

## Office of Field Experiences ~ Central Connecticut State University



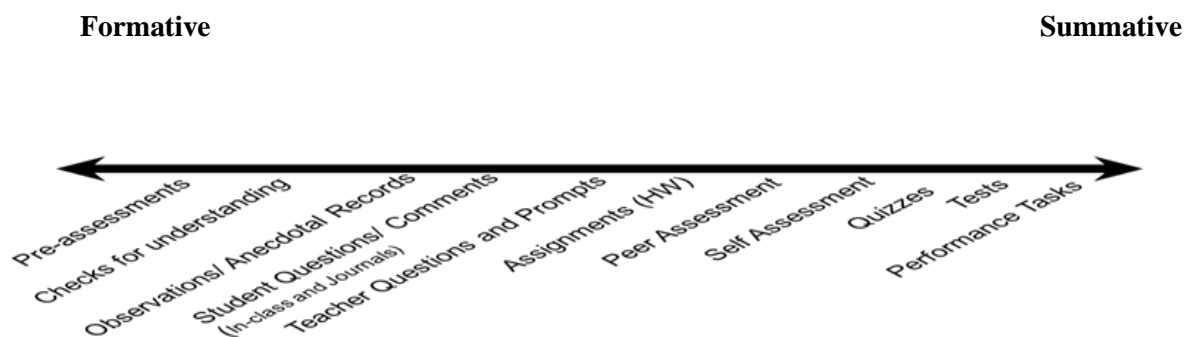
### Field Tips and Other Thoughts ~ #3

*“When my students and I discover uncharted territory to explore, when the pathway out of a thicket opens up before us, when our experience is illuminated by the lightning-life of the mind—then teaching is the finest work I know.”*

~Parker Palmer

As classroom teachers, we realize that using data allows us to create meaningful experiences and to document our students’ learning journey. Although CCSU student teachers have course work and assignments related to this topic, it isn’t until they are immersed in the day-to-day teaching that they begin to see the real world application. Oftentimes, student teachers and beginning teachers are so focused on how their teaching is unfolding, they struggle to see the “learning” that *is* or *isn’t* taking place. Therefore, it is more imperative for novice teachers to systematically assess students throughout every lesson. This doesn’t have to mean paper and pencil assessments every time, but it does mean collecting some record of *each* student’s understanding by the end of the lesson.

We appreciate your help in assisting your student teacher to view assessment as a continuum from formative assessment to summative assessment. It is what the teacher determines as acceptable evidence of learning and understanding. The student response (data) that is produced via the assessment process then becomes a vehicle for future instructional decisions—a part of the data-driven instructional cycle.



When providing your student teacher feedback on what qualifies as good assessment, it is best to focus on what type of assessment would best measure the instructional objective for that lesson. The objective prescribes the appropriate assessment. Student teachers should work toward building a toolkit that includes a variety of assessment strategies. Consider the following avenues as alternatives to the traditional worksheet or test:

- Student self-assessment
- Checklists
- Exit tickets
- Quick writes
- White board/ slate checks
- Anecdotal records
- Journal entries
- Peer assessment
- Performance tasks (RAFT: Role Audience Format Task)
- Graphic organizers/ concept maps
- PAGODA (Poem, artistic rendition, graphic organizer, drama, art symbol)
- Debates
- Signal cards

**By now your student should be:**

- Visited by their university supervisor on a regular basis. You should be provided with written documentation of their visit. At least two formal observations should already have taken place.
- Continuing to assume teaching responsibilities
- Writing lesson plans and reflections for every lesson, and keeping an up-to-date binder. NOTE: Any student not meeting planning expectations lose the privilege of teaching. This is clearly stated in our handbooks.
- Becoming more a part of the faculty by participating in staff meetings and professional development opportunities.

**Some items to consider for the upcoming week:**

- Continue to work into full Take-Over; discuss any large upcoming units that the student teacher will be responsible for teaching so s/he can begin preparing.
- Take a look at midterm evaluation (Elementary and Secondary) and set goals for the upcoming four weeks.
- Encourage your student teacher to videotape a lesson you observe. Instead of sitting down to discuss the lesson immediately, provide the student teacher with some items to focus on while he/she watches the lesson. Then, schedule a time to discuss areas of strength as well as areas of focus. By doing this, the student teacher will be able to take the time to reflect and discuss the lesson from a common perspective.

**Helpful Hint:**

To assist in keeping face-to-face meetings with your student teacher productive and efficient, keep a dialogue journal where you can write back and forth to each other. Therefore, if schedules are tight, you can respond to some issues in writing rather than take up meeting time.

*~ Holly*

Note: This, and Field Tips #1 and #2 are available on our website:

[http://www.education.ccsu.edu/Departments/Office\\_of\\_Field\\_Experience/](http://www.education.ccsu.edu/Departments/Office_of_Field_Experience/) under the Cooperating Teacher link.