

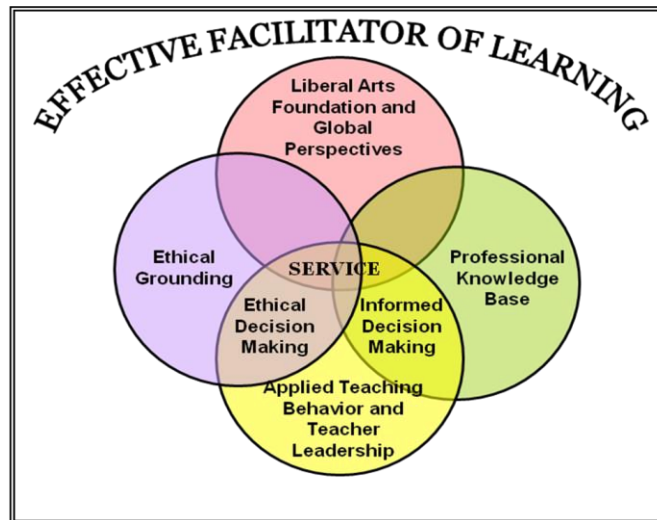
Thayer School of Education



Field Experience Handbook

2011-2012

Field Experience Handbook



Teacher Education Program

Thayer School of Education

WINGATE UNIVERSITY

Campus Box 3065

Wingate, NC 28174

Revised 2011

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INTRODUCTION

The following is a description of field experiences from the *Teacher Education Handbook*:

Commitment to teaching is insufficient to guarantee that an individual will be an effective teacher. It is necessary for the student to observe public school teaching situations and interact with students at the levels and in the areas desire to teach is evident. Moreover, these experiences afford all concerned the individual opportunity to make wise decisions concerning career objectives and ability to be an effective teacher.

Numerous opportunities for field-based experience occur throughout the Teacher Education Program, in the Professional Studies and in the Specialty Studies; therefore, it is necessary that prospective teachers have some means of transportation as they begin the process of becoming teachers. The sequence of field-based experiences allows transition from general to specialized knowledge and from short-term observational, tutorial and small group settings to a semester of full-time student teaching.

The Wingate University Teacher Education Program is designed to meet NCATE Professional Standards and the North Carolina Standards for Approved Teacher Education Programs. The professional education programs at Wingate University are guided by the conceptual framework of **The Effective Facilitator of Learning**. This conceptual framework is consistent with the mission of Wingate University and with the motto of “Faith, Knowledge, and Service.” Teacher Education programs are conceived in the context of a well-rounded liberal arts education with a focus on global perspectives and integrated with the principles of a Christian institution.

The **Liberal Arts** foundation includes courses in composition and literature, fine arts, foreign language, social and behavioral science, biological and physical science, mathematics, health and physical education and global studies. The **Ethics** component is comprised of courses in religious and ethical studies as well as an emphasis of professional ethics in foundations and methods courses and student teaching. **Professional Knowledge** is gained through courses in psychology, foundations of education, curriculum and instruction, and pedagogy. All professional education courses provide **Applied Teaching and Teacher Leadership** opportunities through required field experiences and an intensive semester of student teaching. These teaching experiences enable students to take a leadership role to make **Creative and Informed Decisions** while designing, implementing, and assessing well-defined lesson plans. The **Service** component joins knowledge with action through outreach opportunities such as those provided by the freshman course, Gateway 101, and by student professional, social, academic, and service organizations. Together these components provide the framework for the student to become an **Effective Facilitator of Learning**.

An Effective Facilitator of Learning is one who applies the components to design curriculum and create an effective learning environment guided by research and reflection. The goals of the conceptual framework are to develop:

- A broad knowledge and understanding of the liberal arts, including language, literature, religion, fine arts, history, the social/behavioral sciences, world awareness, mathematics and the natural sciences, physical fitness and global studies.
- Moral, spiritual and ethical concerns of life and culture in America and internationally and demonstrate the abilities to practice these values and ethics through thoughtful decision making.
- A broad and in-depth knowledge and understanding of the subject area(s) to be taught.
- A knowledge and understanding of the historical and philosophical foundations of education, curriculum and instruction, theories of learning and child/adolescent growth and development, characteristics and needs of the special child, effective teacher behaviors and methods and techniques for instruction and evaluation to address the diverse needs of all children.
- Enhance abilities and competencies in teacher leadership, effective teaching behaviors and adaptive planning, instruction and evaluation through supervised field experiences appropriate to subject and level of licensure.
- And demonstrate and refine teacher leadership, effective teaching behaviors and adaptive planning, instruction and evaluation through a supervised fifteen-week student teaching experience appropriate to the level of licensure.

This *Field Experience Handbook* has been developed to provide a detailed description of prescribed experiences in assigned schools and classrooms. This handbook contains:

- A. Philosophy for field experience
- B. General guidelines for field experiences
- C. Roles and expectations
- D. Placement policies
- E. Ethics

You should read this handbook carefully the first time you are assigned to a school and review it with each successive assignment. The appropriate form for use during and after each experience is provided in the Appendix A. You may duplicate the form as needed. This handbook and forms are located on line at <http://www.wingate.edu/academics/thayer-school-of-education>.

PHILOSOPHY

The field experience program at Wingate University is designed to give education students varied experiences in actual classroom settings prior to student teaching. It is important for the student to experience working with students from diverse backgrounds, as well as students from as many grade levels as possible in a variety of teaching-learning situations. By observing in a variety of settings you will become aware of the following:

- A. Motivational techniques and discipline strategies
- B. The particular curriculum and methods employed to present the materials to the students
- C. Classroom management
- D. Grouping patterns--large group and small group
- E. Assessment/evaluation procedures
- F. Diversity in the schools

By participating activities such as tutoring, providing individual assistance in a classroom environment, working with small groups of learners, grading papers, assisting the classroom teacher and presenting sample lessons, education students will become aware of the classroom environment and gain first-hand experience in instructional decision-making and other responsibilities of a teacher.

Field experiences should provide a time for reflective thinking and self-analysis concerning roles in the teaching profession and should allow for realistic decision-making concerning commitment to teaching as a career.

GENERAL GUIDELINES FOR FIELD EXPERIENCES

Specific field experience requirements for each course in education will vary depending upon the professors' expectations and students' degree of progress through the education program.

In all education courses, professors and students are responsible for adhering to each of the following guidelines:

- A. For a three-credit course, a field experience in a school should require a minimum of 10 hours and a maximum of 15 hours of observation/participation. A two-credit course should require a minimum of 8 hours and a maximum of 12 hours of in-school experience.
- B. Each course must have a printed list of requirements for the field experience. Each student and school supervisor should have a copy and the list should be on file with the Director of Field Experiences/Dean.
- C. Lists of placements with contact person(s) for each student will be given to the professors for distribution to individual students. If there is a scheduling problem or the student has dropped the course, the Director of Field Experiences should be consulted so that the appropriate school personnel can be notified.
- D. Assignments should be confirmed within the one (1) week of release of placement list. Professors should check with students to verify that each student has made contact with the schools and has prepared a schedule for observations.
- E. Each student must maintain a time sheet (see Appendix A for a sample form) for each field experience. The student should obtain the supervising teacher's signature verifying each visit. At the conclusion of the field experience, the sheet must be submitted to the course professor. This form is placed in the student's education file at the end of the semester.
- F. During the field experience, the professor should make a minimum of one contact with the supervising teacher of each student and distribute an evaluation form to be returned to the professor at the end of the experience.
- G. A log or journal should be kept by the student to encourage observation skills and reflective thinking. The professor should review the log/journal periodically.
- H. At the end of the field experience, the supervising teacher will use the evaluation form provided by the course professor to provide feedback on the student's performance, dependability and predicted success as a teacher.

ROLES AND EXPECTATIONS

- I. The Roles of the University Professor
 - A. Follow the "General Guidelines for Field Experiences."
 - B. Contact the Director of Field Experiences when a student drops his or her course so that the school can be notified.
 - C. Provide the student with an orientation to the public schools that will enable him/her to enter the school and a specific classroom without disrupting the established procedures.
 - D. Coordinate the field experience with course content so that the student receives maximum benefits from the field experience.
 - E. Place time sheets and evaluations in the student folders in the Thayer School of Education office at the end of the semester.

- II. The Roles of the Student

During the time of observation and participation in the schools, you will have the opportunity to decide if you have the determination and disposition to assume the responsibilities of the teaching profession. You must demonstrate to others your desire and motivation for teaching; personal characteristics, such as reliability; ability to work with students, faculty and administration of the schools and awareness of what is required to become a successful teacher. Specific roles and responsibilities include the following:

 - A. In students' program of studies, the range of field experiences should reflect a variety of schools with diverse populations and various grade levels and/or subject areas.
 - B. Follow the "General Guidelines for Field Experiences."
 - C. Contact the appropriate person in the school within one (1) week after the placement has been made in order to set a time for the first visit to the school. If, at the end of one (1) week, you are still having difficulty making contact or matching a schedule with the classroom teacher, inform the University professor.
 - D. Meet with the supervising teacher after the initial contact has been made and the school assignment is clear to set up a mutually convenient schedule for visits to the classroom. (Be aware that classroom assignments will not be changed after mid-semester.) At this time, determine appropriate parking for visitors as well as check-in and check-out procedures. You will be provided with a name badge that identifies you as a Wingate University student.
 - E. Take a copy of course requirements for field experiences and share it with the teacher so that he/she can determine how those requirements can be met in that classroom.
 - F. Begin field experience within two (2) weeks after the placement has been made. Professors will evaluate level of interest by promptness in beginning work in the assigned school or classroom.
 - G. Secure information concerning school and classroom rules and conform to those standards. Check with the supervising teacher regarding liability

concerns that may apply to you.

- H. Dress appropriately during the field experience. Check with your University professor in regard to expectations for dress.
- I. Be dependable and prompt in visiting the class according to the agreed upon schedule.
- J. Contact the school in case there is an emergency that prevents a school visit. Call the school as early as possible and ask that the teacher be notified. Studying for a test or being up late the night before is not acceptable reasons for absences.
- K. Meet all deadlines and thoroughly complete all assignments made by the supervising teacher.
- L. Exemplify behaviors expected of a teacher, not a student. Students should view the experience as a future teacher and not a "buddy" to students.
- M. Keep an accurate record of the time spent in field experiences for each university course and turn in the time sheet and other types of reporting and evaluation required for individual courses. Keep copies of these for your own records.
- N. Report to your professor as early as possible any problems that arise concerning difficulty in completing field experience assignments for that particular course.
- O. Develop an awareness of personal strengths and weaknesses and work toward growth and improvement.
- P. Demonstrate openness toward suggestions made by the supervising teacher. A willingness to learn is a valuable asset.

