

EASTERN UNIVERSITY
COLLEGE OF EDUCATION

FIELD EXPERIENCE
HANDBOOK



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INTRODUCTION

This handbook serves as a guide for students completing field experience. Field experiences are defined by the Pennsylvania Department of Education as a range of formal, required school and community activities participated in by students in teacher preparation programs, under the supervision and mentorship of a classroom teacher. The Teacher Preparation Program at Eastern University considers the supervised field experience to be an essential step of professional preparation in a student's program. The field experience is designed to integrate knowledge and skills from earlier coursework, as well as to allow for the development of new skills. Also, the field experience will provide students with the opportunity to practice, develop, and demonstrate competencies in their certification area.

The field experiences will take place in classroom settings, so students learn about the socio-emotional and academic traits of students and gain experience in teaching through direct observation, opportunities for working directly with students in small groups and whole groups, and participation in teamwork and collaboration at the appropriate grade levels. As students move through the field experience stages, they will have increased exposure to schools and involvement with teaching students under the guidance of classroom teachers and university personnel throughout the preparation program. These field experiences lead the student toward stage 4 which is student teaching.

MISSION OF THE TEACHER EDUCATION PROGRAM

Eastern University is a Christian university committed to preparing professionals to serve with excellence in schools. The College of Education is committed to equipping our students to ensure they 1) possess depth and breadth in their respective content knowledge, 2) display professionalism, 3) practice evidence-based teaching skills, 4) work toward repairing social injustices such as reducing the achievement gap, and 5) attain expertise in diversity and inclusion practices.

The teacher training program also strives to have candidates reach an understanding of individual differences, human growth and development, and a thorough knowledge of innovative teaching techniques with appropriate integration of educational technology must be demonstrated by student teacher candidates before placement in the field by the College of Education staff.

FIELD EXPERIENCE GUIDING PRINCIPLES

Behind all procedures and policies related to field experiences, we have identified a set of core principles that help us focus on reaching our goals. These principles are to be used by all persons involved with field experiences to maintain the high quality and character of these experiences. It is important that you review these principles and help us ensure that they play a noticeable role in our field experience program.

1. The Field Experience enables the student to make explicit connections among content areas, cognitive development, motivation, and learning so that classroom work and fieldwork are interdependent.
2. The Field Experience allows teacher candidates to observe, practice, and demonstrate coursework competencies, under the supervision of education program faculty and under the mentorship of certified teachers.
3. The Field Experience provides opportunities for teacher candidates to teach individual students and small groups and learn how to customize instruction to meet the needs of individual students.
4. The Field Experience provides teacher candidates with time to learn and demonstrate the multiple competencies and responsibilities required for teaching.
5. The Field Experience gives teacher candidates the necessary practice to develop their skills in instructional planning and implementation, classroom management, engaging and teaching students, and using current methods of instruction and technologies.

OVERVIEW OF THE STAGES OF FIELD EXPERIENCE

As stated above, a crucial element of the teacher education programs at Eastern University is the securing of high-quality field experiences and the gaining of competencies needed to become successful teachers. Field experiences are gained by participating in classrooms in a variety of ways which range from initial observations at Stage 1 and progressing to fully teaching students at Stage 4. See stages below. These experiences expand the prospective teacher's comprehension of effective classroom practices and assist students in converting theoretical constructs into practical teaching strategies and methods. All of these field experiences are tied into coursework where students converse with their professors and write papers that memorialize their understanding of writing.

Per the Pennsylvania Department of Education, there are three stages of field experience competencies (Stages 1, 2, & 3) and one stage competency (Stage 4) for student teaching. Each stage is progressively more intensive and requires the candidate to assume gradually more responsibility and gain insight into the competency domains of planning and preparation, classroom environment, instructional delivery, professional conduct, assessment, and knowledge of diverse learners.

EDUC 211 and 328 Required FE Hours for Students in the Early Childhood Education (BS) program

Each student in the Early Childhood Education Bachelor of Science degree program is expected to have documented field experiences in at least **two** of the following **age/grade bands**. Age/Grade Band #1 field experience is completed in **EDUC 328** and must be done in a Birth to 3 years **OR** 3-5 year old classroom/setting. Field experience in 5-8 years/K-4th is completed in **EDUC 211**.

Age/Grade Bands #1 (Choose 1):

- Birth to age 3 (Infant/Toddler) in EDUC 328
- Ages 3-5 (Preschool) in EDUC 328

Age/Grade Band #2 (Required):

- Ages 5-8 (Early Grades K-4th) in EDUC 211

In addition, each student in the Early Childhood Education Bachelor of Science degree program is expected to have documented field experiences in at least **two** of the following **settings**. The Setting #1 field experience is completed in **EDUC 328** and must be done in a Head Start/Early Head Start **OR** Center-based Care **OR** Home-based care. At least **10** field hours in K-4th grades must be completed in EDUC 211.

Setting #1 (Choose 1):

- o Head Start/Early Head Start in EDUC 328 **OR**
- o Center-based Care in EDUC 328 **OR**
- o Home-based Care in EDUC 328

Setting #2 (Required):

- o Early Grades K-4th classroom in EDUC 211

Field Experience Stages 1 to 3

Stage 1: Observation

Students in Stage 1 are primarily observers of a variety of education-related settings appropriate to various field experience (mostly course-related) assignments. The students will acquire observation skills and will apply knowledge of child development to the actual observation of children. Students will observe the domains of planning and preparation, classroom environment, instruction, and professional responsibilities. Students must complete the “Stage 1 & 2 Field Experience Observation & Exploration Form.” Students are to present the teachers in the observed classrooms with information from the professor describing the goal(s) and objective(s) of the observation.

