

## **GUIDE TO FIELD EXPERIENCES**

### **The Program of Early Field Experiences**

Candidates in the Teacher Education Program at East Tennessee State University have the opportunity of participating in a wide range of field experiences designed to help them become a successful teacher. These experiences are carefully selected and sequenced so that candidates will develop a clear perspective of teaching and learning in schools. This guide is designed to assist candidates and faculty in planning these field experiences.

This document serves a dual purpose. It serves to communicate the structure, the requirements, and the variety of the field experiences that are a part of the program of study and it serves as documentation for these experiences. Students need a comprehensive system of recording the many activities in which they will be participating. Also, the College needs this information for the program evaluation and improvement. This documentation is used to insure that field experiences are appropriate, effective, and complete.

Field experiences are an integral part of the total teacher education program. These experiences are planned collaboratively by college faculty, public school practitioners, and the Office of Field Placement. These learning opportunities should be valued and the responsibility for finishing each activity successfully and for insuring that all documentation is complete should be taken seriously.

A copy of the forms used in this documentation is included in this guide. Faculty distribute and collect the forms appropriate for each course and assist in maintaining the required records. The summary sheets located in the back of the guide serve as a handy reference for the candidate and for the College in assessing the need for further field experience.

#### **Phase I Field Experiences- Core Courses**

All Teacher Education Programs require three core courses that provide field experiences. For most candidates, these courses include:

- (1) EDFN 3300 - Foundations for Teaching
- (2) EDFN 3001 - Issues in Education
- (3) SPED 3320 - Exceptional Learners

Alternative courses exist for some programs and these are described below. The combination of the core courses provide experiences in both school and non-school settings and include field assignments with exceptional and diverse populations. These

experiences are with a variety of age groups. Further, field assignments require students to study different kinds of communities and the influence that society has on schools. The field experiences provided in these courses serve a common purpose: to introduce teacher candidates to the school, to teaching as a career, to society, and to students and their special needs. These field experiences total approximately 60 hours and constitute Phase I Field Experiences.

EDFN 2300  
Foundations for Teaching

Most teacher education programs require the successful completion of EDFN 2300. This class provides an introduction to the world of the classroom. This course has a University component, in addition to the field experience, which consists of seminars, projects, and activities. This course provides field experiences with different student populations and should assist the candidate in making a decision about whether to pursue a career as a professional educator. College of Education faculty will also counsel with students about Teaching as a career choice.

AHSC 2120  
Foundations of Early Childhood Development

Candidates seeking licensure in Pre K-3 are required to complete AHSC 2120 rather than EDFN 2300. This course has a field experience component in which candidates visit a variety of programs that serve young children.

EDFN 5411  
Exploring Schools

Candidates enrolled in the Master of Arts in Teaching program will complete EDFN 5411 rather than EDFN 2300. Field experiences will be scheduled as for EDFN 2300.

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EDFN 3301  
Issues in Education

This course includes a number of field assignments that require students to reflect on society's influence on the schools. Particular attention is given to various kinds of communities and to the other agencies that serve children. Field assignments may be completed in both rural and urban/suburban settings.

EDFN 5410  
Foundations for Teaching

This course is taken by students in the Master of Arts in Teaching program. Field assignments are similar to those required in EDFN 3301.

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SPED 3320  
Exceptional Learners

All teacher education candidates are required to successfully complete a course in the area of working with exceptional populations. For most licensure areas (Physical Education is the exception), this course is SPED 3320. This course includes field experiences with exceptional populations in school and non-school settings.

PEXS 4250  
Physical Education Activities for Atypical Populations

Candidates seeking licensure in Physical Education K-12 will complete PEXS 4250 rather than SPED 3320. This course incorporates field experiences in physical activity programs for individuals with handicapping conditions.

SPED 5500  
History, Issues, and Trends in Educating Exceptional Learners

Candidates enrolled in the Masters of Arts in Teaching program are required to take this course.

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Phase II Field Experiences-  
Methods Courses

Each of the methods courses required for licensure includes a field experience component. These field experiences are selected as part of a well planned, sequenced program of study for each licensure area. A minimum of 60 hours of field experience is scheduled as a part of Phase II field experiences. The area of emphasis for this segment of field experiences is observing good teachers teaching and modeling the strategies learned in the methods classes. Phase II field experiences are arranged by licensure area and selected by each department to meet the goals of its program of instruction. These experiences are scheduled in a variety of settings determined by each program.

