

Field Experience Student _____
School _____
Cooperating Teacher _____
University Supervisor _____
Course _____
Semester _____
Date _____

Drury University School of Education

Field Experience Handbook

**Education 401
402**

**Reading Practicum I
Reading Practicum II
(Elementary Majors)**

General Guidelines

Activity Checklist

Daily Time Sheet

**Springfield Campus
Return to:**

Drury University School of Education
Coordinator for Field Experiences
900 N. Benton Avenue
Springfield, MO 65802
(417) 873 - 7369

**Fort Leonard Wood Campus
Return to:**

George Puhmann
Truman Education Center
Fort Leonard Wood, MO 65473

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 an internship which culminates 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.

Field Experience students are encouraged, but not required to do their field experience at different grade levels and schools in order to obtain a broad understanding of the various types of classroom situations. Additionally, the student is encouraged to reserve a given time block of at least three hours once a week for his or her experiences. It is especially important that field experiences include a variety of socio-economic student backgrounds.

Students receive one semester hour of credit for each semester of work in the classroom setting (a minimum of 30 clock hours). In addition to the classroom experience, students are required to attend three seminars during the semester in which they are enrolled. The field experience is graded on a satisfactory or unsatisfactory basis, based on the evaluations of the cooperating teacher and the Coordinator of Field Experiences. Absences from the classroom which are not made up and do not have a reason deemed valid by the Coordinator will result in an unsatisfactory grade.

Field experiences are coordinated with School of Education courses:

EDUC 201-Teacher Aide I (Elementary) with EDUC 203 American School Systems
EDUC 201-Teacher Aide I (Secondary) with EDUC 203 American School Systems

EDUC 301-Field Experience Science/Math (Elementary) with EDUC 380 Methods Teaching Math and/or EDUC 382 Methods Teaching Science

EDUC 303-Field Experience-Content Area (Secondary) with EDUC 302 Educational Psychology

EDUC 304-Field Experience II-Content Area (Secondary)(Differentiated Instruction) (2 credit hours) with subject area specialty course (i.e. EDUC 446 Methods of Teaching English)

EDUC 401-Reading Practicum I (Elementary) with EDUC 407 Methods Teaching Reading
EDUC 402-Reading Practicum II (Elementary) with EDUC 452 Methods Teaching Remedial Reading

Ideally, the field experience should be concurrent with the associated courses listed above, but exceptions may be made to this policy in special cases.

Students are not paid for their work in the classroom; nor are the cooperating classroom teachers paid for working with a 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 School of Education's 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 booklet provides detailed information on the field experience program, along with suggested activities for the field experience student. Some activities in the booklet include assisting the cooperating teacher in the classroom, individually assisting students, preparing materials for instruction, and helping with out of class activities, etc... The student is encouraged to share this booklet with the cooperating teacher.

Guidelines

1. Courses are for 1 credit, grades on a S/U basis.
2. Students must complete and turn in this handbook and a journal of their experiences in the classroom when they have completed their required hours. A grade of "I" (incomplete) will be given to a student who fails to turn in the completed handbook and journal.
3. The student shall contact the principal's office first when reporting to the assigned school. Field experience students are directly responsible to the principal and teacher with whom they work.
4. 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.
5. The student is responsible for knowing his or her assignment. Should the student have an **unavoidable conflict** which would prohibit him or her from attending the three seminars, it is the student's responsibility to contact the coordinator and get the assignment **PRIOR TO THE FIRST DAY OF ATTENDANCE IN THE PUBLIC SCHOOL CLASSROOM.**
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 Teacher Education Program. Questions on school policies relating to this should be asked of the cooperating teacher and guidance obtained from him or her.
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.

All field experience students must be authorized through the School of Education 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 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 faculty members are here to assist them, but students are responsible for the ultimate quality of the experience.

ACTIVITY CHECKLIST

The Field Experience student and the cooperating teacher should work together to plan the specific duties of the student after an appropriate period of orientation within the classroom. **The following activities are offered as suggestions only.** The use of the checklist format is intended to provide the student with a systematic means of assessing the field experience. Additional activities can be listed on a separate sheet and attached to this checklist.

