

HARRIS-STOWE

STATE UNIVERSITY

TEACHER EDUCATION DEPARTMENT



Field Experience Handbook

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Description of Field Experiences

Field experiences are an integral component of educator preparation programs. Field experiences provide productive and structured learning opportunities. Experiences are grounded in research that incorporates classroom practice throughout the preparation program. Field experiences provide opportunities for the teacher education candidate:

- To identify, observe and study relevant growth, developmental patterns, and characteristic of children at varying stages of maturation.
- To participate in the planning, conducting, and evaluating of learning experiences.
- To study the relationship of the teacher to all other people involved in the school program.

As such, the Harris-Stowe State University Coordinator of Field Experiences plans student placements that will enhance pre-service teachers' perspectives in education and their experiences in working with diverse populations of students. These placements are generated in city and rural areas, in public, private, and charter institutions and provide exposure to diversity in race, ethnicity, socioeconomic status, learning style, exceptionalities, and languages. Field experience requirements vary based upon specific course requirements; these placements may range from observations to small group work and from five to 60 required clock hours.

Field Experience Hours Per Program

Required hours are as follows:

| Program | Field Experiences |
|---------------------------------------|--|
| Early Childhood Education | Music, Art, Movement, Drama, Play (15: 5 Pre-K; 10 K-Grade 3); Infants and Toddlers (30); Developmental Learning (15: Pre-K); Math & Science Readiness in ECE (15: 5 Pre-K; 10 K-Grade 3); Science and Social Studies in ECE (15: 5 Pre-K; 10 K-Grade 3). Total 90 hours. |
| Elementary Education | Introductory Field Experience (18); Physical Education Methods (6); Interdisciplinary Practicum (45); Literacy Area Practicum (45). Total 114 hours. |
| Middle School and Secondary Education | Introductory Field Experience (18); Content Methodology Applications (60). Total 78 hours. |

Introductory Experiences

Introductory Field Experiences are entry-level experiences that primarily consist of systematic structured observation and limited interaction with students in a classroom. There are required components in each introductory course. Activities include guided observation in classroom setting, viewing videotapes of classroom settings, and reflecting on classroom observations. These experiences introduce the candidate to the contemporary classroom setting and help the candidate decide whether to pursue a teaching career.

Mid-Tier Experiences

Mid-Tier Field Experiences are associated with methods classes and focus on the particular knowledge, skills, and dispositions addressed in course objectives and in the Conceptual Framework. Activities are designed to allow the candidate to begin developing teaching competencies. These activities are often designed for one-to-one and small group interactions and can include but are not limited to:

- 1) reading books and identifying vocabulary and spelling words;
- 2) writing about real-life and classroom experiences;
- 3) assisting with aspects of the MAP Assessment;
- 4) working on science skills and global warming concepts;
- 5) building their confidence and skills in their areas of concern; and
- 6) administering informal assessments.

Additionally the following curricular topics are addressed with the P-12 students:

- Spelling and Vocabulary;
- Reading;
- Sentence writing;
- Mathematics and Social Science concepts;
- Science;
- Ethics and Manners (as appropriate).

Placement Procedures

Every effort is made to place candidates in situations that will encourage the best possible professional and personal growth as prospective educators. The assignment is made by the Coordinator of Field Experiences, in collaboration with the cooperating school system and course instructor. All placements, once made, stand unless the cooperating school and or instructor request a change.

Assignments are initiated by the Coordinator of Field Experiences to the principal, superintendent or school designated person. All assignments are arranged to be consistent with the policies and procedures agreed upon by the cooperating schools and the University. One important consideration in making field experience placements is the need for candidates to experience diversity in the school setting. The Coordinator of Field Experiences considers the candidate's needs, as well as their need to experience variety in grade levels, when making placement decisions. Assignments are generally made with area partner schools. The number of candidates needing field experiences, at any given time, as well as the number of appropriate placements available for placing candidates, often controls the distribution of candidates. It is important during the field experiences that candidates develop a familiarity with the traditional classroom, although the environment may vary from school to school.

The following serve as a guideline in selection of schools:

- The school personnel support the teacher education program and are willing to enter into a collaborative partnership with HSSU in the professional development of teacher candidates.
- The cooperating school exemplifies high standards of teaching and learning.
- The cooperating teacher holds certification in his or her area of preparation.

