Post-bac PDS 1/Early Field Experience
Time Record

PDS 1/Early Field Experience Time Record

PDS 1, EDEE 5101/5012, KINE 4100
(To Be Completed by Student, Verified by Mentor Teacher, and Uploaded into Tk20)

Mentor Teacher's Name	Student's Name	Student ID#

School/District	Semester/Year	Cadre Coordinator's Name

Date	Start Time	End Time	Description of Activity	Hours	Total Hours	Mentor Teacher Initials

Total Hours: _____

Mentor Teacher's Signature Verifying _____Date: _____

Observation Activities

Mentor Teacher's Name	Student's Name	Student ID#

School/District	Semester/Year	Cadre Coordinator's Name

Instructions:
Write simple descriptive sentences relevant to each observation activity below. The observation descriptions will result in a multiple page report that needs to be completed along with the 30 hours observation log by January 20. The log needs the initials of the mentor teacher, his/her signature and date. When completed turn them in electronically to your cadre coordinator for review and approval. Once approved upload the documents under Portfolio Part B in TK20 by January 31st.

Observation Activities
LANGUAGE AND LANGUAGE LEARNING • Are accommodations used for ELL students based on their language proficiencies? • Is there a focus on communication, rather than on correction? • Do ELL students have opportunities to use, integrate, and develop listening, speaking, reading, and writing skills in one or two languages?
CULTURE • What evidence is available that shows understanding, appreciation, and sensitivity to the cultural heritages of the students? • What evidence is available that shows appreciation for community values and student interests? • Are culturally relevant materials and activities being used? Which ones?
ASSESSMENT • What evidence is available that students use assessment accommodations based on their abilities? • What techniques, tools, and information are used to monitor students' progress? • How is language development and subject-matter being achieved? • There are checks for understanding during instruction. How? • Is there evidence of informal and formal assessments to make instructional decisions?

INSTRUCTION

- What is the evidence that demonstrates a print-rich environment?
- What activities are used that encourage student interaction?
- What activities are used more often?
- What is evidence of effective student management?
- What is evidence of effective classroom management?
- Are high expectations and enthusiasm present in the classroom? How?
- What is evidence of a positive and productive classroom community?

Observations of the Delivery of Lessons

- Comment on the teaching of a math lesson in English (ESL) or in Spanish (for Bilingual)
- Comment on the teaching of a science lesson in English (ESL) or in Spanish (for Bilingual)
- Comment on the teaching of a lesson in English language arts, an ESL lesson or a Spanish language arts lesson (for Bilingual)
- Comment on the teaching of a lesson related to social studies, art, music, or physical education in English (ESL) or in Spanish (for Bilingual)
- Do the lessons include TEKS and ELPS and which ones?
- What materials are used in each lesson?

Use of Technology

- What technology tools are used?
- How are they used?
- For what subject areas?

Questioning and Discussions

- Make a list of all the questions asked in a class period. Record them verbatim.
- After the observation, tally the questions to determine what percentage are low level questions (Remembering, comprehension, and application) and which are higher order thinking questions (analysis, synthesis, evaluation).
- What percentage of questions was initiated by the teacher? The students? What can you infer about the question origination and demonstration of student knowledge?
- How were questions used to check for student understanding?
- How many students interacted during the class period?
- How does this provide information about content mastery for all students?