A. INTRODUCTORY ACTIVITIES

Activity	Date Completed	Comments
1. Meet the building principal.	_____	_____ _____
2. Be formally introduced to the class.	_____	_____ _____
3. Learn about the roles of the teacher, building principal counselors, secretaries, and other building personnel	_____	_____ _____ _____ _____
4. Learn building policies and organizational structure.	_____	_____ _____
5. Observe computer usage in math/science.	_____	_____ _____
6. Take attendance.	_____	_____
7. Observe teacher-student interaction.	_____	_____ _____
8. Note teacher strategies and teaching methods. Review curriculum guides and related materials.	_____	_____ _____ _____
9. Learn the special needs of various students: try to determine cause of problems.	_____	_____ _____ _____
10. Observe in a special education classroom.	_____	_____ _____
11. Learn school attendance system and systems of keeping scholastic and personnel records.	_____	_____ _____ _____

12. Learn how to handle special permits and excuses. _____

13. Learn the obligations of pupils for absences and tardies. _____

14. Learn the school's disciplinary measures and procedures. _____

15. Learn how to use the school library, A/V, and other resources. _____

16. Aid students in using the above facilities. _____

17. Learn how to operate photocopier and other reproduction equipment used for tests, etc. _____

18. Learn about health services offered by the school. _____

19. Learn about school emergency procedures. _____

20. Assist in supervision during lunch, hall travel, etc. _____

21. Attend at least one faculty, PTA, or school activity. _____

B. CONSTRUCTION, CLERICAL AND OTHER CLASSROOM ADMINISTRATIVE DUTIES

These activities may require special instruction from the cooperating teacher or Drury University personnel.

Activity	Date Completed	Comments
1. Mark and record grades on homework, tests, etc.	_____	_____ _____
2. Prepare bulletin boards, classroom displays, etc.	_____	_____ _____
3. Prepare as directed: a. transparencies b. cassette tapes c. dittos/stencils d. models, charts or worksheets e. any other related materials.	_____	_____ _____ _____ _____ _____ _____
4. Collect instructional materials (books, journal articles videos, etc.)	_____	_____ _____ _____
5. Learn <u>classroom</u> disciplinary measures and procedures.	_____	_____ _____ _____
6. Evaluate individual and group work, oral discussions, and daily assignments.	_____	_____ _____ _____
7. Complete grade cards and progress reports for parents at the end of a reporting period (if possible).	_____	_____ _____ _____ _____

C. ASSIST IN CLASSROOM INSTRUCTION

At least 50% of the student's experiences should be in these or related areas.

Activity	Date Completed	Comments
1. Help students work & play together (elem.)	_____	_____ _____
2. Help students move from one activity to another.	_____	_____ _____
3. Listen to students read, tell a story, or other related activities (elementary).	_____	_____ _____ _____
4. Work with individual students on projects, homework, study skills, etc.	_____	_____ _____ _____
5. Give directions for classroom assignments.	_____	_____ _____
6. Provide extra help to students needing it.	_____	_____ _____
7. Assist a child identified as being exceptional.	_____	_____ _____
8. Assist students with programmed instruction material.	_____	_____ _____ _____
9. Plan classroom lessons and activities with the teacher.	_____	_____ _____
10. Administer tests or quizzes at the teacher's request.	_____	_____ _____
11. Conduct a large or small group lesson under the direction of the teacher.	_____	_____ _____ _____
12. Assist the teacher and class on a field trip if possible.	_____	_____ _____ _____

D. AFTER SCHOOL ACTIVITIES

NOTE: These activities may not be available in all schools.

Activity	Date Completed	Comments
1. Help with bus loading and unloading.	_____	_____ _____
2. Assist with school plays, concerts, etc.	_____	_____ _____
3. Assist with club activities.	_____	_____

E. OTHER ACTIVITIES COMPLETED NOT LISTED ABOVE

Activity	Date Completed	Comments
1. _____ _____ _____	_____	_____ _____ _____
2. _____ _____ _____	_____	_____ _____ _____
3. _____ _____ _____	_____	_____ _____ _____
4. _____ _____ _____	_____	_____ _____ _____
5. _____ _____ _____	_____	_____ _____ _____

F. DEVELOP A PERSONAL RECORD OF TEACHING IDEAS

The student should maintain a journal, or personal record, of teaching ideas developed through the field experience. This record should include, but not be limited to, the following sections:

1. Instructional Strategies
2. Disciplinary Strategies
3. Games
4. Displays
5. Resource Materials

