

The Field Files

From The Office of Field Services

Volume 2, Issue 1

Friday, August 29, 2014

Breaking the Ice: Enhance Student Engagement by Putting First Things First



Be prepared... history often tells us that advanced preparation is a necessity for success. We make our lists, create our plans, prepare our materials, practice our delivery, and pack our bags filled with all we need to deliver successful lessons. However challenging it may be, we first ought to remember to unpack our nerves and fill every act we perform with dignity and compassion for the children in our classrooms. To truly benefit children, it is crucial that we connect with them, create community for them, and love all of them. ([OSTP 1](#))

Educator and historian, Nick Ferroni said, "Students who are loved at home come to school to learn, and students who aren't, come to school to be loved."

A teacher's job is to educate children and add value to each child's learning each day. ([OSTP 1](#)) This monumental task has many forgetting that in order to feel vulnerable enough to make mistakes and take risks, all people need to have security that comes from relationships. **Put in the time to build a classroom community where you and your students do not need to be perfect, but instead have permission to make mistakes and truly grow.**

Ideas for Breaking the Ice and Building Community

- 94 ice breakers for back to school ([click here](#))
- Education World Back to School Archive ([click here](#))
- Ice Breakers for Team Building ([click here](#))
- Pinterest Ice Breaker Boards ([click here](#))



Photo Taken By Joyce Dorbish

CSU faculty, staff, supervisors, and area mentor teachers building relationships at The CREATE Institute using Concentric Circles ([click here to learn about this activity.](#))

Teaching Classroom Rules

When you say, "You need to be a good listener," to your students, they very likely will want to please you and will say, "Okay!" However, they may not quite know what that really means. **Many of the rules and procedures of a classroom are up to interpretation and need to be taught to students.**

As a guest in your mentor teacher's classroom, it is important to first talk with him or her about any and all shifts that will take place as you slowly step into the role of lead teacher. Additionally, you will want to break the ice again. Students need to know what the expectation is and if there is any difference in the expectation as your role evolves.

In order to avoid confusion, Keep it simple!

1. Limit your classroom rules to 4 or 5 at most
2. Promote an environment focused on teaching and learning by stating your rules as positive expectations ("Be alert!" instead of "Don't put your head down!".)
3. Search "**The 4 B's classroom rules**" online for thousands of examples of simple, effective rules that are phrased positively.
4. Remove ambiguity by discussing and agreeing with your class what the rules actually mean. (What does it mean to be a good listener, etc.) You may even want students to illustrate or act out an example of following the rules.

Ask Students, “Where Are YOU on the Target?”

Evidence of the learning that occurs in the classroom is essential for the 21st century educator. Many veteran teachers and novices alike wonder, “How can I possibly do all that is expected of me in the time that I have?”

Assessment data collection doesn't have to be 20 questions or a full page written response. **Formative assessment is about knowing what you are measuring and taking a quick temperature of the understanding around the room.** [\(OSTP 3\)](#)

A simple instrument for gauging student level of understanding after introducing new material is to create a target for your classroom and have students mark where they fall on the target as they leave the room.

If a lesson's target is “I can decide if equations involving addition are true,” after instruction and practice, ask students to use a sticky note or sticker to mark where they are on the target.

Quick Steps:

1. Hang target near classroom door.
2. Provide students with stickers or sticky notes.
 - 2.1. If you are using specific grouping, you can code stickers.
 - 2.2. If you want to increase data collection, you can have students write their initials or an assigned number on their stickers.
3. Revisit the learning target or “I can statement” at the conclusion of the lesson.
4. As students exit class, have them place their stickers on the target indicating their level of mastery.

Sure this doesn't give you the kind of data you need to individualize, but it is a 30 second way to measure the overall understanding of the whole group and allow you to plan for individual assessment of learning the next day.

Shopping List

- card stock or poster board
- contact paper
- dry erase marker
- sticky notes or stickers

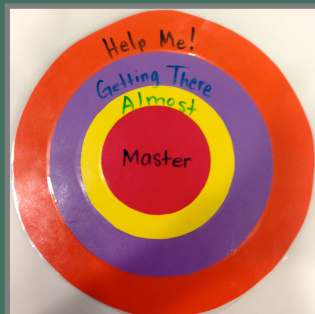


Photo Taken By Joyce Dorbish

CSU Faculty and Supervisors **engage** in sorting **The Ohio Standards for the Teaching Profession** at The CREATE Institute. [\(Click here to access the standards.\)](#)

Overwhelmed by Engaged Lessons?

