

Examples of Activities and Requirements during Field Experiences

ED 101 Exploring Teaching

Exploring Teaching Observation Report #1

Observational Focus:

“School Environment”

Address the following items in three separate paragraphs:

Description of the Targeted Area:

1. Describe, **in detail**, the internal environment of the school building (other than your classroom). Include front entrance, office space, hallways, and any public areas you encounter.

Critical Reflection:

2. Explain how the environment of the school has a positive or negative effect on students and teachers.
3. What was it like for you to be back in a school today?

Exploring Teaching Observation Report #2

Observational Focus:

“Classroom Environment”

Address the following items in three separate paragraphs:

Description of the Targeted Area:

1. Describe, **in detail**, the physical classroom you are observing. Include seating arrangements, bulletin boards, learning resources, learning centers, technology, etc.

Critical Reflection:

2. How is the physical environment of the classroom **conducive** to learning?
3. How are the resources in the classroom used to facilitate student learning?

Exploring Teaching Observation Report #3

Observational Focus:

“Caring in the Classroom”

Address the following items in three separate paragraphs:

Description of the Targeted Area:

1. Describe, **in detail**, how the teacher demonstrates a caring environment in the classroom.

Critical Reflection:

2. Why did the teacher demonstrate this approach of caring to the students?
3. What might it mean to the students to receive caring actions or words from the teacher?

Exploring Teaching Observation Report #4

Observational Focus:

“Student Diversity”

Complete the Field Experience Report and staple it to your observation.

Address the following items in three separate paragraphs:

Description of the Targeted Area:

1. Describe, **in detail**, the diversity within your classroom (gifted, intellectually challenged, socioeconomic, linguistic, cultural, etc.). If you are in music, art, or physical education, describe the diversity within your classroom relative to your area (e.g. physical or musical ability).

Critical Reflection:

2. How does the teacher meet the diverse learning needs of students in the classroom?
3. What are the implications for the teacher of how s/he responds to diverse needs in the classroom?

Exploring Teaching Observation Report #5, 6 & 7

Observational Focus:

“Ordinary Event”

Address the following items in three separate paragraphs:

Guided Reflection Protocol:

1. What happened? Begin by telling the story.
2. Why did it happen? Describe the context within which the event occurred.
3. What are the implications for teaching? Reflect to gain insight and describe the change that could occur with students.

Exploring Teaching Observation Report #8

Observational Focus:

“Ordinary Event”

Complete the Field Experience Report and staple it to your observation.

Address the following items in three separate paragraphs:

Guided Reflection Protocol:

1. What happened? Begin by telling the story.
2. Why did it happen? Describe the context within which the event occurred.
3. What are the implications for teaching? Reflect to gain insight and describe the change that could occur with students.

ED 321 Management and Organization Of Early Childhood Programs

Field Placement Assignments:

Observation journals110 points Percent of Final Grade: 15%

Observation plays a key role in determining curriculum. It is crucial that you know how to observe children. As part of your field placement, you will be conducting 11 observations (two of these will be reflections of the lessons that you will teach). You will be responsible for e-mailing Ron Shultz AND also Rachel Diener or Judy Kelliher (depending on who is responsible for you during your practicum) with your journal entry each week after your practicum visit at the ELC. A guideline for entries is on page 13 of the syllabus. You must e-mail your reflection to Rachel or Judy and Ron no later than one day past your practicum visit. You will lose 1 point per day for late entries. (10 pts)

Implementing a Lesson10 points Percent of Final Grade: 5%

You will implement a lesson plan designed by Rachel or Judy during **the week of January 28 or February 4**. After teaching the lesson you will write up a formal reflection that includes the following:

What were the learning objectives of the lesson? How did the lesson support and enhance the children's learning? What were the strengths and weaknesses of the lesson? What were the strengths and weaknesses of your teaching? What would you do differently next time in terms of your teaching? What would be a follow-up lesson you could do to continue with the knowledge from this lesson? A **written reflection** needs to be sent to Ron and also to either Rachel or Judy **within two days after the lesson**. See rubric entitled “ELC Lesson Implementation Evaluation.”

