



Field-Based Experience Log

Candidate for Texas Certification

Instructions: During your field experience time on a campus, you will document your time working with students in the classroom. Please ensure that the Cooperating Teacher verifies your presence and engagement by providing their printed name and signature at the end of each visit. The details you provide below indicate all information is factual. Field experience hours will only be accepted using this form. Print legibly using only blue/black ink. A separate form **MUST** be used for each Nelson University **field-based experience** requiring observation hours. A total of 50 FBE hours are required; 25 of those must be interactive with students.

Student Name: <u>Raelynn Chaney</u>			Student Email: <u>raelynnkchaney@my.nelson.edu</u>	
Nelson University Professor Name: <u>Dr. Strange</u>			Course Name/Code: <u>Advanced Strategies of Teaching</u>	
School District/ School Campus Observed: <u>Midlothian ISD / Longbranch Elementary</u>			Semester: <u>Fall 2025</u>	OFFICE USE ONLY: Total Interactive Hours: _____ Total Observation Hours: _____ Combined Total FBE Hours: _____
Date (MM/DD/YYYY) <u>09/09/2025</u>	Time In (00:00 XM) <u>9:15 AM</u>	Time Out (00:00 XM) <u>12:15 PM</u>	Grade/Subject Area <u>Loth - Math</u>	
INTERACTIVE ELEMENTS				
☒ Small Group Instruction ☐ Tutoring ☐ Presenting Whole Class Instruction ☐ One-on-One Student Support ☒ Practicing Classroom Management Skills ☒ Supporting Lead Teacher Instruction ☒ Co-Teaching ☐ Other (Give Details): _____				
WRITTEN REFLECTION:				
Reflect on today's experience and relate it to what you have learned in this course; address 2 of the 4 areas listed above for each experience. <i>In your reflection, address each item marked above, describing specific hands-on experiences with students and explaining how these interactions enhanced your learning and development as a future educator in the context of Texas' educational standards.</i> → Activities Performed - During my in-person hours, I actively engaged with students through small-group math instruction. I co-taught a lesson on fractions, preparing materials and guiding students through hands-on activities. My active participation allowed me to take a more hands-on role, such as managing group transitions and addressing student questions directly. → Reflection on Teaching Practices - Observing Ms. Johnson's classroom management, I noted her use of positive reinforcement to maintain student focus, which I plan to incorporate into my future classroom. Co-teaching the fractions lesson taught me the importance of clear instructions and scaffolding for diverse learners. A challenge I faced was managing time during group activities, which I aim to improve by setting clearer time limits. → Professional Growth - This FBE strengthened my ability to adapt lessons for English Language Learners, a key skill given the school's diverse population. I recognized a need to improve my confidence in addressing behavioral issues, which I plan to address during clinical teaching by practicing de-escalation strategies. However, I did feel confident in my content knowledge. → Student Outcomes - During small-group math sessions, I observed improved student confidence in solving word problems after using visual aids. This interaction highlighted the impact of targeted support on student growth.				
Observing Teacher Printed Name: <u>Ms. Rebecca Johnson</u>			Observing Teacher Signature: 	



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