III. The Roles of the Coordinator of Field Experiences

- A. Request information from instructors on special requests (school, grade level, etc.) for field placements.
- B. Provide students with a *Field Experience Handbook*.
- C. Make assignments, keeping in mind the goal to provide experiences at a variety of grade levels/subject areas and school settings.
- D. Make requests for placements through each school's contact person.
- E. After assignments have been verified, provide a list of assignments and names of contact persons to appropriate professors.
- F. Provide name tags for students to wear on school sites.
- G. Send lists of school assignments to each school for verification for their own records.
- H. Send list of all Union County Public School assignments to the Director of Human Resources Department
- I. Toward the end of each semester, remind professors to collect time sheets from students and their field experience evaluations from teachers. Place these forms in each student's education file.

IV. The Roles of the School Contact Person

- A. Place the student with a specific teacher using the following criteria:
 - 1. Choose teachers who are willing to be responsible for having an additional

- person in the classroom
 - 2. Choose only those teachers who are comfortable being observed.
 - 3. Choose teachers who are flexible and willing to make time for a student to fulfill University course requirements.
 - 4. Choose teachers who are interested in helping prospective teachers develop and who will provide worthwhile opportunities and experiences.
 - B. Contact the Director of Field Experiences if a student fails to meet obligations in either attendance or requirements.
 - C. Provide Wingate University with information concerning ways in which field experiences can be more successful or function more smoothly.
- V. The Roles of the Supervising Teacher
- A. Become familiar with the field experience requirements and cooperate with candidate to fulfill them.
 - B. Sign the student's time sheet to verify contact hours.
 - C. At completion, provide evaluation of the performance of the candidate.
 - D. Contact the Coordinator of Field Experiences/Course Professor early on should any questions/concerns arise.

PLACEMENT POLICIES

Students are placed to provide as much diversity as possible. Whenever possible, no student will be assigned to more than two schools in any given semester. Students should not be placed in a school where they will be directly involved with a relative.

Since we seek to provide a variety of experiences in several schools, **students are expected to arrange for their own transportation to and from schools. Wingate University is not able to provide transportation. Under no circumstances should another individual go with you to your assignment in the classroom.**

AN ETHICS STATEMENT FOR FIELD EXPERIENCES

If a disagreement or conflict arises with a professor, supervisor, Director of Field Experiences, teacher or other school personnel, you should try to resolve the problem by working with the individual(s) directly. Discussions relating to the problem should not be held with another professor, teacher, student (peer and other), or an "outside" person without going through the established guidelines. If the problem cannot be resolved with the individual or individuals, go to the Director of Field Experiences or the Dean of the Thayer School of Education for guidance.

Following is a list of some specific guidelines:

1. Represent yourself and Wingate University in a professional manner.
2. Pursue your professional development in a way that will enhance your experiences, the opportunities for your students and their teachers and the profession.
3. Be fair and honest in your decision-making opportunities.
4. Accept the responsibilities relevant to a prospective teacher.
5. Display a willingness to learn and to accept constructive criticism.
6. Acknowledge the diverse views of administrators, teachers, students, their parents and legal guardians, and colleagues as they work collaboratively to improve educational opportunities.
7. Maintain an appropriate relationship with students in all settings; do not encourage, solicit, or engage in a social, sexual, or romantic relationship with students, nor touch a student in an inappropriate way for personal gratification, with intent to harm or out of anger. You should not be alone with any student in your place of residence and you should not have any student in your automobile.
8. Should a student need to be disciplined during a visit, please refer the student and problem to the classroom teacher. Wingate University students are not permitted to take an active part in disciplining students at any time.

DRESS POLICIES			
Unacceptable Items:			
Short skirts	Tank Tops	Denim	Shorts
Tube Tops	Flip Flops	Crocs	(PJ) Pants
Sweat Suits	Undergarments showing	Spaghetti Straps	
<i>Clothing items expressing a written view or opinion</i>		<i>Tattoos –should be covered</i>	
Dirty, wrinkled or otherwise unprofessional clothing		Body Piercings – should be covered	
Acceptable Items:			
Semi-dress slacks	Khaki, blue or black long pants		Tucked in shirts
Dressy Capri's	Knee Length (or longer) Skirts		
Shirts with sleeves	Well-matched Wingate University Wind Suit		
<i>If there are questions, please speak with a professor.</i>			

**FIELD EXPERIENCE REQUIREMENTS
FOR INDIVIDUAL COURSES**

EDUCATION 300
TEACHING: THE PROFESSION

- I. Class visits will be made to at least two (2) of the three (3) types of public schools in the area. While at the school a discussion with the principal and other staff of the school will be held. Write a comparison of the approaches of the leadership of the different schools.

- II. After this experience and using the Thayer School of Education Dispositions, a thorough assessment of your abilities, strengths, weaknesses and talents for teaching will be written.

EDUCATION 301 FOUNDATIONS OF EDUCATION

- I. Ten (10) hours of observation/participation in a school setting with a minimum of five (5) visits.

- II. The ten (10) hours should be documented in the *Field Experience Journal* which should contain the following items:
 - A. Title page/section titled “*Field Experience Journal*” with course number (Education 301) and title (Foundations of Education), student’s name, school/classroom placement and date submitted.
 - B. Field experience time sheet and completed evaluation form (*copies of these forms are in the handbook, online and in Burris 105*) signed by the public school teacher (or other school designee) with whom the experience is completed.
 - C. Learning Community profile.
 1. Written general description of the school grade and content area.
 2. Location of the school, student enrollment, building features, school administrators, teachers, school discipline policy and anything else that helps to describe the situation and environment of the field experience.
 3. Detailed description of the characteristics and needs (social, emotional and intellectual) of the learners.
 - D. Chronological (visit by visit) log which includes the following *for each visit*:
 1. A description of the lesson/activity observed, teacher techniques, strategies and materials used and learner’s responses.
 2. Description of *your* participation during the visits*
 3. Reflection on the visit. Questions to consider include:
 - a. What did I learn today about teaching and learning?
 - b. Why were particular strategies successful/unsuccessful and how did the teacher’s behavior contribute to the success/failure?
 - c. What practices would I consider adopting/eliminating/adapting and why?
 - d. How will I apply the knowledge and insights I have gained?
 - E. A personal reflection and evaluation of the entire field experience. *This is to be written when the experience is complete.* For this reflection, consider the following questions:
 1. What have I learned from this experience?
 2. How have my experiences affected my attitude towards teaching and/or my future classroom practice?
 3. How did my actual experience confirm/depart from my expectations of it?
 4. What aspects of the experience were most/least helpful?
 5. What advice would I give to a student entering a similar experience?

* Each visit should involve some participation – involvement/interaction with

students – on your part (other than the first visit, which may involve observation only. Consult with the classroom teacher to determine your specific activities).

Appropriate activities include – circulating, facilitating and providing help with activities; tutoring/reading/discussing with a student or small group of students; helping the teacher conduct an activity; presenting a simple lesson or other activities which involve interaction with students.

Inappropriate activities include – observation only (beyond the first visit), grading papers or running errands for the teacher or other activities which do not involve interaction with students.

Students should be involved with the students in the classroom. For example: tutoring, leading a small group, or activity. The student may plan and teach a short lesson at some time during the 10-hour field experience. The level of involvement will be decided by the classroom teacher in consultation with the student.

EDUCATION 303
EDUCATIONAL PSYCHOLOGY

- I. Complete ten (10) hours of field experience for this course. Tasks for these visits include:
 - A. **Tutoring** an individual or a small group of two to four (2 – 4) students as assigned and requested by the teacher.
 - B. **Monitoring** individual work; assisting individual students as needed.
 - C. **Leading** small group **activities** and/or whole class activities. The level of involvement will be decided by the classroom teacher in consultation with the student.
 - D. **Observing** strategies used in the classroom and school that address issues of student difference, including, but not limited to, socioeconomic status, ethnicity, and gender differences
 - E. **Observing** strategies designed by teacher to address different learning preferences of the students.

- II. A record of the ten (10) hours will be documented in a *Field Experience Notebook* which will contain the following:
 - A. Field Experience time sheet signed by the public school teacher (or other school designee) with whom the experience is completed
 - B. Field Experience field notes
 - C. Field Reflections which will address the events of the visit analyzing the actions/reactions of the teacher and of the students in terms of educational psychology concepts
 - D. Profiles of three to four (3-4) specific students addressing the way he/she learns, the aspects of his/her learning that reflect certain features of the theories of teaching and learning that are applicable in educational psychology
 - E. Teacher Interview completed for the purpose of answering questions that will help in understanding teacher's approach to teaching and learning

- III. Create a formal paper that will present a comprehensive case study of a public school classroom analyzed from the current research perspectives of multiple learning theories and cognitive, personal, social, emotional and moral developmental theories. The paper will also include addressing how diversity impacts the student, the teacher, and the classroom.

EDUCATION 304

EXPLORING DIVERSITY

- I. Complete five (5) hours of field experience in a classroom with a diverse student population. These hours will be documented on the School of Education Time Sheet and signed by your cooperating teacher.

- II. Observe strategies used in the classroom and school that address issues of student difference, including but not limited to, socioeconomic status, ethnicity, religion and gender. An interview with the cooperating teacher will address issues of teaching in a classroom with the diverse characteristics of students. A reflection will be written discussing the interview and addressing ideas and practices the student learned from observing and interviewing the cooperating teacher.

EDUCATION 305
INTRODUCTION TO DIFFERENTIATED INSTRUCTION FOR ALL
LEARNERS

- I. Complete ten (10) hours of field experience assigned to a special education teacher or other specifically designated teachers in an inclusion classroom.

- II. Follow these guidelines:
 - A. Assist students with exceptionalities to the degree designated by the teacher.
 - B. Provide help in monitoring students with differences/exceptionalities when they move to various settings.
 - C. Observe the students with special needs, recording in your journal for reflection write-ups, characteristics of the learner, special provisions and materials, how the learner interacts with other students and the setting. (Observe at least three exceptionalities. These may be in the same room or different rooms.)
 1. Keep a journal with an entry for each school visit. Each entry should have the following:
 - a. Date
 - b. School and teacher
 - c. Description of lessons and/or activities. Document any different strategies used to teach/reinforce learning for special students.
 - d. Record responses of students
 - e. Observe management techniques and the organization of the room
 - f. Observe the implementation of an IEP
 - g. Record evidences of working with parents
 - h. Reflect what you have learned. Write any questions for further study or class discussion.
 - D. Interview the teacher. Discuss with the teacher a student's short and long-term goals, as shown on the IEP and the strategies used to meet those goals. Interview the teacher as to school policies and how she or he works with parents. Record in your journal.
 - E. Teach two lessons, making learning activities as specified by the teacher to demonstrate modification of a lesson for a child in an inclusion classroom or a very specific lesson for a definite disability.
 - F. Portfolio. Place all field experience materials in a notebook, labeled with these topics:
 1. Observations
 - a. Keep a reflective journal.
 - b. Make entries after each school visit according to guidelines on reflective writing.
 - c. Turn in each observation the next class period.
 2. Interview the teacher or special education consultant: turn in next class period
 3. Two lesson plans with learning activities
 4. Field experience time sheet signed and dated by cooperating teacher

EDUCATION 306 CURRICULUM AND INSTRUCTION

- I. You will be assigned to an appropriate classroom for ten (10) hours of observation/participation. Activities should include informal instructional activities such as circulating, facilitating and providing assistance with activities and at least one formal teaching episode.