- The school is accredited.
- The school does not prohibit students from attending based on race, gender, religion, nationality, or academic ability, and it supports students with special needs.
- The school's major curriculum focuses on academic subject matter and is aligned with, or similar to, the Missouri Core Curriculum.
- The school environment and assigned classroom falls within the "norm" as to provide the candidate with experiences for his or her particular area of preparation as it relates to certification.

Note: Before candidates are placed in any school, they must have a background check clearance. Each student must have a current health certificate, criminal background check, and Child Abuse/Neglect Screening Form on file in the Teacher Education Department as follows:

- 1) Background Check (one-time \$10 fee to be paid by candidate is required)
Visit: www.dhss.mo.gov/FCSR/ to register. **This MUST be done by the second week of class!**
- 2) Health Certificate (current TB test required) annually

Note: Candidates should not initiate personal contact with any school to arrange a placement assignment.

Forms

The following forms are included in this handbook below:

| | |
|--|----|
| A. Field Experience Guidelines..... | 10 |
| B. Form 6.1..... | 12 |
| C. Field Experience Assessment..... | 13 |
| D. Cooperating Teacher Field Experience Assessment..... | 17 |
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**FIELD EXPERIENCE GUIDELINES****I. Standards of Conduct**

You are representatives of the University and the teaching profession. Candidates are expected to maintain high standards of personal and professional ethics.

II. Attendance and Punctuality

Regular attendance and punctuality are mandatory. When you plan a schedule with the supervising teacher, this becomes an agreement and you are expected to keep the schedule. You are expected to sign in and out at the school (as required by the school and the program). If you do not report when expected, this is termed an absence. In case of illness or emergencies, you must contact Mrs. Turner [(314) 340-3668] or Ms. Gillespie [(314) 340-3361]. You should also contact the assigned school. The department will address irregular attendance and poor punctuality immediately.

III. Relationships

You should exercise respectful discretion when voicing your personal views. Under the guidance of the supervising teacher, you may have access to student records and or other school records. It is important that this information be used in a professional manner and remains confidential. The Family Educational Rights and Privacy Act (FERPA) protect student records. Under no circumstances can information be released to, or discussed with, any unauthorized person.

IV. Dress Code

You should be dressed and groomed according to professional standards. You must comply with the adopted dress code of the assigned school. Your HSSU Identification Card must be worn at all times. You can not wear any of the following clothing: jeans, tennis shoes, sweatshirt, T-shirt, halter tops, hats, or any clothing that reveal the stomach. If there is doubt about appropriate dress code, please check with the Coordinator of Field Experience.

V. Classroom

At all times, the cooperating teacher maintains legal responsibility for pupils in his or her classroom. You should never assume that responsibility. You should not discipline students. Remember these points to help prevent management problems:

- Plan thoroughly
- Respect the worth and dignity of every individual
- Seek to attain a high degree of participation
- Learn and make use of names quickly
- Be alert, keep your eyes open, and focus attention on the total situation
- Exhibit poise, dignity, and calmness at all times
- Ask permission to use student work for portfolio
- Be warm and friendly

VI. Professional Conduct

- Never speak to staff or students in an abusive matter
- Never touch a student for any reason
- Never be along with a student
- Never give student food, beverage, or any other item without the cooperating teacher permission
- Never communicate with a parent/guardian without cooperating teacher permission
- Never offer to give a student a ride
- Always ask permission to use or borrow school property
- Never take photo of students or staff without written permission from the principal

VII. Field Experience Project

1. As part of your final course project, you will be required to prepare a written reflection of your field experience on what you learned, tools used, strategies and things need to help you develop in the program.
2. Write a thank note to your building principal and cooperating teacher for allowing you to gain professional experience at these site.

Note: If these guidelines are violated you will be removed from placement site.

I, _____, understand the Field Experiences Guidelines, and I except full responsibility to adhere to these protocols.