Designing and implementing a Lesson Plan...25 points Percent of Final Grade: 10%

After meeting with Rachel or Judy, you will develop and teach one lesson appropriate for the age group you are working with sometime **between Feb. 18 and March 28**. Your lesson will be taught with a small group of children at the Early Learning Center. The lesson plan will be submitted to Rachel or Judy **ahead of time** (at least 1 week prior to teaching- you will lose 5 points if you don't do this) so that feedback can be given prior to your teaching. You must

change your lesson plans to reflect the feedback given from Rachel or Judy. After teaching the lesson you will write up a formal reflection that includes the following:

What were the learning objectives of the lesson? How did the lesson support and enhance the children's learning? What were the strengths and weaknesses of the lesson? What were the strengths and weaknesses of your teaching? What would you do differently next time in terms of your teaching? What would be a follow-up lesson you could do to continue with the knowledge from this lesson? A **written reflection** needs to be sent to Ron and also to either Rachel or Judy **within two days after the lesson**. See rubric entitled, "ELC Lesson Design and Implementation Evaluation."

Family Fun Day.....10 points Percent of Final Grade: 5%

Prepare an interactive activity for the parents and children of the ELC. You will be in charge of an art/music/or story center during the evening. **Attendance is mandatory to receive credit for the event. (Mark you calendar: Saturday, March 23, from 10:45 to 1:15.)**

Practicum Attendance and Professionalism...44 points Percent of Final Grade: 10%

Please remember that you are a professional and should dress appropriately. You will be working with small children; so do not wear **short skirts or low-cut tops, which show your midriff or derriere**. The teachers at the ELC are counting on you. If you are unable to make your scheduled field placement time, **please call the center** so that the teachers can plan accordingly. You need to have a minimum of 11 visits or 22 practicum hours. You will lose 2 points per missed hour of practicum. **Please make every attempt to make-up missed hours.**

ED 331, 332, and 333 Curriculum Block Field School Experience

Candidates will participate in a 60 practicum (Tuesday through Friday 8:00 to 11:00), which will allow the candidates to apply in a meaningful real life situation the content knowledge and theories of learning in the classroom setting.

Field School Reflection Journal (30 pts 6 reflections at 5 points each)

Candidates will keep a reflective journal during their field school experience that will include some specific assignments. Students will write a one to two page type written reflection based on their observations of science and social studies each Friday during the practicum experience. Reflections should be submitted electronically each Friday by midnight (12:00 A.M.)

Field School Lessons (30 points)

Candidates will plan and teach social studies, math and science lessons to a group of children in collaboration with the classroom teacher. The lesson plan will be typed and follow the lesson plan format provided. After teaching the lesson, a one to two page reflection will be submitted on the strengths and weaknesses of the lessons. Your lesson plan will be used as part of the admissions requirements to student teaching. *"The lesson plan evaluation will be used for admission to student teaching decisions. A minimum score of 2.0 is required on four criteria (Lesson Outcome/Objectives, Aligned Assessment, Planning for Instruction, and Differentiation) at least once out of the two lesson plan evaluations that have been selected for review for admission to student teaching. If you score less than 2.0 on any of the criteria, you will be given opportunity to outline a plan for growth in the identified area through the creation of a Student Growth Plan. See the Entrance Requirements to Student Teaching in the Teacher Education Handbook for more information."*

ED 341, 342, and 343 Literacy Block Field Experience Expectations

The field experience is an opportunity to be immersed in the real context of language learning in schools - the classroom. By being in the classroom 4 days a week for 2.5 hours each day, the candidate will be able to observe and experience the literacy development in that class. Each candidate will participate as a partner in that development sometimes teaching, sometimes guiding, but always learning from the shared language context and experiences.

