

Concordia College Selma School of Education Field Experience Guide



**Mrs. Tonya Chestnut,
Director of Field Experience**

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Field Experience Terms

Cooperating Teacher	the classroom teacher that is responsible for the supervision of the Concordia Teacher Ed student in the assigned school facility
Field Experience	educational experience that consist of school site visits by the Concordia Teacher Ed student given given the opportunity to observe, instruct, tutor, and/or research
Pre-Service Teacher	student, enrolled in College of Education that has been assigned by Director of Field Experience to observe, tutor, and /or reflect as assigned in applicable methods courses
Director of Field Experience	the University faculty member assigned to collaborate with area school systems, develop coordinate, monitor and ensure completion of field experience requirements

Purpose of Field Experience

The field experience process is designed to provide the prospective teacher with a performance based hands on experience that will result in the following:

- an opportunity to understand the role of a classroom teacher
- an opportunity to observe the relevance of what is being taught in the College of Education to the implementation of strategies in the classroom setting
- an opportunity to develop effective teaching practices through observation and professional interaction in the classroom setting

CONCORDIA COLLEGE SELMA
TEACHER EDUCATION FIELD EXPERIENCE HOURS REQUIREMENTS
 2009-20010 Revised 8/2009

PY 200	Child Development		No requirement		
EDU315	Educational Psychology		10 hours		
EDU 301	Parenting: Home, School, Community		parent-teacher meeting (.permission must be obtained from parents). Or PTO meeting		
ECE 300	Intro to Early Childhood Education		10 hours		
ECE 310	Instruct. Strategies Young Children		10 hours		
ECE 499	Intern Early Childhood Education		Full CCS Semester		
ELE 300	Elementary Curriculum		10 hours		
ELE 310	Teaching Social Studies		10 hours		
ELE 499	Intern Elementary Education		Full CCS Semester		
EDU 101	Orientation to Teaching		10 hours		
EDU 200	History & Philosophy of Education		10 hours		
EDU 300	Intro to Instructional Technology		10 hours		
EDU305	Children's Literature		10 hours		
EDU 310	Reading Skills Dev theory		10 hours		
EDU 410	Classroom Management		10 hours		
EDU 320	Teaching Health & PE		10 hours		
EDU 330	Teaching Math & (MH 300math for teachers)		10 hours		
EDU 340	Teaching Science		10 hours		
EDU 350	Teaching Reading		10 hours		
EDU 360	Teaching the Fine Arts		10 hours		
EDU 380	Teaching Language Arts		10 hours		
EDU 410	Classroom Organization & Management		10 hours		
EDU 450	Measurement & Evaluation		10 hours		
EDU 480	Diagnosis & Treatment of Reading		10 hours		
EDU 490	Inclusion & the Exceptional Learner		10 hours		

Field Experience Guidelines

The pre-service teacher will be required to complete 10 hours for **all** EDU courses requiring field experience.

The applicable courses are listed in the Field Experience Requirement Session.

The pre-service teacher will be required to complete 10 hours for each class in increments of 3 **hrs and 20 minutes**. The student will complete the 10 hour requirements for each class in three school site visits.

Policies and Procedures of Field Experience

1. Assignment of the pre-service teacher will be made by the Director of Field Experience and is subject to the approval of cooperating public school principal and cooperating teacher.
2. pre-service teacher participating in the Field Experience Program will be under the direct supervision of the assigned cooperating teacher during the time assigned to that school.
pre-service teacher must contact the cooperating teacher no later than 7:15 a.m. if absence is necessary. **ATTENDANCE IS MANDATORY.** Students should only be absent in the case of an emergency or severe illness.
pre-service teacher is responsible for contacting Director of Field Experience and Course Instructor if he/she has requested to be absent from field experience.
pre-service teacher should dress in a professional manner. Students are expected to adhere to the dress code of teachers as assigned by the school.
Pre-service teacher should exhibit professional behavior with students, parents, community leaders, cooperating teachers and principals.
3. The School of Education reserves the right to **WITHDRAW** a pre-service teacher engaged in the Field Experience Process from a school, when in the opinion of the principal and Field Experience Director, it is the best Interest of the school, University or Pre-service teacher.

