Field Experience Student

School Placement

Cooperating Teacher

University Supervisor

Phone

Email

Semester/Year

Drury University School of Education and Child Development

Field Experience Handbook

Teacher Aide I (Elementary and Secondary)

Education 201

Springfield Campus
Return to:
Mrs. Carol Pearson
Coordinator for Field Experiences
900 N. Benton Avenue
Springfield, MO 65802
cpearson002@drury.edu
(417) 873-6685

St. Robert Campus
Return to:
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Coordinator for Field Experiences
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(573) 451-2400
Introduction

The field experience is meant to provide the student with insight into how the public school classroom is organized and instruction is conducted. This experience is part of a series of practicum experiences, which culminate with a student teaching experience at the end of the student’s university career. The goal of these experiences is to prepare a student for the role of a professional classroom teacher. The field experience should provide the student with experiences which will assist in determining whether he or she would be comfortable as a classroom teacher and should assist the student in determining the course of instruction he or she wishes to follow. These assignments should become progressively more advanced in professional skills required.

Drury field experience students are required to complete the 30 clock hours of practicum experience in one of the selected partner schools. Having an early experience in a school with a diverse population is critical for success in the program. Therefore, by the time you complete your teacher education preparation at Drury University you will have a variety of diverse experience. For EDUC 201, the student is encouraged to reserve a given time block of at least three hours once a week for his or her experiences.

Students receive one semester hour of credit for each semester of work in the classroom setting (a minimum of 30 clock hours for EDUC 201). In addition to the classroom experience, students are required to attend a seminar for EDUC 212. This seminar will introduce the unique aspects of the Drury School of Education and Child Development (SECD) program, such as lesson planning and other vital components. The field experience is graded on a satisfactory or unsatisfactory basis, based on the evaluations of the cooperating teacher, and the instructors assigned to EDUC 201. Absences from the classroom which are not made up and do not have a reason deemed valid by the EDUC 201 instructor will result in an unsatisfactory final grade.

The EDUC 201 field experience is coordinated with EDUC 205 - Diversity and Social Justice in Education, EDUC 212 - Professional Preparation for the Field of Teacher Education, EDUC 110 - Professional Learning and Thinking, and is required for admission to the Drury University Teacher Education Program. EDUC 201, 205, 212, and 110 provide a united and comprehensive introduction to the profession of teaching and the Drury SECD preparation program. All three of these courses are connected and build on each other to provide the framework for Phase One of the teacher preparation program.

Students employed in the school setting (i.e. para-professional) may not count work time as fulfillment of practicum hours. These hours must be fulfilled outside of your regular work day, for example during lunch or during before/after school activities. Students with prior work experience in a school setting (i.e. para-professional or substitute teacher) may not count work time as fulfillment of practicum hours. This policy is in place to ensure that all students have exposure to diverse classroom settings, as approved by the School of Education and Child Development.

Students are not paid for their work in the classroom; nor are the cooperating classroom teachers paid for working with an EDUC 201 field experience student. The voluntary aspect of this program and its independence is essential. Drury University faculty members do not directly supervise the field experience students. However, the field experience student and the cooperating teacher are given the SECD telephone number and are encouraged to call if any problems arise. Any problems, conflicts or misunderstandings involving the field experience program or individual problems of field experience students should be brought to the attention of the Coordinator of Field Experiences as soon as possible.

This handbook provides detailed information about EDUC 201. The student is required to share this booklet with the cooperating teacher.
Guidelines

1. Students enrolling in EDUC 201 will be assessed a fee of $112 to cover a four-year subscription to Foliotek. Students will be sent an e-mail notification after the drop/add date for the semester to their Drury e-mail address once their account is activated and ready for the uploading of required assignments including: selected classroom reflections, disposition form, and time verification form.

2. Students enrolled in EDUC 201 must complete a background check by registering with the Family Care Safety Registry. The process is located at www.drury.edu/education (click Practicum). This process must be completed immediately and results will be accessed by the SECD Director and SECD Director of Student Services. Based on the results it may be necessary for a student to meet with the Director to determine the appropriateness of completion of the current placement.

3. EDUC 201 is a 1 credit course, graded on an S/U (satisfactory/unsatisfactory) basis.

4. A grade of "I" (incomplete) will be given to a student who fails to upload the requirements listed in guideline number one.

5. Students should make every reasonable effort to adhere to their scheduled hours. If an absence is necessary, the school and teacher should be informed as far in advance as possible, and no later than 8 a.m. the day of absence. Hours missed due to an absence must be rescheduled and made up so that a minimum of 30 clock hours is completed. A grade of "I" (incomplete) will be assigned unless the required number of hours is completed. This grade is assigned upon the discretion of the Coordinator if presented with valid reasons for absences.

6. Field experience students assume the responsibility of working with students when they enter the public schools. This is a very serious responsibility and should be accepted accordingly. The field experience student should act and dress in a manner befitting an educator. Remember you are not just representing yourself, but the Drury University SECD. Questions on school policies relating to this should be asked of the cooperating teacher and guidance obtained from him or her. Field experience students will display the required identification badge while visiting the school.