- II. The ten (10) hours should be documented in the *Field Experience Journal* which should contain the following items:
 - A. Title page/section titled “*Field Experience Journal*” with course number (*Education 306*) and title (*Curriculum and Instruction*), student’s name, school/grade/class placement and date submitted.
 - B. Field experience time sheet, a completed lesson evaluation and a completed overall evaluation signed by the teacher with whom the experience is completed.
 - C. Learning Community Profile
 1. Written general description of the school grade and content area.
 2. Location of the school, student enrollment, building features, school administrators, teachers, school discipline policy and anything else that helps to describe the situation and environment of the field experience.
 3. Detailed description of the characteristics and needs (Social, emotional and intellectual) of learners.
 - D. Chronological (visit by visit) log which includes the following *for each visit*:
 1. A description of the lesson/activity observed, teacher techniques, resources and strategies used and learners’ responses.
 2. Description of *your* participation during the visits.*
 3. Your reflection on the visit. Questions to consider include:
 - a. What did I learn today about teaching and learning?
 - b. Why was a particular policy or strategy successful/unsuccessful and how did the teacher’s behavior contribute to the success/failure?
 - c. What policies and practices would I consider adopting/eliminating/adapting and why?
 - d. How would the knowledge I have gained affect my responses and decisions in a similar situation?
 - E. Lesson plans for the teaching episode, including **evidence of student learning** and self-assessment. This should be a formal plan which follows the format and guidelines studied in class. Though suggestions may be made by your cooperating teacher, this lesson is to be planned and implemented primarily by you. Evidence of student learning may include actual samples or description of student work and must include analyses of reflection on results.

For the self assessment, the lesson should be evaluated based on **student outcomes** and your contribution to them. The object here is to gain insight from the lesson that will impact your future educational attitudes and

practices. Questions to consider:

1. What aspects of the lesson were successful/unsuccessful in terms of **student outcomes** and how did my behavior contribute to the success/failure?
 2. How could I have improved this lesson?
 3. What strategies would I consider repeating/eliminating/adapting and why?
 4. What did I learn about teaching or learners and how will this knowledge affect my decisions in the future?
 5. Did any unexpected situations arise and if so, did I handle them appropriately?
- F. A personal reflection and evaluation of the entire field experience. *This is to be written when the experience is complete.* For this reflection, consider the following questions:
1. What have I learned from this experience?
 2. How have my experiences affected my attitude towards teaching and/or my future classroom practice?
 3. How did my actual experience confirm/depart from my expectations of it?
 4. What aspects of the experience were most/least helpful?
 5. What advice would I give to a student entering a similar experience?

EDUCATION 308
READING FOUNDATIONS
GRADES K - 8

- I. Complete twelve (12) hours of field experience with a minimum of eight (8) visits.
- II. Teach two (2) reading lessons with a small group or whole class. Submit plans by e-mail to the professor.
- III. Examine reading materials, basal readers, games, Accelerated Reader, etc. and be ready to discuss your findings in class.
- IV. Set up a reading center to include objectives, modifications, directions and assessment for a specific reading skill.
- V. Keep a field experience time sheet signed and dated by the cooperating teacher for each visit.
- VI. Keep a reflection journal. Make an entry for each school visit following the guidelines for reflective writing. E-Mail reflections to the professor at specific intervals. Schedule two conferences with the professor to discuss the field experience.

HPE 320
METHODS OF HEALTH INSTRUCTION

- I. Ten (10) hours of observation/participation in a school setting with a minimum of five (5) visits are required for this course.

- II. The observation/participation hours should be documented in a ***Field Experience Folder*** which should include the following:
 - A. The cover titled "***Field Experience Journal***" with the course number and title, student's name, and date submitted.
 - B. A field experience time sheet signed by the public school teacher (or other school designee) with whom the experience is completed.
 - C. A general description of the school, classroom features, teacher(s), and anything similar that helps describe the environment of the field experience
 - D. A general description of the students detailing characteristics (social, emotional, educational, cultural, etc...).
 - E. Journal entries describing each visit including:
 - 1. A brief description of the lesson/activity observed, teaching methods used, and the learners' responses.
 - 2. Analysis of specific issues from the following three areas: 1) Planning (e.g., safety, objectives, progression, developmental appropriateness, active learning, student interest, etc...), 2) Management (e.g., activity time, transitions, routines, rules, discipline, monitoring, motivation, etc...), and 3) Instruction (e.g., directions, questions, modifications, feedback, teaching style, assessment, etc...)
 - 3. A reflection on this particular visit including the most important things you learned.
 - F. Students will develop and teach two (2) activities. A lesson plan(s) and reflections on this experience should be included.
 - G. An analysis and reflection on the entire 10-hour field experience

EDUCATION 322
LITERACY ACROSS THE CURRICULUM

- I. Complete fifteen (15) hours of field experience. This experience is to include teaching lessons with reading components and tutoring a student or group of learners having difficulty reading content material. Strategies could include:
 - A. Vocabulary
 - B. Comprehension
 - C. Writing
 - D. Study skills
 - E. Study guides
 - F. Pre-reading strategies
 - G. Assessing prior knowledge
 - H. Literature connections

- II. Field experience has three (3) components:
 - A. **Observing**
Observe the cooperating teacher a minimum of two (2) hours. Record in the field experience journal and reflection a description of the lesson taught, teaching strategies and techniques used, reading component, learner responses, classroom management, assessment, materials, technology and/or media used, and modifications for special needs and diverse learners
 - B. **Teaching**
Teach a minimum of three (3) lessons using reading strategies in the specified content area using the six-point lesson plan using media and technology in at least one lesson. Include at least one read aloud (poem, lyrics, passage from a novel, quote) and discuss. Write a DAP reflection for each lesson.
 - C. **Tutoring**
Tutor a student with a reading problem a minimum of eight (8) sessions. Administer an interest inventory, a multiple intelligence test, and a learning style inventory. Read a minimum of two research articles related to the reading problem, for example if a student needs ESL strategies. Lesson plans are approved and signed by the cooperating teacher. Correspond to parents with permission to test and progress of student in the form of a letter, newsletter, etc. This may be in conjunction with the cooperating teacher's correspondence. Write a DAP reflection for each tutoring session.
 - D. **Assisting:** Assist the cooperating teacher in any way: helping individual students, preparing materials, running media, etc.

- III. Prepare a portfolio that includes the following:
 - A. Field experience time sheet signed and dated by cooperating teacher
 - B. Reflection journal entry for each school visit (observing, teaching or tutoring) includes description of participation or self-evaluation and reflection of teaching or tutoring experience. Reflections are turned in to the professor after each school visit.

- C. Lesson plans for teaching and tutoring, signed and approved by the cooperating teacher
 - D. Cooperating teacher's evaluations
 - E. A summary reflection of the whole field experience
- IV. Evaluations from ED 322 are used for Mid-Program evaluation.

EDUCATION 323
CHILDREN'S LITERATURE
GRADES K - 6

- I. Complete twelve (12) hours of field experience in an elementary classroom and elementary school media center.

- II. The following activities provide many experiences with children and literature. Schedule two (2) conferences with the professor to discuss the experience and write a reflection paper on how the experience helped you grow as a teacher. Activities include the following:
 - A. Interview the media specialist. Investigate the following:
 1. Inquire how she choose books to read to classes
 2. Inquire how the media center operates- schedules, working with teachers, helping students choose books. Find out the appropriate protocol when requiring your students to use the media center
 3. Investigate the various ways technology can be integrated with the teaching of literature
 4. Discover the most popular titles and authors of literature. Find out what students are reading
 5. Find out the best ways to keep abreast of new books and the issues surrounding literature, for example, censorship
 6. Inquire about the school district policy when faced with a parental or student challenge about a particular book's content
 7. Find out how the media specialists deals with the issue of censorship of literature in determining selection of library materials
 - B. Observe the classroom teacher and how he or she uses children's literature in the classroom. What books do they choose for read alouds? Are books used to teach reading? Are there book discussions? How are the books chosen for group and/or class discussions?
 - C. Complete the following activities in the classroom:
 1. Teach a lesson based on a children's book, either as a reading lesson or a book talk
 2. Read aloud a picture book or part of a chapter book
 3. Tell a story with or without props
 4. Introduce and read poems to students
 5. Examine the classroom library and see what types of books are there and how they are arranged
 - D. Assist the classroom teacher by helping students individually to read, help monitor projects, and other tasks designated by the teacher.

EDUCATION 324

ENGLISH METHODS FOR SECONDARY TEACHERS

- I. Fifteen (15) hour field experience in a high school English classroom, to be completed in five (5) or more visits.
- II. The field experience should include observation and participation, including at least five (5) teaching episodes. Incorporate strategies for teaching grammar, composition and literature. The *Field Experience Notebook* will be turned in at the end of the experience and should include the following items:
 - A. Field experience time sheet and completed Evaluation form signed by the public school teacher (or designee) with whom the experience is completed.
 - B. Written general description of the school, grade level, location, student enrollment, building features, teachers, school administrators, school philosophy, school discipline policy and anything else that helps describe the situation and environment of the field experience.

This description focuses on the school as a whole. Include a discussion of the philosophy of teaching and learning actually being promoted by the school (giving examples of specific policies and practices).

The description should also include personal reflections (analysis and planning). The object here is to identify strengths and area of improvement and to gain insight from the observation that will impact your future educational attitudes and practices. Some questions to consider:

1. Which of the school's policies and practices would you consider adopting/eliminating/adapting and why?
 2. How would the knowledge I have gained about the learners affect my responses and decisions regarding their education?
 3. What do I foresee as the greatest challenges of this experience?
- C. A profile of the learning community (classroom) including student demographics and characteristics (social emotional, educational and cultural) along with implication for classroom planning and practices.
 - D. A chronological log (*descriptive/reflective journal in which you describe your activities and interactions at the field site*) for each visit which includes the following:
 1. Description of the lesson/activity observed, teacher techniques, resources, strategies used and *learner's* responses.
 2. Description of your own participation during the visit.
 3. Personal reflection on/evaluation of *each observation* experience including Analysis and Future Impact
 - E. Lesson plans for the five (5) teaching experiences. **For each lesson, evidence of student learning must be included**, as well as a self-assessment of the five (5) teaching experiences.

