

SDSU ED 200 Early Field Experience B Guide

Page Contents

Part I: Introduction to Early Field Experience B

Directions

- 2 Letter to Students
 - Getting started, Professionalism
- 3 Specific Requirements
 - Experience B: 15-hour Experience with cooperating teacher B
 - How to get the most out of your field experience

Forms

- 5 Memo of Introduction (for Cooperating Teachers and Site Liaisons)
- 6 Student Information Sheet
- 7 Early Field Experience Contract--Cooperating Teacher B

Part II: Documentation of Field Experience B

Directions

- 8 Directions for Documenting Early Field Experience B
- 9 Directions for the Activity Log
- 10 Directions for the Classroom Reflections Checklist
- 11 Directions for the Classroom Reflections Write-up
- 12 Directions for the Observations and Impressions Write-Up

Forms

- 13 Table of Contents
- 14 Scoring Sheet for ED 200 Experience B
- 15 Activity Log—Experience with Cooperating Teacher B
- 16 Evaluation and Verification Sheet—Cooperating Teacher B
- 17 Classroom Reflections Checklist—Cooperating Teacher B

Letter to Students

Getting Started

1. As soon as possible, choose a public elementary school for Experience B, preferably in the San Diego area. Ask your instructor for a list of recommendations.
2. Carefully, read the specific requirements for Experience B listed below so you will be able to explain to the school secretary/site liaison/principal exactly what you are expected to do and what restrictions apply.
3. Contact the school office requesting an opportunity to volunteer. If the school has a site liaison, speak to him/her. Say that you will need to do 15 hours with a cooperating teacher.
4. Contact your cooperating teacher to set up a meeting time.
5. With your assigned cooperating teacher, discuss and plan your schedule and responsibilities as outlined in this Early Field Experience Guide:
 - * Using the Memo of Introduction as a guide, discuss the responsibilities of the teacher.
 - * Explain that you need to progress from initially observing to working one-on-one and in small groups to ultimately leading the whole class in at least one activity. Use the Reflections Checklist as a guide.
 - * Using your Student Information Sheet, describe your background and experience.
 - * Show how you will keep records on your Activity Log.
 - * Show the teacher a copy of your Evaluation and Verification of Hours sheet. Discuss the verification procedure, including the number of hours you need to complete.
 - * Check school dress code with your teacher
6. Have your teacher complete and sign the Early Field Experience Contract. Make a photocopy; give the original to your Education 200 instructor.
7. Obtain TB test and be prepared to show results prior to working at the school site.

Professionalism:

1. Dress appropriately. You are a role model for the students.
2. Act professionally on the school site.
 - * Check in at the front office every time you come to your field experience.
3. Demonstrate commitment to scheduling agreements.
 - * Communicate changes in schedule to teacher.
 - * Be punctual. (*Arrive at least 15 minutes early!*)
4. Establish and maintain effective rapport with teacher
 - * Respect and conform to established classroom environment.
 - * Have constant communication with teacher and ask for feedback on your experience
5. Consistently relate to students in a professional manner.
 - * Note that you should not be left alone with the class.

Specific Requirements

An approved Experience B must

- 1) focus on classroom instruction at the elementary and middle school level,
- 2) include a minimum of 15 hours of observation and participation,
- 3) be completed the semester you take ED 200, and
- 4) be completed in a single classroom.

You are advised to work with someone not personally connected with you; you need to enlarge your experience!

Teacher:

The teacher who supervises this 15-hour experience will be called the “cooperating teacher B.”

Timing:

The 15 hours must be completed between the time you register for ED 200 and the deadline set by your ED 200 teacher, normally about 12 weeks after the beginning of the semester in which you take ED 200.

Location:

The 15-hour field experience is normally done in San Diego, but may be completed anywhere in the United States.

Type of classroom:

Allowed:

- * General education classroom grades K-6.
- * Special education class at elementary level
- * Bilingual or ESL classroom at elementary level
- * Deaf classroom (if you are doing ASL as your language)
- * Special schools operated by the County Office of Education
- * Middle school at grades seven or eight
- * Private school (California content standard subjects)

Not allowed:

- * Preschool
- * Before- and after-school programs
- * High school (Unless you have a specific reason and make special arrangements with your instructor.)
- * Field experiences from other courses

Paid versus Volunteer Work:

The following paid activities may be used:

- * Long-term teacher aide; i.e., someone who works in one elementary classroom
- * Short-term teacher aide; i.e., someone who works in a variety of classrooms
(all 15 hours must be accumulated in one classroom)
- * America Reads tutoring

How to get the most out of your field experience:

At least once, try to observe for a full day. If you do, you will see how the teacher uses transitions from one activity to the next, including recess, lunch, and other necessary activities. If you have worked as an aide and know how the classroom normally functions, try to observe on the first day and second day of the school year. Observe how the teacher interacts with his/her new students and how he/she establishes reading and other groups.