These Field Experience Observation hours are embedded throughout the education courses in your program of study. [Learn more about required field experience hours in designated courses.](#)

Stage 2: Exploration

As the students move into Stage 2, the mentoring teacher, student, and director of field experience will determine the transition of the student from primarily an observing role to more direct involvement with children. The students in Stage 2 will acquire assessment skills, knowledge of child development and PA Academic Standards, skill in planning based on observations and standards, knowledge of child environments and ability to assess them, knowledge of community agencies and skill of advocacy, and interacting and communicating with parents. Students will present the teachers with the professor’s form outlining what is to be accomplished through this exploration. Students must complete the “Stage 1 & 2 Field Experience Observation and Exploration Form.”

The student may work with individual students, conduct or teach small group activities in reading, math, and other subjects, and monitor classroom routines and procedures. The student will reflect on the following: information required for planning and preparation, elements of effective classroom management, strategies for instruction leading to student learning, behaviors and interactions reflecting the PA Code of Professional Practice for Educators, identify various kinds of assessments and gain knowledge of the characteristics and needs of diverse learners.

These Field Experience Observation hours are embedded throughout the education courses in your program of study. Learn more about required field experience hours in designated courses. [Learn more about required field experience hours in designated courses.](#)

Stage 3: Pre-Student Teaching

As the student moves into Stage 3, the amount of time increases working directly with students individually, in small groups, and whole groups. The students in Stage 3 will acquire knowledge of content areas and standards related to them, knowledge of integrated curriculum, the ability to plan, implement, assess, and reflect on lessons and activities for students, ability to communicate effectively with children, peers, parents, and supervisors. Teachers are included in activity planning with University faculty before the beginning of the pre-student teaching experience. Teachers complete student evaluation forms and provide feedback for future experiences. There will be an increase and demonstration of the student's knowledge concerning the competencies of planning and preparation, classroom environment, instruction, assessment, professional responsibilities, and knowledge of diverse learners. Mentor teachers must submit the "Stage 3 Evaluation Form."

Stage 4: Student Teaching

[Please see this webpage](#) for more information about preparing for and applying to Student Teach.

REQUIREMENTS FOR FIELD EXPERIENCES STAGES 1-2 CLEARANCES POLICY

The College of Education's Clearances Policy requires that all undergraduate and graduate students enrolled in College of Education courses that require observation hours and fieldwork submit updated copies of the following clearances to the Castle Branch (CB) documents Service or the Employment Verification Form (**once a year**).

Students must update their Clearances through Castle Branch or the Employment Verification Form once a year and before taking Field Experience Coursework. **If clearances are not completed by the course drop period, then the student must drop the course (or earn a Failure for the course).**

[Here are the instructions for starting your CB account.](#) Please start your CB account first and then follow their directions for 1) obtaining your clearance or, 2) uploading your clearances if

you already have them. **Please also use Eastern's CB portal (<https://portal.castlebranch.com/EQ29>)** listed on the instruction page and *not* CB's home page.

All clearances (TB, Child Abuse, State Police, and F.B.I.) are valid one year from the date of issue. Students are to keep the originals in their possession and submit copies of each clearance by the appropriate deadline (Feb 1 for fall candidates and Sep 1 for spring candidates) to be assigned to a student teaching placement. **All documents must be uploaded to Castle Branch or if you have an employer who has your clearances on file then complete an employment verification form.**

Clearances Required:

- [PA Criminal Record Check \(Act 34\)](#)
- [Child Abuse History Clearance \(Act 151\)](#)
- [F.B.I Fingerprint \(Federal Criminal History Record – Act 114\)](#) **Agency Code: 1KG6RT**
- [Health Assessment including a P.P.D. Tuberculin Test](#) – Immunization history portion is not required
 - Can be completed by your primary care physician or at any minute/health clinic.
 - Note: undergraduate students can get their TB test completed on campus at [Student Health Services](#)

Castle Branch clearances or employment verification forms must be updated once a year. No Field Experiences can be completed with outdated clearances. If clearances are not completed by the course drop period, then the student must drop the course (or earn a Failure for the course). Deadlines for submitting clearances are firm.

The College of Education at Eastern University follows the Clearances Policy for background checks of persons working with children as mandated by the Commonwealth of Pennsylvania in Act 24 of 2011, Act 34 of 1985, and Act 114 and Act 151 of 2006. You can find the information you need at: <https://www.education.pa.gov/Educators/Clearances/CHRI/Pages/default.aspx>

REQUIREMENTS FOR EDUC 571-574 courses

During the summer session, all of the graduate/postbaccalaureate methods courses (EDUC 571-574) will allow 50% of the course observation hours (10 hours) to be completed by watching instructor-recommended videos.

REQUIREMENTS FOR EDUC 406/407/406/407/408 FIELD EXPERIENCE COURSE STAGES 3

(a requirement for Undergraduate Students)

EDUC 406/407/406/407/408 COURSE OUTCOMES: 110 HOURS OF FIELD EXPERIENCE

At the successful conclusion of this course:

C1. Students will understand and plan instruction based on PA Core Standards, resources, materials, technology, knowledge of content and pedagogy, characteristics of students, and formative and summative assessments.