Signature _____ Date _____

Course _____

Professor _____



Form 6.1

DOCUMENTATION OF CLASSROOM OBSERVATIONS/FIELD EXPERIENCES

EDUC PSY PED

| | | |
|---------------------|----------------|--------------|
| SEMESTER | YEAR | |
| STUDENT | STUDENT ID No. | GRADE/ROOM # |
| SCHOOL SITE | PRINCIPAL | |
| COOPERATING TEACHER | SCHOOL PHONE | |

| DATE | TIME IN | TIME OUT | HOURS | SIGNATURE COOP TEACHER |
|------|---------|----------|-------|------------------------|
| | | | | |
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TOTAL HOURS

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|--|

Revised 8.2.10



DEPARTMENT OF TEACHER EDUCATION

Field Experience Assessment

Instructor: _____

Course: _____

| | | |
|------------------|---------------------|--------------------|
| HSSU CANDIDATE | CANDIDATE ID No. | CERTIFICATION AREA |
| PLACEMENT SCHOOL | COOPERATING TEACHER | GRADE/SUBJECT |

CONCEPTUAL FRAMEWORK

| | | |
|---------------------|-----------------------|----------------------|
| 3-Proficient | 2-Satisfactory | 1-Progressing |
|---------------------|-----------------------|----------------------|

Place an X in the appropriate column to describe the teacher candidate.

| Conceptual Framework | Candidate Experience | Proficient 3 | Satisfactory 2 | Progressing 1 | Not Observed N/A |
|-------------------------------|---|-----------------|-------------------|------------------|---------------------|
| Content-Pedagogical Knowledge | Candidate demonstrates knowledge in the content area for which certification is sought. | | | | |
| Content-Pedagogical Knowledge | Candidate demonstrates application of theory to practice. | | | | |
| Content-Pedagogical Knowledge | Candidate is knowledgeable of current strategies for implementing instruction. | | | | |
| Content-Pedagogical Knowledge | Candidate exemplifies the art of teaching through knowledge, skills, and practice. | | | | |
| Evaluation | Candidate assesses students' learning on a continuous basis. | | | | |
| Evaluation | Candidate can successfully assess student learning outcomes and make modifications as necessary based on those findings. | | | | |
| Evaluation | Candidate can appropriately recognize their teaching's impact on P-12 student learning. | | | | |
| Communication Skills | Candidate communicates with University faculty, cooperating teacher, and district personnel in an appropriate, timely, and professional manner. | | | | |

DISPOSITIONS

| | | |
|---------------------|-----------------------|----------------------|
| 3-Proficient | 2-Satisfactory | 1-Progressing |
|---------------------|-----------------------|----------------------|

Place an X in the appropriate column to describe the teacher candidate.

| Dispositions | Candidate Experience | Proficient 3 | Satisfactory 2 | Progressing 1 | Not Observed N/A |
|----------------------|--|---------------------|-----------------------|----------------------|-------------------------|
| Communication Skills | Candidate communicates with parents/guardians and incorporates them into their child's education. | | | | |
| Communication Skills | Candidate can appropriately access and engage community resources and community involvement to enhance the learning outcomes of students. | | | | |
| Professionalism | Candidate demonstrates prompt and regular attendance. | | | | |
| Professionalism | Candidate demonstrates appropriate behavior. | | | | |
| Professionalism | Candidate demonstrates appropriate dress and appearance. | | | | |
| Diversity | Candidate demonstrates belief that all students can learn. | | | | |
| Diversity | Candidate demonstrates fair treatment across all races and backgrounds of students. | | | | |
| Competence | Candidate demonstrates effective instructional planning and daily preparation. | | | | |
| Competence | Candidates can differentiate instruction and utilize specific strategies to address the varied learning styles, culture, and ethnicity of diverse students, gender differences, students with exceptionalities, and English Language Learners (ELL) populations. | | | | |
| Competence | Candidate demonstrates knowledge of topic and content. | | | | |
| Reflection | Candidate makes necessary modifications based on continuous assessment of the learning environment. | | | | |
| Reflection | Candidate demonstrates a willingness to engage in continuous improvement of content and pedagogical knowledge and skills. | | | | |

TEACHER ROLES

| | | |
|---------------------|-----------------------|----------------------|
| 3-Proficient | 2-Satisfactory | 1-Progressing |
|---------------------|-----------------------|----------------------|