### Phase III Field Experiences- Student Teaching

Student Teaching represents the culminating field experience. Each candidate is placed with two or more mentor teachers for a full semester, fifteen weeks, of direct teaching experience. Each licensure program requires experience at two different grade levels. Candidates for licensure in PreK-3 must have experiences at both the PreK /K level and in a primary grade. For candidates seeking K-8 or 1-8 licensure, experiences must occur in both a primary (K-4) or (1-4), and an intermediate grade (5-8). Licensure requirements for 7-12 include experiences at both middle grades (7-8) and high school (9-12) levels. All K-12 programs require experiences at both the elementary (K-8) and secondary (7-12) levels.

Having participated in a wide range of field experiences in preparation for this final undergraduate semester, candidates should be fully qualified to succeed in this experience. Each candidate also has the support and the assistance of one or more University supervisors for this semester. In addition to visiting students on site, supervisors conduct seminars to address topics such as new trends in instruction and upcoming program events.

Student teaching sites are selected to provide candidates with a nurturing, supportive environment in which to begin a teaching career. Placement sites for student teaching and other field experiences are evaluated each semester to insure that placements are appropriate. Program coordinators and other faculty are actively involved in the selection and evaluation of sites, and will be consulted when making placements for student teaching.

### Diversity of Experiences

In order to prepare candidates to teach in a wide range of instructional settings, ETSU must provide a diverse set of field experiences. These field experiences provide multiple opportunities to observe and work with students representative of different grade levels, school organizations, socioeconomic levels, communities, exceptional populations, and cultural backgrounds, as well as a valuable opportunity for professional growth and development.

This plan for field experiences insures that candidates will have experience in each of the following areas:

1. **Lower socioeconomic level schools-** These schools qualify as low-income schools based on U.S. Department of Education guidelines as “Designated Low-Income Schools.”

2. **Other socioeconomic level schools-** This designation includes all schools not designated by the U.S. Department of Education as “low-income schools.”
3. **Urban/Town/Suburban schools-** Schools located in an incorporated city or town school system are included in this designation. Some country schools that have attendance areas that are clearly suburban are also included.
4. **Rural schools-** Schools located outside a municipality are designated as rural unless they are clearly suburban.
5. **Minority intensive-** Schools in this designation have at least twice the percentage of minority students as are found in the region as a whole.
6. **Majority Intensive-** These schools have less than the average percentage of minority students in this geographic region.
7. **Exceptional populations-** Schools and other agencies that serve students who have been identified as needing special services because of one or more exceptionalities are included in this designation.
8. **A variety of age levels-** Each candidate for initial licensure is required to have student teaching experience in at least two different grade levels. These requirements vary from program to program.

PreK-3	PreK or K <b>AND</b> the 1-3 levels
K-8	K-4 <b>AND</b> at the 5-8 levels
1-8	1-4 <b>AND</b> 5-8 levels
7-12	7-8 <b>AND</b> the 9-12 levels
K-12	K-8 <b>AND</b> 7-12 levels

All candidates will complete field placements in each of these eight categories. These field placements are a part of the program of studies for each licensure area.

### **Selection of Sites**

The Office of Field Placement, working with University faculty and area school systems, has identified a number of sites that offer the kinds of experiences that are needed in order to develop a balanced view of teaching as a career. This plan for field experiences provides placement in schools that serve at-risk populations and provides experiences with different kinds of communities and different cultural and ethnic groups. Candidates will observe in rural schools as well as those in the cities and towns of this region. Candidates should see both the challenges and rewards of teaching as they observe teachers at work helping children learn and succeed.

Each program of studies has developed a sequence of field experiences which insure that all candidates have experiences in each of the eight categories described above. Some categories of experience have been assigned to core courses that every candidate must complete. The remaining categories are assigned to specific classes in each licensure program so that all are included in the sequence. Each program coordinator works with the Office of Field Placement in identifying schools in each category that will serve as placement sites for that program. The Office of Field Placement coordinates placements with area schools and maintains documentation of how field experiences are assigned and sequenced.

Field assignments are made by instructors after sites have been approved through the Office of Field Experiences. The record section of the guide should be used to document experiences throughout the program of study. While it is possible that a single school may offer more than one kind of experience, it is essential that candidates work in many different settings. Careful selection of sites will enable the student to develop a balanced view of what teaching is like. This document will be a part of each candidate's professional portfolio and will be reviewed in scheduling subsequent field experiences, including student teaching.

Candidates and faculty evaluate placement sites at the end of each field experience. This information will be used in planning future field experiences.