C2. Students will recognize, support, and experience the role of the prepared classroom environment for student learning.

C3. Students will observe and implement technology, strategies for active student engagement, effective questioning, and other aspects of effective instructional delivery.

C4. Students will always recognize and exemplify professional conduct.

C5. Students will identify various assessments and will apply the resulting data to planning and instruction.

C6. Students will acquire knowledge that will aid in the differentiated instruction of diverse learners.

C7. Students will practice ethical decision-making skills.

PREREQUISITES TO ENTER THE EDUC 406/407/408 FIELD EXPERIENCE COURSE

1. Students must have “**Good Academic Standing**” and may not be on academic probation when they enter this field experience.

2. All **prerequisite courses must be completed** prior to beginning this field experience. This means any grades of Incomplete must be resolved with the registrar before the semester begins. Students may be admitted to the EDUC 406/407/408 with completion of the following courses:

EDUC 200	FOUNDATIONS OF EDUCATION (10 hrs FE)
EDUC 201	INTRODUCTION TO SPECIAL EDUCATION (10 hrs FE)
EDUC 202	ASSESSMENT AND EVALUATION
EDUC 204	INCLUSIVE EDUCATION WITH FIELD EXPERIENCE (10 hrs FE)
EDUC 211	EDUCATIONAL PSYCHOLOGY (20 hrs FE)
EDUC 234	CHILD AND ADOLESCENT DEVELOPMENT
EDUC 240 or 403	EARLY LITERACY FOUNDATIONS or READING AND WRITING ACROSS THE CONTENT AREAS
EDUC 282	CLASSROOM MANAGEMENT

3. Purchase **Castle Branch** Account (or complete the employee verification form) to secure and upload the **required clearances** to enter the field experience. You must have up-to-date **Child Abuse Clearance, Criminal Background Check, and FBI fingerprinting** which must also be on file **before the beginning of the semester**.

4. **Professional Liability Insurance:** submit proof of professional liability insurance (\$1 million minimum coverage) three weeks prior to starting your student teaching experience. Many national organizations (e.g. PSEA) provide free liability insurance for student members. Memberships are optional but liability insurance is mandatory.

5. **TB Test** -State law makes it mandatory for all student teachers to undergo a Mantoux tuberculosis test and be adjudged free of this disease before beginning the 110 hours of field experience: The tuberculin skin test shall be administered by either the intracutaneous Mantoux test method with the two-step tuberculin skin test procedure or the percutaneous multiple puncture test method. Purified Protein Derivative (PPD) shall be the tuberculin used for the intracutaneous Mantoux skin test.

FIELD EXPERIENCE APPLICATION

All candidates must complete the information on the field experience availability form. Information such as name, email, cell, hours, courses, etc.

RESPONSIBILITIES OF THE FIELD EXPERIENCE STUDENT

1. All students must complete the information on the field experience availability form.
2. For EDUC 406/407/408, field experience students may NOT seek out their own placements.
3. All placements arranged for your Field Experience are final unless there are extenuating circumstances.
4. **Students must contact the mentoring teacher within seven days of receiving the placement. The Director of Field Experience must be copied on this first correspondence. Your field experience placement will be revoked if you do not meet this deadline.**
5. The student must arrange for transportation to and from the field placement.
6. Students must present their mentoring teacher with the Field Experience Handbook so that the mentoring teacher becomes familiar with what the student needs to accomplish while in his/her classroom.
7. Students must discuss the Field Experience Evaluation Forms for the various stages (**APPENDICES D, & E**) with their mentoring teacher so that the mentoring teacher is familiar with assessment procedures for the field experiences.
8. Throughout classroom interactions, the field experience students will follow the same policies and expectations for regular teachers.
9. Students must be punctual in arriving at school, at scheduled classes, and at meetings in accordance with school regulations.
10. Students must be aware of the school's safety policies and emergency procedures.
11. Students must conduct themselves in a professional manner always, including dress, speech, and personal habits.

12. Students will follow school times and calendars while completing field experience hours but abide by Eastern's calendar for EDUC 406/407/408 class schedule.
13. Students must become acquainted with, and abide by, school policies—keep information received about students or school personnel confidential.

RESPONSIBILITIES OF THE MENTORING TEACHER EDUC 406/407/408

The mentoring teacher is the single most important component of a successful field experience. Modeling exemplary classroom practices, a mentoring teacher offers the field experience student opportunities to provide effective instruction, observe and practice successful classroom management strategies, and develop positive social interactions among students and adults.