A weekly schedule with some visits in the morning and others in the afternoon is best (but not required) because you will observe and participate in different types of activities. Try to observe different subjects--ideally reading/language arts and math, plus three of the following: history/social studies, science, art/music/drama, physical education, and/or a special event.

Memo of Introduction

Note to student: Show and discuss this page with each of your cooperating teacher. (We recommend that you make a photocopy to give to your cooperating teacher.)

To: Cooperating Teachers and Site Liaison/Principal

From: The School of Teacher Education

The California State University system requires an early field experience of fifteen classroom hours for students completing the Education 200, Teaching as a Profession, class. The intent of this requirement is to be certain that, prior to committing to a year of professional preparation, the candidates know something about the world of schools and how they operate. During this experience, the university student serves as a classroom volunteer while completing a set of university expectations.

The school's role in the early field experience is as follows:

Site Liaison or Principal

- Select cooperating teacher for the 15-hour field experiences.
- Communicate Early Field Experience requirements to cooperating teacher.
- Keep lines of communication open between the school and university.

Cooperating Teachers

At the beginning--

- Become familiar with the requirements for Early Field Experience by meeting with the student.
- Review the expectations on the Reflections Checklist and on the Evaluation and Verification Sheet with the student prior to the start of the field experience.
- Sign Early Field Experience Contract.

During the experience--

- Provide guidance and suggestions so that the student can become a careful observer and work effectively with the children.
- Verify student experiences by initialing the bottom of each Activity Log sheet.
- Suggest to the student school resources for information such as mentor teachers, secretaries, resource teachers, principal, PTA president, school site council, and any printed references that may be available.

At the end--

- Meet with student for the final interview. Complete and sign the Evaluation and Verification of Hours sheet.

Should you have any questions, please contact:

Early Field Experience Coordinator

Rochelle Treger
619 594-0514
rtreger@mail.sdsu.edu

Education 200 Instructor

or (Instructor) _____
(Phone) _____
(e-mail) _____

Thank you for your willingness to allow our student to learn first hand about the world of teaching and children.

Student Information Sheet

Note to student: You will need two copies of this sheet: one for cooperating teacher B and another for the completed Early Field Experience Guide. Using a word processor or computer, you should type the headings and your answers.

1. Student name:

2. Address:

Phone:

3. In case of emergency, notify:

4. Educational background, including academic major and academic area of greatest expertise:

5. Experiences working with children or youth:

6. Areas you think you could teach especially well:

7. (Optional)

a. Personal interests (hobbies, family, etc.):

b. Other important background information:

Early Field Experience Contract— Cooperating Teacher B

Instructions to student: Complete this form during your initial interview with your first cooperating teacher. Make a photocopy.

School: _____
District _____

Address: _____

_____ Zip Code _____

Phone: _____

Principal/Site liaison: _____

Cooperating Teacher: _____ Grade Level: _____

e-mail address (if available): _____

Type of Classroom/Special Features of Placement:

Beginning date: _____ Ending date: _____

Schedule for 15 hours of observation and participation:

Student's name: _____ <div style="display: flex; justify-content: space-between; width: 80%; margin-left: 10%;"> Printed Signature </div>	Date: _____
Teacher's name: _____ <div style="display: flex; justify-content: space-between; width: 80%; margin-left: 10%;"> Printed Signature </div>	Date: _____

Directions for Documenting the Early Field Experience

Documentation

- 1) Organize a personal notebook into categories: observations, administrative tasks, one-on-one, small group, and large group. Every time you go to your classroom, bring this notebook. Keep your Activity Log sheets, Evaluation and Verification of Hours sheets, and Classroom Reflections Checklists in this notebook.
- 2) Each day you visit, write an entry in your **Activity Log** (for Experience B). When you have completed an Activity Log sheet, have your cooperating teacher initial the page totals. (Extra copies are at www-rohan.sdsu.edu/dept/libst under Handouts.) If you are accumulating too many hours of observation or administrative tasks, ask how you can gain more hours of participation.
- 3) On your Reflections Checklist and/or in your personal notebook (on your own paper) write ideas for your **Reflections Write-up**. On any day, you will probably have several experiences that fit into different categories. Make detailed notes.
- 5) Periodically, review the questions asked for **Observations and Impressions**. Keep careful notes. Start writing answers as soon as you make necessary observations.

