

Alternative Field Experience Report

Name:

Institution:

Course Title:

Assignment Name:

Instructor:

Date:

Alternative Field Experience Report

Option # 02

Video 1: “11th Grade Reading”

Link: <https://www.youtube.com/watch?v=t8t3axJytqI>

FEAP 1) Instructional Design & Lesson Planning – The educator consistently:

a. Sequences lessons and concepts to ensure coherence and required prior knowledge

In this class of English and Language Arts (ELA), the teacher began the lesson with a review of previous material as she discussed themes that they have discussed before in the classroom and also asked related questions about themes and techniques from the students present in the class. She structured the lesson with a discussion and a brief question/answer session before moving on to the text and specific literary devices in order to ensure students that they have understood each step before proceeding. So, the teacher introduced new concepts in a logical order that built on what students had already learned. The sequencing of lessons and concepts ensured coherence and built upon required prior knowledge so that students could progress logically through the curriculum, connecting new material to what they have already learned and know.

b. Designs instruction for students to achieve mastery

With the goal of helping students achieve mastery, the teacher designed instructions considering various instructional strategies, differentiation, and assessment methods to ensure students were able to achieve mastery. By tailoring instructions to individual student needs, including outstanding students and those who need additional attention, the educator facilitated a

deeper understanding of the lesson and concepts related to reading a text and skill development. The teacher provided a variety of exercises such as questioning from individual students about the previously learned concepts and reading comprehension questions, all aimed at deepening understanding and ensuring that students can apply what they have learned.

c. Selects appropriate formative assessments to monitor learning

The educator began the lesson by asking questions and assigning short verbal quizzes to gather immediate feedback from her students, allowing her to adjust instruction as needed. For instance, the teacher asked a question from a student about “context” in “reading” and another student about what is the importance of “situation” in a text to gauge students’ understanding and plan the next lesson accordingly (Massachusetts DESE, 2015). These assessments during the lesson help identify areas where students lack or need additional support or enrichment.

d. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.

The teacher created learning experiences that required her students to apply a variety of their skills and competencies such as comprehending the text from its context and the situation it was written in during a certain time period. These experiences that students had in the classroom included creativity in making their answers, collaboration with their peers, and critical thinking while answering their teacher. By doing so, students demonstrated their readiness and understanding of real-world challenges.

FEAP 2) Learning Environment – To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective teacher consistently:

a. Manages individual and class behaviors through a well-planned management system

The teacher had clear rules and procedures in place and had well-planned management of her class to handle any disruptions as she began the lesson building on students' schema (prior knowledge). To manage her classroom effectively, the educator had planned a seating arrangement, positive reinforcement strategies, and hand-raising protocols which addressed both individual student needs and overall class dynamics to maintain a positive and productive learning environment.

b. Conveys high expectations to all students

It is evident in the video lesson that the educator believed in her students' potential and communicated their expectations through her words, actions, and instructional practices to set high standards for all students, regardless of their background and capabilities. The educator's behavior and tone while asking questions and delivering the lesson were encouraging and pushed students to achieve their best. She used phrases that expressed belief in her students' abilities and set challenging but attainable goals.

c. Respects students' cultural, linguistic and family background.

The rich language used in the lesson was acknowledging and valuing the diverse backgrounds of students. She had inclusivity in her lesson content as effective teachers recognize and honor the diversity of their students. While discussing reading comprehension and the related literary devices, she actively sought to understand each student's unique context.

d. Models clear, acceptable oral and written communication skills

The way the teacher began her class about reading a text and built on students' prior knowledge of concepts they already discussed in the previous classes demonstrated her effective oral communication skills. The way she articulated ideas clearly, listened to every student actively and provided constructive feedback served as a model for her students to develop their own critical interpersonal skills as these skills would later help them in their professional life.

e. Maintains a climate of openness, inquiry, fairness, and support

She opened her class or lesson with an open and supportive environment, encouraging curiosity, critical thinking, and respectful dialogue between her and students. Fairness is also evident in their interactions as she seemed to provide academic and emotional support to her students while discussing content with them and acknowledging them for their participation.

f. Adapts the learning environment to accommodate the differing needs and diversity of students

Differentiated instruction in the case of teaching aids was used in order to ensure all students could access the curriculum. It is because effective teaching is a dynamic process and adapts the learning environment to accommodate the differing needs of pupils as effective teachers recognize that students have varying learning abilities, styles, and needs.

g. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals

The teacher integrated assistive tools such as a projector or interactive whiteboard to show slides to the students to discuss each topic listed that supports diverse learning styles and

needs. She integrated these tools into her teaching to enhance engagement, communication, and learning outcomes for pupils with diverse abilities. That is why, effective teachers should stay informed about current and emerging assistive tools.