To serve as a mentoring teacher, a teacher must:

- Have been approved by the principal and/or the district.
- Hold a valid PA Instructional I or Instructional II teaching certificate authorizing him/her to teach in the field and/or grade level.
- Have a thorough knowledge of the subject matter and use such knowledge to create interactive learning experiences and varied assessments for PK-12 students that have a positive effect on their achievement.
- Demonstrate positive communication skills and effective classroom environment strategies.
- Structure the student's time to ensure appropriate learning experiences.
- Help the student appreciate individual differences, show respect for the diverse talents of learners, and be committed to helping them develop self-confidence and competence.
- Help student plan instruction based on knowledge of the subject matter, of students, and of curriculum goals and models and the PA Academic Standards.
- Demonstrate excellence in teaching and 21st-century skills for the student.
- Serve as a mentor for the field experience student and assist the student in self-evaluation of strengths and weaknesses/focus areas as the semester progresses.
- Possess and exhibit high expectations for field experience students.
- Advise the Director of Field Experience in a timely manner if the student has any additional training needs.
- Confirm attendance by signing the student's online field experience log with signatures after each visit.
- Complete and submit the candidate's Field Experience Evaluation Forms: **(APPENDIX D – 2 times & Appendix E - 1 time during the semester)**.
- Be familiar with and model the PA Code of Professional Practice and Conduct. Control and click on the following website:
<https://www.pspc.education.pa.gov/Statutes-Regulations-Policies-Forms/Code-of-Professional-Practice-Conduct/Pages/default.aspx>)

DURATION OF THE FIELD EXPERIENCE (EDUC 406/407/408)

Students must accumulate at least **110 hours** of supervised experience in the Elementary (K-4), Middle (5-8) or High (9-12) school settings. The field experience course and fieldwork are completed one or two semesters prior to student teaching.

The seminar for EDUC 406/407/408 will be held during the late afternoon or evening so it will not conflict with school-based field hours. The students will need to follow the calendar of the assigned school. Field experience hours missed will need to be made up. Students will be expected to attend the field experience seminar classes at Eastern University even if the class meets during a site vacation time. The seminar classes will meet until the end of the semester.

Please note that EDUC 406/407/408 at Eastern University is structured as both a practical field experience and a seminar. This means that students will be expected to complete work for the seminar such as readings, class presentations, etc. in addition to their on-site activities. The Eastern University faculty recognizes that this will involve considerable time commitment from students outside of their scheduled field experience hours.

EDUC 406/407/408 FIELD EXPERIENCE KEY ASSIGNMENTS

As the student moves into Stage 3, the amount of time increases working directly with students individually, in small groups, and in whole groups. The students in Stage 3 will acquire knowledge of content areas and standards related to them, knowledge of integrated curriculum, the ability to plan, implement, assess, and reflect on lessons and activities for students, and the ability to communicate effectively with children, peers, parents, and supervisors. Teachers are included in activity planning with university faculty prior to the beginning of the pre-student teaching experience. Teachers complete student evaluation forms and provide feedback for future experiences. There will be an increase and demonstration of the student's knowledge concerning the competencies of planning and preparation, classroom environment, instruction, assessment, professional responsibilities, and knowledge of diverse learners.

Field Experience students must complete all assignments and activities noted in the course syllabus. There are six (6) lesson plans required for the course that involve whole-class instruction. The student must use the detailed lesson plan (**APPENDIX F**). There is a sample of a detailed lesson plan (**APPENDIX G**). Lessons should vary in format and delivery and should be planned with careful consideration given to lesson objectives. While the lesson content is at the discretion of the student and mentor, the following activities should be practiced during your field experience:

- Reading strategies that are appropriate for your grade level
- Formative and/or summative or authentic assessments
- Writing instruction connected to the kinds of writing tasks that students will have to perform well in school and beyond.
- *Special Education Cert only: Low-incidence observation

PROFESSIONAL DISPOSITIONS

What are professional dispositions?

Professional dispositions are defined as the values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator's own professional growth. Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility, and social justice.

Why are dispositions important?

The attributes of the classroom teacher significantly affect how well students learn. Effective teaching happens when the teachers thoroughly know their subjects, have significant teaching skills, and possess dispositions that foster growth and learning in students.

Why and when do professional dispositions need to be assessed?

Eastern University is responsible for preparing candidates who have the required knowledge, skills, good moral character, and dispositions to become effective teachers. Therefore, the education and certification program prepares students to demonstrate the knowledge, skills, and dispositions expected of beginning teachers. During the field experience stages, students will receive feedback regularly regarding their dispositions. The Pre-Service Teacher's Professional and Personal Dispositions must be followed during the field experiences. These behaviors include the following:

1. Competence in written and oral expression
2. Professional, positive attitude
3. Personal enthusiasm
4. Ethical, moral character
5. Personal organization
6. Ability to meet deadlines
7. Good interpersonal skills
8. Ability to accept and profit from constructive criticism
9. Personal maturity
10. Use of prudent judgment
11. Professional Appearance and Dress
12. Class attendance
13. Demonstrated interest in educational activities (special events, Student Education Association, educationally related job or volunteer position, etc.).
14. Collaborates effectively with peers, supervisors, parents, and students
15. Exhibits empathy, compassion, and caring
16. Exhibits respect
17. Exhibits appreciation and value for diversity
18. Is a self-directed learner and takes the initiative

PROFESSIONAL BEHAVIORS DEMONSTRATED

1. Understand and adhere to PA Code of Conduct. Control and click on the following website: <https://www.pspc.education.pa.gov/Statutes-Regulations-Policies-Forms/Code-of-Professional-Practice-Conduct/Pages/default.aspx>
2. Maintain, student, family, and staff confidentiality.

3. Acquire and maintain appropriate clearances (**Castle Branch or Employer Verification Form**)
4. Understand and adhere to the policies and procedures of the specific school placement.
5. Advocate for high-quality, student-centered teaching practices utilizing the appropriate supervisory channels, including requirements related to mandated reporter status.

