

HARRIS-STOWE
STATE UNIVERSITY



DEPARTMENT OF TEACHER EDUCATION

Field Experiences Handbook

Fall 2009/Spring 2010

Table of Contents

- I. Description of Field Experiences
- II. Field Experience Hours Per Program
- III. Introductory Experiences
- IV. Mid-Tier Experiences
- V. Placement Procedures
- VI. Forms
 - A. Field Experience Guidelines
 - B. Form 6.1
 - C. Field Experience Assessment
 - D. Instructor Field Experience Assessment
 - E. Cooperating Teacher Field Experience Assessment
 - F. Borich Observation Skills for Effective Teaching Forms
 - G. Observation Log

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 various 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 organizes 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 require anywhere from five to 60 clock hours.

Field Experience Hours Per Program

Required hours are as follows:

Degree Program	Field Experiences
Early Childhood Education (ECE)	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 settings, 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, as well as the Conceptual Framework. Activities are designed to allow the candidate to begin developing teaching competencies. These activities are often designed for one-on-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;
- 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 Coordinator of Field Experiences to the principal, superintendent or school's 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 candidates' 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 serves 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/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/her particular area of preparation as it relates to certification.

*****Before candidates are placed in any school, they must have background check clearance. Each student must have a current health certificate, criminal background check and child abuse/neglect screening form on file in the Department of Teacher Education as follows:**

1. Required Background Check (a one-time \$10 fee to be paid by candidate)
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)

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

Forms

Field Experience Guidelines

Form 6.1

Field Experience Assessment

Instructor Field Experience Assessment

Cooperating Teacher Field Experience Assessment

Borich Observation Skills for Effective Teaching Forms

Observation Log

FIELD EXPERIENCES GUIDELINES

I. Standards of Conduct

You are representatives of the University and the overall 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 (340-3668) or Ms. Gillespie (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, sweat shirt, t- shirt, halter tops, hats, or any clothing that reveal 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. Under no circumstances should you ever discipline students. The following recommendations should be adhered to, ensuring that no issues arise with you, the University and the cooperating school:

- Plan thoroughly;
- Respect the worth and dignity of individuals;
- 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 have a student in your presence unsupervised;
- Never give a student food, beverage or any other item without the cooperating teacher permission;
- Never communicate with a parent/guardian without the cooperating teacher’s 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 have learned, tools used, strategies and things needed to help you develop in the program.
2. Write a thank you note to your school 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_____

Field Experience Assessment

Instructor: _____

Course: _____

HSSU Candidate:	Candidate ID #:	Certification Area:
Placement School:	Cooperating Teacher:	Grade/Subject:

CONCEPTUAL FRAMEWORK

3-Proficient	2-Satisfactory	1-Progressing
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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.				
Communication Skills	Candidate can appropriately access and engage community resources and community involvement to enhance the learning outcomes of students.				

DISPOSITIONS

3-Proficient	2-Satisfactory	1-Progressing
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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
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 the 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
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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 learning 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.				

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 enhance 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.				

SUMMATIVE

3-Proficient	2-Satisfactory	1-Progressing
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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.				

Instructor Signature _____ Date _____

Cooperating Teacher Field Experience Assessment

HSSU Candidate:	Candidate ID #:	Certification Area:
Placement School:	Cooperating Teacher:	Grade/Subject:

3-Proficient	2-Satisfactory	1-Progressing
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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 #	Certification Area:
Placement School:	Cooperating Teacher:	Grade/Subject:

3-Proficient	2-Satisfactory	1-Progressing
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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 _____

FIELD EXPERIENCES

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 6.5 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		*		*	*	

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 7.2. Cataloging Advance Organizers		*				
Instrument 7.5. System for Recording the Use of Examples, Illustrations and Demonstrations 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		*		*	*	

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 11.2. Abbreviated Format for Observing Student Success						
Instrument 11.3. Recording the Frequency of Seven Instructional Events Within a Unit			*	*	*	
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 Projects 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		*		*	*	

HARRIS-STOWE  STATE UNIVERSITY

DEPARTMENT OF TEACHER EDUCATION

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

Name _____ ID _____ Course _____

Name of School Placement _____ School Site Teacher _____

Faculty _____ Date _____

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

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