FEAP 3) Instructional Delivery and Facilitation – The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:

a. Deliver engaging and challenging lessons

I would say that this lesson was dynamic and captivating which surely intrigued students and boosted students' curiosity. The teacher and her students used real-world examples and interactive activities to make the content interesting and relevant. She incorporated multimedia to engage learners and challenge them intellectually.

b. Relate and integrate the subject matter with other disciplines and life experiences

In my opinion, the educator showed how concepts could be intersected with historical events as one of the students quoted an example of great influenza, the flu epidemic, which happened in 1918 and everyday experiences to connect the subject matter to students' lives, other subjects, and broader contexts. By integrating subject matter, the teacher helped her students to see the interconnectedness of knowledge and foster a holistic understanding.

c. Employ higher-order questioning techniques

As the teacher began her class, she started asking students questions about the prior knowledge they had of the subject matter they were going to discuss in their present class. She asked thought-provoking questions that encouraged critical thinking in students so that they

could go beyond factual recall. This allowed the teacher to stimulate high-order cognitive skills and encourage critical thinking.

d. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding.

She leveraged technology like interactive whiteboard to enhance instruction and make it more accessible and convenient for students to learn the concepts. She adapted this teaching style to suit the different learning needs and preferences of individual students as teachers use diverse teaching methods such as lectures, quizzes, project-based learning, and discussions to make the curriculum and lecture content more engaging in their classrooms.

e. Differentiate instruction

After watching and analyzing this video lesson, I have realized that the educator is an effective teacher who recognizes that students have varying backgrounds, interests, and abilities. She tailored her teaching to accommodate students' differences by adjusting content according to her students' needs and made assessments at the end of the class as an evaluation activity to determine individual students' needs after completing the lecture. For instance, at the end of the lecture, the teacher provided an activity to the students to understand who needed one-on-one assistance and gauge advanced learners' understanding of the topic.

Video 2: "High School Polynomial Functions"

Link: <https://www.youtube.com/watch?v=RW7Tfli8Npw>

FEAP 1) Instructional Design & Lesson Planning – The educator consistently:

a. Sequences lessons and concepts to ensure coherence and required prior knowledge

The teacher began with a review of fundamental concepts including prior algebraic skills and the basic properties of polynomial functions. The educator began with building students' schema or prior knowledge through the presentation method because their prior knowledge was necessary for understanding more complex topics related to polynomial functions. She asked students to present their work creating equivalent polynomial expressions and start with basic concepts and then progress to operations such as addition, subtraction, multiplication, and division with polynomials to gradually introduce more complex topics, ensuring that each concept was built on previous knowledge.

b. Designs instruction for students to achieve mastery

The educator used a variety of instructional techniques during the students' presentation asking them what they wrote and why they wrote a certain polynomial including step-by-step explanations and certain practice problems that increased in difficulty for students to ensure that they mastered polynomial functions. Mastery involves deep understanding and application of the learned concepts so the educator indulged students in presenting their work through practice problems to encourage active engagement. The teacher also made sure to address misconceptions promptly through real-world application of the concepts to make polynomial functions more relevant.

c. Selects appropriate formative assessments to monitor learning

In the video, the educator is seen gauging the in-class activity of presentation works of her students they were assigned to assess their understanding. She tried to adjust instruction based on assessment results of what students have presented in their presentation assignments.

Throughout the video, the educator employed formative assessments such as interactive questioning and in-class problem-solving on the interactive board. These assessments provided immediate feedback to both the students and teachers, allowing for adjustments in instruction and ensuring that students were on track to achieve understanding.

d. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.

The educator created engaging learning experiences through conducting and evaluating the presentation work of students in the class in order to demonstrate skills and competencies related to polynomial functions. Students during their presentations explored connections between polynomial functions and other mathematical concepts such as addition, subtraction, multiplication, and division, involving differentiation, flexibility, and adapting to students' needs (Massachusetts DESE, 2015).

FEAP 2) Learning Environment – To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective teacher consistently:

a. Manages individual and class behaviors through a well-planned management system

The teacher established clear expectations, maintained an organized classroom, and promptly was ready to address any disruptive behaviors if occur. She also used strategies like positive reinforcement to keep students focused and engaged during the presentations and throughout the class. In this way, she fostered a supportive and respectful environment where students felt safe and valued to express themselves.

b. Conveys high expectations to all students

In the video, the teacher seemed to provide challenging tasks by assigning presentations that encouraged critical thinking and allowed them to set ambitious goals for student learning. Throughout the class, the educator communicated with the presenters and the rest of the class because she believed in each student's potential and communicated this belief with them.

c. Respect students' cultural, linguistic and family background.