These should be formal plans which follow the format and guidelines studied in class. Though suggestions may be made by your cooperating teacher, these lessons are to be planned and implemented primarily by you. Evidence of student learning may include actual samples or description of student work, and must include analyses of and reflection on results.

For the self assessments, each lesson should be evaluated based on **student outcomes** and your contribution to them. The object here is to gain insight from the lesson that will impact your future educational attitudes and practices. Questions to consider:

1. What aspects of the lesson were successful/unsuccessful in terms of **student outcomes** and how did my behavior contribute to the success/failure?
 2. How could I have improved this lesson?
 3. What strategies would I consider repeating/eliminating/adapting and why?
 4. What did I learn about teaching or learners and how will this knowledge affect my decision in the future?
 5. Did any unexpected situations arise and if so, did I handle them appropriately?
- F. Personal reflection on and evaluation of the entire fifteen (15) hour field experience. ***This is to be written when the experience is complete.*** For this reflection, consider the following questions:
1. What have I learned from this experience?
 2. How have my experiences affected my attitude towards teaching and/or my future classroom practice?
 3. What aspects of the experience were most/least helpful?
 4. What advice would I give to a student entering a similar experience?

EDUCATION 325
ADOLESCENT LITERATURE
GRADES 6 - 9 AND 9 - 12

- I. Complete fifteen (15) hours of field experience in a middle or high school English classroom and school media center.

- II. The following activities provide many experiences with young people and literature. A DAP reflection is written to critique each visit. The reflections are turned in at the next university class meeting. These write-ups are returned to the student and compiled into a portfolio. Activities include the following:
 - A. Interview the media specialists. Investigate the following:
 1. Investigate the various ways technology can be integrated with the teaching of adolescent literature
 2. Discover the most popular titles and authors of adolescent literature. Find out what students are reading
 3. Find out the best ways to keep abreast of new works and the issues surrounding adolescent literature, for example, censorship
 4. Inquire about the school district policy when faced with a parental or student challenge about a particular book's content
 5. Find out how the media specialists deals with the issue of censorship of adolescent literature in determining selection of library materials
 6. Find out the appropriate protocol when requiring your students to use the media center
 - B. Observe the classroom teacher and classroom discussions of assigned literature texts at different student level, for example, in an advanced placement class, an honors class, and a college prep class. Reflect in the DAP the types of literary elements taught through a discussion of the novels, teaching method for discussion of the texts, techniques and strategies used, and methods of teacher evaluation of student learning.
 - C. Examine supplementary materials used to teach the novels and any creative projects displayed or in the process of being formed.
 - D. Interview the teacher to ascertain the teaching methods he or she has found to be most meaningful in the teaching of adolescent literature. Also find out how the teacher attempts to motivate students who do not like to read or who have difficulty reading.
 - E. Lead the class in a Paideia or Great Books Seminar, Literature Circle or book discussion.
 - F. Prepare a book list around an interdisciplinary theme or a specific topic in your major field. Include all genres that are appropriate. Have a minimum of twenty- five (25) books.
 - G. Teach two (2) literary lessons. Write lesson plans for each lesson and get the teacher's approval and suggestions for each lesson.
 - H. Compile all DAP reflections in a portfolio with a signed time sheet by the cooperating teacher.

EDUCATION 331
MIDDLE GRADES CURRICULUM AND INSTRUCTION

- I. Complete fifteen (15) hours of field experience in assigned middle school classroom.
- II. Plan, conduct and assess at least three (3) informal tutoring/intervention experiences with individuals or small groups and three (3) formal large group lessons, one of which should involve cooperative learning.
- III. Document and reflect upon the experience in a *Field Experience Notebook* which includes the following:
 - A. Field experience time sheet and completed evaluation form signed by the public school teacher (or designee) with whom the experience is completed.
 - B. Written general description of the school as a whole: grade level(s), location, student enrollment/demographics, building features, teachers, school administrators, school philosophy, policies and organization and anything else that helps describe the situation and environment of the field experience. *Include a discussion of how the school exhibits/departs from the components of the developmentally appropriate middle school.*

The description should also include personal reflections (analysis and planning). The object here is to identify strengths and area of improvement and to gain insight from the observation that will impact your future educational attitudes and practices. Some questions to consider:

 1. Which of the school's policies and practices would you consider adopting/eliminating/adapting and why?
 2. How would the knowledge I have gained about the learners affect my responses and decisions regarding their education?
 - C. A profile of the learning community (classroom) including student demographics and characteristics (social emotional, educational and cultural) and an analysis of how these characteristics will impact your planning, implementation and assessment of instruction.
 - D. A chronological *log* (descriptive/reflective journal in which you describe your activities and interactions at the field site) for *each* visit which includes the following:
 1. Description of the lesson/activity observed, techniques, resources and strategies used and learners responses.
 2. Description of *your own* participation during the visit.
 3. Personal evaluation (analysis and implications) of *each observation* experience.
 - E. Lesson plans and reflective self evaluations for the three (3) formal learning experiences. These plans should follow the format and guidelines studied in class. Though suggestions may be made by your cooperating teacher, these lessons are to be planned and implemented primarily by you. Informal experiences do not require lesson plans but should be thoroughly described in

the chronological log. **For each formal lesson, evidence of student learning must be included as well as a self assessment.** Evidence of student learning may include actual samples or description of student work and must include analyses of reflection on results. For the self assessments, each lesson should be evaluated based on **student outcomes** and your contribution to them. The object here is to gain insight from the lesson that will impact your future educational attitudes and practices. Questions to consider:

1. What aspects of the lesson were successful/unsuccessful in terms of **student outcomes** and how did my behavior contribute to the success/failure?
 2. How could I have improved this lesson?
 3. What strategies would I consider repeating/eliminating/adapting and why?
 4. What did I learn about teaching or learners and how will this knowledge affect my decisions in the future?
 5. Did any unexpected situations arise and if so, did I handle them appropriately?
- F. Personal reflection on and evaluation of the entire fifteen (15) hour field experience.

This is to be written when the experience is complete. For this reflection, consider the following questions:

1. Overall, how well did this school exemplify the middle school concept?
2. How well did it meet the needs of the transescent learner?
3. What have I learned from this experience?
4. How have my experiences affected my attitude towards teaching and/or my future classroom practice?
5. What aspects of the experience were most/least helpful?
6. What advice would I give to a student entering a similar experience?

EDUCATION 335
CLASSROOM STRATEGIES FOR THE SECONDARY TEACHER
GRADES 9 - 12

- I. Complete a minimum of fifteen (15) hours of field experience in a public school in your discipline.
- II. Assist the classroom teacher as directed by him/her. The host teacher will complete an evaluation of your lessons taught as well as the evaluation of the time spent in his/her classroom.
- III. Teach at least two (2) lessons using two (2) of the lesson plans developed for class. **For each lesson, evidence of student learning must be included**, as well as self-assessment.
- IV. Complete an analysis of the following aspects of the classroom. These activities will address classroom climate, instructional activities and planning, individual student needs, classroom management plans and effectiveness of technology in the classroom. Your written analysis will be submitted with your final reflection.
- V. Narrative log of each visit/session which includes the following for each visit:
 - A. A description of the lesson/activity observed, teacher resources and strategies and learners' responses
 - B. Description of your participation during the visits
 - C. Your reflection on the visit. Questions to consider include:
 1. What did I learn today about social studies teaching and learning?
 2. Why was a particular lesson/strategy successful/unsuccessful and how did the teacher and/or I contribute to the success/failure? What practices/strategies would I consider adopting/eliminating/adapting and why/how?
 - D. These will be turned in weekly.
- VI. Final Reflection (to be written when the experience is complete). Reflect on the value of this experience in your professional growth. Consider the following questions:
 - A. What have I learned from this experience? (Be specific)
 - B. How did this experience contribute to my professional growth as a teacher in general and as a teacher of social studies?
 - C. How have my experiences affected my attitude towards teaching and/or my future classroom practice?

EDUCATION 353
DEVELOPING SCIENTIFIC INQUIRY IN THE ELEMENTARY GRADES

All students in ED 353 must complete at least ten (10) hours of field experience. During visits students are to:

- A. Serve as a teacher's aide or observe science teaching in your classroom. Evaluate the experience by writing a reflection according to the guidelines discussed in class. Reflections are to be submitted to the instructor at the completion of the required hours. There should be a minimum of one (1) visit/reflection per week until your hours are completed.
- B. Teach at least one (1) lesson on a topic suited to your assigned classroom. Write a reflection on your experience. Your reflection should describe materials and strategies used in your teaching experience, discuss on how successful the lesson was and how you could modify it in the future. Submit this reflection along with lesson plans for each lesson taught along with the weekly reflections.

EDUCATION 354
MIDDLE GRADE AND SECONDARY SCIENCE METHODS

All students in ED 354 must complete at least fifteen (15) hours of field experience. During visits students are to:

- A. Serve as a teacher's aide or observe science teaching in your classroom. Evaluate the experience by writing a reflection according to the guidelines discussed in class. Reflections are to be submitted to the instructor at the completion of the required hours. There should be a minimum of one (1) visit/reflection per week until your hours are completed.
- B. Teach at least three (3) lessons on a topic suited to your assigned classroom. Write a reflection on each experience. Your reflections should describe materials and strategies used in your teaching experience, discuss on how successful the lesson was and how you could modify it in the future. Submit these reflections along with lesson plans for each lesson taught along with the weekly reflections.