Responsibility of Pre-Service Teacher Participating in Field Experience

The pre-service teacher participating in the Field Experience Program is expected to adhere to the requirements as stated in the course syllabus. All courses require 10 hours that are to be done in increments of 3 hours and 20 minutes resulting in three visits per course. In addition each Pre-service teacher is expected to:

- Convey a professional demeanor in appearance and conduct
- Respect the confidentiality of the student and the school
- Be punctual, respectful, courteous and responsible at all times
- Arrange transportation to and from assigned school site
- Meet with cooperating teacher to discuss performance
- Complete written reflective journals and assignments relevant to the Field Experience Requirements for each assigned course
- Notify the Cooperating Teacher, Director of Field Experience if an absence is necessary
- Complete all assignments and forms required for successful completion of Field Experience Program

Responsibilities of Cooperating Schools and Teachers Participating in Field Experience Program

The selection of the Cooperating School and Teacher is based on the acceptance of the partnership between the local school system and Concordia College to ensure Pre-service teachers are given a positive experience that will equip and empower them to become high quality and effective teachers. Those teachers serving as a cooperating teacher have been selected and have agreed to work collaboratively with the pre-service teachers

The responsibilities of the Cooperating Teachers and School include the following;

- Allowing the pre-service teacher to observe and participate at school site
- Monitoring and providing feedback to the pre-service teachers and the university supervisors
- Evaluating pre-service teachers using the forms provided by Concordia College
- Assisting the Pre-service teacher in developing and implementing appropriate and effective instructional strategies that lead to classroom success as a teacher
- Reporting behavior inappropriate of a professional exhibited by the pre-service teacher
- Providing feedback to Concordia College of Ed that will assist in improving overall performance of program and students

Responsibilities of Course Instructors Participating in Field Experience

The course instructors are involved in the development, implementation and evaluation of the assigned field experience requirements for each course. Other responsibilities include the following:

- Instruct Pre-service teachers of the field experience expectations for each assigned class
- Distribute appropriate forms to ensure success in field experience (Form C)
- Lead discussions, provide explanations and guide during classroom sessions to assist students in field experience process
- Work collaboratively with Director of Field Experience to assign, assist and monitor students participating in process
- Collect and maintain required forms for completion of Field Experience process

Evaluation Procedures of Field Experience Program

The Field Experience Program consist of 10 hours of observation for each required course with field experience. Documentation of successful completion and accomplishment of required competencies must be provided to the appropriate personnel to ensure credit for the observations.. All evaluation forms are to be submitted to the student, to be given to the instructor, to then be submitted to The Office of Field Experiences, immediately, after the completion of each field experiences assignment. The Pre-service teacher is responsible for making sure all forms are turned in on or before designated deadline.

Field experiences are an integral component of the course requirements and curricula. Failure to successfully complete field experiences will result in **incomplete grades and/or course failure**. Failure to successfully complete the required field experiences will in failure of that assigned course.

OBSERVATION TIPS

During your observation, it is suggested that you focus on the following factors.

- Does the teacher establish rapport with the students?
- What is the teacher's lesson objective?
- Do you think the students understand the objectives of the lesson?
- What are some of the techniques used for motivation?
- Does the lesson consider differences in level of student's learning?
- What provision(s) is made for student differences?
- To what extent do all the students participate?
- Do the students seem receptive to the lesson?
- Are the questions related to the key points of the lesson?
- Did the teacher use the text and/or supplemental materials?
- How were audio-visual aids used? Technology used?
- Regarding materials for students:
 - a. what individual work was assigned to the students?
 - b. was a workbook or worksheets used? How?
- Did the teacher keep within the scope of the lesson topic during the class discussion.
- What evidence indicates that the students understood the lesson?
- What were the key points made in the lesson and/or class discussion?
- Was the presentation of the lesson successful in your opinion?
- Were the purposes and the objectives of the lesson realized? Explain.
- If you were the teacher of this class, would you have done anything differently? Explain what and why?
- Was the population of the class diverse?

