

FIELD EXPERIENCES – STANDARD POLICIES

1. Dress well for your first visit and then dress appropriately as indicated by your sponsor teacher. Professional appearance and demeanor will be expected.
2. Ask your teacher about the school's check-in/check-out policy. Most will have a sign-in sheet in the main office for you to sign each visit. Others leave the responsibility for your attendance record to you and your teacher.
3. If you must be absent, you must call your teacher ahead of time. Note: Absences must be supported by a valid excuse. Only valid absences may be made up. Absences and tardiness will factor negatively into your final evaluation.
4. Know and follow all school and classroom rules. If you are not sure about a school policy, ask your teacher.
5. Your role in the classroom is that of an observer/tutor/student teacher working under the direction of your class teacher. You are to maintain this role in your work with your student(s) and at all times when you are in the school building. Remember that any classroom participation by the college student is always at the discretion of the host teacher.
6. Be prepared. Do the assigned work. If you have any questions, ask your teacher. Please remember to ask questions when in doubt. Shyness and unwillingness to discuss issues and policies can result in misunderstandings and/or poor evaluations in the end.
7. Be professional in all of your interactions with other people.
 - a. Avoid school gossip about staff members, pupils or their families.
 - b. Respect the confidentiality of the information you learn about a student. Do not discuss this information with anyone who does not have a legal right to know.
8. Consult your teacher about any additional policies that may be in place.

Pre-Student Teaching Field Experience (Practicum) Guidelines

In teacher preparation, it is expected that pre-service teachers will participate in “early and continuous” field experiences. GREd 569/579 has a field experience component that aims to provide prospective Mathematics teachers with authentic experiences in the public schools. Students in GREd 569/579 will spend a minimum of thirty-five (35) hours in a secondary school math classroom.

It is anticipated that this experience will be a progressive one: from observing the classroom teacher in action; to working with students one-on-one; to participating in daily classroom activities; to possibly teaching a portion of the class. The student will keep a reflective journal with a description of activities along with reflections. The journal will be handed in at the end of the semester along with evaluative feedback from the sponsor teacher.

Required assignments: Students must complete the following four assignments and at least six from the attached checklist. Keep a descriptive record of each assignment in a journal due **by December 7**. Include a personal reflection on each assignment in the journal as well. The journal should serve as a “diary” of your experiences in the classroom.

Assignment 1: Observing the Classroom – Completely and accurately describe the classroom. Include as much detail as possible. Describe the traffic patterns, lighting, instructional displays, management and motivational elements. Try not to be judgmental but simply record what you observe.

Assignment 2: Observe one student – Choose a student to observe on two different days. Use the student’s first name or make up a name. In your summary, give the date and time of observations, the grade level, the topic of the lesson, and the perceived ability level of the student. Describe the student’s reactions to different parts of the lesson. For example, is she/he able to stay on task for the complete lesson or does the student tend to lose interest? How does the student interact with the teacher? With other students? Does she/he volunteer to participate? Did you notice anything different during the second observation? Include as much detail as possible.

Assignment 3: Observe a lesson – Write a lesson plan for a lesson you observed. Be sure to give enough detail about the specific lesson so that someone reading the plan could teach it. List the objectives, concepts and skills which you think were the focus of the lesson. You may use any lesson plan format you like. However, make sure that it includes all of the components indicated in the plan structure discussed in class.

Assignment 4: Tutor a student – Each day that you tutor describe the student, his or her attitude, what material you worked on, the student’s progress, and your recommendations for further academic support.

Pre-Student Teaching Field Experience Checklist

Name: _____ Semester: _____

Sponsor Teacher: _____ Grade level: _____

School District: _____

All of the activities listed below are valuable experiences for the pre-service teacher. Complete at least six of the activities during your field experience placement. Indicate the date the activity took place and describe the experience in your weekly journal. At the end of the semester, ask the sponsor teacher to sign this form to indicate that you successfully completed the tasks indicated. This form should be submitted along with your journal.

Activity	Date Completed
1. Help an individual student with seat work.	_____
2. Review homework with the class.	_____
3. Work with individual students in a lab setting (i.e., computer, math, science, etc.)	_____
4. Tutor a student with special needs.	_____
5. Lead small-group work within the class.	_____
6. Administer and monitor a quiz or test.	_____
7. Construct an evaluative instrument (e.g., test, quiz).	_____
8. Give directions for a class activity.	_____
9. Assist in the checking or grading of class work.	_____
10. Plan and teach a lesson. (Submit the lesson plan.)	_____
11. Plan and create a bulletin board or learning center.	_____
12. Attend an out of class activity (e.g., lunch, assembly, sporting event, play, parent night, etc.)	_____

Sponsor Teacher Signature: _____ Date: _____