Read This! [\(OSTP 4\)](#)

After reviewing your syllabi requirements and before allowing mental overload to take over, pause and remember that good lessons and good teaching are in fact engaging.

As you review your checklist of requirements for engaged lesson plans, please use the [“Map of Engaged Teaching Approach”](#) as pre-planning and pre-writing for your lessons. Follow this guide to help the process.

- Use the Map [\(click here\)](#) as you complete the Map Worksheet [\(click here\)](#)
- Begin with the end in mind.
 - What do you want your **long term outcomes** to be? (Hint: Use what is provided such as *School Climate and Safety*) [\(OSTP 5\)](#)
 - Do you have a **vision** that connects to this overall? (e.g. I want my students to feel valued by me and peers.)
 - Next move to **Intermediate Outcomes/capacities**. Consider what the Map provides. Ask yourself, “What are the **strengths** and **needs** of my students/classroom?”
 - Finally, move to the **principles and practices** of engaged teaching and consider which principals and practices will help you enhance the strengths of your students and support their needs in order to reach your outcomes and meet your vision. (e.g. How am I establishing respectful boundaries in my lesson?)
- Of the 44 provided Engaged Learning Strategies, select a minimum of two, but more if appropriate, to include in your lesson procedures. Have a rationale for choosing the strategies that you select.
- Provide closure to your lesson that will give you evidence of the learning that occurred. Use a learning target like the one pictured to the left or any strategy that gives you evidence to support learning. Check out this list of 60 tools for Formative Assessment. [\(Click Here!\)](#) [\(OTSP 4\)](#)

Co-Teaching benefits Interns and Mentors



Photo Taken By Joyce Dorbish

Dr. Tachelle Banks and OFS Director Anne Price support each other's instruction during The CREATE Institute.

Mentoring a student teacher in the age of evidence and data is vastly different from the past. The Office of Field Services at CSU does not want mentors to hand over all of the teaching and learning in your classroom to the interns that you coach. In this final stage of preparation, pre-service teachers need scaffolding and support, and they need different degrees of these supports.

Research shows that co-teaching strategies, if used with fidelity, will better support an intern's growth as a teacher and the learning environment for students in the PreK- 12th grade classroom. This collaboration with a practiced professional is essential to the final stages of teacher preparation. It also helps classroom teachers who are under immense pressure due to evaluation, maintain a degree of control over their students' learning and meeting SLOs.

Our first five newsletters this semester will highlight the five different approaches to co-teaching from Dr. Wendy Murawski's research and provide at least one strategy for implementing each approach.

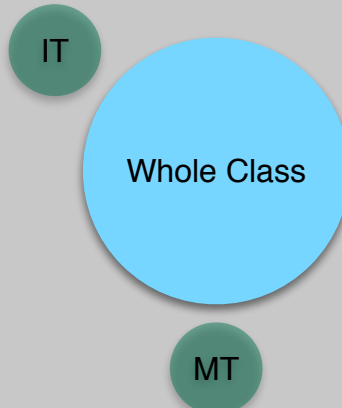
The most common type of co-teaching, One Teach, One Support, is a comfortable place to begin. However, as the semester continues, implementing additional approaches will increase the overall effectiveness of co-teaching.

One Teach, One Support Strategy and Model

Note Strategy for data* ([OSTP 3](#)):

Mentor Teacher (MT) leads instruction and Intern Teacher (IT) collects and records formative assessment data from strategies such as:

- Fist to Five
- thumbs up - thumbs down
- flip charts
- white board responses
- hand signals
- level of engagement (code planned in advance such as "T" for "talking")



* Strategy and Model provided by Dr. Wendy W. Murawski

Important Dates

Practicum and Student Teaching Application for Spring 2015 closes September 30

**Info sessions for Spring 2015 Field Experiences:
All are held in FT 303**

Wednesday 9/3	4 - 5 pm
Friday 9/5	noon - 1
Tuesday 9/9	10 - 11 am
Wednesday 9/10	6 - 7 pm
Thursday 9/11	6 - 7 pm

edTPA Task 2 Information Sessions in Julka Hall computer labs

Thursday 9/18:

Early Childhood	9 - noon
Middle Childhood	1 - 4

Friday 9/19:

Specials and Secondary	9 - noon
Special Education and Early Childhood Special Ed	1 - 4

Open Lab for edTPA work

Saturday 9/13 from 9 - noon

University Closed

Labor Day Monday, September 1

CSU 50th Anniversary Parade and Block Party and 50 Book Challenge Kick-off

Friday, September 19