In addition to field experience in an elementary school classroom, each candidate will tutor one child two times a week for an hour each time over the course of the semester. This affords the student a unique view of one child's development and struggle with becoming increasingly skilled and independent in the reading and writing processes. The time together allows the candidate to freeze frame the developmental stage and analyzes the behaviors to provide a framework for instruction. It is this luxury, of being able to instruct one-to-one, that sharpens the powers of observations, and enables candidate to put theory into practice. Learning from the lessons of teaching one child, the candidate can become more confident in teaching all children. Practicum Evaluation rubric will be completed by the professors from the course and used for admissions to student teaching decisions (early bird tutoring and practicum placement).

In order to understand the tutoring dynamics and processes, tutors will meet weekly for group reflection and sharing. Observation and documentation is an important part of tutoring and forms the basis of assessment and evaluation.

ED 252 Learning Motivation and Assessment Professional Field Experience

Weekly Reflection Rubric:

- 10 pts.** Student thoroughly describes & reflects on question; makes personal application to own experiences, perceptions & content area; reflection includes at least 1+ page and 2 goals for next week. Work is submitted by 12 noon each Friday.
- 8-9 pts.** Student discusses adequately; however reflection is somewhat vague & application to own experiences, perceptions & content area is limited; goals are thin; barely 1 page and/or submitted late (**1 pt. deducted for each day late**).
- 7 or <** Student answers with minimal reflection & personal application to own experiences, perceptions & content area; less than 1 page; missing goals; submitted late.

Week of:	LMA Course Topic Connections (tentative)	PFE Weekly Reflection Prompts <i>*Also include at least 2 goals for the next week.</i>
January 22	Developmental theories (cognitive, linguistic, personal, social theories).	What is your initial description of this classroom or course? How is the room arranged and what does it contain? What is the content and teaching method? In an observed class period, who and how many people talk and to whom? Try to paint a picture with your writing of exactly what happened in class. What do you want to learn by being part of this classroom this semester? Two goals for next week.
January 29	Individual differences – meeting the needs of all your learners	How is your teacher's instruction differentiated to meet the needs of all learners? (e.g. ESL, ethnic, low level readers, SPED, gifted, various learning styles). What varied needs do you observe? Two goals for next week.
February 4	Learning and Cognitive Processes	How do the teaching practices and the content of the class align with the developmental, cognitive, social, linguistic and personal learning processes of students? Two goals for next week.
February 11	Social Construction of Knowledge	Discuss any elements of constructivist learning theory that you have observed in your classroom. How could this classroom become more constructivist? Do you believe

		this would improve student learning and motivation? Why or why not? Two goals for next week.
February 18	Problem Solving, Higher Order Thinking	How do lesson objectives and SOLs shape student learning in this class? Do they serve to expand or limit problem solving and higher order thinking? What are students expected to know and be able to do in this class? Two goals for next week.
February 25	Behavioral Learning Theory	Describe the elements of behavioral learning theories that are evident in the classroom. What do you see that works well? What troubles you? What do you envision yourself implementing into your own teaching? Two goals for next week.
March 4		<i>No PFE; EMU spring break—communicate this with teacher</i>
March 11	Motivational Theories	Select one cognitive theory/theorist (such as Piaget or Vygotsky) and provide evidence of this theory in the classroom. What interested you about what you observed? What motivates learners in this setting? Two goals for next week.
March 18	Instructional Strategies	Describe the elements of information processing theory that you have observed your teacher use (e.g. memory tricks such as mnemonics, graphic organizers, etc.) Which of these aspects of this learning theory seem most useful for your own content area? Which do you envision yourself using as teacher? Two goals for next week.
March 25	Bloom's Taxonomy	What kinds of information are shared in this class? When students take notes are they expected to create and synthesize? Are they remembering information? What level of questioning is present? How do you see the levels of Bloom's Taxonomy demonstrated in this class? Two goals for next week.
April 1		<i>No PFE; Schools on spring break. We will meet at EMU time and place TBA</i>
April 8	Classroom Management	Describe the system(s) of classroom management you have observed. What learning theory(ies) and/or behavior models seem to guide your teacher's approach? What questions do you have about his/her system and its effectiveness? What approach do you see yourself using? Two goals you have achieved—key learnings in this PFE.
April 15	Classroom Assessment Strategies or SOL testing	Reserved for PFE snow/sickness/additional hours make-up day if needed. If submitting weekly log, respond to topic for the week you missed or a current relevant topic. If we did not have a snow day, or if you did not miss a day due to sickness, or if you do not need any additional hours for any other reason, then you do NOT have to attend this day. Please make sure your PFE teacher is fully aware of your plans to attend/not attend this make-up date.

