



**Field Experience Multiple Subject, Education
Specialist and Single Subject
EDUC 521
Student Teacher Handbook**

Student Observer's Name

Phone Number and Email

Cooperating Teacher's Name

Phone Number and Email

University Supervisor's Name

Phone Number and Email



Dear Student Teacher Credential Candidates:

Welcome to your field experience. We hope that the field experiences that you are about to begin are valuable and productive for you in this next stage of your professional development and training. Some of the finest schools in the Ventura County area have been selected for you to observe in, being careful that you would have an opportunity to see the diversity of our student population. Teachers are looking forward to making you a part of their classrooms for a semester. Remember that you are a guest and must fit in with the culture and schedule of both the school and the classroom to which you are assigned.

You are to dress professionally. We realize many schools have a relaxed dress code, however, some student teachers have a tendency to be **TOO** relaxed in their dress. Student teachers need to understand that their dress can affect the way students respond to them during the classroom day. Females are not to wear short, revealing dresses and skirts. No one is allowed to wear shorts. Most schools have a policy of no tattoos and body piercing to be shown, please respect and adhere to this policy. If you bend over and your back is exposed, if you raise your hand and your stomach is revealed, or if you bend over and cleavage is seen, you are not professionally dressed.

Standard 20 of the California Commission on Teacher Credentialing reads:

Each candidate adheres to high standards of professional conduct, cooperates effectively with other adults in the school community, and develops professionally through self-assessment and collegial interactions with other members of the profession. Each candidate exhibits intellectual integrity, serves students honestly, protects their privacy, respects their work, and sustains open discussion of ideas. Each candidate communicates effectively with administrators, teachers and parents, and participates in school meetings, parent conferences and other aspects of school life. Each candidate grows as a new teacher by assessing his or her own progress, accepting professional advice and considering constructive criticism. CLAD emphasis candidates use available resources to communicate effectively with parents.

This is a wonderful opportunity for you to see how a classroom is run and how different teachers with different styles and personality all work together to education students. Enjoy this time!

Sincerely Yours,

Jacqueline Gilmore
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University Supervisors
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FIELD EXPERIENCE SERIES

EDUC 521

This field experience is to be taken concurrently with EDUC 520, by full time or part time students. Students are participatory observers in classrooms. The purpose of the school experience is to provide an opportunity for students to complete assignments for the observation and guiding behavior class. **The field placement coordinator will arrange field placements for students.** Students must observe 14 days for credit; absences or holidays need to be made up. Assignment times will vary depending on which school you are assigned to. You should plan on arriving 15 minutes before class starts and leaving at lunch.

Assigned classroom time

1 morning a week

1 unit

STUDENT TEACHING AND FIELD PLACEMENT POLICIES

You are always a **GUEST** in the host school and are always under the immediate supervision of one or more cooperating teachers. Many schools encourage candidates to become an active member of the school faculty, assisting in activities and attending staff and parent-teacher meetings.

All field placements are done through the Field Placement Office. It is never ok to contact a school district, principal or teacher about field placement.

ATTENDANCE

If for any reason you are going to be absent, tardy, or leave early contact your cooperating teacher, university supervisor, and the school office at least one-half hour prior to the beginning of the school day. You are to attend weekly for 14 weeks. If you are absent, the hours must be made up by the end of the semester.

SCHOOL CALENDARS

Very often public school calendars and university calendars do not match. You need to adhere to the district calendar for the school where you have been assigned. You are responsible for getting your timesheets turned into the Field Placement Office. Your supervisor is responsible for turning in your evaluations.

KEY POINTS FOR COOPERATING TEACHERS

- Introduce candidate to faculty and staff at school and acquaint with physical facilities of school
- Provide candidate explicit directions regarding your expectations for performance, time allotment, materials and special activities
- Develop a teaching and professional responsibilities schedule with candidate that allows the candidate to gradually assume responsibilities
- Provide the student with a workspace in the classroom
- Model good teaching techniques and methods, making explicit to candidate the reason for using the techniques you have chosen and share ideas about lesson planning
- Share IEP's and behavior plans with candidate if appropriate
- If a student is experiencing extreme difficulty contact the university supervisor immediately. She will set up a meeting with the candidate and depending on the severity may refer the candidate to meet with the Director of Field Placement to write up a "Statement of Concern Plan" to be put in the candidates file.
- Do an Evaluation of Profession Deposition. Review with student and supervisor when possible.
- Sign candidate's timesheet.

