, homework serves as the basic tool for independent practice.
<b>Closure</b>	During this phase, the teacher summarizes what has been taught. Often students are actively involved in this process. For example, several of them may be called up to describe what they have learned.

### Hunter's Design for Effective Teaching

#### Anticipatory Set

The teacher causes students to focus on the lesson *before* the lesson begins. Example: "Look at the paragraph on the board. What part do you think is most important to remember?"

#### Objective and Purpose

The teacher states explicitly what will be learned and how it will be useful. Example: "Sometimes you find it difficult to know what to study and hard to remember the important parts. Today, we're going to learn ways to identify what's important, and then we'll practice ways we can use to remember important things."

#### Input

Students must acquire new information about the knowledge, process, or skill they are to achieve. The teacher must have task-analyzed the final objective to identify needed knowledge and skills.

#### Modeling

To enhance creativity, several examples should be a routine part of most lessons. These might include live or filmed demonstrations of process and products.

#### Checking for Understanding

The teacher should check to see that students understand the tasks before they become involved in lesson activities. This checking may occur before or during student activity.

#### Guided Practice

Students practice their new knowledge or skill under teacher supervision. New learning is like wet cement: it is easily "set" so that it is harder to eradicate than had it been apprehended immediately.

#### Independent Practice

Independent practice is assigned only after the teacher is reasonably sure the students will not make errors.

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## Detailed Lesson Plan Format (worksheet)

**Introduction (Class Type, Grade, Length of Time, and Number of Students):**

---

---

**Lesson Topic:**

---

---

**SOL Number and Description:**

---

---

**Measurable Objectives of What Students Should Learn:**

---

---

**Anticipatory Set (Motivation/Purpose)-Number of Minutes-:**

---

---

**Step by Step Instructions of Input/Modeling (Examples & Demonstrations):**

---

---

**Checking for Understanding (Essential Questions to Ask, Include Multiple Levels) Describe the Evaluation Processes to be Utilized, Use Variety:**

---

---

**Guided Practice-Number of Minutes-:**

---

---

**Independent Practice (Include Plans for Accelerated and Exceptional Students) -Number of Minutes-:**

---

---

**Materials (Include Technology):**

---

---

**Evaluation Implementation (Product/Process) -Number of Minutes-:**

---

---

**Closure (Summary of Objectives) Relate Lesson to Previous and Future Learning -Number of Minutes-:**

---

---

# Bloom's Taxonomy

The six different questioning levels of Bloom's Taxonomy are like six floors in a building. Here is a quick reference for the process words written at the six different levels. These process words are the major "occupants" of the thinking building.

<b>6 EVALUATION</b>	appraise, choose, decide, defend, evaluate, judge, justify, prioritize, rank, select, support, in your opinion
<b>5 SYNTHESIS</b>	change, compose, construct, create, design, find an unusual way, formulate, generate, invent, originate, plan, predict, pretend, produce, reconstruct, reorganize, revise, suggest, suppose, visualize, write
<b>4 ANALYSIS</b>	analyze, categorize, classify, compare, contrast, debate, determine the factors, diagnose, diagram, differentiate, dissect, distinguish, examine, specify
<b>3 APPLICATION</b>	apply, compute, conclude, construct, demonstrate, determine, draw, find out, give an example, illustrate, make, operate, show, solve, state a rule or principle, use
<b>2 COMPREHENSION</b>	describe, explain, interpret, put in order, paraphrase, restate, retell in your own words, summarize, trace, translate
<b>1 KNOWLEDGE</b>	define, identify, label, list, locate, match, memorize, name, recall, spell, state, tell, underline, fill in blank

## Knowledge Taxonomy Verb List

Listed below are some of the verbs that can be used for constructing and analyzing levels of expected student knowledge.

<b>1</b>		<b>2</b>	
<b>KNOWLEDGE</b>		<b>COMPREHENSION</b>	
arrange	match	advance	interpret
check	name	calculate	outline
choose	point to	change	project
find	recall	convert	propose
group	recite	contemplate	reword
identify	repeat	define	submit
label	say	explain	transform
list	select	extrapolate	translate
locate	write	infer	vary
<b>3</b>		<b>4</b>	
<b>APPLICATION</b>		<b>ANALYSIS</b>	
adopt	manipulate	assay	include
consume	mobilize	audit	inspect
capitalize on	operate	breakdown	look at
devote	put to use	canvass	scrutinize
employ	relate	check out	sift
exercise	solve	dissect	survey
handle	start	divide	study
maintain	take up	examine	test for
make use of	utilize	uncover	
<b>5</b>		<b>6</b>	
<b>SYNTHESIS</b>		<b>EVALUATION</b>	
blend	develop	accept	grade
build	evolve	appraise	judge
cause	form	arbitrate	prioritize
combine	generate	assess	rank
compile	make up	award	rate
compose	originate	classify	reject
conceive	produce	criticize	rule on
construct	reorder	decide	settle
create	structure	determine	weigh

## **PRINCIPLES OF EFFECTIVE CLASSROOM MANAGEMENT**

- **Use clear instructional language so students understand the work and the procedures for accomplishing it.**
- **Establish an accountability system by monitoring work in progress, establishing routines for returning work, and providing regular feedback to students.**
- **Realize that each student has the basic needs that must be met, including food, rest, love, self-respect, and freedom from fear.**
- **Avoid placing students in frustrating academic situations that will cause them to “act out.”**
- **Recognize that the manner in which a teacher addresses a student often affects the way the student responds.**
- **Monitor the behavior of the rest of the class while working with small groups.**
- **Use unobtrusive signals to inform students they are misbehaving.**
- **Know which distractions to ignore and which to act on, since constant attention to minor disturbances makes it more difficult to correct major ones.**
- **Talk with parents concerning their child’s problems.**
- **Use discipline methods appropriate to students’ maturity.**
- **Stop misbehavior before disciplinary measures become necessary.**
- **Refer discipline problems to the principal only in accordance with established procedures.**

## TIPS ON DISCIPLINE

- Never give an order you do not mean to enforce.
- The response of the child is action. Give your command to stimulate action, not to check it. Say, “do this” rather than “don’t do that.” Suggest an action which can be successfully obeyed.
- Give a child time for reaction.
- Have a reason for what you ask a child to do, and when possible take time to give the reason for what you ask – he can see the point if you can.
- Be honest in what you say and do. A child’s faith in you is a great help.
- Be always fair; it isn’t punishment, but injustice that makes a child rebel against you.
- Be friendly. Always show an interest in what they are doing.
- Command good qualities and actions.
- Try being constructive, not repressive, in all dealings with children.
- Remember that a sense of humor is extremely valuable.
- Do not judge misconduct on how it annoys YOU.
- Do not take your personal feelings and prejudices out on the children.
- Maintain poise at all time. Do not lose your temper.
- Remember - “The tongue is the only keen edged tool which grows sharper with constant use.” Do not nag or bluff.
- Look for good qualities - all children have them.
- Do not “pick” on every little thing a child does. Sometimes it is wiser to overlook some things.
- Bear in mind that misbehavior is seldom willful. There usually is a cause and it may be in yourself or some other influence outside the child.
- Listen for suggestions and complaints from the children.
- Follow up all cases which have been disciplined. Be certain that you still have the respect and confidence of the child.
- Set a good example yourself.
- Be sincere in your work.
- Intelligence in handling children consists of thinking faster than they do. If they can out think you, you are not using your maturity and the advantage of your higher education. You should see possibilities before they become results. This is the secret of leadership.
- Never hold a child up to public ridicule. It is the surest way of creating a discipline problem.