Final Checklist:

- ___ Made arrangements with PFE teacher to make up any missed hours (if necessary)
- ___ Submitted all 10 weekly reflections/goals (via moodle)
- ___ Submitted the PFE Record of Hours/Activities form (via moodle or hard copy)
- ___ Submitted the Field Experience Report form (hard copy)
- ___ Submitted the Profile of Performance evaluation form (hard copy to be completed by your PFE teacher)
- ___ Written your PFE teacher a note of thanks (hand-written card is nice; e-mail is sufficient!)

LMA PFE Record of Hours/Activities

PFE Date	Brief Description of Activities	Hours
		Total Hours:

ED 361 Special Methods Professional Field Experience

PFE Written Assignments:

After each practicum experience (or once weekly), teacher candidates will **complete a reflection** (minimum 1 full page) that responds to prompts posted on Moodle and includes a minimum of **two goals for the next practicum session**. Reflections and goals (one document) will be submitted electronically weekly via Moodle. These are due at **8 AM Monday** at the start of the following week.

Weekly Reflection Rubric:

- 10 pts.** Student thoroughly describes & reflects on question; makes personal application to own experiences, perceptions & content area; reflection includes at least 1+ page including goals for next session and is submitted by 8 AM Monday morning.
- 8-9 pts.** Student discusses adequately; however reflection is somewhat vague & application to own experiences, perceptions & content area is limited, goals lack insight; barely 1 page and/or submitted late (**1 pt. deducted for each day late**).
- 7 or <** Student answers with minimal reflection & personal application to own experiences, perceptions & content area, goals are weak or missing; less than 1 page; submitted late.

School Practicum Teacher _____ **School** _____

Record of Hours for ED 361 Special Methods PFE

Date of Classroom Visit	Hours	Brief Description of Activities
Total Hours:		

ED 391 Middle School Curriculum and Organization

Field Experiences and Observation Reports

Eight field experiences and related summary reports, valued at 10 points each, are required. The actual in-school observation sessions are required for the submission of a report. Download observation reports from Moodle. Observational Reports Due: the following day by 4:00 p.m. via Moodle.

Checklist of suggested activities for students enrolled in ED 391 Middle School Curriculum and Organization

- ☐ Teach at least a 20 minute lesson (required)
- ☐ Eat lunch with students (or at least observe in the cafeteria)
- ☐ Teach short components of lessons within the class period
- ☐ Discuss curriculum scope and sequence (**SOL's**, text, pacing guide)
- ☐ Help pupils with homework assignments
- ☐ Prepare instructional materials for teacher's use
- ☐ Give special assistance to individual students with specific needs
- ☐ Participate in teacher and team planning sessions
- ☐ Converse with guidance counselor regarding middle school issues
- ☐ Observe instruction in a variety of class settings (Drama, Industrial Arts, Health, Physical Education, Home Economics, Band, Art)

Middle School Lesson Evaluation

DUE: BY Friday March 1, 2013 by 4:00 p.m. in Moodle

Required Components to turn in:

1. A copy of your lesson plan.
2. A 2-3 page paper answering the questions from the reflection section (see below) and any additional thoughts from your middle school teaching experience.