Prior to the end of Each Experience

- 1) Make certain your **Activity Log** is completed and each sheet is initialed by your cooperating teacher.
- 2) Have your teacher complete your **Evaluation and Verification of Hours sheet**. Be certain both your signature and the teacher's signature appear on the form.
- 3) (Optional) Ask for a letter of recommendation. Normally, you will need three letters of recommendation when you later apply to a credential program.

Completing your EFE Packet

- 1) Complete your **Reflections Write-Up**. Proofread it for content, grammar, and punctuation.
- 2) Write your **Observations and Impressions** section using your notes as a reference. Pay special attention to Part IV Personal Reflections. The answers you write for these last three questions reveal much to the reviewer about your potential as a future teacher.
- 3) **Appendices** may include ONLY the discipline plan/s (if available), School Accountability Report Card(s) (optional), and one page (one side) of photos (optional). If you include photos, each photo should have a few lines of explanation. (For School Accountability Report Card, ask the school office.)
- 4) Organize all items in the order listed on the **Checklist** sheet. If your packet is too thick to staple, use a three-hole folder with a clear plastic front. (Do not use three-ring notebooks.)

Directions for the Activity Log (sample)

Use this log as a HANDWRITTEN or TYPED journal to track the dates, times, and one-line descriptions of your experiences.
 * Record the time in minutes spent on each activity.
 * Describe what you did for each major activity.
 * Record the daily total in hours and minutes.

Observing: 3 hours maximum
 Administrative Tasks: 2 hours maximum
 Participation: 10 hours minimum

Date	Time Span	Observing		Admin Tasks		Participating		ACTIVITY
		Act. (min)	Daily Total	Act. (min)	Daily Total	Act. (min)	Daily Total	
9/22/04	8:30-8:50	20						Observed opening activities
	8:50-9:30					40		Helped small group do math lesson. Working on fractions.
	9:30-9:45			15				Helped supervise recess.
	9:45-10:45	60						Observed Ms. Clue talk about the characters in Charlotte's Web.
			1 hr 20 min		15 min		40 min	
9/24/04	8:50-9:30					40		Helped Juanita and Billy with fractions.
			0		0		40 min	
9/29/04	8:30-8:50					20		Helped children get settled for opening activities
	8:50-9:00	10						Observed Ms. Clue show the children how to use manipulatives.
	9:00-9:30					30		Helped Juanita and Billy work with the manipulatives
	9:30-9:45			15				During recess, prepared materials for Friday art lesson.
	9:45-10:30					45		Read part of Charlotte's Web to the class. Discussed themes.
	10:30-11:00					30		Helped children write paragraphs about Wilbur.
			10 min		15 min		2 hr 5 min	
	Page totals		1 hr 30 min		30 min		3 hr 35 min	Teacher's Initials: SC

Directions for Classroom Reflections Checklist (sample)

Note to student: Ask your cooperating teacher to help you incorporate as many of the following experiences as possible. Put a check in front of all the activities you complete. You are encouraged to make brief notes about your experiences beside each category.

Observations

A maximum of 3 hours may be spent on observations. If more hours are spent observing, they may be recorded but may not be counted toward the required 15 hours.

- Observations (might include watching opening ceremonies, recess, before school activities, etc.)

Administrative Tasks

A maximum of 2 hours may be spent on administrative tasks.

- Correct papers.
- Duplicate materials.
- Make bulletin board.
- Helped supervise recess.

Classroom Participation

A minimum of 10 hours must be spent on helping students.

I. One-on-One Activities At least one is required.

- Tutor.
- Assist individuals during work time.
- Help with computer work.
- Other (include explanation).

II. Small Group Activities At least one is required.

- Tutor 2-6 students.
- Monitor learning centers, stations, or activities.
- Listen to students read.
- Implement teacher-designed lesson in a subject area
- Other (include explanation).

III. Whole Group Activities At least one is desirable.

(Ask your teacher to suggest an appropriate activity.)

- Read to Class
- Conduct Opening Exercises
- Implement a teacher-designed lesson in a subject area
- Other (include explanation).

Directions for Classroom Reflections Write-Up

Write a 3 to 4 page, double-spaced paper in which you reflect upon your experiences working one-on-one, with small groups, and with the whole class.

Choose the three experiences that provided the most challenge or greatest insight distributed as follows:

- a one-on-one activity,
- a small group activity, and
- a whole group activity.

(If a whole group activity was not completed, choose one additional one-on-one or small group activity.)