7. The field experience student should consider the welfare of students as his or her first concern. This includes refraining from divulging confidential information, criticizing students and/or criticizing the school system.

8. Remember that field experience students are not certified personnel and cannot legally be in charge of the classroom, except under the direct supervision of the cooperating teacher.

9. Cooperating teachers will upload to or complete in Foliotek:
   - student disposition form
   - student evaluation
   - time verification form

Students will upload to or complete in Foliotek:
   - disposition form
   - diversity form
   - reflection papers one and two
All field experience students must be authorized through the School of Education and Child Development Coordinator of Field Experiences. Every possible effort will be made to place the student in a situation on the application; however, the placements of Coordinator are final. Should it become absolutely necessary for the student to change placement (due to irresolvable difficulties), the Drury University SECD Coordinator of Field Experiences should be informed as soon as possible. The Coordinator will assess the situation and make any changes that are deemed appropriate.

Adherence to these policies and guidelines will help to ensure that the field experience will be beneficial to the teacher education student, the classroom teacher, and the public school student. Students should remember that the School of Education and Child Development faculty members are here to assist them, but students are responsible for the ultimate quality of the experience.

The following is a list of suggested activities for the EDUC 201 practicum student:

- work individually or with small groups of students
- assist the teacher in planning and organizing the classroom
- limited clerical duties as assigned by the cooperating teacher
- working on school-based projects to raise student achievement and reduce the dropout rate
- other duties as assigned by the teacher that would directly impact the classroom

**Background Clearance**

To register online, complete the following steps.

- Submit online registration at [www.dhss.mo.gov/FCSR](http://www.dhss.mo.gov/FCSR) (Click "Register Online").
- Print receipt verifying you are in the system. If your social security number is already registered in the system, a page will appear when you attempt to register. Print that page instead of the receipt. Either the receipt or verification page should be provided to the Springfield education office.

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Lay Hall, Attn: Carol Pearson  
900 N. Benton Ave  
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E-mail: educationgrad@drury.edu

- Once the background check has been completed the results will be mailed to the student and will be accessible by the School of Education & Child Development.

If you are unable to pay online, complete the following steps. Keep in mind it will take many weeks for a paper form to be processed and will delay your approval to begin practicum hours.

- Visit [www.dhss.mo.gov/FCSR](http://www.dhss.mo.gov/FCSR) and click "Register Online"
- Click "Registration"
- Click "Registration Forms"
- Click "Worker Registration Form"
- Fill out the form as a student/volunteer and print
- Attach a copy of your social security card and payment.
- Send all documents to Missouri Department of Health and Senior Services, Family Care Safety Registry, P.O. Box 570, Jefferson City, MO, 65102
Reflective Observation Requirements

**Instructional Planning Assignment**

Requirements:
1. Minimum 2-3 typed and double spaced (no more than 5 pages in length)
2. Schedule a time to meet with your cooperating teacher and center the conversation on instructional planning.
3. Guiding Questions:
   - Once you decide upon a Major Instructional Goal (MIG) or Grade Level Expectation (GLE) to teach students.....then what?
   - What comes next?
   - How do you plan?
   - How do you use the text book?
   - How do you use curriculum guides?
   - How do you know that students are learning what they are supposed to learn?
   - How do you plan for assessment?
   - What do you do with assessment data once the students have completed the unit or chapter?
4. Include perceptions on implications that might affect you when you become a teacher. These might include such things as:
   - What instructional planning process do you feel you will use once you become a teacher?
   - How will the instructional planning process affect day to day instruction?

**Reflective Observation Assignment**

Requirements:
1. Minimum 2-3 pages typed and double spaced (not more than 4 pages in length)
2. Reflect upon practices and procedures of the classroom.
3. “Your” perception of classroom management.
4. “Your” perception of teacher effectiveness.
5. “Your” perception of academic learner engagement to task and what activities the teacher has had you participate in.

Written Work: All papers are to be college level papers; typed, spell-checked and grammar-checked, well written with a logical flow of thought.

*Please use this information as a tool to guide your inquiries, but do not feel you have to limit yourself to these guiding principles/questions*
FIELD EXPERIENCE STUDENT TIME CALENDAR

This time sheet is for the use of the student and cooperating teacher in recording the hours worked by the student in the classroom. It is suggested that it be removed from the handbook and left in the classroom for ease of use. Cooperating teachers will enter a final time log in Foliotek. EDUC 201 Instructors will check Foliotek to ensure that time has been entered before issuing a grade. It is the student’s responsibility to check with the cooperating teacher to make sure this information has been entered.

Student: ____________________________________  Term: ______________________________

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Total hours for term: _______  Date Completed: __________________________

Signatures:
___________________________________  __________________________________

Student  Cooperating Teacher

Carol Pearson, Coordinator of Field and Clinical Experience, cpearson002@drury.edu, 417-873-6685