Reflection: Answer each of the following questions.

- A. How many students achieved your objectives? For those who did not, why not?
- B. What were my strengths/areas to improve?
- C. How would I alter this lesson?
- D. How would I pace the lesson differently?
- E. Did I have all students engaged in the learning process? (Explain)
- F. What adjustments did (will) I make to reach different learning styles and levels of ability?
- G. Teaching middle school students is...

Partnership with Middle School Reading Support Student

Participation in this partnership requires exchanging letters in a notebook (MS student will keep). Letter topics include exchange of getting to know you topics, sharing ideas about materials that both of you will be reading, the process of reading and studying, school experiences, etc. You will write at least 1 letter in Jan, two in each Feb, March, and April. We will visit their school once on January 24th. We will host them at EMU on April ____.

PE 401 Elementary Physical Education

Reflection #1—Characteristics of Elementary age students

1. Identify the key developmental characteristics of primary (K-2) students (concentrating on the physical and skill level characteristics).
2. Identify the key developmental characteristics of upper elementary (3-4 or 5) students (concentrating on the physical and skill level characteristics).
3. List three key developmental differences between primary (K-2) and upper elementary (3-4 or 5) students (concentrating on the physical and skill level differences).
4. Remember to discuss a point regarding “Quality Physical Education”
(<http://www.aahperd.org/naspe/publications/teachingTools/QualityPE.cfm>)

Reflection #2—Protocols of Elementary Physical Education

1. List the main components of the classroom protocol (attendance, immediate activity, skill practice, etc.)
2. Describe any differences that you observed among the physical education teachers at your school or the way that your teacher has established protocols with the different grade levels.
3. If your teacher uses some sort of a system (like the ticket system) describe how it works and if they do not, how do they let students know they are misbehaving?
4. Remember to discuss a point regarding “Quality Physical Education”
(<http://www.aahperd.org/naspe/publications/teachingTools/QualityPE.cfm>)

Reflection #3—Generic Levels of Skill Proficiency

1. At what GLSP are most 4th or 5th grade children (the oldest students you observed)? What are some of the observable characteristics that help you know that?
2. At what GLSP are most K children? What are some of the observable characteristics that help you know that?
3. At what GLSP are most 2nd grade children? What are some of the observable characteristics that help you know that?
4. Why do you think that by 4th grade there is such a wide gap in the GLSP in one class?
5. Remember to discuss a point regarding “Quality Physical Education”
(<http://www.aahperd.org/naspe/publications/teachingTools/QualityPE.cfm>)

Reflection #4—Fitness Testing

1. List the fitness tests that given at your elementary school and to which grade levels?
2. Explain the procedures used to complete the fitness testing. Include a copy to the testing schedule AND diagram of how your teacher administers the fitness tests.
3. How will the results of the fitness tests be shared with the students?
4. According to the information on the RCPS Physical Education and Health website (<http://blogs.rockingham.k12.va.us/pehealth/elementary-curriculum-guide/personal-fitness/>), describe the role of fitness testing in Rockingham County elementary schools.
5. Remember to discuss a point regarding “Quality Physical Education”
(<http://www.aahperd.org/naspe/publications/teachingTools/QualityPE.cfm>)

Reflection #5, 6 and 7—Modeled Lesson Reflections

Attach a copy of the lesson plan (even if it was only a 5 or 10 minute segment) and address the following reflection questions.

1. Did the lesson and activities work to successfully meet the stated objective(s)?
2. What did the students learn and what did you observe that told you they met the objective(s) of the lesson?

