



Division of Education

Field Experience Handbook

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Field Experiences in Early Childhood Education

Early Childhood Education Literacy Methods:

EDU 331 Literature in Early Childhood Education
EDU 332 Literacy Instruction in Early Childhood Education
EDU 333 Reading Instruction in Early Childhood Education



In this literacy block, teacher candidates study the techniques, materials, and philosophical approaches to literacy instruction for children ages 3-8. This includes topics such as: approaches to reading instruction, emergent reading and writing, using literature, reading comprehension, word identification, vocabulary, home-school partnerships, assessment, and teaching reading in diverse classrooms.

During the field experience, the candidates are expected to:

- observe the classroom teacher's instruction
- prepare and write literacy lesson plans
- conduct literacy activities in small groups or with the whole class on a daily basis
- read various genres of literature with and to children
- assess an individual child's reading fluency and comprehension
- reflect and discuss with the cooperating teacher their experience and growth as teachers
- complete other tasks/activities assigned by the course instructor and cooperating teacher.

Early Childhood Education Content Area Methods:

EDU 330 Assessment in Early Childhood Education
EDU 335 Social Studies Instruction in Early Childhood Education
EDU 336 Science/Health Instruction in Early Childhood Education
EDU 337 Mathematics Instruction in Early Childhood Education

In this content area methods block, teacher candidates study the methods and materials applicable to teaching social studies, science/health and mathematics to children ages 3-8. The teacher's role in establishing the experiential, conceptual and attitudinal foundation that will prepare children for future learning in these content areas is emphasized. Teacher candidates also investigate assessment strategies appropriate for use in early childhood learning settings.

During the field experience, the candidates are expected to:

- observe the classroom teacher's instruction and assessment techniques
- gather assessment information on an individual child
- prepare and write lesson plans
- conduct social studies, science, and mathematics activities in small groups or with the whole class on a daily basis
- reflect and discuss with the cooperating teacher their experience and growth as teachers
- complete other tasks/activities assigned by the course instructor and cooperating teacher.

Field Experiences in Middle Childhood Education



EDU 343- Reading Instruction in Middle Childhood Education

Teacher candidates study the techniques, materials, and philosophical approaches to literacy instruction for children ages 8-14. This includes topics such as: reading comprehension, word identification, reading in the content areas, integrating literacy instruction across the curriculum, using literature to teach reading, assessment, and teaching reading in diverse classrooms.

During the field experience, the candidates are expected to:

- observe and describe the classroom environment and instruction designed to promote literacy development
- prepare and write literacy lesson plans
- conduct literacy activities in small groups or with the whole class on a daily basis
- reflect and discuss with the cooperating teacher their experience and growth as teachers
- complete other tasks/activities assigned by the course instructor and cooperating teacher.

EDU 345- Social Studies Instruction in Middle Childhood Education

Teacher candidates study the materials and teaching strategies applied to the social studies curriculum for students ages 8-14.

During the field experience, the candidates are expected to:

- observe the classroom teacher's instruction
- prepare and write lesson plans
- conduct content area activities in small groups or with the whole class on a daily basis
- reflect and discuss with the cooperating teacher their experience and growth as teachers
- complete other tasks/activities assigned by the course instructor and cooperating teacher.

EDU 346- Science/Health Instruction in Middle Childhood Education

Teacher candidates study the methods and materials used in the science/health curriculum for students ages 8-14.

During the field experience, the candidates are expected to:

- observe the classroom teacher's instruction
- prepare and write lesson plans
- conduct content area activities in small groups or with the whole class on a daily basis
- reflect and discuss with the cooperating teacher their experience and growth as teachers
- complete other tasks/activities assigned by the course instructor and cooperating teacher.

EDU 347- Mathematics Instruction in Middle Childhood Education

Teacher candidates study the materials and teaching techniques applicable to teaching mathematics to students ages 8-14. A problem-solving approach is emphasized.

During the field experience, the candidates are expected to:

- observe the classroom teacher's instruction
- prepare and write lesson plans
- conduct math activities in small groups or with the whole class on a daily basis
- reflect and discuss with the cooperating teacher their experience and growth as teachers
- complete other tasks/activities assigned by the course instructor and cooperating teacher.

Field Experiences in Adolescent Young Adult Education Teaching Fields



- EDU 350 – Special Methods in Foreign Language
- EDU 351 – Special Methods in Integrated Language Arts
- EDU 352 – Special Methods in Physical Education
- EDU 354 – Special Methods in Visual Arts
- EDU 355 – Special Methods in Integrated Social Studies
- EDU 356 – Special Methods in Science
- EDU 357 – Special Methods in Integrated Math

These classes are designed to provide a special teaching methodology in the candidate's selected licensure area.

During the field experience, the candidates are expected to:

- observe the classroom teacher's instruction
- teach a variety of lessons in the teaching field
- reflect and discuss with the cooperating teacher their experience and growth as teachers
- complete other tasks/activities assigned by the course instructor and cooperating teacher.

Field Experiences in Assessment and Reading in the Content Area

EDU 340- Assessment of Teaching and Learning

Teacher candidates study elements of measurement, evaluation, effective teaching, and student achievement in diverse settings. Topics include: evaluation methods, grading systems, standardized and teacher-made tests and their interpretation, as well as formal and informal assessment methods.

During the field experience, the candidates are expected to:

- collect specific artifacts relating to the assessment of teaching and learning.
- complete other tasks/activities assigned by the course instructor and cooperating teacher.