DRESS CODE AND PROFESSIONAL CONDUCT

1. During field experiences, students will interact with minors, parents/guardians, support staff, administrators, and teachers. Although most interactions will be positive, occasionally challenging situations arise. Students are expected to work productively and professionally with all populations.
2. Students are expected to meet or exceed the school's expectations of appearance and behavior. Clothing should be professional in nature.
3. Students must adhere to the Professional Code of Conduct. Control and click on the following website:
<https://www.pspc.education.pa.gov/Statutes-Regulations-Policies-Forms/Code-of-Professional-Practice-Conduct/Pages/default.aspx>
4. Upon arrival at the school, students will report to the main office and sign in. Students should introduce themselves to the principal (if available) and school secretary before going to their assigned classroom on the first day. When required, students should wear an ID badge or visitor's pass. Students should return to the office before departing and sign out of the building.
5. Students must take a copy of their PA Criminal Record Check and Child Abuse Clearance, TB Test Results, and FBI Fingerprinting to their school on their initial visit. Someone, usually the secretary will make copies of your originals. Make sure that you get the originals back.
6. Students must not use any electronic devices during field experience hours unless using such devices is part of the classroom activity.
7. Confidentiality laws protect school children. These laws require that students not use the actual names of children in assignments, nor discuss children by name in classes at Eastern University or any other situation outside their assigned school. Students should discuss the details of an issue regarding an individual child only with the mentoring teacher. You must sign the online form "Statement of Confidentiality and Professionalism."
8. At their initial meeting, each field experience student should provide the mentoring teacher with a phone number and email address and ascertain the best way to communicate with the mentoring teacher if the student cannot make a scheduled visit.
9. Students must take a journal on each school visit to facilitate record keeping and observational data.
10. Students must write their mentoring teacher and principal a thank you note at the end of their field experience.
11. Students must follow the school's safety and security policies. If you observe any imminent compromise to the safety of the students or the building, you must report the situation to your mentoring teacher and/or the school administration. A report of the situation must also be sent to the Director of Field Experiences as soon as possible.

PUNCTUALITY, ATTENDANCE, AND EMERGENCIES

Punctuality and regular attendance are imperative. Students must complete the **Field Experience Log Form**. This form must be completed by the student and signed after each visit by the mentoring teacher to verify attendance and description of tasks.

When an emergency arises, call the school office to alert your mentoring teacher of the situation and text or email the Director of Field Experience. Absenteeism and tardiness may affect course grades and receiving credit for field experiences. All 110 hours of field experience must be completed, therefore, hours missed will need to be made up. Also, absence due to a student's failure to submit the required clearances will be considered UNEXCUSED; and hours need to be completed regardless.

FIELD EXPERIENCE STUDENTS WITH DISABILITIES

Notice to students with Physical or Learning Disabilities: In order to be entitled to disability accommodations at Eastern University, students must submit a written request to the Cushing Center for Counseling and Academic Support (CCAS) and be found eligible for accommodations. In order to make an accommodation for this course, the professor must receive a written request from CCAS. Disability accommodations are not retroactive and will not be implemented until a request from CCAS is received. All accommodations must be reactivated by the student prior to the beginning of each new academic session. For further information, please go to:

<http://www.eastern.edu/student-life/academic-support-counseling-and-disability-services/disability-accommodations>

Teacher candidates with disabilities should discuss individual needs with the Director of Field Experience well in advance of any field placement to allow adequate time for planning.

TERMINATION OF FIELD EXPERIENCE

If a student is found to be acting in a way that endangers children, is in violation of school and/or Eastern University policies, is in violation of the law, or shows disrespect and insubordination towards local public school or university personnel, he/she may be removed /terminated from field experiences at the discretion of the university. The following conditions provide examples of (but are not limited to) what constitutes reasons for an unscheduled removal:

- the student's disregard for the Pennsylvania Code of Professional Practice and Conduct for Educators
- the student's failure to abide by the field experience guidelines established by the College of Education
- the student's failure to demonstrate appropriate teaching dispositions as established by Eastern University's College of Education

- the student's disregard for the policies, protocols, and procedures established by the host school district
- the student's inability to build and maintain a positive relationship with the hosting school or participating teacher
- the student's breach of confidentiality
- the student's inappropriate use of technology, including on-line activity

An unscheduled removal is a very serious matter, and a student may be asked to leave (or not return to) a field placement or course experience without prior notice. If a situation arises that could possibly be grounds for a student being removed from a course experience or field experience, the College of Education Dean and Director of Field Experience will work to assess the situation, create a plan of action for changing behaviors that have been questioned, or remove the student from the experience. Where applicable, a student may be temporarily suspended from a field experience or course of study until the necessary coordination of a meeting can be arranged. The student may fail the course and/or be dismissed from the Education program if they are terminated from a field experience site.

APPENDIX A

Statement of Understanding

As a Teacher Education Major at Eastern University, I understand that there are many responsibilities to which I must attend to successfully complete the program and become a certified teacher in Pennsylvania. I have read the *Field Experience Handbook* carefully and understand the content. I have read the guidelines concerning clearance requirements, dispositions, field experience procedures, and recording those field experiences. I understand that I must be proactive as I work to comply with the necessary field requirements outlined in this handbook in order to continue through the program. Failure to do so may result in temporary suspension, removal from the site, failure of the course, and potentially dismissal from the teacher education program.

