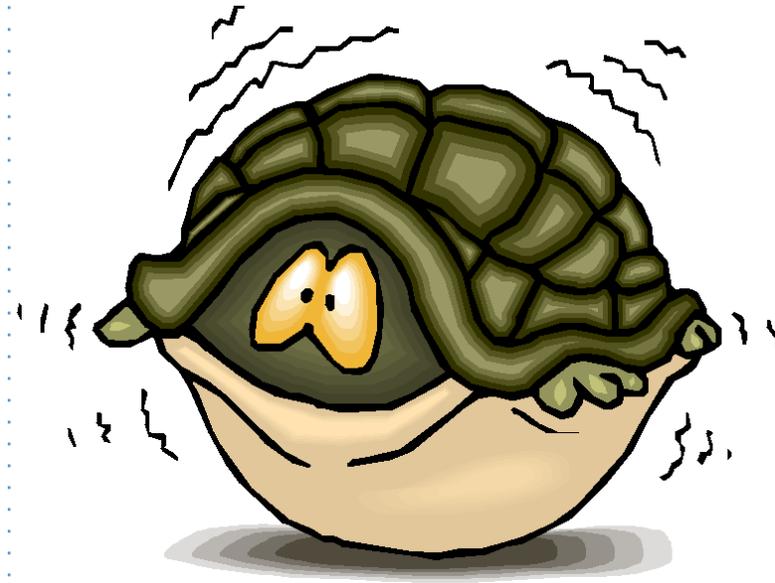
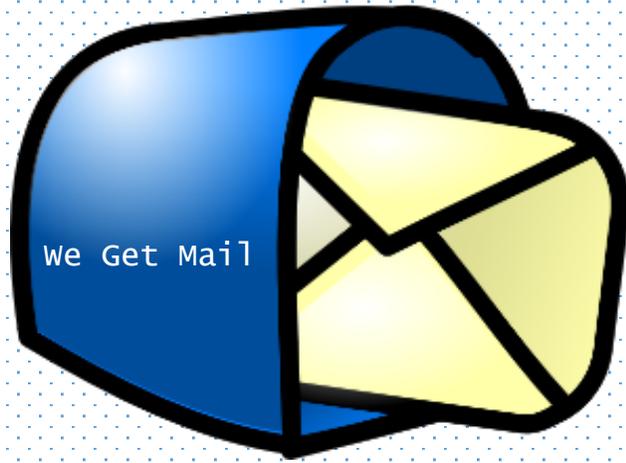


# Facing Our Fears

Providing Proof of Professional Practice



Presented by: Judy Abercrombie and Martha Oldenburg  
Dallas Baptist University  
CSOTTE Conference  
October 2016



Dear Professor Abercrombie,

Thank you for the work you do to prepare your DBU education students. We host many college level students from the Dallas Fort Worth metroplex area, and the DBU students are by far the most prepared candidates that we see at Florence Hill Elementary.

The education students that you lead are all exceptionally prepared to enter the classrooms of today. They are knowledgeable about classroom management, they can utilize data for effective instructional planning, and they are prepared to handle not only the academic learning of Texas public school children, but the social emotional learning as well.

Sincerely,  
Catherine Bridges, Ed. D.  
Principal  
Florence Hill Elementary

**WE ASK QUESTIONS**



Facing Our Fears

# A Little History

- In pre-national accreditation days, teacher candidates were required to create and present a professional portfolio demonstrating their readiness to enter Clinical Teaching.
- National accreditation focused on an electronic portfolio.
- The **gap** that was created was the absence of a formal presentation that allowed the certification program professors to confirm the ability of teachers candidates to make effective presentations.





## Bridging the Gap

### Characteristics of an Appropriate Replacement

1. The replacement should allow professors to confirm that teacher candidates were ready to go into a classroom and effectively present lessons.
2. The replacement should allow teacher candidates to demonstrate their ability to present clearly and in an organized fashion.
3. The replacement should reinforce that the teacher candidates were prepared in their certification fields.
4. The replacement should also provide a way for evaluating not only the teacher candidates, but also the professors and the program.