EDUCATION 358
TEACHING PROBLEM SOLVING AND
QUANTITATIVE REASONING IN THE ELEMENTARY GRADES

- I. **Students** will spend the equivalent of one (1) hour per week for a total of twelve (12) hours in a public elementary school classroom during the time of day that mathematics is being taught. Proper attire and conduct are expected on each visit.
- II. **Teachers** are asked to provide an atmosphere that will allow for completion of the activities outlined in this document. Teachers are welcome to contact the professor about these assignments or with concerns of any nature about the student or the placement itself.
- III. **The University Professor** will monitor progress on the tasks listed in this document. Visits will be made as time allows and when/if a visit is requested by the teacher of students.
- IV. A record of at least twelve (12) hours (This represents actual “contact time” – time spent in actual observations and/or participating instruction; additional time must be allotted for planning and preparation, etc.) of observation/participation in a mathematics classroom should be documented in a *Field Experience Journal* that will include the following items. (*The following outline represents the organizational structure of the journal and not the order in which each activity is completed.*):
 - A. A cover sheet titled “*Field Experience Journal*” with course number and title, student’s name, and the date submitted
 - B. A field experience time sheet signed by the public school teacher (or other school designee) with whom the experience is completed
 - C. A written description of the school and community area, location of the school, building features, school administrators, number of teachers, number of students, school discipline policy, and anything else that helps to describe the situation and environment of the field experiences
 - D. A profile of the learning community (classroom or other assigned setting) detailing student demographics and characteristics
 - E. A 2-3 page summary of the requirements for the course of your placement and a 1-2 paragraphs concerning the links to the previous and following courses (as determined by a visit to the CMS in the EKS Library at Wingate University to examine the **North Carolina Standard Course of Study** for the mathematics course/area of your placement, as well as that for courses that precede and follow the course with which you are working)
 - F. A chronological (visit-by-visit) log that includes the following:
 1. A description of the lesson (activity) observed, particular methods and strategies (including materials) used and learner responses
 2. A description of the university student’s level of participation during each visit. Specific requests for student participation are as follows:

- a. Observe a **large-group mathematics lesson**. Attempt to recreate the lesson plan based on what you observe. Include all essential elements of a lesson plan, such as materials, timing, strategies, text references, examples, teacher activities, student activities, etc. **Confer with the teacher** afterwards to see how your lesson plan matches what the teacher intended. Write a one-page summary of your discussion of the lesson/lesson plan and submit it along with the plan you wrote based on the observation.
 - b. Observe a **mathematics lesson that employs small groups** in some way. Determine how the groups were formed, what specific tasks were assigned, and why small group instruction was the chosen strategy. Write a one-page description and reaction to this lesson and the use of small groups.
 - c. **Assist the classroom teacher with mathematics lessons** as possible and when requested. Maintain a log of these activities and write a one- to two-page **reflection** of each visit (expected minimum: Six (6) occasions). Note especially the way that remediation and special needs are handled across time, and comment on that in your write-ups.
 - d. Arrange to **tutor** an individual and/or a small group of students on some mathematical concept for which remedial work is needed. Plan your approach with the teacher. Write a **reflection** on how you perceived your work, an estimation of your success, how you might vary your approach to this topic in the future.
 - e. Develop complete lesson plans as part of the assignments for this course and arrange to **teach at least three of the lessons** in your school setting. For each lesson, write a summary of how the lesson was implemented (how it differed from what you wrote and what decisions/changes you made along the way) and a **reflection** on your actions, student reactions, success, and ways to improve the lesson. At least one of the lessons must involve the use of technology.
 - f. Work with your teacher to **develop a quiz or test** for your students. If possible, link the quiz/test to the topic you teach. Administer the quiz/test and evaluate student responses with the guidance of your teacher. Submit the quiz/test, along with a summary of the design process and an evaluation of success and projected improvements.
- G. **An inventory** of the primary resources your teacher uses for mathematics. This may include textbooks, activity books, and manipulatives, anything the teacher used to enhance the teaching of mathematics. Examine the resources and give a one-page assessment/reaction for each item. You may do this in table form.
- H. Write an overall **reflection** of the entire field experience. After you have made all of your visits, sum everything by discussion answers to questions like these:
1. What have I learned from this experience?
 2. How have my experiences affected my attitude toward teaching?

3. How did my actual experiences confirm/depart from my expectations at the beginning?
4. What aspects of this experience were most/least helpful?
5. What advice might I give to a student entering such a field experience next semester?

EDUCATION 359
MIDDLE GRADES MATHEMATICS METHODS
GRADES 6 - 9

- I. **Students** will spend the equivalent of one (1) hour per week for twelve (12) weeks in a public elementary school classroom during the time of day that mathematics is being taught. Proper attire and conduct are expected on each visit.
- II. **Teachers** are asked to provide an atmosphere that will allow for completion of the activities outlined in this document. Teachers are welcome to contact the professor about these assignments or with concerns of any nature about the student or the placement itself.
- III. **The University Professor** will monitor progress on the tasks listed in this document. Visits will be made as time allows and when/if a visit is requested by the teacher of students.
- IV. A record of at least twelve (12) hours (This represents actual “contact time” – time spent in actual observations and/or participating instruction; additional time must be allotted for planning and preparation, etc.) of observation/participation in a mathematics classroom should be documented in a *Field Experience Journal* that will include the following items. The following outline represents the organizational structure of the journal and not the order in which each activity is completed:
 - A. A Cover sheet titled “*Field Experience Journal*” with course number and title, student’s name, and the date submitted
 - B. A field experience time sheet signed by the public school teacher (or other school designee) with whom the experience is completed
 - C. A written description of the school and community area, location of the school, building features, school administrators, number of teachers, number of students, school discipline policy, and anything else that helps to describe the situation and environment of the field experiences
 - D. A profile of the learning community (classroom or other assigned setting) detailing student demographics and characteristics
 - E. A 2-3 page summary of the requirements for the course of your placement and a 1-2 paragraphs concerning the links to the previous and following courses (as determined by a visit to the CMS in the EKS Library at Wingate University to examine the **North Carolina Standard Course of Study** for the mathematics course/area of your placement, as well as that for courses that precede and follow the course with which you are working);
 - F. A chronological (visit-by-visit) log that includes the following:
 1. A description of the lesson (activity) observed, particular methods and strategies (including materials) used, and learner responses
 2. A description of the university student’s level of participation during each visit (specific requests for student participation are as follows)

- a. Observe a **large-group mathematics lesson**. Attempt to recreate the lesson plan based on what you observe. Include all essential elements of a lesson plan, such as materials, timing, strategies, text references, examples, teacher activities, student activities, etc. **Confer with the teacher** afterwards to see how your lesson plan matches what the teacher intended. Write a one-page summary of your discussion of the lesson/lesson plan and submit it along with the plan you wrote based on the observation.
 - b. Observe a **mathematics lesson that employs small groups** in some way. Determine how the groups were formed, what specific tasks were assigned, and why small group instruction was the chosen strategy. Write a one-page description and reaction to this lesson and the use of small groups.
 - c. **Assist the classroom teacher with mathematics lessons** as possible and when requested. Maintain a log of these activities and write a one- to two-page **reflection** of each visit (expected minimum: 6 occasions). Note especially the way that remediation and special needs are handled across time, and comment on that in your write-ups.
 - d. Arrange to **tutor** an individual and/or a small group of students on some mathematical concept for which remedial work is needed. Plan your approach with the teacher. Write a **reflection** on how you perceived your work, an estimation of your success and how you might vary your approach to this topic in the future.
 - e. Develop complete lesson plans as part of the assignments for this course and arrange to **teach at least three of the lessons** in your school setting. For each lesson, write a summary of how the lesson was implemented (how it differed from what you wrote and what decisions/changes you made along the way) and a **reflection** on your actions, student reactions, success, and ways to improve the lesson. At least one of the lessons must involve the use of technology.
 - f. Work with your teacher to **develop a quiz or test** for your students. If possible, link the quiz/test to the topic you teach. Administer the quiz/test and evaluate student responses with the guidance of your teacher. Submit the quiz/test, along with a summary of the design process and an evaluation of success and projected improvements.
- G. **An inventory** of the primary resources your teacher uses for mathematics. This may include textbooks, activity books, and manipulatives, anything the teacher used to enhance the teaching of mathematics. Examine the resources and give a one-page assessment/reaction for each item. You may do this in table form.
- H. An overall **reflection** of the entire field experience. After you have made all of your visits, sum everything by discussion answers to questions like these:
1. What have I learned from this experience?
 2. How have my experiences affected my attitude toward teaching?
 3. How did my actual experiences confirm/depart from my expectations at the beginning?

4. What aspects of this experience was most/least helpful?
5. What advice might I give to a student entering such a field experience next semester?

EDUCATION 360
MATH METHODS
GRADES 9 - 12

- I. **Students** will spend the equivalent of one (1) hour per week for twelve (12) weeks in a public secondary school classroom during the time of day that mathematics is being taught. Proper attire and conduct are expected on each visit.
- II. **Teachers** are asked to provide an atmosphere that will allow for completion of the activities outlined in this document. Teachers are welcome to contact the professor about these assignments or with concerns of any nature about the student or the placement itself.
- III. **The University Professor** will monitor progress on the tasks listed in this document. Visits will be made as time allows and when/if a visit is requested by the teacher of students.
- IV. A record of at least twelve (12) hours (This represents actual “contact time” – time spent in actual observations and/or participating instruction; additional time must be allotted for planning and preparation, etc.) of observation/participation in a mathematics classroom should be documented in a *Field Experience Journal* that will include the following items. The following outline represents the organizational structure of the journal and not the order in which each activity is completed:
 - A. A cover sheet titled “*Field Experience Journal*” with course number and title, student’s name, and the date submitted
 - B. A field experience time sheet signed by the public school teacher (or other school designee) with whom the experience is completed
 - C. A written description of the school and community area, location of the school, building features, school administrators, number of teachers, number of students, school discipline policy, and anything else that helps to describe the situation and environment of the field experiences
 - D. A profile of the learning community (classroom or other assigned setting) detailing student demographics and characteristics
 - E. A 2-3 page summary of the requirements for the course of your placement and a 1-2 paragraphs concerning the links to the previous and following courses (as determined by a visit to the CMS in the EKS Library at Wingate University to examine the **North Carolina Standard Course of Study** for the mathematics course/area of your placement, as well as that for courses that precede and follow the course with which you are working)
 - F. A chronological (visit-by-visit) log that includes the following
 1. A description of the lesson (activity) observed, particular methods and strategies (including materials) used, and learner responses
 2. A description of the university student’s level of participation during each visit. Specific requests for student participation are as follows:

- a. Observe a **large-group mathematics lesson**. Attempt to recreate the lesson plan based on what you observe. Include all essential elements of a lesson plan, such as materials, timing, strategies, text references, examples, teacher activities, student activities, etc. **Confer with the teacher** afterwards to see how your lesson plan matches what the teacher intended. Write a one-page summary of your discussion of the lesson/lesson plan and submit it along with the plan you wrote based on the observation.
 - b. Observe a **mathematics lesson that employs small groups** in some way. Determine how the groups were formed, what specific tasks were assigned, and why small group instruction was the chosen strategy. Write a one-page description and reaction to this lesson and the use of small groups.
 - c. **Assist the classroom teacher with mathematics lessons** as possible and when requested. Maintain a log of these activities and write a one- to two-page reflection of each visit (expected minimum: 6 occasions). Note especially the way that remediation and special needs are handled across time, and comment on that in your write-ups.
 - d. Arrange to **tutor** an individual and/or a small group of students on some mathematical concept for which remedial work is needed. Plan your approach with the teacher. Write a **reflection** on how you perceived your work, an estimation of your success, how you might vary your approach to this topic in the future.
 - e. Develop complete lesson plans as part of the assignments for this course and arrange to **teach at least three of the lessons** in your school setting. For each lesson, write a summary of how the lesson was implemented (how it differed from what you wrote and what decisions/changes you made along the way) and a **reflection** on your actions, student reactions, success, and ways to improve the lesson. At least one of the lessons must involve the use of technology.
 - f. Work with your teacher to **develop a quiz or test** for your students. If possible, link the quiz/test to the topic you teach. Administer the quiz/test and evaluate student responses with the guidance of your teacher. Submit the quiz/test, along with a summary of the design process and an evaluation of success and projected improvements.
- G. **An inventory** of the primary resources your teacher uses for mathematics. This may include textbooks, activity books, and manipulatives, anything the teacher used to enhance the teaching of mathematics. Examine the resources and give a one-page assessment/reaction for each item. You may do this in table form.
- H. An overall **reflection** of the entire field experience. After you have made all of your visits, sum everything by discussion answers to questions like these:
1. What have I learned from this experience?
 2. How have my experiences affected my attitude toward teaching?
 3. How did my actual experiences confirm/depart from my expectations at the beginning?