My signature below signifies my understanding and willful compliance with the policies and procedures established in this handbook including the following:

- Statement of Confidentiality and Professionalism
- Statement of Clearance Adherence, on-going clearance compliance (Act 24). If clearances are not completed by the course drop period, then the student must drop the course and field experience placement (or earn a Failure for the course).
- One million dollars of professional liability insurance for every year in the program
- Completed Mantoux Tuberculosis (TB) test
- Student is responsible for securing transportation to field experience.
- Students must contact the mentoring teacher within seven days of receiving the placement. The Director of Field Experience must be copied on this first correspondence.
- Professional ethics and dispositions as outlined by Chapter 235 Code of Professional Practice and Conduct for Educators, EU's affiliated school district partners (and their accompanying state laws), and EU's Disposition Policy and governing guidelines.

Signature _____ Printed Name _____
Major _____ Date _____

Student ID # _____ Expected Date of Graduation _____

APPENDIX B

Stages 1 & 2 Field Experience Observation & Exploration Form

Name of Observer: _____ Observation Number: _____

School/Agency: _____ Date of Observation: _____

Teacher Observed: _____ Grade: _____

Hours Observed: _____ Time: _____

- (1) Danielson's Domains, Components, and Elements Observed - student should observe, and reflect on, all of these components before submitting this observation (check all when complete):

Planning and Preparation _____

Classroom Environment _____

Instruction _____

Professional Responsibilities _____

- (2) Learning Outcomes: Students will be able to...

- (3) Anticipatory set used by the teacher:

- (4) Brief description of the lesson (I do it; We do it; You do it)

- (5) Teaching methods/techniques/strategies used by the teacher:

- (6) Assessment methods/techniques/strategies used by the teacher:

- (7) What provisions were made for individuals with special needs?

- (8) List some of the questions posed to the students.

(9) What classroom routines did you observe? (These would be actions students take without teacher direction.)

(10) Explain what classroom management techniques the teacher used.

(11) Describe how the teacher brought closure to the lesson.

(12) List any other important observations:

APPENDIX C

Stage 3 EVALUATION FORM

FE STUDENT: _____ Mentor: _____

Evaluation 1 _____ Evaluation 2 _____ Evaluation 3 _____ Date: _____

5 SUPERIOR	4 VERY GOOD	3 SATISFACTORY	2 <SATISFACTORY	1 UNACCEPTABLE
Excellent Depth in Development	Much Depth in Development	Some Depth in Development	Minimal Depth in Development	Lacking Depth in Development

I. Planning and Preparation

- ___ 1. Has adequate knowledge of content and related research-based pedagogy.
- ___ 2. Uses PA PreK-12 Academic Standards to guide instructional planning.
- ___ 3. Uses knowledge of age and/or related characteristics of students to plan instruction.
- ___ 4. Uses formative and summative assessments to adapt learning goals.
- ___ 5. Plans instruction using appropriate resources, materials, technology, and activities to engage students.

II. Classroom Environment

- ___ 1. Maintains a culture of meaningful, caring, and respectful relationships between teachers and students and among students.
- ___ 2. Recognizes and supports the role of the prepared classroom environment for student learning.
- ___ 3. Uses classroom resources to support equity and maximize learning opportunities.
- ___ 4. Uses resources to make adaptations and accommodations that differentiate instruction for all learners.
- ___ 5. Identifies opportunities for productive family and community contact.

III. Instructional Delivery

- ___ 1. Uses effective verbal and non-verbal techniques.
- ___ 2. Uses effective questioning and discussion techniques.
- ___ 3. Uses technology effectively.
- ___ 4. Uses a variety of instructional strategies for active student engagement.
- ___ 5. Provides appropriate feedback to students in a timely manner.
- ___ 6. Uses formal and/or informal assessments to measure student learning.
- ___ 7. Communicates instructional goals, procedures, and content.
- ___ 8. Practices self-reflection of lesson's effectiveness and achievement of learning goals.

IV. Professional Conduct

- 1. Communicates with the mentoring teacher regarding instructional and non-instructional record keeping, procedures and routines, and timelines; including, but not limited to grading, attendance, lesson plans, parent communication, and inter-school needs.
- 2. Understands and follows the Professional Code of Conduct.
- 3. Applies safety precautions and procedures.
- 4. Complies with school policies and procedures regarding professional dress, attendance, punctuality, and use of technology.
- 5. Develops and maintains professional relationships with school colleagues.

V. Assessment

- 1. Identifies and reports on various kinds of assessments used in instruction including formative, summative, benchmark, behavioral, diagnostic, cognitive, affective, and psychomotor.
- 2. Interprets norm-referenced and criterion-referenced (i.e. PSSA, Benchmark Tests, most Teacher Tests,) assessment results for planning and instruction of groups and individual students.
- 3. Constructs assessments to match curricular goals.

VI. Knowledge of Diverse Learners

- 1. Reports on unique characteristics and learning needs of diverse learners (age, gender, culture, or ability) in the classroom.
- 2. Reports on effective practices and opportunities designed to communicate with and engage families, caregivers, and the wider community.
- 3. Recognizes and supports elements of a positive, respectful learning environment.
- 4. Differentiates instruction for the educational performance of diverse learners.
- 5. Recognizes policies and procedures to ensure that all students are valued in school.