# The Lesson Presentation



Therefore, it was determined that a formal lesson presentation would be added to the Field-based I and Field-based II classes.



who should  
evaluate the  
presentations?

when will the  
presentations  
be done?

## Further Considerations for the Formal Lesson Presentations

How will  
presentations  
affect  
candidates'  
grades?

How will  
presentations be  
evaluated?

where will  
the  
presentations  
be done?



Who should  
evaluate the  
presentations?

- In order to insure fairness, the presentations are graded by a committee of professional educators, none of whom are the professors of the field-based class in which the candidate being evaluated is a member.
- Professors from the College of Education, both undergraduate and graduate
- Professors from colleges that prepare the secondary content teacher candidates in their content courses
- Principals, retired principals, teachers and retired teachers



The presentations are scheduled for the last few class days of the semester. Field-based I classes present first, and Field-based II classes present after them.

When will the presentations be done?

Where will the presentations be done?

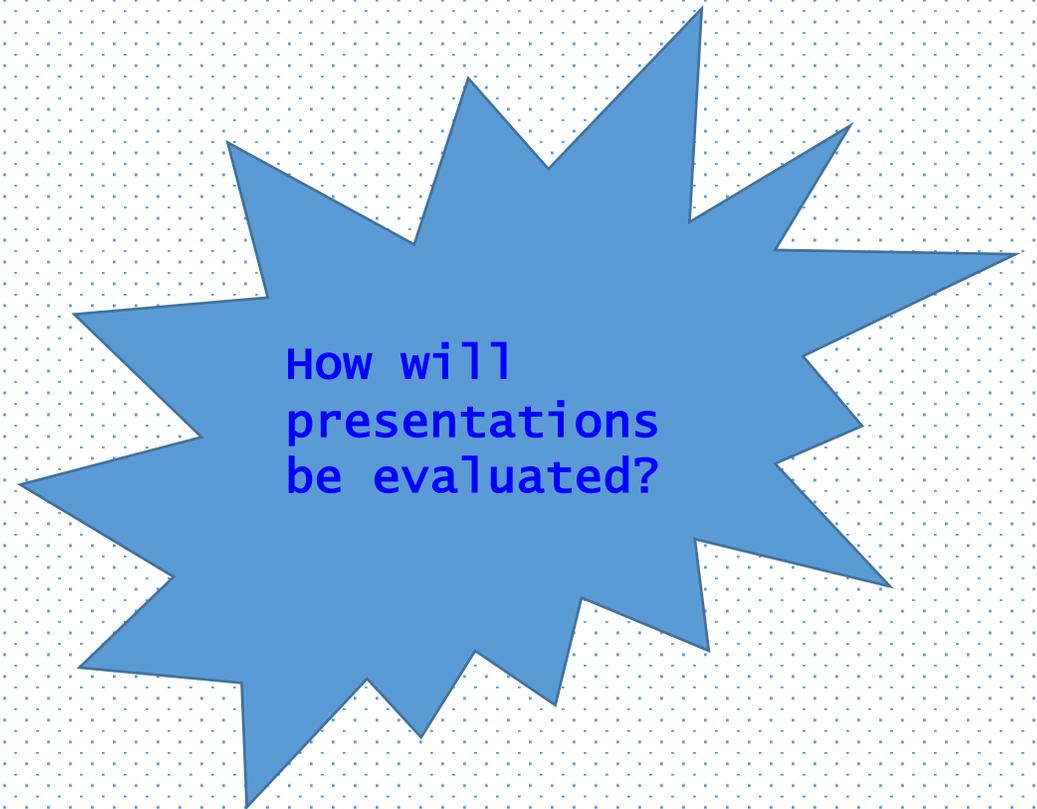
Presentations are done in a classroom in the College of Education where there is an interactive whiteboard, a document camera, and a computer with a projector.



The committee uses an assessment sheet to evaluate the lesson presentations. The assessment sheet is modeled after the PDAS (will be modified to the TTES).

Teacher candidates who do not have a passing average of the assessment sheets will be required to repeat the presentation.