Place an X in the appropriate column to describe the teacher candidate.

| Teacher Roles | Candidate Experience | Proficient 3 | Satisfactory 2 | Progressing 1 | Not Observed N/A |
|-------------------------------|--|---------------------|-----------------------|----------------------|-------------------------|
| Master of Content | Candidate is able to access age/grade appropriate content. | | | | |
| Master of Content | Candidate can plan, develop, and execute appropriate lesson plans for age, grade, and content. | | | | |
| Deliverer of Content | Candidate develops effective lesson plans. | | | | |
| Deliverer of Content | Candidate can successfully deliver instruction in a variety of school settings. | | | | |
| Skilled Instructor | Candidate can implement effective teaching strategies. | | | | |
| Skilled Instructor | Candidate engages a variety of learning styles and abilities. | | | | |
| User of Technology | Candidate incorporates the use of technology across curriculum. | | | | |
| User of Technology | Candidate efficiently uses a diverse medium of technological strategies to engage student learning. | | | | |
| Inclusionary Strategist | Candidate is able to modify curricula to meet individual student leaning abilities. | | | | |
| Inclusionary Strategist | Candidate engages all students in the learning process with fairness equity of time, attention, and resources. | | | | |
| Organizer of Learning | Candidate provides a structured and organized format for delivering content. | | | | |
| Organizer of Learning | Candidate demonstrates a clear, succinct, ordinal matriculation through content. | | | | |
| Diagnostic Prescriber | Candidate demonstrates the ability to direct or redirect student progress and performance. | | | | |
| Diagnostic Prescriber | Candidate demonstrates the ability to locate student concerns and provide intervention for success. | | | | |
| Evaluator of Student Progress | Candidate demonstrates the ability to determine student progress or regression. | | | | |

SUMMATIVE

| | | |
|---------------------|-----------------------|----------------------|
| 3-Proficient | 2-Satisfactory | 1-Progressing |
|---------------------|-----------------------|----------------------|

Place an X in the appropriate column to describe the teacher candidate.

| Framework, Roles, and Dispositions | Candidate Experience | Proficient | Satisfactory | Progressing | Not Observed |
|---|---|-------------------|---------------------|--------------------|---------------------|
| | | 3 | 2 | 1 | N/A |
| Evaluator of Student Progress | Candidate demonstrates the ability to utilize student assessment and learning outcomes to drive instruction. | | | | |
| Manager of Behavior | Candidate is able to effectively deal with problematic behavior and student disruption. | | | | |
| Manager of Behavior | Candidate has a consistent method for implementing and enforcing classroom expectations and consequences to elicit an environment for success. | | | | |
| Counselor | Candidate demonstrates the ability to actively listen to student concerns and make necessary referrals when needed. | | | | |
| Counselor | Candidate is able to engage students in confidential interactions that will increase opportunity for achievement. | | | | |
| Communicator with Parents | Candidate presents a systematic method for communicating student progress to parents. | | | | |
| Communicator with Parents | Candidate presents professional and collaborative conversations with parents and engages parental talents and expertise in instruction where, and as, applicable. | | | | |
| All | Candidate possesses the knowledge, skills, teacher roles, and dispositions necessary to be an effective educator of students. | | | | |
| All | Candidate demonstrates the potential to be a successful prospect for the teaching profession as a whole. | | | | |

Instructor Signature: _____ Date: _____



Cooperating Teacher Field Experience Assessment

| | | |
|------------------|---------------------|--------------------|
| HSSU CANDIDATE | CANDIDATE ID No. | CERTIFICATION AREA |
| PLACEMENT SCHOOL | COOPERATING TEACHER | GRADE/SUBJECT |

| | | |
|---------------------|-----------------------|----------------------|
| 3-Proficient | 2-Satisfactory | 1-Progressing |
|---------------------|-----------------------|----------------------|

Place an X in the appropriate column to describe the teacher candidate.

| Framework, Roles, and Dispositions | Candidate Experience | Proficient 3 | Satisfactory 2 | Progressing 1 | Not Observed N/A |
|------------------------------------|---|-----------------|-------------------|------------------|---------------------|
| All | Candidate possesses the knowledge, skills, teacher roles, and dispositions necessary to be an effective educator of students. | | | | |
| All | Candidate demonstrates the potential to be a successful prospect for the teaching profession as a whole. | | | | |