**APPENDIX D
DISPOSITION EVALUATION FORM**

FE STUDENT: _____ **MENTOR:** _____

4 EXEMPLARY	3 PROFICIENT	2 BASIC	1 UNSATISFACTORY	NYO NOT YET OBSERVED
The candidate consistently provides evidence of the desired behaviors.	The candidate often provides evidence of the desired behaviors.	The candidate sometimes provides evidence of the desired behaviors.	The candidate rarely/never provides evidence of the desired behaviors.	Not yet observed.

- ___ 1. Demonstrates initiative and motivation
- ___ 2. Maintains confidentiality of school information
- ___ 3. Seems to recognize all students' potential to learn.
- ___ 4. Arrives promptly; attends regularly.
- ___ 5. Displays a professional appearance.
- ___ 6. Accepts and profits from constructive criticism.
- ___ 7. Exhibits empathy, compassion, and caring.
- ___ 8. Takes the initiative and is a self-directed learner.
- ___ 9. Demonstrates a professional, positive attitude.
- ___ 10. Collaborates effectively with peers, supervisors, parents, and students.
- ___ 11. Meets deadlines.
- ___ 12. Exhibits appreciation and value for diversity.
- ___ 13. Demonstrates competence in written and oral expression.
- ___ 14. Demonstrates responsiveness to non-verbal feedback.
- ___ 15. Engages others with civility and courtesy.

APPENDIX E

**EASTERN UNIVERSITY
LESSON PLAN OUTLINE**

Name		Time		Grade	
Content Area			Subject/Topic		

Brief Lesson Overview or Context for Lesson	
Common Core and/or PA State Standards	Essential Question(s)

Instructional Objectives:

Overarching Understanding Goals/Big Idea (1-2 goals)	Assessment(s)
Students will understand <i>that...</i>	
Content/Knowledge Goals (4-5 goals)	Assessment(s)
Students will know (<i>terms, facts, people, etc</i>)...	
Skill Goals (1-2 goals)	Assessment(s)
Students will be able to (<i>use Bloom's Taxonomy</i>)...	
IEP or ELL Goals (if applicable)	Assessments

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Materials/Resources

Instructional Process

Student Activities (Highlight all that apply for activities throughout lesson):				
Building Background:	Links to Experience	Links to Prior Learning	Key Vocabulary	
Scaffolding:	Modeling	Guided	Independent	
Grouping:	Whole Class	Small Group	Partners	Independent
Processes:	Reading	Writing	Listening	Speaking
Strategies:	Hands-on	Meaningful	Linked to Objectives	
Assessment:	Individual	Group	Written	Oral

Instructional steps <i>include the amount of time allocated for each step, add as many parts as you need - be aware of transition time</i>
Warm-up/Motivation/Pre-Assessment (5-10 mins)
<p>Main Activity (after Warm-Up)</p> <p style="padding-left: 40px;">Part 1 (__ minutes)</p> <p style="padding-left: 40px;">Part 2 (__ minutes)</p> <p style="padding-left: 40px;">Part 3 (__ minutes)</p>
Review and Assessment (Lesson Closure)

Universal Design for Learning
Engagement:
Representation:
Action and Expression:
Differentiation Strategies:
ELL:
LCLP (low content, low process):
HCHP (high content, high process):
IEP:

Management Plan:

Classroom arrangement
Possible Problems with solutions
What do you do if you run out of time?
What do you do if your lesson ends early?
What do you do if your resources fail?
What behavioral challenges and solutions do you anticipate?

VI. Reflect and Revise: (To be completed after lesson implementation.) *You must reference student assessment data in this 2-3 paragraph reflection.*



APPENDIX F

DETAILED LESSON PLAN EXAMPLE

Name: John Q. Public Content Area: Middle-Level LA Grade Level: 7th
Duration of Time: 50 min. Subject/Lesson Topic: Analyze Rhyme and Repetition

I. Lesson Overview: Students will use prior knowledge to recall nursery rhymes that use repetition. Listening to a popular song for repetition, alliteration, and rhyming will get students thinking and connecting to music and their interests. Using sticky notes to reinforce and practice learning is an effective way to have them actively engaged in the lesson. Using the “goformative link” is a fantastic way to assess students' understanding of the lesson.

II. Instructional Objectives/Learning Targets:

A. Concepts and Competencies for all students:

1. Analyze how sound devices make the text more vivid and imaginative.
2. Examine the impact of sound devices on the overall tone and meaning of a poem, play, and story.
3. Determine the impacts of rhymes, repetitions, and alliteration in a text.
4. Recognize rhymes, repetitions, and alliteration in real-life scenarios – such as in nursery rhymes and songs.
5. Apply close reading while reading poems, both out loud as a class and independently.
6. Show critical thinking through comprehension questions based on the reading.

III. Grade Level Common Core and/or PA State Standards:

A. Big Ideas:

1. Standard CC.1.2.7. F Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative, connotative, and technical meanings.
2. Standard CC.1.2.7. B Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.
3. Standard CC.1.5.7. Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.

IV. Vocabulary:

A. Key Vocabulary for all students

1. Repetition – the repeated use of a sound, word, phrase, or line.
2. Consonant – letters that are not vowels.
3. Rhyming – repetition of sounds at the ends of a word gives poems a musical quality and creates unity between ideas.
4. Alliteration – repetition of consonant sounds at the beginning of words.
5. Stanza – a group of lines forming the basic recurring metrical unit

in a poem; a verse.