KEY POINTS FOR FIELD EXPERIENCE OBSERVER/PARTICIPANTS

- *Always* be professional: in dress, demeanor, and attitude. You may hear or see things in classrooms with which you do not agree, or you may learn confidential information about a student; keeping these issues confidential is essential.
- You should plan on arriving 15 minutes before class starts and leave at lunch. No excuses.
- If you are experiencing any sort of difficulty in your placement, share this with your SUPERVISOR immediately. Your supervisor is there to serve as your advocate and liaison between you, the cooperating teacher, the school site, and the University. The cooperating teacher is there for day to day mentoring and is the ultimate authority for your learning in the classroom.
- Be willing to go the extra mile. Offer to assist with extra duties such as lunch or hallway supervision, parent-teacher conferences, team/staff/department meetings, IEP meetings, student assessments and the like. ****Become known as a problem-solver not a problem-maker.**
- Be sure to advise your cooperating teacher if and when absences become necessary. Please refer to the attendance policy in this handbook. Candidates should keep a weekly time sheet (found at the end of this handbook). Candidates are responsible for turning in timesheets, not supervisors, to the Field Placement Office at the end of the semester.
- Your first priority is to get your assignment completed for your EDUC 520 class or other method classes you will be taking; however it will not take all of your observation time. Make sure the rest of the time you spend assisting the teacher, working in small groups, tutoring students or helping out in anyway your cooperating teacher would need your help.

EDUC 521-STUDENT TIMELINE OF ACTIVITIES

During the semester field experience (EDUC 521) you (O/P) will spend **one half day a week** in your assigned classroom. Throughout the semester you will complete assigned coursework. * The University Supervisor will visit at least 3 times during the semester to determine your performance and progress.

Week	Student Teacher Activities
1-2	<ul style="list-style-type: none"> • Share your course assignments with CT and CSUCI supervisor. • Gather <i>info</i> on school, i.e., maps, schedules, handbooks. Get to know your way around. • Observe and record class routines and rules. • Familiarize yourself with the available school, district, and community resources. • Observe lessons noting the sequence and details as required in your classes. • Learn names of all students.
3-4	<ul style="list-style-type: none"> • Be in classroom on the assigned day. Assume one or more of the classroom routines. i.e small group instruction, reading a story to the class, doing a calendar activity... • Work with individual children as assigned by CT.
5-7	<ul style="list-style-type: none"> • Continue to confer regularly with CT, set short and long-range goals. • As appropriate, participate in any school events, conferences, or workshops.
8-14	<ul style="list-style-type: none"> • If appropriate, ask CT for an opportunity to attend parent conferences/IEP/SST meetings. • Plan to teach a small group a lesson during your upcoming O/P days. • Request to create a bulletin board & maintain aspect of the learning environment. • Keep in touch with your University Supervisor. • End of Wk 12 – Meet with CT and supervisor to complete the “Dispositions Evaluation Form.” • Ensure that timesheets are up to date. • Turn in signed timesheet in to Field Placement Office

*** Typical Course Assignments for Students to Complete While Observing in the Field:**

- Analyze the physical learning environment of the classroom.
- Observe students behavior using both anecdotal and coding tools.
- Observe and record rules, routines, procedures, and management strategies used in the field. Use knowledge gained to develop a classroom management plan.
- Develop strategies to communicate with families (e.g., classroom newsletter).
- Help students one on one and in small groups as assigned by CT.
- Learn to be a reflective practioner through assigned reflective prompts.

The focus of this prompt is on professionalism (professional qualities #1, #2, #9, #10, #11, #12). Written reflections will be due in week 10 or 11.

What are the most essential characteristics of a professional educator? Which of these characteristics are you already demonstrating, and which would you identify as priorities for future growth? Why?

Prompt #4

Due Date: _____

Focus is on articulating lessons learned, planning a graceful “exit strategy” from field placement, and developing the skills of tactful self-advocacy for future student teaching experiences (professional qualities #2, #7, #8, #10, #11, #12). Written reflections will be due week 13 or 14.