EDU 348- Reading in the Content Area

Teacher candidates investigate ways to show students how to adapt skills to real reading situations and how to use reading as a vehicle for learning. Topics include vocabulary development, reading comprehension and concept development through text materials.

During the field experience, the candidates are expected to:

- prepare and write lesson plans
- teach a minimum of five lessons that promote literacy in the content area
- reflect and discuss with the cooperating teacher their experience and growth as teachers
- complete other tasks/activities assigned by the course instructor and cooperating teacher.

Field Experiences in Adolescent Literature

EDU 341- Adolescent/Young Adult Literature

Teacher candidates survey literature appropriate for use in the classroom for students ages 8-14. Includes is the study of many genres of literature, as well as strategies for using literature across the curriculum.

During the field experience, the candidates are expected to:

- observe the classroom teacher's instruction
- prepare and present a book talk motivating students to read
- prepare and present four lessons dealing with literature
- reflect and discuss with the cooperating teacher their experience and growth as teachers
- complete other tasks/activities assigned by the course instructor and cooperating teacher.



A more detailed description of field experience requirements for the specific courses as well as evaluation forms to be completed by the cooperating teacher and college supervisor are included in the field experience addendum packets.

Expectations of Teacher Candidates in Field Experiences

Field experience is a critical phase of the teacher education program. Field experiences allow for the integration of theory, pedagogy, knowledge and practice. During this time, candidates will have the opportunity to develop competencies, assess their professional strengths and needs, and adapt to challenging teaching situations and conditions. Open-mindedness, willingness to explore, and the ability to learn from mistakes are characteristics of expert teachers. Additionally, the following expectations of teacher candidates in field experiences must be considered.

Baldwin-Wallace Teacher Candidates are:

- **Enthusiastic and Flexible**
 - Show initiative and willingness to work hard.
 - Teach as much as possible.
 - Take advantage of every opportunity to learn about teaching and the profession.

- **Punctual and Present Everyday**
 - If a candidate is ill and needs to miss school, he/she must call the cooperating teacher and the college supervisor.
 - If a candidate misses more than 1 day, he/she will need to make up the time during finals week.

- **Professional in their Behavior and Appearance**
Teacher education candidates are expected to dress, groom and conduct themselves in a manner consistent with the ethical and professional responsibilities expected of all teachers.

- **Ready on the First Day**
Plan to meet with the cooperating teacher to schedule teaching time.
Discuss class procedures with the teacher and have the roles clearly defined regarding management issues.
Observe one or two days, then start teaching.
Have an introductory activity planned for the first day.
Send a letter of introduction to the parents during the first week.

- **Well-Planned and Organized**
All lesson plans should be written using the BW lesson plan format.
Plans should be detailed and comprehensive.
Lesson plans should include the teacher's signature and the candidate's self-reflection.
Lesson plans should be submitted to the cooperating teacher 24 hours in advance or you do not teach the lesson.
A schedule for planning lessons and a method for organizing assignments and materials should be developed.



Responsibilities of Cooperating Teachers

The faculty members in the Division of Education believe that becoming a teacher is a life long process which requires continual reflection. It is strongly encouraged, therefore, that cooperating teachers engage the teacher education candidate in ongoing discussion about his/her performance and ways to improve practice. Moreover, it is suggested that teachers communicate with college supervisors about any significant successes or challenges the teacher education candidate may experience.

Cooperating teachers may find the following guidelines helpful in carrying out these major responsibilities:

- Provide space to work and a place to put materials.
- Help the candidate get to know the students and the classroom procedures.
- Provide time for the candidate to teach and help him/her schedule times to teach.
- Preview, evaluate and sign lesson plans.
- Provide written or oral feedback on each lesson.
- Be firm, honest, exact, and consistent in directives and expectations. Consult with the college supervisor about any concerns or questions.
- Complete a final evaluation form (attached) which will be submitted to the Division of Education office and will become a part of the candidate's record.

Suggested Guidelines for College Supervisors

Supervisors of teacher education candidates participating in methods field experiences have a critical role in the mentoring of future teachers. The faculty in the Division of Education appreciates the diligent and thoughtful attention supervisors give to this process.

College supervisors may find the following guidelines helpful in carrying out the major responsibilities involved in supervision:

- Contact your assigned teacher education candidates and insist that they give you their teaching schedules so that you can plan observations at mutually agreeable times.
- Schedule a minimum of two (2) visits to observe each of your assigned teacher education candidates. For candidates enrolled in multiple courses in the middle childhood program, make every effort to schedule and observe at least one lesson in each subject area. During each visit, provide feedback about the candidate's written lesson plan as well as his/her teaching performance.
- Consult with the classroom teacher at each visit to inquire about the progress of the teacher education candidate.
- During each visit, write your observations and comments in narrative form or use a black-line copy of the appraisal form, and provide a copy to the teacher education candidate.
- After each observation, take the time to talk with the teacher education candidate, or make arrangements for a later conference as soon as possible.
- For questions regarding course requirements, be sure to consult the instructor of the specific course or direct the candidate to contact the instructor. The contact information for each instructor may be found on the last page in this handbook.
- Complete a final appraisal form to summarize each teacher education candidate's performance.
- Submit the yellow copies of your final appraisals to the Division secretary by the last day of the experience, along with the *Checklist for Supervisors*.
- The white copy of the final appraisal form should be kept by the candidate for inclusion in his/her professional portfolio. The pink copy may be retained by the cooperating teacher or college supervisor who completed it.
- Submit a request for mileage reimbursement. Maintain a record of the mileage and submit the record to the Division secretary at the end of the semester.