Explain:

- What was the learning task or problem you were addressing with the child or children?
- What did you do?
- What, if any, progress did you see the child or children experience?
- What did you learn from this interaction?
- If appropriate, comment on whether you observed equity and/or equality or the lack thereof.

“Explode the moment” so that your reader can appreciate why the experience was valuable to you as a future teacher.

Directions for Observations and Impressions Write Up

Type a detailed response to each of the following topics with attention to each sub-topic. Use the same organization outline and numbering system as below to format your responses. Choose the same classroom, teacher and school to answer all questions, except where asked to compare.

Teacher

School

Grade

I. School Organization

A. School Structure

1. Identify the type of school (i.e. magnet, traditional, community, charter, etc.).
2. Describe the school year calendar (i.e. traditional versus track).

B. Describe the functions of the staff in the front office.

II. Teaching

A. Draw a map showing the layout of the classroom of one of your cooperating teachers.

B. Describe the discipline plan of your cooperating teacher.

C. Describe a lesson in one of the following subjects: math, science, music, art, drama, PE, language arts, or social studies that demonstrated cultural responsiveness on the part of the teacher to the makeup of the class.

D. Interview one of your cooperating teachers. Ask:

1. How do you modify your teaching to meet the needs of your diverse student population?
2. How do you think the role of the teacher has changed in the last few years, and what changes do you see in the next few years?
3. What have you found most satisfying in your career as a teacher?
4. Ask your own questions(s).

III. Personal Reflections:

In a single spaced, half a page, address each of the following questions:

A. After this 15-hour experience, what do you conclude are the qualities of an effective teacher? Use examples.

B. Based on your observations and participation, what motivational factors promoted student learning? Examples will be given in your ED 200 class.

Table of Contents

Name: _____

Date: _____

ED 200 Instructor: _____

Note to student:

1) Put your EFE sections in the order below.

2) Number your pages in the upper right-hand corner, and write the number of the appropriate page in the space provided in front of each entry below. (Handwritten numbers are fine.)

PAGE	SECTION
___	Colored Cover Front Sheet from Early Field Experience Guide
1	Checklist
2	Scoring Sheet
3	Student Information Sheet
___	Field Experience Contract
___	Activity Log
___	Evaluation and Verification of Hours sheet
___	Classroom Reflections Checklist
___	Classroom Reflections Write-up
___	Observations and Impressions Write-up
___	Appendices

MAKE A PHOTOCOPY OF YOUR COMPLETE EFE PACKET BEFORE YOU SUBMIT IT TO YOUR ED 200 INSTRUCTOR OR TO THE SDSU CREDENTIAL PROGRAM.

Scoring Sheet for ED 200 Experience B

Note to student: This scoring sheet will be used in judging your field experience. Please do not write on it; use it to help you focus your efforts so that what you submit is of excellent quality.

Note to Reader:

Check the appropriate response for each category.

	4	3	2	1
Technical aspects: writing ability, organization, and attention to details	___ strong with few errors; thorough and substantive.	___ clear communication, but may contain minimal errors; complete	___ mechanical errors may distract from content; mostly complete	___ may exhibit excessive mechanical errors or not address issues; may be incomplete.
Quality of Activity Logs and Classroom Reflections Write-Up	___ thorough, thoughtful documentation	___ satisfactory, more general documentation	___ brief, somewhat superficial documentation	___ poor variety of activities; little evidence of engagement
Quality of Observations and Impression Write-Up	___ thorough and substantive with supporting information	___ complete and clearly communicates ideas	___ includes main points	___ minimal substance

Total for each column: _____

Official Score = $\frac{\text{Sum of the totals for each column}}{3} =$

Reader's Comments

Evaluation and Verification of Hours—Cooperating Teacher B

Students: When you have finished your 15 hours, have your cooperating teacher complete this evaluation and verification form.

* * * * *

Teacher: For each of the following categories, please provide a comment.

Student's Reliability and Professionalism (arrived as scheduled, was punctual, dressed appropriately)

Student's Sensitivity to Others (children, staff), including sensitivity to cultural diversity

Student's Willingness to Learn (open to feedback, shows initiative)

Student's Communication Skills (listening, speaking, writing)

* * * * *

_____ has completed _____ hours of experience with students in
student's name
grades K- 8 under my supervision in the period _____ to _____.
beginning date ending date

Signature of teacher _____ Date _____

Signature of student _____ Date _____

School Name _____ School Phone _____

Teacher's Name _____ Teacher's e-mail address _____
please print

Classroom Reflections Checklist—Cooperating Teacher B

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