Post-bac PDS 1/Early Field Experience
Time Record
# PDS 1/Eary Field Experience Time Record

PDS 1, EDEE 5101/5012, KINE 4100  
(To Be Completed by Student, Verified by Mentor Teacher, and Uploaded into Tk20)

<table>
<thead>
<tr>
<th>Mentor Teacher’s Name</th>
<th>Student’s Name</th>
<th>Student ID#</th>
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<tbody>
<tr>
<td>School/District</td>
<td>Semester/Year</td>
<td>Cadre Coordinator’s Name</td>
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<table>
<thead>
<tr>
<th>Date</th>
<th>Start Time</th>
<th>End Time</th>
<th>Description of Activity</th>
<th>Hours</th>
<th>Total Hours</th>
<th>Mentor Teacher Initials</th>
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**Total Hours:**  ________________

**Mentor Teacher’s Signature Verifying** ____________________________ Date: _______
Observation Activities

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School/District  Semester/Year  Cadre Coordinator’s Name

Instructions:
Write simple descriptive sentences relevant to each observation activity below. The observation descriptions will result in a multiple page report that needs to be completed along with the 30 hours observation log by January 20. The log needs the initials of the mentor teacher, his/her signature and date. When completed turn them in electronically to your cadre coordinator for review and approval. Once approved upload the documents under Portfolio Part B in TK20 by January 31st.

Observation Activities

LANGUAGE AND LANGUAGE LEARNING

- Are accommodations used for ELL students based on their language proficiencies?
- Is there a focus on communication, rather than on correction?
- Do ELL students have opportunities to use, integrate, and develop listening, speaking, reading, and writing skills in one or two languages?

CULTURE

- What evidence is available that shows understanding, appreciation, and sensitivity to the cultural heritages of the students?
- What evidence is available that shows appreciation for community values and student interests?
- Are culturally relevant materials and activities being used? Which ones?

ASSESSMENT

- What evidence is available that students use assessment accommodations based on their abilities?
- What techniques, tools, and information are used to monitor students’ progress?
- How is language development and subject-matter being achieved?
- There are checks for understanding during instruction. How?
- Is there evidence of informal and formal assessments to make instructional decisions?
INSTRUCTION

- What is the evidence that demonstrates a print-rich environment?
- What activities are used that encourage student interaction?
- What activities are used more often?
- What is evidence of effective student management?
- What is evidence of effective classroom management?
- Are high expectations and enthusiasm present in the classroom? How?
- What is evidence of a positive and productive classroom community?

Observations of the Delivery of Lessons

- Comment on the teaching of a math lesson in English (ESL) or in Spanish (for Bilingual)
- Comment on the teaching of a science lesson in English (ESL) or in Spanish (for Bilingual)
- Comment on the teaching of a lesson in English language arts, an ESL lesson or a Spanish language arts lesson (for Bilingual)
- Comment on the teaching of a lesson related to social studies, art, music, or physical education in English (ESL) or in Spanish (for Bilingual)
- Do the lessons include TEKS and ELPS and which ones?
- What materials are used in each lesson?

Use of Technology

- What technology tools are used?
- How are they used?
- For what subject areas?

Questioning and Discussions

- Make a list of all the questions asked in a class period. Record them verbatim.
- After the observation, tally the questions to determine what percentage are low level questions (Remembering, comprehension, and application) and which are higher order thinking questions (analysis, synthesis, evaluation).
- What percentage of questions was initiated by the teacher? The students? What can you infer about the question origination and demonstration of student knowledge?
- How were questions used to check for student understanding?
- How many students interacted during the class period?
- How does this provide information about content mastery for all students?