### **Accountability**

The scheduling of field experiences are monitored by program coordinators and the chair of each department working with the Office of Field Placements. Field experiences of each candidate will be reviewed as a part of the portfolio assessment process during the formal checkpoints established at the end of each phase.

## RECORD OF FIELD EXPERIENCE FOR

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NAME

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SSN

The following pages are to be used to document the variety of field experiences that each program requires. For each field experience, record information on all categories which apply. Entries should be complete with information about the placement site in which the experience occurs, the dates involved, a brief description of the activities, and a reflective paragraph that discusses how this experience has helped to prepare you for a career in teaching. Your professor should sign verifying that you have completed your field assignments in each appropriate area. This document will serve as an important part of your professional portfolio.

I. Variety of Age Groups

A. Group \_\_\_\_\_

Location:

Dates:

Course:

Instructor:

Mentor:

Description of Activities:

Reflection:

Documentation: \_\_\_\_\_

Signature of Faculty Member

B. Group \_\_\_\_\_

Location:

Dates:

Course:

Instructor:

Mentor:

Description of Activities:

Reflections:

Documentation: \_\_\_\_\_  
Signature of Faculty Member

## II. Special Populations

A. Group \_\_\_\_\_

Location:

Dates:

Course:

Instructor:

Mentor:

Description:

Reflection:

Documentation: \_\_\_\_\_  
Signature of Faculty Member

B. Group \_\_\_\_\_

Location:

Dates:

Course:

Instructor:

Mentor:

Description of Activities;

Reflection:

Documentation: \_\_\_\_\_  
Signature of Faculty Member

### III. Diverse Populations

#### A. **At-Risk**

Location:

Dates:

Course:

Instructor:

Mentor:

Description of Activities:

Reflection

Documentation: \_\_\_\_\_  
Signature of Faculty Member

#### B. **Culturally Diverse**

Location:

Dates:

Course:

Instructor:

Mentor:

Description of Activities:

Reflection:

Documentation: \_\_\_\_\_  
Signature of Faculty Member

**C. Rural Setting**

Location:  
Dates:  
Course:  
Instructor:  
Mentor:  
Description of Activities:

Reflection:

Documentation: \_\_\_\_\_  
Signature of Faculty Member

**D. Urban/Suburban/Town Setting**

Location:  
Dates:  
Courses:  
Instructors:  
Mentor:  
Description of Activities:

Reflection:

Documentation: \_\_\_\_\_  
Signature of Faculty Member

IV. Community Agencies (Ex. Juvenile Court, Department of Human Services, Youth Organizations, etc.)

- A. Agency \_\_\_\_\_  
Location:  
Dates:  
Courses:  
Instructor:  
Mentor:  
Description of Activities:

Reflection:

Documentation: \_\_\_\_\_  
Signature of Faculty Member

- B. Agency \_\_\_\_\_  
Location:  
Dates:  
Courses:  
Instructor:  
Mentor:  
Description of Activities:

Reflection:

Documentation: \_\_\_\_\_  
Signature of Faculty Member

C. Agency \_\_\_\_\_  
Location:  
Dates:  
Courses:  
Instructor:  
Mentor:  
Description of Activities:

Reflection:

Documentation: \_\_\_\_\_  
Signature of Faculty Member

V. Other (additional field experiences may be assigned as needed to ensure that candidates are prepared to teach).

A. Field Experience: \_\_\_\_\_  
Location:  
Dates:  
Course:  
Instructor:  
Mentor:  
Description of Activities:

Reflection:

Documentation: \_\_\_\_\_  
Signature of Faculty Member

B. Field Experience: \_\_\_\_\_

Location:

Dates:

Courses:

Instructor:

Mentor:

Description of Activities:

Reflection:

Documentation: \_\_\_\_\_  
Signature of Faculty Member

C. Field Experience: \_\_\_\_\_

Location:

Dates:

Courses:

Instructor:

Mentor:

Description of Activities:

Reflection:

Documentation: \_\_\_\_\_  
Signature of Faculty Member

## **Assessment of Early Field Experiences**

To a great degree, it is through the assessment of your performance in early field experiences that a determination is made regarding your readiness to teach. Each of the ten dimensions in the conceptual framework for the teacher education program at East Tennessee State University is addressed in your field assessment. This assessment is four fold:

- 1) Your professor will complete an assessment form;
- 2) Your mentor will conduct an assessment, based on observations during the placement;
- 3) You will complete a self-assessment of your own knowledges, skills, and dispositions to teach; and
- 4) You will assess the experience itself and evaluate the degree to which it has provided you adequate opportunities to develop professionally.