4. What aspects of this experience was most/least helpful?
5. What advice might I give to a student entering such a field experience next semester?

EDUCATION 361
PROMOTING HEALTHY LIFESTYLES IN THE
ELEMENTARY GRADES

- I. Eight (8) hours of observation/participation in a school setting with a minimum of four (4) visits are required for this course.

- II. The observation/participation hours should be documented in a *Field Experience Folder* which should include the following:
 - A. The cover titled "*Field Experience Journal*" with the course number and title, student's name, and date submitted.
 - B. A field experience time sheet signed by the public school teacher (or other school designee) with whom the experience is completed.
 - C. A general description of the school, classroom features, teacher(s), and anything similar that helps describe the environment of the field experience
 - D. A general description of the students detailing characteristics (social, emotional, educational, cultural, etc...).
 - E. Journal entries describing each visit including:
 1. A brief description of the lesson/activity observed, teaching methods used, and the learners' responses.
 2. Analysis of specific issues from the following three areas: 1) Planning (e.g., safety, objectives, progression, developmental appropriateness, active learning, student interest, etc...), 2) Management (e.g., activity time, transitions, routines, rules, discipline, monitoring, motivation, etc...), and 3) Instruction (e.g., directions, questions, modifications, feedback, teaching style, assessment, etc...)
 3. A reflection on this particular visit including the most important things you learned.
 - F. Students will develop and teach two (2) activities. A lesson plan(s) and reflections on this experience should be included.
 - G. An analysis and reflection on the entire 10-hour field experience

EDUCATION 362/ART 362
INTEGRATING FINE ARTS IN THE ELEMENTARY CURRICULUM

- I. Twelve (12) hours of field experience with at least 2 hours in music classes.
- II. Designed to develop knowledge and to integrate the basic elements, concepts and skills of fine arts. Specific projects are assigned to promote integration of the arts through current and historical themes, appropriate for the K-6 curriculum.

EDUCATION 366/ART 366
TEACHING METHODS FOR ART MAJORS
GRADES K - 6

- I. Student will complete ten (10) hours of observation/participation in an elementary school and/or in an after school art program.
- II. Student will assist the cooperating teacher with art class activities.
- III. Student will teach two (2) art lessons from a three (3) week unit developed on an interdisciplinary theme. Lesson plans approved by professor and cooperating teacher prior to teaching them.
- IV. Student will keep a journal and will record each observation and teaching experience. Photographs and/or video of teaching activity should be included for teaching portfolio.
- V. Evaluation based on journal, lesson plans, record of teaching activity and conference with professor

EDUCATION 367/ART 367
TEACHING METHODS FOR ART MAJORS
GRADES 6 - 12

- I. Student will complete twelve (12) hours of observation/participation in a secondary school or in designated art classes for adults.
- II. Student will assist the cooperating teacher with art class activities.
- III. Student will teach two (2) art lessons from a collection of art lessons which include both studio and art history projects. Lesson plans approved by professor and cooperating teacher prior to teaching them.
- IV. Student will keep a journal and will record each observation and teaching experience. Photographs and/or video of teaching activity should be included for teaching portfolio.
- V. Evaluation based on journal, lesson plans, record of teaching activity and conference with professor.

EDUCATION 371/MUSIC 371
ELEMENTARY MUSIC METHODS

- I. Ten (10) hours of observations/participation in an elementary school music classroom setting with a minimum of five (5) visits.

 - II. A record of the ten (10) hours should be documented in a *Field Experience Journal* which should include the following items:
 - A. Cover sheet titled “*Field Experience Journal*” with course number and title, student’s name, and date submitted.
 - B. Field experience time sheet signed by the public school teacher (or other school designee) with whom the Experience is completed.
 - C. A chronological (visit by visit) log which includes the following:
 - 1. Description of the lesson (activity) observed, teacher techniques and strategies used, and learners’ responses.
 - 2. Description of objectives, including National Standards addressed, and achievement of the objectives.
 - 3. Description of materials used by students and teacher(s).
 - 4. Description of university student’s participation during the visits*
 - 5. Personal evaluation (assessment) of the teaching experience.
 - D. Examples of materials and activities used and/or completed with students during the experience
 - E. A personal reflection on and evaluation of the entire 10-hour field experience.
- * Students should be involved with the students in the classroom. For example: tutoring, leading a small group, or activity. The student will plan and teach a lesson at some time during the 10-hour field experience. The level of involvement will be decided by the classroom teacher in consultation with the student. The lesson plan must be approved by the cooperating teacher and professor at least one week in advance. The lesson should be videotaped and submitted along with the written evaluation of the class.

EDUCATION 374/MUSIC 374
MIDDLE SCHOOL CHORAL METHODS

- I. Ten (10) hours of observations/participation in an elementary school music classroom setting with a minimum of five (5) visits.

- II. A record of the ten (10) hours should be documented in a *Field Experience Journal* which should include the following items:
 - A. Cover sheet titled “*Field Experience Journal*” with course number and title, student’s name, and date submitted.
 - B. Field experience time sheet signed by the public school teacher (or other school designee) with whom the Experience is completed.
 - C. A chronological (visit by visit) log which includes the following:
 1. Description of the lesson (activity) observed teacher techniques and strategies used, and learners’ responses.
 2. Description of objectives, including National Standards addressed, and achievement of the objectives.
 3. Description of materials used by students and teacher(s).
 4. Description of university student’s participation during the visits*
 5. Personal evaluation (assessment) of the teaching experience.
 - D. Examples of materials and activities used and/or completed with students during the experience
 - E. A personal reflection on and evaluation of the entire 10-hour field experience.

- * Students should be involved with the students in the classroom. For example: tutoring, leading a small group, or activity. The student will plan and teach a lesson at some time during the 10-hour field experience. The level of involvement will be decided by the classroom teacher in consultation with the student. The lesson plan must be approved by the cooperating teacher and professor at least one week in advance. The lesson should be videotaped and submitted along with the written evaluation of the class.

EDUCATION 376/MUSIC 376
MIDDLE SCHOOL INSTRUMENTAL METHODS

- I. Ten (10) hours of observations/participation in an elementary school music classroom setting with a minimum of five (5) visits.

 - II. A record of the ten (10) hours should be documented in a *Field Experience Journal* which should include the following items:
 - A. Cover sheet titled “*Field Experience Journal*” with course number and title, student’s name, and date submitted
 - B. Field experience time sheet signed by the public school teacher (or other school designee) with whom the Experience is completed
 - C. A chronological (visit by visit) log which includes the following:
 1. Description of the lesson (activity) observed, teacher techniques and strategies used, and learners’ responses
 2. Description of objectives, including National Standards addressed, and achievement of the objectives
 3. Description of materials used by students and teacher(s)
 4. Description of university student’s participation during the visits*
 5. Personal evaluation (assessment) of the teaching experience
 - D. Examples of materials and activities used and/or completed with students during the experience
 - E. A personal reflection on and evaluation of the entire 10-hour field experience.
- * Students should be involved with the students in the classroom. For example: tutoring, leading a small group, or activity. The student will plan and teach a lesson at some time during the 10-hour field experience. The level of involvement will be decided by the classroom teacher in consultation with the student. The lesson plan must be approved by the cooperating teacher and professor at least one week in advance. The lesson should be videotaped and submitted along with the written evaluation of the class.

HPE 380
ELEMENTARY PHYSICAL EDUCATION METHODS
GRADES K - 6

- I. Ten (10) hours of observation/participation in a school setting with a minimum of five (5) visits are required for this course.

- II. The observation/participation hours should be documented in a *Field Experience Folder* which should include the following:
 - A. The cover titled "*Field Experience Journal*" with the course number and title, student's name, and date submitted.
 - B. A field experience time sheet signed by the public school teacher (or other school designee) with whom the experience is completed.
 - C. A general description of the school, classroom features, teacher(s), and anything similar that helps describe the environment of the field experience
 - D. A general description of the students detailing characteristics (social, emotional, educational, cultural, etc...).
 - E. Journal entries describing each visit including:
 1. A brief description of the lesson/activity observed, teaching methods used, and the learners' responses.
 2. Analysis of specific issues from the following three areas: 1) Planning (e.g., safety, objectives, progression, developmental appropriateness, active learning, student interest, etc...), 2) Management (e.g., activity time, transitions, routines, rules, discipline, monitoring, motivation, etc...), and 3) Instruction (e.g., directions, questions, modifications, feedback, teaching style, assessment, etc...)
 3. A reflection on this particular visit including the most important things you learned.
 - F. Students will develop and teach two (2) activities. A lesson plan(s) and reflections on this experience should be included.
 - G. An analysis and reflection on the entire 10-hour field experience

EDUCATION 384/MUSIC 384
HIGH SCHOOL METHODS

- I. Ten (10) hours of observations/participation in an elementary school music classroom setting with a minimum of five (5) visits.

- II. A record of the ten (10) hours should be documented in a *Field Experience Journal* which should include the following items:
 - A. Cover sheet titled “*Field Experience Journal*” with course number and title, student’s name, and date submitted.
 - B. Field experience time sheet signed by the public school teacher (or other school designee) with whom the Experience is completed.
 - C. A chronological (visit by visit) log which includes the following:
 - 1. Description of the lesson (activity) observed teacher techniques and strategies used, and learners’ responses.
 - 2. Description of objectives, including National Standards addressed, and achievement of the objectives.
 - 3. Description of materials used by students and teacher(s).
 - 4. Description of university student’s participation during the visits*
 - 5. Personal evaluation (assessment) of the teaching experience.
 - D. Examples of materials and activities used and/or completed with students during the experience
 - E. A personal reflection on and evaluation of the entire 10-hour field experience.

- * Students should be involved with the students in the classroom. For example: tutoring, leading a small group, or activity. The student will plan and teach a lesson at some time during the 10-hour field experience. The level of involvement will be decided by the classroom teacher in consultation with the student. The lesson plan must be approved by the cooperating teacher and professor at least one week in advance. The lesson should be videotaped and submitted along with the written evaluation of the class.