Comments:

Cooperating Teacher Signature: _____ Date: _____



Instructor Field Experience Assessment

| | | |
|------------------|---------------------|--------------------|
| HSSU CANDIDATE | CANDIDATE ID No. | CERTIFICATION AREA |
| PLACEMENT SCHOOL | COOPERATING TEACHER | GRADE/SUBJECT |

| | | |
|---------------------|-----------------------|----------------------|
| 3-Proficient | 2-Satisfactory | 1-Progressing |
|---------------------|-----------------------|----------------------|

Place an X in the appropriate column to describe the teacher candidate.

| Framework, Roles, and Dispositions | Candidate Experience | Proficient 3 | Satisfactory 2 | Progressing 1 | Not Observed N/A |
|------------------------------------|---|-----------------|-------------------|------------------|---------------------|
| All | Candidate possesses the knowledge, skills, teacher roles, and dispositions necessary to be an effective educator of students. | | | | |
| All | Candidate demonstrates the potential to be a successful prospect for the teaching profession as a whole. | | | | |

Comments:

Cooperating Teacher Signature: _____ Date: _____

Borich Observation Skills for Effective Teaching Forms

DOCUMENTATION EVIDENCE OF PRE-SERVICE TEACHERS' COMPETENCE IN OBSERVATION SKILLS FOR EFFECTIVE TEACHING

Evidence of Observation Skills for Effective Teaching Can Be Documented in the Pre-student Teaching Performance Portfolio

**Indicates that evidence in these courses may be documented (but not limited to) the indicated forms for courses utilizing the Borich text.*

| Pre-student Teaching Evidence of Observation Skills for Effective Teaching | | | | | | |
|---|--|-----------------------|------------------------|----------------------|----------------------|----------------------|
| List of Instruments | Courses in which Student is to Document Evidence of Observation Skills for Effective Teaching | | | | | |
| | EDUC 0210 | EDUC 0368I | EDUC 0368II | EDUC 0351 | EDUC 0353 | EDUC 0380 |
| Figure 3.1. Subject and Grade Levels to Observe | * | * | | * | * | |
| Figure 3.5. Classroom Interactions between Teacher and Student | * | * | | * | * | |
| Figure 3.6. Classroom Interaction in Three Areas | * | * | | | | |
| Instrument 3.1. General Observation Form for Eight Dimensions of Teaching Effectiveness | * | * | | * | * | |
| Figure 4.7. A Modified Semantic Differential for Observing Lesson Clarity | | | * | | | |
| Instrument 4.1. Sign System with Items from Soar and Soar (1983) | * | | | | | |
| Instrument 5.5. Sign System for Observing the Dimension of Classroom Warmth and Control | | * | | * | * | |
| Instrument 5.6. Social Environment Scale for Classroom Observers | | * | | * | * | |
| Instrument 6.1. Checklist for Observing Dimensions of Classroom Management | * | * | | * | * | * |
| Instrument 6.2. Drawing the Classroom Arrangement | | * | | * | * | |
| Instrument 6.3. Observing Rules in Some Frequently Occurring Areas | * | * | | * | * | |
| Instrument 6.4. Observing Routines in Some Frequently Occurring Areas | * | | * | | | |
| Instrument 6. Recording Examples of Orally Delivery Incentives | | * | | | | * |
| Instrument 6.6. Observing Low-Profile Classroom Management | * | * | | * | * | |
| Figure 7.6. Checklist for Observing Lesson Clarity | | * | | * | * | |
| Instrument 7.1. Format for Recording Information Pertaining to Informing Learning of the Objective | | * | | * | * | |
| Instrument 7.2. Cataloging Advance Organizers | | * | | | | |
| Instrument 7.5. System for Recording the Use of Examples, Illustrations, and Demonstrations | | * | | * | * | |