Level 1 Assessment will be conducted during Phase 1 field experiences, typically EDFN 2300/AHSC 2120, and EDFN 5411. Level 2 Assessment is conducted during Phase 2, methods courses. The results of these assessments for each field experience become a part of your professional portfolio and will be evaluated periodically throughout your program.

# Field Assessment of Knowledges, Skills, and Dispositions to Teach- Level 1

**Student name:**

**Supervisor name:**

**Mentor name:**

**Course:**

**Term:**

Please respond to these statements by choosing one of the three ratings, citing evidence for each rating.

## **Dimension 1: General Knowledge**

The candidate demonstrates the level of general knowledge required for success in teaching.

Superior      Adequate      Deficient

Evidence(s):

## **Dimension 2: Content Knowledge**

The candidate demonstrates knowledge of the content he/she is preparing to teach.

Superior      Adequate      Deficient

Evidence(s):

## **Dimension 3: Professional Knowledge**

The candidate demonstrates an understanding of how children learn, of appropriate teaching strategies, and of the professional responsibilities of a teacher.

Superior      Adequate      Deficient

Evidence(s):

## **Dimension 4: Diversity**

The candidate is aware of the many diverse backgrounds represented in the school, and demonstrates an appreciation and respect for differences among students, colleagues, and the larger community.

Superior      Adequate      Deficient

Evidence(s):

**Dimension 5: Collaboration**

The candidate works well with others and is aware of the importance of engaging in collaborative planning and teaching.

Superior      Adequate      Deficient

Evidence(s):

**Dimension 6: Reflective Practice**

The candidate is aware of the importance of reflection in the improvement of professional practice.

Superior      Adequate      Deficient

Evidence(s):

**Dimension 7: Life-long Learning**

The candidate exhibits an enthusiasm for learning and engaging in continual professional development.

Superior      Adequate      Deficient

Evidence(s):

**Dimension 8: Caring**

The candidate demonstrates a caring attitude toward students, members of the school community, and the global community.

Superior      Adequate      Deficient

Evidence(s):

**Dimension 9: Critical Thinking**

The candidate is aware of the importance of critical thinking strategies in evaluating his/her own practice.

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Superior      Adequate      Deficient

Evidence(s):

**Dimension 10: Leadership**

The candidate demonstrates leadership in the classroom, in the school, in the community, and in the profession.

Superior      Adequate      Deficient

Evidence(s):

## **Field Assessment of Knowledges, Skills, and Dispositions to Teach- Level 2**

**Student name:**

**Supervisor name:**

**Mentor name:**

**Course:**

**Term:**

Please respond to these statements by choosing one of the three ratings, citing evidence for each rating.

**Dimension 1: General Knowledge**

The candidate demonstrates the level of general knowledge required for success in teaching.

Superior      Adequate      Deficient

Evidence(s):

**Dimension 2: Content Knowledge**

The candidate demonstrates knowledge of the content he/she is preparing to teach.

Superior      Adequate      Deficient

Evidence(s):

**Dimension 3: Professional Knowledge**

The candidate demonstrates an understanding of how children learn, of appropriate teaching strategies, and of the professional responsibilities of a teacher.

Superior      Adequate      Deficient

Evidence(s):

**Dimension 4: Diversity**

The candidate is successful in working with students from the many diverse backgrounds represented in the school, and demonstrates an appreciation and respect for differences among students, colleagues, and the larger community.

Superior      Adequate      Deficient

Evidence(s):

**Dimension 5: Collaboration**

The candidate works well with others, engaging in collaborative planning and teaching, and serving as an effective team member.

Superior      Adequate      Deficient

Evidence(s):

**Dimension 6: Reflective Practice**

The candidate demonstrates reflection in the improvement of professional practice.

Superior      Adequate      Deficient

Evidence(s):

**Dimension 7: Life-long Learning**

The candidate exhibits an enthusiasm for learning and engaging in continual professional development.

Superior      Adequate      Deficient

Evidence(s):

**Dimension 8: Caring**

The candidate demonstrates a caring attitude toward students, members of the school community, and the global community.

Superior      Adequate      Deficient

Evidence(s):

**Dimension 9: Critical Thinking**

The candidate employs critical thinking strategies in evaluating his/her own practice.

Superior      Adequate      Deficient

Evidence(s):

**Dimension 10: Leadership**

The candidate demonstrates leadership in the classroom, in the school, in the community, and in the profession.

Superior      Adequate      Deficient

Evidence(s):