The teacher showed empathy and understanding towards students whenever they were unable to solve polynomial function problems or made errors due to their diverse learning backgrounds. As the video lesson is for high school students, the educator used inclusive language and real-world relevant examples to make the content of polynomial functions more comprehensible and relatable.

d. Models clear, acceptable oral and written communication skills

Throughout her students' presentations activity, the educator communicated instructions and explanations clearly to help students demonstrate effective oral and written communication. They were encouraged to articulate their ideas clearly and effectively with proper written communication on board and oral communication through explanations to the peers in the class.

e. Maintains a climate of openness, inquiry, fairness, and support

The educator created an environment where students were free to present their work and understanding on the board. They felt safe to ask questions and give their feedback to their peers while they presented. They were also free to make mistakes so that support could be provided by both students and the teacher in order to encourage open dialogue.

f. Adapts the learning environment to accommodate the differing needs and diversity of students

The educator differentiated instruction by assigning students the activity of presenting their understanding of the mathematical concept to meet the diverse learning needs of her students. She provided challenges during their presentations while asking students questions about what and why they wrote a certain polynomial in order to provide them extra support if they could not understand the complex operations of polynomial functions so that all students could succeed.

g. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals

The teacher incorporated technology such as an interactive whiteboard to support diverse learners and presenters at a time in order to enhance learning of the mathematical concept of polynomial functions at a fast pace among high schoolers. The method of presentation on the whiteboard facilitated their understanding and engagement with polynomial functions and the teacher was able to do error analysis.

FEAP 3) Instructional Delivery and Facilitation – The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:

a. Deliver engaging and challenging lessons

In my opinion, the thing that makes this video lesson engaging and challenging is that the teacher used interactive elements to make polynomial functions easy for students. Students were

presented with problems that required critical thinking and creativity, pushing an individual student to solve the polynomial problem and his/her peers to explore beyond basic solutions. The educator also engaged the whole class in discussing polynomial functions and solving problems in order to promote error analysis and foster collaborative learning.

b. Relate and integrate the subject matter with other disciplines and life experiences

The teacher taught her students to utilize the structure of how different problems can be related and connected while relating polynomial functions to real-world solutions like everyday addition, subtraction, multiplication, and division operations. This approach was adapted to show how math concepts could be applied beyond the classroom.

c. Employ higher-order questioning techniques

During their presentations, the educator encouraged higher-order thinking by asking questions from each presenter and then the rest of the class to explain their reasoning and justify their choices so that they could go beyond their simple recall.

d. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding.

The students used multiple approaches when solving problems on the board while highlighting different algebraic strategies such as factoring when solving problems. She also emphasized presenting parallel incorrect and correct solved problems to focus on different solution paths to visualize polynomial functions on board during in-class presentation activity.

These resources helped her students cater to different learning styles and enhance their comprehension.

e. Differentiate instruction

The teacher differentiated instruction by providing various levels of tasks such as flexible grouping based on their readiness for different operations of polynomial functions to provide targeted support in order to meet the needs of all students. Their activities involved a visual and collaborative activity to address diverse learning styles and offer additional support to those who need extra help for more simplified explanations of polynomial functions.

2. Edutopia Videos

Article no. 01: “How AI Can Enhance the Grading Process”

The article highlights the benefits of using Artificial Intelligence tools in the education system and how they can be incorporated into educational realms to enhance the grading process. David Cutler highlights the usage of a new AI-enhanced platform named CoGrader, a grading platform, which can significantly reduce time for the grading process by up to 80%. She mentions that a notification directed her to CoGrader’s website and she learned that the platform provides instant feedback on students’ drafts with a 30-day trial that does not require any card payments and is free of charge, allowing educators to focus on diverse aspects of their work other than grading.

The efficiency, precision, and customizable feedback are the core features that this AI-enhanced grading platform, CoGrader, offers which provides detailed feedback including “areas for improvement” in the “Grow” section and “specific praise” in the “Glow” section (*How AI Can Enhance the Grading Process*, n.d.). Cutler trusts the platform’s approach and acknowledges that the feedback generated through AI is detailed and accurate and often mirrors a teacher’s own observations of the student’s work. In addition, teachers can tailor comments to provide further and detailed feedback in order to address individual student needs. These customizable rubrics help teachers to organize feedback for each individual student according to their needs and work effectively.

The website provides objective and fair grading experience to educators as the technology of Artificial Intelligence offers fair grading outcomes, ensures reliability, and minimizes potential and unconscious biases that may influence the human grading approach.