V. Materials/Resources:

- Projector and computer
- Slideshow with definitions, directions, and activities
- Ready Common Core book for each student
- Chromebook laptop for each student
- Sticky notes/post-it notes
- Pink and blue highlighters for each student
- Teacher laptop to project the slides and play the music
- Two poster boards for the students to attach their sticky notes

VI. **Classroom arrangement:** Start as a whole class, transition to partners or small groups, and then end the lesson individually.

VII. Instructional Process:

A. Introduction/Anticipatory Set: (10 minutes)

1. State behavioral and academic expectations.
 - i. Remember to raise your hand, follow along with the reading, and focus on your work.
2. Engage students, capture their curiosity, and activate their brains for learning.
 - i. Desks will be set up with highlighters and the Ready Common Core Workbooks.
 - ii. The teacher will read the agenda for the day/class.
 - iii. Students will turn & talk with the person/people sitting next to them about a nursery rhyme or children's song that uses repetition.
 - iv. Students will open to page 131 in their Ready Common Core books.
 - v. Some students will share with the class what nursery rhymes they shared with their partners.
 - vi. The teacher will state that today they will be learning about diverse types of repetition – alliteration and rhyming. These terms will be written on two different poster boards.

B. Developmental Activities: (25 minutes)

1. Students will read page 131 and a volunteer will summarize what they just read.
 - i. Students will define the three vocabulary words from the reading (repetition, alliteration, rhyme).
 - ii. After definitions are read, definitions and examples will be on the board for any students that need extra assistance.
2. Play refrain from the song (0:27-1:06) Zedd, Grey – The Middle (Lyrics) ft. Maren Morris
 - i. Students will just listen to the song for the first time.
 - ii. Students will be instructed to find at least two examples of rhyme and

repetition when the song is played a second time.

iii. Students will write their answers on a sticky note and once the refrain is over, they will attach their sticky note (rhyming on pink and alliteration on blue) to the correct poster on the board, one labeled rhyme and another labeled alliteration. (Formative Assessment).

3. Students will read *Harriet Tubman* by Eloise Greenfield on page 132.

i. Students will highlight rhyming with a pink highlighter and alliteration with a blue highlighter.

ii. After reading the passage students will fill out a chart with columns labeled “sound device,” “examples,” and “impact on meaning” in groups.

iii. Volunteers will share their answers with the class.

C. Closure: (15 minutes)

1. Students will click on a link for the goformative website to place their answers to questions in their Wordly Wise Reading Book. (Formative Assessment).

2. The following directions will be written on the board:

i. Type in goformative.com

ii. Press “join code” in the top right corner

iii. Type YVFCEG into the “enter code” section

iv. Enter as a guest with your first and last name

v. Press “get started now”

vi. Choose the correct multiple-choice answer and write your thinking in the correct spaces.

vii. Your names will be hidden to the class, but the teacher can see them.

3. The students’ answers come up on the board, anonymously, so it is a way for students to get assistance from their classmates, without discussing it out loud.

4. As an exit slip, students will write one usage of rhyming, repetition, or alliteration that the author uses in *Harriet Tubman* on a sticky note (rhyming on pink and alliteration on blue). They will attach the correct sticky note to the correct

poster on the board, one labeled rhyme and another labeled alliteration. (Formative Assessment)

VIII. Management Plan:

A. Universal Design for Learning:

a. Giving summaries or reviews, including critiques, appropriate to grade-level within a small group, time extension, an online version of the game, and group work.

B. Two Classroom Management Issues Present:

a. Calling Out –

i. Proactive: Remind the student of classroom rules/guidelines.

ii. Proactive: Proximity Control- stand near the student and call on them before they have a chance to call out.

iii. Reactive: Provide the student with a notebook that they can use to write their thoughts in and then after the lesson they can discuss what they wanted to share.

b. Distracted/Not Focused –

i. Proactive: Proximity Control- stand near the student to refocus their attention to their work.

- ii. Proactive: Provide the student with a stress ball to hold while listening to the lesson.
- iii. Reactive: Allow the student to stand at their desk while working or take a short walk to refocus and get back to work.

IX. Formative/Summative Assessment:

A. Formative:

- a. Sticky notes: When students place the answers to the corresponding poster board, the teacher can see that students both can recognize repetition in the form of rhyming or alliteration in music, as well as correctly label the different type of repetition (rhyming or alliteration). This allows the teacher to see, mid-way through the lesson, if the students understand the difference between rhyming and alliteration. If students do not, the teacher can pause with the lesson and review what the difference between the two are, before moving on. The same formative assessment is used at the end of the lesson when the students add more sticky notes to the poster boards. This allows the teacher to assess if he/she needs to reteach or review the definitions and examples of definitions the next day.
- b. “Goformative Activity”: This activity assesses the students’ understanding of the poem as well as the understanding of why the author chose to add repetition in the forms of alliteration and rhyming into her work. It also gauges how students are able to explain how sound devices help their interpretation of the poet’s feelings about Harriet Tubman.

B. Summative:

- a. At the end of the unit, a unit test with ten multiple choice questions and a text-dependent analysis question regarding a passage that the students will read will be given to assess students’ abilities to tie in all lessons in the unit into one cohesive passage.

- C. Potential barriers to access instruction and learning:** Lecture at the board, could substitute lecturing for videos and/or allow the student to move to the board for the discussion. The game can be done in pairs or groups based on accuracy.