3. Identify the skill level that the majority of the students were at during the lesson and how you meet the needs of the students were not at that skill level. (How did you extend the lesson?)
4. How did the lesson provide equitable opportunities for learning?
5. How did your lesson demonstrate your commitment to creating a caring learning environment?
6. Remember to discuss a point regarding “Quality Physical Education”
(<http://www.aahperd.org/naspe/publications/teachingTools/QualityPE.cfm>)

Reflection #8—GLSP

1. List all of the different skill themes taught at your elementary school today.
2. At what GLSP are most 3rd and 4th or 5th grade children? What are some of the observable characteristics that help you know that?
3. At what GLSP are most 1st grade children? What are some of the observable characteristics that help you know that?
4. Identify 6 extensions that you observed during class today (3 for K-2 and 3 for 3-4 or 5).
5. Why is it important to focus instruction at the appropriate GLSP?
6. Remember to discuss a point regarding “Quality Physical Education”
(<http://www.aahperd.org/naspe/publications/teachingTools/QualityPE.cfm>)

Reflection #9—Opportunities to Respond Data Collection

1. Compile the following data during while completing an observation of students of differing skill levels.
2. Explain what the data tells you about each student’s opportunity to participate and learn.
3. Suggest modifications/differentiations to the lesson(s) that could provide each of the students more opportunities to participate and learn.
4. Answer the following question about the lesson you helped to teach today: How did your lesson provide equitable opportunities for learning?
5. Remember to discuss a point regarding “Quality Physical Education”
(<http://www.aahperd.org/naspe/publications/teachingTools/QualityPE.cfm>)

Reflection #10—Instructional Strategies

1. Describe the instructional strategies that your teacher (or you) used to teach primary (K-2) students. Why was this an appropriate choice for today’s lesson?
2. Describe the instructional strategies that your teacher (or you) used to teach upper elementary (3-4 or 5) students. Why was this an appropriate choice for today’s lesson?
3. Why do we say that a direct instructional approach may not be the best for children who are not developmentally ready for that approach?
4. Remember to discuss a point regarding “Quality Physical Education”
(<http://www.aahperd.org/naspe/publications/teachingTools/QualityPE.cfm>)

PE 402 Middle and Secondary Physical Education

Reflection #1—Protocol and Characteristics of Students

1. List the main components of the classroom protocol (attendance, immediate activity, attire, skill practice, handing out equipment, etc.)
2. Identify the key developmental characteristics of your students (concentrate on the physical characteristics and skill level differences). If you are in a high school do some of the 9th graders physically appear and act as if they still belong in middle school?
3. Remember to discuss a “Quality Physical Education” point.

Reflection #2—Curriculum Focus and Organization

1. Identify the sports and activities that your students participated in this week in physical education. What activities did you help to teach?
2. Based upon the 2004 NASPE Standards describe how the curriculum options relate to each of the standards for Grades 6-8 or 9-12 (be sure to look at the entire year).
3. The VA SOL’s have five main categories (Skilled Movement, Movement Principles and Concepts, Personal Fitness, Responsible Behaviors, and Physically Active Lifestyle) identify the categories that were addressed today by your teacher.
4. Were you able to notice a difference in student participation levels and enthusiasm this week? Have the students and teachers settled into a routine, explain your answer.
5. Remember to discuss a “Quality Physical Education” point.

Reflection #3—Preparing to Teach a Physical Education and a Health lesson

1. Ask your teacher to identify a skill that you can introduce in the next couple of weeks—what skill is it? What skill extensions are you to focus on? How long should your lesson be (3-5 minutes)? When will you do this—next week or the following (identify the specific date and class session)?
2. Identify a physical education 30-minute lesson from this unit (or the next) that you can teach. Identify the specific date and class session that you will teach your 30-minute physical education lesson.
3. Ask your teacher to identify a health concept that you can teach—what topic is it? What concepts are you to focus on? How many minutes should you prepare for? When will you do this—identify the specific date and class session?
4. Identify a 30-minute health lesson that you can teach. Identify the specific date and class session that you will teach your 30-minute health lesson.
5. Remember to discuss a “Quality Physical Education” point.

Reflection #4—Fitness Testing

1. What fitness tests are given at your school?
2. Explain the procedures used to complete the fitness testing. Include a copy to the testing schedule and diagram of the gymnasium and fields during the tests.
3. How are the results of the fitness tests shared with the students?
4. According to your teacher how does fitness testing relate to the physical education departments philosophy of physical education?
5. Remember to discuss a “Quality Physical Education” point.