Because of your experience in EDUC 521 (with students, cooperating teacher, and university supervisor), what do you know now that you didn't know before? What did you learn that you want to be sure to take into your student teaching experiences? How will you communicate your appreciation to students and your cooperating teacher when you exit your EDUC 521 placement?

Rubric for Assessing Reflective Prompts

	SATISFACTORY (√)	EXEMPLARY (+)	UNSATISFACTORY (-)
CONTENT	Depth of thought is evident. The student has clearly worked to make sense of her/his experiences using the prompt as a guide.	Depth of thought is abundant. Student has reflected not only upon the meaning of their experience but upon its implications for teaching and learning as well.	It is apparent that the student considered little beyond their first response; the paper is more reactive than reflective.
	Learning and growth are apparent in the student's reflections, suggesting a change in her/his outlook or practice.	Learning and growth are obvious throughout the paper such that changes in perspective and/or practice are clear.	Little or no evidence of learning and growth is provided.
	There are sufficient examples provided to support claims or explain perspectives.	Plentiful examples are given to sustain claims or contextualize interpretations.	Viewpoints, interpretations, and perspectives are presented without supporting evidence.
	Next steps are mentioned or new questions are offered that may direct future learning and teaching.	A convincing link from the student's reflection and into changed learning/teaching is given.	Connections between experiences and future teaching/learning are few or nonexistent.
MECHANICS	Effective sentence structures and paragraphs.	Compelling narrative, description, explanation, and/or argument.	Difficult to read and/or hard to follow.
	Organization is sensible and syntax is appropriate.	Sentences vary in structure, ideas are clear and cogent, and transitions help the paper to flow.	Ideas are disorganized and paragraphs/sentences tend to wander or lack connection.
	Largely free of errors in spelling, grammar, capitalization, and/or punctuation.	Clearly proofread and revised before submission and is error-free.	Little to no evidence of proofreading with frequent errors in mechanics.
	Meets expectations in terms of length and formatting requirements.	Adheres to formatting and length requirements.	Does not meet formatting and length expectations.

California State University Channel Islands

Field Experience Time Report

(Use this form to document work for EDUC 521, SPED 562 and EDMS 562. Page 2 must be signed.

Make a copy for your records & submit to Field Placement Office BTE 2715

Minimum of 14 Observations are required

Name: _____ Term _____

Grade and Subjects _____

School _____ School District _____

Cooperating Teacher _____ Email Address _____

Date/Time in/Time out	What I did in class today

I believe the above report to be substantially correct.

Signature of Candidate

Total _____ Hours

Signature of Cooperating Teacher

EVALUATION OF PROFESSIONAL DISPOSITIONS

Candidate's Name _____ Date: _____

Grade/Name of School _____

RATING SCALE: 4 = All of the time 1 = None of the time
 3 = Most of the time N/O = Not Observed
 2 = On Occasion

DIRECTIONS:

Using the scale above, circle the appropriate number for each of the professional qualities listed. During the observation participation or student teaching experience the candidate was: **Comments**

- | | | | | | |
|---|---|---|---|---|-----|
| 1. punctual and dependable | 4 | 3 | 2 | 1 | N/O |
| 2. professional in appearance and manner | 4 | 3 | 2 | 1 | N/O |
| 3. enthusiastic about teaching and the students | 4 | 3 | 2 | 1 | N/O |
| 4. establishing rapport with all students | 4 | 3 | 2 | 1 | N/O |
| 5. willing to take initiative | 4 | 3 | 2 | 1 | N/O |
| 6. showing resourcefulness | 4 | 3 | 2 | 1 | N/O |
| 7. communicating clearly and effectively | 4 | 3 | 2 | 1 | N/O |
| 8. self-confident | 4 | 3 | 2 | 1 | N/O |
| 9. using sound judgment | 4 | 3 | 2 | 1 | N/O |
| 10. accepting feedback and suggestions | 4 | 3 | 2 | 1 | N/O |
| 11. working cooperatively with others | 4 | 3 | 2 | 1 | N/O |
| 12. demonstrating a willingness to take advantage of self-improvement opportunities | 4 | 3 | 2 | 1 | N/O |

Please add additional comments on the back of this form

This evaluation was completed by: _____

(Cooperating Teacher's and /or University Supervisor's Signature)

On ___/___/___ (Date)

This evaluation was discussed with the candidate _____
(Candidate's Signature)