The lesson plan for the lesson taught will be graded by the field-based professor prior to the presentations.



How will presentations affect candidates' grades?

The teacher candidate will receive a grade based on the average of the assessment sheets.

The teacher candidate is required to submit the lesson plan and the evaluation of the lesson presentation as a Signature Assessment to Taskstream, the Data collection program.

Teacher candidates who are not successful with the lesson presentation cannot enter Clinical Teaching.



# How do we slice up the data from the presentations?



# Review of Domains

## Domain I: Successful Students

The scores for Domain I show that there is an overall increase of 6 points in the scores from Field-based I to Field-based II.

## Domain II: Learner-centered Instruction

The scores for Domain II show that there is an overall increase of 4 points in the scores from Field-based I to Field-based II.

## Domain III: Professionalism

The scores for Domain III show that there is an overall increase of 3 points in the scores from Field-based I to Field-based II.

In each domain, the EC-6 Core Subjects candidates consistently score somewhat higher. After some examination of the programs for EC-6 and for secondary programs, it is noted that EC-6 has more practice writing and presenting lesson plans in their program due to the fact that they have more education courses. Secondary students have more content courses.



# Lessons Learned from Data

- Data showed that there was a need to give secondary certification teacher candidates more practice in lesson planning and lesson presentations.
- Data showed that while teacher candidates were of the digital generation, there was a need for teacher candidates to be more intentional in using technology to enhance learning, not just to use it for the sake of using it.
- Data showed that one area for improvement needed by all candidates was to make the objective of the lesson obvious to the students.
- Data also showed that another area for improvement needed by all candidates was to be more intentional in including critical thinking in lessons.
- Data showed that all candidates in general were not strong in expressing to students the value and importance of the lesson being taught.



# Improvements Made

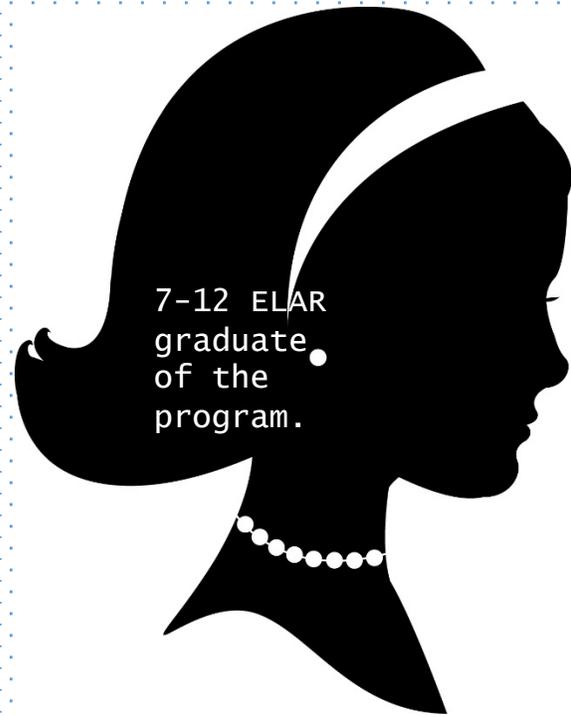
- Secondary degree plans were revised to include additional pedagogy courses for each certification content area.
- The scoring sheets for presentations were amended to include both teacher use of technology and student use of technology.
- Professors of the field-based classes were asked to emphasize the importance of making the objective clear to the students.
- Two lesson plan templates were developed. One was a Novice Lesson Plan Format and one was a Professional Lesson Plan format. The Professional format is used only in Field-based II and Clinical Teaching. Once the Novice plan has been perfected in all pedagogy courses and Field-based I, the teacher candidates are asked to include higher level questions to be used in each part of the lesson plan.
- Field-based II professors have asked teacher candidates to make the value and importance of the lesson obvious by displaying it on the board with the objective of the lesson.





So, what are people saying?