EDUCATION 385/HEALTH AND PHYSICAL EDUCATION 385
MIDDLE/SECONDARY SCHOOL
PHYSICAL EDUCATION METHODS

- I. Ten (10) hours of observation/participation in a school setting with a minimum of five (5) visits are required for this course.
- II. The observation/participation hours should be documented in a *Field Experience Folder* which should include the following:
 - A. The cover titled "*Field Experience Journal*" with the course number and title, student's name, and date submitted.
 - B. A field experience time sheet signed by the public school teacher (or other school designee) with whom the experience is completed.
 - C. A general description of the school, classroom features, teacher(s), and anything similar that helps describe the environment of the field experience
 - D. A general description of the students detailing characteristics (social, emotional, educational, cultural, etc...).
 - E. Journal entries describing each visit including:
 1. A brief description of the lesson/activity observed, teaching methods used, and the learners' responses.
 2. Analysis of specific issues from the following three areas: 1) Planning (e.g., safety, objectives, progression, developmental appropriateness, active learning, student interest, etc...), 2) Management (e.g., activity time, transitions, routines, rules, discipline, monitoring, motivation, etc...), and 3) Instruction (e.g., directions, questions, modifications, feedback, teaching style, assessment, etc...)
 3. A reflection on this particular visit including the most important things you learned.
 - F. Students will develop and teach two (2) activities. A lesson plan(s) and reflections on this experience should be included.
 - G. An analysis and reflection on the entire 10-hour field experience

EDUCATION 386/MUSIC 386
HIGH SCHOOL INSTRUMENTAL METHODS

- I. Ten (10) hours of observations/participation in an elementary school music classroom setting with a minimum of five (5) visits.

- II. A record of the ten (10) hours should be documented in a *Field Experience Journal* which should include the following items:
 - A. Cover sheet titled “*Field Experience Journal*” with course number and title, student’s name, and date submitted.
 - B. Field experience time sheet signed by the public school teacher (or other school designee) with whom the Experience is completed.
 - C. A chronological (visit by visit) log which includes the following:
 1. Description of the lesson (activity) observed teacher techniques and strategies used, and learners’ responses.
 2. Description of objectives, including National Standards addressed, and achievement of the objectives.
 3. Description of materials used by students and teacher(s).
 4. Description of university student’s participation during the visits*
 5. Personal evaluation (assessment) of the teaching experience.
 - D. Examples of materials and activities used and/or completed with students during the experience
 - E. A personal reflection on and evaluation of the entire 10-hour field experience.

*Students should be involved with the students in the classroom. For example: tutoring, leading a small group, or activity. The student will plan and teach a lesson at some time during the 10-hour field experience. The level of involvement will be decided by the classroom teacher in consultation with the student. The lesson plan must be approved by the cooperating teacher and professor at least one week in advance. The lesson should be videotaped and submitted along with the written evaluation of the class.

EDUCATION 390
TEACHING CITIZENSHIP AND GLOBAL ISSUES
GRADES 9 - 12

- I. Minimum of fifteen (15) hours of observation/participation in 9 - 12 classroom as appropriate for licensure (social Studies and/or a subject into which social studies is integrated), including informal instructional activities and the planning, implementation and evaluation of at least three (3) teaching episodes.

- II. Document all activities and arrange them in a well-organized *Field Experience Notebook* to be submitted online at the end of the semester as follows:
 - A. Time sheet and completed teacher evaluation form signed by the teacher with whom the experience was completed.
 - B. Written general description of the school, grade level, location, student enrollment, building features, teachers, school administrators, school philosophy, school discipline policy and anything else that helps describe the situation and environment of the field experience.

This description focuses on the school as a whole. Include a discussion of the philosophy of teaching and learning actually being promoted by the school (giving examples of specific policies and practices).

The description should also include personal reflections (analysis and planning). The object here is to identify strengths and area of improvement and to gain insight from the observation that will impact your future educational attitudes and practices. Some questions to consider:

 1. Which of the school's policies and practices would you consider adopting/eliminating/adapting and why?
 2. How would the knowledge I have gained about the learners affect my responses and decisions regarding their education?
 3. What do I foresee as the greatest challenges of this experience?

- III. A profile of the learning community (classroom) including student demographics and characteristics (social emotional, educational and cultural) along with implications for classroom planning and practices.

- IV. Narrative log of each visit/session which includes the following for each visit:
 - A. A description of the lesson/activity observed, teacher resources and strategies and learners' responses
 - B. Description of your participation during the visits
 - C. Your reflection on the visit. Questions to consider include:
 1. What did I learn today about social studies teaching and learning?
 2. Why was a particular lesson/strategy successful/unsuccessful and how did the teacher and/or I contribute to the success/failure? What practices/strategies would I consider adopting/eliminating/adapting and why/how?
 - D. Lesson plans for three (3) teaching experiences. **For each lesson, evidence of student learning must be included**, as well as self-assessment. For at least one lesson there must be written assessment from the host teacher, focusing

on the effectiveness of the lesson for the selected outcome(s).

These should be formal plans which follow the format and guidelines studied in class. Though suggestions may be made by your cooperating teacher, these lessons are to be planned and implemented primarily by you. Evidence of student learning may include actual samples or description of student work and must include analyses of reflection on results. For the self assessments, each lesson should be evaluated based on **student outcomes** and your contribution to them. The object here is to gain insight from the lesson that will impact your future educational attitudes and practices. Questions to consider:

1. What aspects of the lesson were successful/unsuccessful in terms of **student outcomes** and how did my behavior contribute to the success/failure?
 2. How could I have improved this lesson?
 3. What strategies would I consider repeating/eliminating/adapting and why?
 4. What did I learn about teaching our learners and how will this knowledge affect my decision in the future?
 5. Did any unexpected situations arise and if so, did I handle them appropriately?
- E. Family involvement – Plan for, facilitate and document family involvement during your experience.
- F. Final Reflection (to be written when the experience is complete). Reflect on the value of this experience in your professional growth. Consider the following questions:
1. What have I learned from this experience? (Be specific)
 2. How did this experience contribute to my professional growth as a teacher in general and as a teacher of social studies?
 3. How have my experiences affected my attitude towards teaching and/or my future classroom practice?

EDUCATION 392
TEACHING CITIZENSHIP AND GLOBAL ISSUES
GRADES K-6

- I. Minimum of ten (10) hours of observation/participation in 3-6 classroom as appropriate for licensure (social Studies and/or a subject into which social studies is integrated), including informal instructional activities and the planning, implementation and evaluation of at least three teaching episodes.

- II. Document all activities and arrange them in a well-organized *Field Experience Notebook* to be turned in at the end of the semester as follows:
 - A. Time sheet and completed teacher evaluation form signed by the teacher with whom the experience was completed.
 - B. Written general description of the school, grade level, location, student enrollment, building features, teachers, school administrators, school philosophy, school discipline policy and anything else that helps describe the situation and environment of the field experience.

This description focuses on the school as a whole. Include a discussion of the philosophy of teaching and learning actually being promoted by the school (giving examples of specific policies and practices).

The description should also include personal reflections (analysis and planning). The object here is to identify strengths and area of improvement and to gain insight from the observation that will impact your future educational attitudes and practices. Some questions to consider:

 1. Which of the school's policies and practices would you consider adopting/eliminating/adapting and why?
 2. How would the knowledge I have gained about the learners affect my responses and decisions regarding their education?
 3. What do I foresee as the greatest challenges of this experience?
 - C. A profile of the learning community (classroom) including student demographics and characteristics (social emotional, educational and cultural) along with implications for classroom planning and practices. Learning community profile: Describe demographics and characteristics of the learners and discuss how this knowledge will impact your planning and teaching.
 - D. Narrative log of each visit/session which includes the following for each visit:
 1. A description of the lesson/activity observed, teacher resources and strategies and learners' responses
 2. Description of your participation during the visits
 3. Your reflection on the visit. Questions to consider include:
 - a. What did I learn today about social studies teaching and learning?
 - b. Why was a particular lesson/strategy successful/unsuccessful and how did the teacher and/or I contribute to the success/failure? What practices/strategies would I consider adopting/eliminating/adapting and why/how?
 - E. Lesson plans for three (3) teaching experiences. **For each lesson, evidence of**

student learning must be included, as well as self-assessment. For at least one lesson there must be written assessment from the host teacher, focusing on the effectiveness of the lesson for the selected outcome(s).

These should be formal plans which follow the format and guidelines studied in class. Though suggestions may be made by your cooperating teacher, these lessons are to be planned and implemented primarily by you. Evidence of student learning may include actual samples or description of student work and must include analyses of reflection on results. For the self assessments, each lesson should be evaluated based on **student outcomes** and your contribution to them. The object here is to gain insight from the lesson that will impact your future educational attitudes and practices. Questions to consider:

1. What aspects of the lesson were successful/unsuccessful in terms of **student outcomes** and how did my behavior contribute to the success/failure?
 2. How could I have improved this lesson?
 3. What strategies would I consider repeating/eliminating/adapting and why?
 4. What did I learn about teaching our learners and how will this knowledge affect my decision in the future?
 5. Did any unexpected situations arise and if so, did I handle them appropriately?
- F. Family involvement – Plan for, facilitate and document family involvement during your experience.
- G. Final Reflection (to be written when the experience is complete). Reflect on the value of this experience in your professional growth. Consider the following questions:
1. What have I learned from this experience? (Be specific)
 2. How did this experience contribute to my professional growth as a teacher in general and as a teacher of social studies?
 3. How have my experiences affected my attitude towards teaching and/or my future classroom practice?

EDUCATION 395
TEACHING CITIZENSHIP AND GLOBAL PERSPECTIVES
GRADES 6 – 9

- I. Minimum of fifteen (15) hours of observation/participation in 6 - 9 classroom as appropriate for licensure (social Studies and/or a subject into which social studies is integrated), including informal instructional activities and the planning, implementation and evaluation of at least three (3) teaching episodes.

- II. Document all activities and arrange them in a well-organized *Field Experience Notebook* to be submitted online at the end of the semester as follows:
 - A. Time sheet and completed teacher evaluation form signed by the teacher with whom the experience was completed.
 - B. Written general description of the school, grade level, location, student enrollment, building features, teachers, school administrators, school philosophy, school discipline policy and anything else that helps describe the situation and environment of the field experience.

This description focuses on the school as a whole. Include a discussion of the philosophy of teaching and learning actually being promoted by the school (giving examples of specific policies and practices).

