

# ED-CIFS 301

## Learning & Instruction Field Guide

Essential Question: What does learning look like?

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*All there is to thinking is seeing something noticeable, which makes you see something you weren't noticing, which makes you see something that isn't even visible.*

*--Leo Strauss*

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Rules of Notice are based on the premise that experts internalize and automate the hundreds of expert choices they make. According to Wilhelm and Lauer (2015), expert educators are not conscious of the processes that create a successful classroom, so we must learn to name what we need to notice in the classroom. Before we can imitate successful teaching, we must notice the elements of a successful classroom. New teachers need to know *what* to teach, but also *how* to teach.

In order to practice quality planning, classroom environments, instruction, assessment and management, it's important to first know what those indicators look like in the classroom. This begins with notice.

This field guide helps you build Rules of Notice for best practice in the classroom as outlined in the Danielson Framework.. Because the Framework includes knowledge, skills, and practices necessary for a successful classroom, this will be our base. It is in no way comprehensive, but the scope is broad, and closely aligned to expected evaluation tools in education's near future.

The work you complete in your field experience will be modeled during ED-CIFS 302 class meetings.

**Purpose:** To notice evidence of best practices (as explored through the Danielson Framework). To become familiar with what Proficient Indicators look like in the classroom.

**Process:**

1. Copy and Paste the table below into a document that can be expanded (Word or Excel). As you complete your Field Experience, complete the table based on evidence you notice ("I Noticed") that is tied to the Indicators. What did you see "under the hood" as you observed ("Reflection")? What is the "magic" that makes the Indicator visible?

Note: It will be helpful to refer to your 4-up copy of Framework for Teaching as you notice.

2. Refer the Course Syllabus and Framework for specific due dates. **The due dates align with class content and themes, and does NOT follow a numerical order.**

3. For each due date, you will submit an *updated copy* of the Rules of Notice, with the new Indicators that are due **highlighted**.

<b>Danielson Indicator to Notice</b>	<b>Questions to Guide Notice</b>	<b>Teacher Moves:</b> Describe what you noticed the <i>teacher</i> do or say as evidence of notice. You may NOT notice each indicator; that is evidence too!	<b>Student Moves:</b> Describe what you noticed the <i>students</i> do or say as evidence of notice. You may NOT notice each indicator; that is evidence too!
<b>Domain 1: Planning and Preparation</b>			
1a: Demonstrating Knowledge of Content and Pedagogy	<p>What evidence demonstrates that the teacher is a source of concepts, complexities and patterns of content?</p> <p>How does the instruction include prerequisite knowledge/connection?</p> <p>Does the instructor point out potential misconceptions?</p>		
1b: Demonstrating Knowledge of Students	<p>How does the teacher connect content to student developmental characteristics?</p> <p>How does the teacher show their students' conceptual understanding?</p> <p>How does the teacher show an understanding of students beyond the classroom?</p>		
1c: Setting Instructional Outcomes	<p>What process is used to determine instructional outcomes?</p> <p>How does the teacher communicate instructional outcomes?</p> <p>What types of learning are reflected in the outcomes?</p> <p>How do the outcomes provide for diversity?</p>		
1d: Demonstrating Knowledge of Resources	<p>What types of resources do you notice?</p> <p>How are resources used in the classroom?</p> <p>Which resources are used beyond/outside the classroom?</p> <p>Describe resources the classroom teacher investigates regularly.</p>		

<p>1e: Designing Coherent Instruction</p>	<p>What are the coherent features of the classroom's instructional design? (What holds things together?) Describe a sequence of activities that models coherence. What types of instructional activities do you notice?</p>		
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1f: Designing Student Assessments	<p>How are instructional outcomes assessed?</p> <p>How is student work evaluated?</p> <p>How are rubrics used?</p> <p>How is feedback used?</p> <p>Describe a type of formative assessment.</p> <p>How is assessment data used for instruction?</p>		
<b>Domain 2: The Classroom Environment</b>			
2a: Creating an Environment of Respect and Rapport	<p>How does the teacher show care for students?</p> <p>What happens in the event of disrespect?</p> <p>How are relationships between students managed?</p> <p>How does the teacher interact with students?</p> <p>What is the general “feel” of the classroom?</p>		
2b: Establishing a Culture for Learning	<p>How does the teacher communicate care for the content?</p> <p>What is the teacher’s response to student abilities?</p> <p>What is the response to good effort in the classroom?</p> <p>How are expectations for work communicated?</p>		
2c: Managing Classroom Procedures	<p>How are materials distributed or collected?</p> <p>What do you notice about transitions?</p> <p>What is the procedure for group or partner work?</p> <p>What happens during unexpected visits, bells, alarms?</p>		
2d: Managing Student Behavior	<p>How do student in the class behave?</p> <p>What is the response to misbehavior?</p> <p>How do other students act when one (or more) misbehave?</p> <p>What are the classroom rules of conduct and consequences?</p>		