Classroom Organization and Behavior Management Observation

- Does the teacher have the attention of all students before beginning the lesson? What techniques are used to secure attention?
- Is the classroom neat, clean and attractive?
- Describe the classroom layout (a diagram may be effective)?
- Is the classroom organization conducive for learning? Why? Why not?
- Do students show respect for the teacher?
- What type behavioral problems did the teacher encounter?
- How are these problems handled?
- Is the teacher consistent in managing behavioral problems?
- Does the teacher's behavior management approach appear effective?
- Based on your knowledge, what things would you do differently in classroom organization and behavioral management? Why?

Field Experience Process

Step 1: Complete Form A with Advisor

Step 2: Meet with Director of Field Experience: Date of Meeting will be posted on bulletin board

Step 3: Receive assignment from Director of Field Experience

Step 4: Take Form B & C to the school for every visit

Step 5: Principal will sign form B on the first visit

Step 6: Fill in information on Form B and obtain teacher signature on every site visit

Step 7: Use Form C to take observation notes for every visit. Keep a copy of all observation notes for every visit

Step 8: Use all site visit notes taken on Form C to write your Reflection Summary. Turn in Form C and Summary to Class Instructor

**Step 9: Reflection Summary must be two pages typed in APA style
Reflection Summary should be turned in to your class instructor**

(REMEMBER to look on bulletin board for ongoing information concerning your field experience) Feel free to contact Tonya Chestnut Room 205 if you have questions

Observing the Cooperating Teacher

What are you looking for when you observe a teacher?

1. How the teacher managed the classroom: NOTES:

Physical organization of classroom

Pacing of lesson

Beginning and ending of lesson

Monitoring of students

Traffic flow of classroom

Routines and procedures used

Structure of lesson

2. Which instructional strategies were used during the lesson:

Instructional practices used (lectures? cooperative learning? combination?)

Teaching materials and audio visual

Technology used incorporated into lesson

3. How the classroom environment was organized and executed:

Teacher's "style"-how would you describe it?

Interactions with students

Engagement of students with diverse needs

Positive reinforcement

Disruptions-how handled?

4. How the lesson was planned as part of a larger curriculum:

The lesson plan--was there one?

The plan as part of a unit--how does this fit into the bigger picture?

Curriculum objectives for learning--clear?

5. How the lesson was assessed for learning:

Formal assessment

Informal assessment

6. How will you document your observations? Select one or more.

- Taking notes and responding to the questions listed above.
- Drawing a diagram of the classroom and noting interactions on paper.
- Audio taping the lesson and responding to tape and comparing to notes taken.
- Writing a general summary in your journal.

**Concordia College
Selma, AL**

APPLICATION FOR FIELD EXPERIENCE (FORM A)

Student _____
Semester: Fall _____ **Year:2009** Spring _____ **Year:2010**
Address _____ **City** _____ **State** _____
Telephone Numbers Home _____ **Cell** _____

Dorm Location _____ **Room#** _____
Major: Elementary _____ **Early Childhood** _____ **Dual** _____

Attendance: Part-Time__ **Full Time**__ **Day**__ **Night**__ **Saturday**__

List courses in which you will be enrolled during the semester

Course #	Course Name	Instructor	Requesting Field Experience

Choice of School(s) that you desire to complete your field experience

Dallas County Schools _____ **Selma City Schools** _____ **Other** _____

Choice	School	Grade Level	Assignment
1st			
2nd			

Submitted: Student Signature _____ **Date** _____

Received: _____ **Date** _____

Director of Field Experience 334-874-5700 x 19747

**Concordia College
Selma, Alabama**

Field Experience Observation/Form C

Student _____ **Date** _____

Course# _____ **Course Name** _____

School _____ **Grade** _____ **# of Students** _____ **Subject** _____

Student: Signature _____ **Teacher Signature** _____

Field Observation Notes: Write in the box below what you observe during this site visit

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