Teaching a lesson in front of a panel of educators during the field-based semesters of the education program was a daunting, yet beneficial assignment. I currently teach in a district that emphasizes collaboration among teachers, growing through the state appraisal system, and, finally, continued learning through professional development. The final lesson presentation assignment prepared me for all of these things. First, preparing the lesson gave me the experience of planning a full lesson, complete with ways to ensure engagement and learner assessment, in a collaborative environment as I received feedback from peers. Secondly, through the experience, I became comfortable teaching while others observed both the strengths and weaknesses of my lesson; much like the structure of my professional appraiser. Finally, after presenting, we had the opportunity to speak with our professors about how we could continue to grow as we neared entering the classroom. I am grateful for the experience of field-based classes and the final lesson presentation because it prepared me for the challenge and excitement of my current profession.





All level  
Music  
graduate of  
the program

The final lesson presentations which I did at the end of Field-based I and Field-based II were very helpful to me in preparation for an actual classroom. All the lessons that I had taught up until that point were with other music students who already knew the content I was teaching them. With the final lesson presentation, I was able to teach a musical concept to students who were not experienced in the content and in front of a panel of great educators. I have since taught that same lesson several times both at the school where I student taught and now at the school where I got a job teaching. The feedback I received from that first time teaching of the lesson has proved to be very valuable, and I was extremely grateful for the preparation I received prior to having my own classroom.





Millard's - a Place for Nurturing Contemporary Artists  
mll@lande.com - mll@lande-printables.com - facebook.com/mll@landeartist



Facing Our Fears

The requirement to teach lessons before a committee of educators helped me tremendously! First of all, it helped me learn how to plan a lesson successfully. This doesn't mean that my lesson plan would successfully teach my students and have 100% mastery within the classroom. Successfully means being prepared. Prepared with all materials. Prepared by knowing how I would engage and assess students. Prepared to be an expert on my topic. Prepared in knowing how to connect the TEKS to my lesson. Being prepared helped me be confident in what I was teaching. Now that I am in the classroom, I see how important it is to be confident in what I am teaching.

The requirement to teach lessons before a committee of educators also helped me know what evaluators' standards and expectations are. When they have come into my room for a walk-through or formal evaluation, I have been ready and comfortable. Being ready to read feedback after my lesson presentation was most helpful! It allowed me to know where I could grow and areas in which I glowed. I still think about these when I teach.

Most of all I learned about the process of being evaluated. I started working with a good idea of how evaluation reports looked and how pre and post conference look also. At DBU, I had a pre conference with Prof. Oldenburg explaining what my lesson consisted of. I also collaborated with the other teacher candidates in my course. They gave me feedback, and I was able to change/add components to my lesson plan. This is something I do now when planning with my Instructional Coach.

I remember being so nervous about presenting my lesson in front of the committee... of not being able to sleep the night before! Nothing has been that scary after that! I don't get nervous during walk-throughs. I feel prepared during formal evaluations too. The nerves and stress were worth it.