2e: Organizing Physical Space	<p>How do the physical surroundings impact learning?</p> <p>What is the purpose for the classroom arrangement?</p> <p>What are the physical barriers to instruction?</p>		
<b>Domain 3: Instruction</b>			
3a: Communicating with Students	<p>How does the teacher explain content?</p> <p>Which strategies are used for instruction?</p> <p>What do you notice about use of academic language used for instruction?</p> <p>How do students show understanding or confusion?</p> <p>How does the teacher use examples or metaphors to explain new content?</p>		
3b: Using Questioning and Discussion Techniques	<p>Make note of specific questions used in the classroom.</p> <p>What types of questions are used? Who asks the questions?</p> <p>How are discussions held and lead?</p> <p>What percentage of students participate in whole class discussions?</p> <p>What strategies are used to hold class discussions or pose questions?</p>		
3c: Engaging Students in Learning	<p>How do students show they are engaged? Disengaged?</p> <p>What activities or tasks are students engaged in?</p> <p>What types of materials are used to engage students?</p> <p>How do students explain what they are learning?</p> <p>How are students grouped?</p> <p>Describe the structure of a lesson, bell to bell.</p>		

<p>3d: Using Assessment in Instruction</p>	<p>How do students indicate understanding?  How do students monitor their own understanding?  What types of feedback are used in the classroom?  Notice when students are assessed during an instructional sequence and make note.  How does the teacher elicit evidence of student understanding?</p>		
<p>3e: Demonstrating Flexibility and Responsiveness</p>	<p>How does the teacher demonstrate flexibility during a lesson?  Watch for a time when the teacher changed the planned instruction to capitalize on a “teaching moment.” What happened?</p>		

## **Block I/Early Field Observation Questions:**

Domain 1 – Planning and Preparation: Does the teacher clearly establish expectations for the day’s activity or assignment? If not applicable to today’s lesson, what daily routines do you notice within the classroom structure?

Domain 1 – Planning and Preparation: How does the teacher demonstrate knowledge of students in the classroom (call students by names, ability grouping etc.)? If they don’t demonstrate this knowledge, how could they?

Domain 1 – Planning and Preparation: Does the teacher write learning targets on the board? If so, does the teacher write them in terms of what students will learn rather than do? If not, how do you think writing learning targets would benefit the students?

Domain 1 – Planning and Preparation: Does the teacher make text-to-world, text-to-self, or text-to-text connections for the students to draw on? If so, how do you think this benefits student learning? If not, how do you think this hinders student learning?

Domain 1 – Planning and Preparation: How do the activities today encourage student choice? If student choice isn’t used, is there a way that it could be implemented in the lessons you observe?

Domain 2 – Classroom Environment: How does the teacher encourage student behavior and student effort in their classroom? If this isn’t observed, what are some effective ways in which this encouragement could be implemented?

Domain 2 – Classroom Environment: How does the teacher demonstrate pride in student work (student work shown on board, praise written on assignments etc.)? If this isn’t demonstrated, what are some ways you can show pride in your students?

Domain 2 – Classroom Environment: Does the lesson transition smoothly? If yes, how does the teacher effectively use transition time? If not, what are some ways the teacher could better utilize this time?

Domain 2 – Classroom Environment: How does the teacher manage disruptive classroom behavior? How does the teacher address the disruptive behavior to get students back on task (turn off lights, hand signal etc.)?

Domain 2 – Classroom Environment: How do the students engage with one another? What does this say about the way the teacher has cultivated the classroom environment?

Domain 2 – Classroom Environment: How does the teacher utilize physical space (small group, partners, individual etc.)? What instruction is this organization best used for (direct instruction, group work etc.)?

Domain 3 – Instruction: How does the teacher use proximity in the classroom? What is their purpose behind the used proximity? If they do not use close proximity, how does this effect classroom behavior and student engagement?

Domain 3 – Instruction: When students don’t understand the lesson, how does the teacher formatively check for understanding? How does the teacher address the misunderstanding (correction, more examples, questioning etc.)?

Domain 3 – Instruction: How does the teacher utilize student participation (peers teaching peers, student repeats expectations etc.)?

Domain 3 – Instruction: How does the teacher use student responses in order to deepen student understanding? How does this affect student participation?

Domain 3 – Instruction: Do students have the opportunity for reflection and closure on the lesson to consolidate their understanding? If not, how do you think this would affect student retention?

- Created by Jasmine Locke and Britney Leavitt 2015