

Foundations Bloc Field Experience Field Report

According to the National Board of Professional Teaching Standards (NBPTS), effective, (accomplished, amazing, and inspiring) teachers embody and tangibly demonstrate, via instruction, student engagement, community collaboration, and ongoing professional development, the following propositions.

1. *Teachers are committed to students and their learning.*
2. *Teachers know the subjects they teach and how to teach those subjects to students.*
3. *Teachers are responsible for managing and monitoring student learning.*
4. *Teachers think systematically about their practice and learn from experience.*
5. *Teachers are members of learning communities.*

Additionally, you will have the opportunity to reflect on Culturally Relevant and Sustaining Educator Competencies you may see in your field placement (specifically competencies 3, 4, 5, 6, 7, & 8).

During your field experience this semester, you will observe, assess, and reflect on the presence (or absence) and implementation of these NBPTS propositions **and the Culturally Relevant and Sustaining Educator Competencies** in the classroom and school you work within. While these propositions center on “the teacher,” each member of the learning community including you, your mentor teacher, other teachers in the school, the students, the administration, the staff, the parents, and the larger community plays an integral role in determining when, where, how, and why these propositions and competencies become real in your schools. ***This assignment involves 2 parts.***

Part 1:

1. Spend time thinking about each of the propositions listed above. ***Full description of the Propositions available at:*** <https://www.accomplishedteacher.org/>
2. Spend some time thinking about each of the CRSE Competencies. Full description of the competencies available at:
<chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.education.pa.gov/Documents/Teachers-Administrators/Certification%20Preparation%20Programs/Framework%20Guidelines%20and%20Rubrics/Culturally-Relevant%20and%20Sustaining%20Education%20Program%20Framework%20Guidelines.pdf>
3. Reflect on what each might mean and how you might expect to see the proposition **and/or competency** implemented in the classroom. Keep in mind how your educational experiences, background, and reasons for entering education will impact your beliefs and expectations.

4. Remember that you probably do not know the whole story, so balance your observations in a non-judgmental and non-critical manner. Consider your observations may extend beyond the classroom too (hallway posters, student handbook, school policies, etc.).
5. Using a table (or similar graphic of your choice), record evidence to support the existence of the propositions in the practices of the teacher and in your classroom (***See the sample chart:*** Columns 1 & 2). *Record two examples for each proposition for a total of 10 observations noted in your chart. Make sure to note observations from different days at placement.*
6. Within the table, describe any unknowns or contributing factors that may alter or provide more depth to your initial observation (Column 3: Sociological & Philosophical Foundations; EDFN 211). Make ***connections with specific references to lesson resources (readings, videos, visuals on D2L, and ideas discussed in our classes) and with the CRSE competencies.***
7. Within the table, also consider how your observation is connected to course content from EDFN 241 (Column 4: Principles of Teaching & Learning). ***Make connections with specific references to lesson resources (readings, videos, visuals on D2L, and ideas discussed in our classes).***

Part 2:

1. In a written response of 2-3 pages, reflect on ONE of the NBPTS propositions that you observed in detail.
 - a. Why did you choose this proposition?
 - b. How did the proposition manifest itself across your observations in this field experience? Provide critical analysis/evaluation of how you observed this proposition “in action.”
 - c. **How does this proposition relate to the CRSE competencies?**
 - d. How does it relate to your experiences as a student?

Sample Chart

NBPTS Standard And CRSE Competencies	Example & Date	Social Foundations/Philosophy of Education (211 Content)	Principles of Teaching & Learning (241 Content)
<i>Teachers are committed to</i>	2/22: At 9:05am, Mr. Smith greets	Mr. Smith knows all the students' names.	Mr. Smith does a great job of making contact with his students daily. Beyond this

<i>students and their learning.</i> CRSE 4.D Provide multiple pathways and opportunities for students to achieve academic and social success. CRSE 5.A <i>Recognize diversity as an asset to the entire learning community and treat it as such.</i> CRSE 8.C <i>Foster positive learning spaces that nurture creativity, build high self-esteem, support agency, and lead to self-actualization for all learners (including those from disadvantaged and historically marginalized backgrounds).</i>	each student at the door of his classroom with a high five and a smile. Jaime, the last student to enter the class, asks for “their special” handshake. Mr. Smith does a silly dance and they exchange the handshake.	Jaime has a hard time in most of his classes and is seen as a discipline problem by many of the teachers. Other 6th grade teachers on the team have adopted Mr. Smith’s greeting. Mr. Smith may also be modeling his enthusiasm for teaching and learning to Jamie and other students in the classroom. Bill Ayers would approve of Mr. Smith’s focus on individual students and building relationships and a community with students.	instance, he always gets on “students’ level” when he speaks to them, and he leads their interactions with care. When it is time to start any lesson, most of the kids seem eager to please him. I did not see Jaime exhibit any behavior issues during Mr. Smith’s class, but he was suspended on my last day of field experience. I think this is an example of how Mr. Smith builds relationships with his students. Jaime most likely feels a sense of belongingness, which is likely to influence his intrinsic motivation and his learning.
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