Reflection #5—Opportunities to Respond and Time on Task Data Collection

1. Compile the following data during your observation using students of differing skill levels. Complete OTR during one class and Time on Task in another class.
2. Explain what the data tells you about each student’s opportunity to learn.
3. Suggest modifications/differentiations of instruction to the lessons that would provide each of the students more opportunities to participate.
4. Remember to discuss a “Quality Physical Education” point.

Reflection #6—Instructional Strategies and Demonstrations

1. Critically observe your teacher give a skill demonstration.

2. Describe the demonstration, provide the skill/learning cues, and identify the items below that were evident during this demonstration.
3. Identify the various instructional strategies that your teacher used today to teach physical education.
4. Remember to discuss a “Quality Physical Education” point.

Reflection #7—Differentiation of Instruction and Inclusion Strategies

1. Identify at least one way that your teacher differentiated/modified instruction or an activity or the equipment for each of the following groups of students:
 - a. ESL student
 - b. Student lacking the necessary fitness level for the activity
 - c. Struggling performer
 - d. Highly skilled performer
 - e. Uncooperative or unmotivated student
2. In order to include each student in a lesson a teacher must at least know each students name. How did your teacher learn the names of ALL of their students? How many students’ names do you know?
3. Complete the following statements and explain your answers:
 - a. The most rewarding part of teaching secondary physical education is...
 - b. The most challenging part of teaching secondary physical education is...
4. Remember to discuss a “Quality Physical Education” point.

Reflection #8—Reflection on Teaching a Physical Education Lesson

Attach a copy of your lesson plan and address the following reflection questions.

1. Did the lesson and activities work to successfully meet your stated objectives?
2. What did the students learn and how do you know this?
3. How did your lesson provide equitable opportunities for learning?
4. How did your lesson demonstrate your commitment to creating a caring learning environment?
5. Remember to discuss a “Quality Physical Education” point.

Reflection #9—Health Protocol and Differences in student behavior and performance

1. In your own words complete the following statement: the focus of health at is...
2. List the classroom protocols used by your teacher in their health classroom (immediate activity, distribution of materials, collecting materials, note taking, leaving class, etc.)
3. Identify the components of a “typical” health lesson.
4. Describe the differences that you observed in student behavior in the health classroom compared to the physical education setting (stress, success, withdrawal, cooperation, off task behavior, etc.)
5. Remember to discuss a “Quality Physical Education” point.

Reflection #10—Reflection on Teaching a Health Lesson

Attach a copy of your lesson plan and address the following reflection questions.

1. Did the lesson and activities work to successfully meet your stated objectives?
2. What did the students learn and how do you know this?
3. How did your lesson provide equitable opportunities for learning?
4. How did your lesson demonstrate your commitment to creating a caring learning environment?
5. Complete the following statements and explain your answers:
 - a. The most rewarding part of teaching health is...
 - b. The most challenging part of teaching health is...
6. Remember to discuss a “Quality Physical Education” point.



Opening School Experience Report

Education Department
Eastern Mennonite University

Student Name: _____ School: _____

Grade: _____ Dates of Opening School Experience: _____

Cooperating Teacher: _____

PLEASE SEND THIS REPORT TO THE EDUCATION OFFICE AT THE END OF THE WEEK

Directions: Please keep an anecdotal record of the highlights of your experience. Report observations and your involvements with the students.

DAY 1

Experiences:

Reflection:

DAY 2

Experiences:

Reflection:

DAY 3
Experiences:

Reflection:

DAY 4
Experiences:

Reflection:

DAY 5
Experiences:

Reflection:

Place additional days, experiences, and reflections on a supplementary page

Student Teacher Signature

Cooperating Teacher Signature

EMU Education Department Weekly Progress Report