| Pre-student Teaching Evidence of Observation Skills for Effective Teaching | | | | | | |
|---|--|-------------------|--------------------|------------------|------------------|------------------|
| | Courses in which Student is to Document Evidence of Observation Skills for Effective Teaching | | | | | |
| List of Instruments | EDUC 0210 | EDUC 0368I | EDUC 0368II | EDUC 0351 | EDUC 0353 | EDUC 0380 |
| to Explain and Clarify Content | | | | | | |
| Figure 8.2. Likert Scale for Observing Four Behaviors of Teacher Enthusiasm | | * | | | | |
| Instrument 8.3. Activity Structure Checklist | | * | | | | |
| Instrument 8.4. Sign Observation System for the Four Modalities | | * | | * | * | |
| Instrument 8.5. Event Record for Informal and Formal Types of Rewards | | * | | * | * | |
| Instrument 8.6. Event System for Recording Student-Teacher Interaction | | * | | * | * | |
| Instrument 8.7. Form for Distinguishing Among Six Types of Questions | | * | | * | * | |
| Instrument 8.8. Event System for Observing Use of Student Ideas | | * | | * | * | |
| Figure 9.2. Checklist for Observing Task Orientation | | * | | | | |
| Figure 9.4. Format for Studying Relationship between Unit/Lesson Plans and Curriculum Guide/Text | | * | | | | |
| Instrument 9.1. Record for the Approximate Number of Minutes Spent on Non-instructional Activities | | | * | * | * | |
| Instrument 9.2. Checklist for Observing How Rules Are Communicated to Student | | | * | | | |
| Instrument 9.3. Recording Format for Observing Time Spent on Dealing With Misbehavior | | | * | * | * | |
| Instrument 9.4. Form for Recording the Relationship Between Levels of Behavioral Complexity and Teaching Functions | | * | | * | * | |
| Instrument 9.5. Record for Identifying End Products | | * | | * | * | |
| Instrument 10.1. Record for Observing Eliciting Activities | | | | | | |
| Instrument 10.2. Categorizing the Use of Individualized and Self-Regulatory Learning Materials and Activities | | * | | * | * | |
| Instrument 10.3. Praise Contingent on a Specific Performance | | * | | * | * | |
| Instrument 10.4. Format for Observing the Relationship Among Different Monitoring and Checklist Behaviors | | | * | | | |
| Instrument 11.1. Coding Form, Example Data, and Definitions for Observing Success Rate | | * | | * | * | |
| Instrument 11.2. Abbreviated Format for Observing Student Success | | | | | | |
| Instrument 11.3. Recording the Frequency of Seven Instructional Events Within a Unit | | | * | * | * | |

| Pre-student Teaching Evidence of Observation Skills for Effective Teaching | | | | | | |
|---|--|-------------------|--------------------|------------------|------------------|------------------|
| | Courses in which Student is to Document Evidence of Observation Skills for Effective Teaching | | | | | |
| List of Instruments | EDUC 0210 | EDUC 0368I | EDUC 0368II | EDUC 0351 | EDUC 0353 | EDUC 0380 |
| Instrument 12.1. Format for Recording Degrees of Group Activity and Task Focus During Collaborative Learning | | | | * | * | |
| Instrument 12.2. Format to Observe Mental Models and Strategies | | | | | | |
| Instrument 12.3. Format for Observing Student Project and Demonstrations | | * | | * | * | |
| Instrument 12.4. Format for Observing Oral Performance | | * | | * | * | |
| Instrument 12.5. Format for Recording Independent Practice for Consequential Learning | | | | | | |
| Instrument 12.6. Format for Observing a Performance Assessment | | * | | * | * | |



DEPARTMENT OF TEACHER EDUCATION

**PRE-STUDENT TEACHING FIELD EXPERIENCES
TEACHER EDUCATION CANDIDATE RECORD OF ACTIVITIES**

| | |
|--------------------------|---------------------|
| NAME | STUDENT ID No. |
| COURSE | FACULTY |
| NAME OF SCHOOL PLACEMENT | SCHOOL SITE TEACHER |

| Date | Arrival Time | Departure Time | Assigned Class and Teacher | Detailed Description of Activity Completed (Use complete sentences with good grammar and diction.) | Reflection: What did I learn from this field experience in support of my ability to become an effective teacher in a diverse society? (Use complete sentences with good grammar and diction.) |
|-------------|---------------------|-----------------------|-----------------------------------|---|--|
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