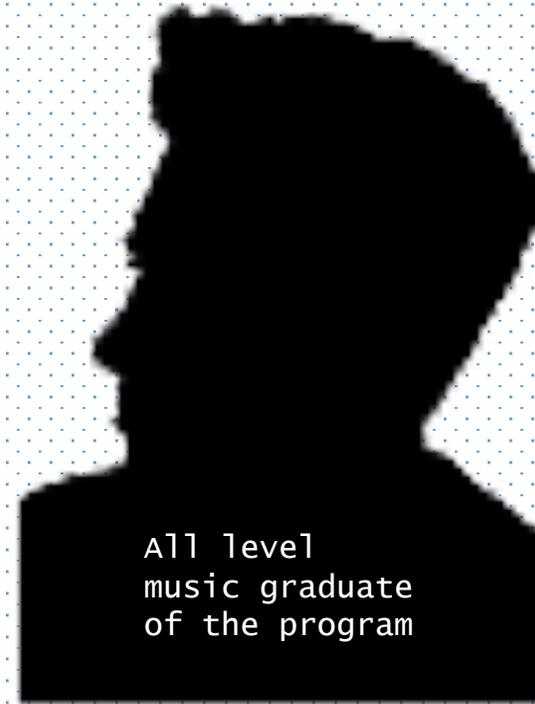


7-12 History  
graduate of the  
program

Participating in the Field-based I & II presentations helped me immensely with preparing for student teaching and for my own teaching career. In Field-based I, this presentation helped me master the DBU effective lesson planning techniques and to be comfortable with the flow of a great and effective lesson. In Field-based II, this helped me to continue to establish the flow, become comfortable being evaluated by several professors, to know what higher-level thinking questions to ask, and to master the content needed to ensure that my students were getting the very best lesson I could give. Both of these experiences helped me become extremely comfortable in the classroom and with my students. Being a teacher now with my own classroom, I'm confident in my abilities to deliver a strong and effective lesson, making sure to always have a check for understanding. I am never phased by any administrator/evaluator walking in my room unannounced. The feedback from all of the different professors and their variety of perspectives helped me to shape an effective teaching style and assisted me in growing and developing. Overall, I don't think I would be as confident in my teaching abilities or have known such a variety of ways to help my students without DBU.

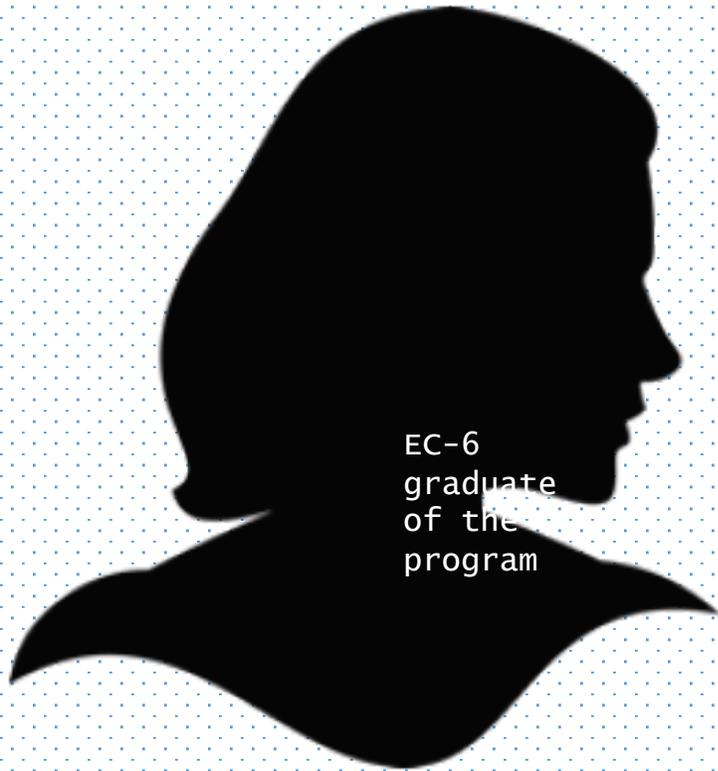


The final lesson in Field-Base I and II was beneficial for me for a number of reasons. One is I was able to receive constructive feedback from several professors in addition to ones that had already seen me teach. Another would be the exposure to the other teacher candidates' ideas when they presented their lessons. Seeing the creativity my classmates brought to the table, I was able to find other useful tricks that help me in the classroom today.



All level  
music graduate  
of the program





EC-6  
graduate  
of the  
program

To say that board presentations through the College of Education at DBU prepared me for my career in education is an understatement. They prepared for me several aspects of my career that I didn't expect. For example, it taught me how to truly dig into the standards to see what students are expected to know. If my students need to evaluate a concept, I can't simply expect them to understand the concept. I have to make sure my planning is in line with the rigor that is expected. Additionally, the board lessons have taught me how to truly collaborate with my peers and coworkers to make sure I am doing everything in my power to be the best for my students. We spent many hours working with each other and our professors to make sure our lessons were the best they can be. This has carried over into my career and I couldn't be more grateful for this lesson. As a first year teacher, to realize the power of humility and being able to walk next door to ask a question has been huge. I credit that to the College of Education. DBU did an incredible job preparing me and my classmates for the field we are now a part of, and I will forever give them credit for any success I have come my way.