While ensuring fairness and objectiveness, this AI-backed platform ensures accuracy and consistency in evaluating students' assignments. By relying on Artificial Intelligence in CoGrader's approach to the grading process, teachers can ensure consistency while checking against unconscious biases that influence manual grading. Moreover, action items in the individualized feedback encourage inquiry and critical thinking in students.

As a future teacher, I find this AI grading tool that Cutler mentioned intriguing and time-efficient. Beyond time-saving and customized benefits, the tool offers a way to enhance fairness and provide more individualized support to educators and feedback to students. In my future classroom, I would embrace grading tools backed by Artificial Intelligence like CoGrader in order to enhance my classroom practices. I have decided that I would integrate AI to focus on deeper interactions with students while expediting the grading process in order to ensure consistent feedback. Overall, AI can be a valuable ally in my future teaching practice to help me focus more on instructional planning, fairness in grading, encouraging critical thinking, and promoting students' growth through educator-student engagement.

Video no. 02: “Empowering Students to be Real-World Problem Solvers”

Link: <https://www.edutopia.org/video/empowering-students-problem-solve-real-world>

The video sourced through Edutopia titled “Empowering Students to be Real-World Problem Solvers” is for middle schoolers as it quotes middle school students at Amana Academy in Alpharetta, Georgia, who explore what it means to be changemakers in their community. The video thematically focuses on the students at Amana Academy as they investigate being “changemakers” by studying historical examples of impactful individuals from their community and tackling real-world problems. At Amana Academy, this theme is integrated into various

subjects and each grade level at the Academy has a thematic focus integrated into their academic subjects throughout the school year of the middle school students.

The video depicts that students read “Farewell to Manzanar” in their English Language Arts (ELA) class. The story is a memoir about the experience of a young woman in a Japanese internment camp during WWII so the author’s writing became her way of being a changemaker in the community (*Empowering Students to Be Real-World Problem Solvers*, n.d.). Thus, by the time, Amana students reach high school, they gain confidence and agency to make a difference in their own lives and the lives of other individuals around them so they all identify as changemakers. Moreover, the video shows that in STEM class, students partnered with a local nonprofit agency to construct a small home for a family in need as they learned about Atlanta’s homeless population. Their learning from the literature and partnering with local organizations provided authentic context and built empathy in them as they read real stories which emphasized practical applications.

As an educator, I would apply these principles by encouraging empathy and problem-solving through literature, hands-on practices, and real-life projects in my students during the classroom by integrating real-world themes into my curriculum. Being an individual who aspires to be a determined teacher in future, I would integrate these principles of being a changemaker for my students in order to foster a sense of confidence and agency to create positive change within the classroom setting while connecting learning to students’ lives. I would also make students understand their worth and see themselves as changemakers who are capable of a positive impact on their environment. This mindset can empower students to address their community needs, foster empathy in them, and make a difference in their lives and their communities beyond their classroom.

Article no. 03: “Tech Tools that Help Teachers and Students Exchange Feedback”

Link: <https://www.edutopia.org/article/tech-tools-help-teachers-and-students-exchange-feedback>

This piece from Edutopia highlights various digital tools that facilitate effective feedback in educational settings for both teacher improvement and student growth. These tech tools offer creative ways to enhance the feedback process through the use of advanced technology in educational settings. The article provides insights into key takeaways including audio feedback, visual feedback, and other real-time methods of feedback. The type of feedback through visual means involves collecting feedback in the form of images, videos, or art. To convey their visual feedback, teachers can create a visual representation by using a word cloud app based on one-word summaries to provide concise student feedback.

The article also explores a Chrome extension named Mote that provides teachers with an opportunity to provide personalized audio feedback to their students instead of written words or comments (*Tech Tools That Help Teachers and Students Exchange Feedback*, n.d.). This extension allows educators to deliver audio feedback to provide more detailed comments on students' work in the form of audio to make the grading or feedback process more engaging. Additionally, gathering students' insights throughout the lessons is another form of interactive feedback that allows teachers to ensure student engagement and their real-time input during the classroom. This sort of effective feedback during the lessons in the classroom setting is essential for student growth.

I would incorporate Pear Deck, an interactive slide presentation tool, which is explored in the article to gather students' insights and ensure their active participation in the classroom so that they can be capable of positive impact through positive feedback. This tool enhances student

engagement by tailoring instruction according to the feedback students provide and allowing real-time input during lessons. In my future classrooms, I would use Mote, Pear Deck, the Word Cloud app, and other related tools to gather students' insights and provide detailed feedback to students making their work more engaging and personalized. In terms of using visual feedback, I could apply the one-word reflection method to their learning experiences during their classroom lessons to guide adjustments to my teaching strategies for the next lessons to enhance the feedback process and improve my teaching method.

References

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