The description should also include personal reflections (analysis and planning). The object here is to identify strengths and area of improvement and to gain insight from the observation that will impact your future educational attitudes and practices. Some questions to consider:

 1. Which of the school's policies and practices would you consider adopting/eliminating/adapting and why?
 2. How would the knowledge I have gained about the learners affect my responses and decisions regarding their education?
 3. What do I foresee as the greatest challenges of this experience?
 - C. A profile of the learning community (classroom) including student demographics and characteristics (social emotional, educational and cultural) along with implications for classroom planning and practices.
 - D. Narrative log of each visit/session which includes the following for each visit:
 1. A description of the lesson/activity observed, teacher resources and strategies and learners' responses
 2. Description of your participation during the visits
 3. Your reflection on the visit. Questions to consider include:
 - a. What did I learn today about social studies teaching and learning?
 - b. Why was a particular lesson/strategy successful/unsuccessful and how did the teacher and/or I contribute to the success/failure? What practices/strategies would I consider adopting/eliminating/adapting and why/how?
 - E. Lesson plans for three (3) teaching experiences. **For each lesson, evidence of student learning must be included**, as well as self-assessment. For at least one lesson there must be written assessment from the host teacher, focusing

on the effectiveness of the lesson for the selected outcome(s).

These should be formal plans which follow the format and guidelines studied in class. Though suggestions may be made by your cooperating teacher, these lessons are to be planned and implemented primarily by you. Evidence of student learning may include actual samples or description of student work and must include analyses of reflection on results. For the self assessments, each lesson should be evaluated based on **student outcomes** and your contribution to them. The object here is to gain insight from the lesson that will impact your future educational attitudes and practices. Questions to consider:

1. What aspects of the lesson were successful/unsuccessful in terms of **student outcomes** and how did my behavior contribute to the success/failure?
 2. How could I have improved this lesson?
 3. What strategies would I consider repeating/eliminating/adapting and why?
 4. What did I learn about teaching our learners and how will this knowledge affect my decision in the future?
 5. Did any unexpected situations arise and if so, did I handle them appropriately?
- F. Family involvement – Plan for, facilitate and document family involvement during your experience.
- G. Final Reflection (to be written when the experience is complete). Reflect on the value of this experience in your professional growth. Consider the following questions:
1. What have I learned from this experience? (Be specific)
 2. How did this experience contribute to my professional growth as a teacher in general and as a teacher of social studies?
 3. How have my experiences affected my attitude towards teaching and/or my future classroom practice?

EDUCATION 399
SPECIAL TOPICS IN EDUCATION

- I. Special topics related to public education in the U.S., comparative education, focused investigations and student special interests. May include travel and/or other field experiences (proportional to credit hours). Offered only as needed and/or upon request. This course cannot be used as a substitute for any other educational course.

- II. Specific field experience requirements will be assigned by the professor of record. Hours will vary, based on the hourly credit assigned (1-3 semester hours).

EDUCATION 410

TEACHING WRITING AND COMMUNICATION

- I. Fifteen (15) hour field experience in language arts, *primarily in the area of writing*, completed in five (5) or more visits to the assigned classroom.
 - A. This is to include at least:
 1. Three (3) informal tutoring/conferencing experiences with an individual student
 2. Three (3) planned tutoring/intervention experiences with an individual or small group of students
 3. Three (3) experiences teaching a writing lesson to a large group of students.

- II. A ***Field Experience Notebook*** will be turned in at the end of the experience and should include the following items:
 - A. Field experience time sheet and completed Evaluation form signed by the public school teacher (or designee) with whom the experience is completed
 - B. Written general description of the school grade level, location, student enrollment, building features, teachers, school administrators, school philosophy, school discipline policy and anything else that helps to describe the situation and environment of the field experience.

This description focuses on the school as a whole. Include a discussion of the philosophy of teaching and learning actually being promoted by the school (giving examples of specific policies and practices).

The description should also include personal reflections (analysis and planning). The object here is to identify strengths and area of improvement and to gain insight from the observation that will impact your future educational attitudes and practices. Some questions to consider:

 1. Which of the school's policies and practices would you consider adopting/eliminating/adapting and why?
 2. How would the knowledge I have gained about the learners affect my responses and decisions regarding their education?
 3. What do I foresee as the greatest challenges of this experience?
 - C. A profile of the learning community (classroom) including student demographics and characteristics (social, emotional, educational, and cultural) along with implication for classroom planning and practices.
 - D. A chronological log (*descriptive/reflective journal in which you describe your activities and interactions at the field site*) for *each* visit which includes the following:
 1. Description of the lesson/activity observed, teacher techniques, resources, strategies used and learner's responses.
 2. Description of *your own* participation during the visit.
 3. Personal reflection on/evaluation of *each observation* experience including Analysis and Future Impact
 - E. Lesson plans for the (3) three small-group and the large-group teaching

sessions. **For each lesson, evidence of student learning must be included,** as well as a self-assessment of each of the six teaching experiences. These should be formal plans which follow the format and guidelines studied in class. Through suggestions may be made by your cooperating teacher, these lessons are to be planned and implemented primarily by you. Informal experience does not require lesson plans but should be thoroughly described in the chronological log. Evidence of student learning may include actual samples or description of student work and must include analyses of reflection on results.

For the self assessments, each lesson should be evaluated based on **student outcomes** and your contribution to them. The object here is to gain insight from the lesson that will impact your future educational attitudes and practices. Questions to consider:

1. What aspects of the lesson were successful/unsuccessful in terms of **student outcomes** and how did my behavior contribute to the success/failure?
2. What strategies would I consider repeating/eliminating/adapting and why?
3. What did I learn about teaching or learners and how will this knowledge affect my decisions in the future?
4. Did any unexpected situations arise and if so, did I handle them appropriately?

- III. Personal reflection on and evaluation of the entire fifteen (15) hour field experience. ***This is to be written when the experience is complete.*** For the reflection, consider the following questions:
- A. What have I learned from this experience?
 - B. How have my experiences affected my attitude towards teaching and/or my future classroom practice?
 - C. What aspects of the experience were most/least helpful?
 - D. What advice would I give to a student entering a similar experience?

**HPE 410/COMMUNITY AND COMMERCIAL RECREATION 410,
SPORT MANAGEMENT 410
ADAPTED SPORT AND PHYSICAL EDUCATION**

- I. Ten (10) hours of observation/participation in a school setting with a minimum of five (5) visits are required for this course.

- II. The observation/participation hours should be documented in a *Field Experience Folder* which should include the following:
 - A. The cover titled "*Field Experience Journal*" with the course number and title, student's name, and date submitted.
 - B. A field experience time sheet signed by the public school teacher (or other school designee) with whom the experience is completed.
 - C. A general description of the school, classroom features, teacher(s), and anything similar that helps describe the environment of the field experience
 - D. A general description of the students detailing characteristics (social, emotional, educational, cultural, etc...).
 - E. Journal entries describing each visit including:
 1. A brief description of the lesson/activity observed, teaching methods used, and the learners' responses.
 2. Analysis of specific issues from the following three areas: 1) Planning (e.g., safety, objectives, progression, developmental appropriateness, active learning, student interest, etc...), 2) Management (e.g., activity time, transitions, routines, rules, discipline, monitoring, motivation, etc...), and 3) Instruction (e.g., directions, questions, modifications, feedback, teaching style, assessment, etc...)
 3. A reflection on this particular visit including the most important things you learned.
 - F. Students will develop and teach two (2) activities. A lesson plan(s) and reflections on this experience should be included.
 - G. An analysis and reflection on the entire 10-hour field experience

EDUCATION 411

READING ASSESSMENT AND INTERVENTION

- I. Complete fifteen (15) hours of field experience (from Field Experience Handbook).

- II. Complete weekly assignments that correspond with course content coverage to complete a Case Study on one (1) child as follows:
 - A. **Observe:** Each class member will be assigned a child to diagnose. Get permission from the parents or caretakers to observe, test, and work with this child. Begin with observations of a child for a minimum of two (2) hours. Observe the child's work habits, signs of stress, characteristics that signal a need, etc. Chapter 10 in the textbook will be of help.
 - B. **Interview:** Interview the teacher to discern his or her philosophy of reading, the reading program of the school, and how students who are at-risk or have special needs receive help. Write up the observations and interview, reflecting on what you have learned and what you perceive the problem to be - a minimum of two pages. Specific testing will then be given to ascertain problems in reading.
 - C. **Administer tests:** Administer instruments to an individual child.
 1. Record and interpret results. Instruments to be used are:
 - a. Slosson Oral Reading Test
 - b. Slosson Intelligence Test
 - c. Wepman Test of Auditory Discrimination
 - d. Analytical Reading Inventory
 - e. Interest Inventory
 - f. Gates MacGinitie
 - D. **Tutor:** Write up an Individual Reading Plan that will include a minimum of eight (8) lessons, activities, and/or strategies to help correct the reading problem.
 1. Include trade books for strategies or read alouds.
 2. Include a minimum of two (2) activities and correspondence and/or help for parents.
 3. Present lessons, activities, and/or strategies in the form of a learning or interest center.
 4. Prepare a colorful, eye-catching backdrop with lesson materials. The same backdrop can be used for the whole tutorship, but activities and books will change according to a particular lesson.
 - E. **Mini-presentation:** Share with the class one aspect of the case study and a reading problem you found. Give a brief description of the child and an idea, strategy, or activity used with an individual child to correct the reading problem. Explain how your research helped you solve the problem. Use the learning center you used in the tutoring sessions as a backdrop for your mini-presentation.
 - F. **Portfolio:** Keep a time sheet, signed and dated by the cooperating teacher.

Keep a journal to reflect on experiences. Place all materials - time sheet, case study, lesson plans and/or IEPs, activities (that will fit), write-ups of each test, paper, etc. in a portfolio with each section labeled. Have a cover sheet with title, name, school, class, and date. One section of the portfolio will be a response journal.

G. Overall evaluation from teacher

EDUCATION 420

INVESTIGATIONS IN READING

- I. Twelve (12) hour field experience in an elementary classroom during reading block, completed in five (5) or more visits to the assigned classroom.
- II. The experience includes:
 - A. Interviews with the classroom reading teacher, the literacy coach, and the Reading Recovery teacher.
 - B. Teaching reading or a minimum of five sessions (may be Guided Reading, Literature circles, **or** Reading Workshop)
 - C. Conducting of running records (using DRA) with five different students and compiling and analyzing results
- III. Your field experience portfolio will be turned in at the end of the experience and should include the following items:
 - A. **Forms:** Field experience time sheet and completed Evaluation form signed by the public school teacher (or designee) with whom the experience is completed.
 - B. **Learning Community Profile:** A profile of the learning community (classroom) including a written general description of the setting (school and classroom) and student demographics and characteristics (social emotional, educational, and cultural) along with implications for classroom planning and practices
 - C. **Reflective Log:** A DAP reflection on each visit to the school including
 1. **Description** of the lesson/activity observed and/or conducted, teacher techniques, resources, strategies used, and learners responses
 2. **Analysis** of the significance of the experiences and strengths weaknesses noted
 3. A reflection on the **Future Impact** of this experience on your professional development and behaviors
 4. **Interviews:** Responses for each the reading professionals interviewed (to be submitted as assigned for discussion with the class and/or professor and compiled in the portfolio). For each person interviewed, these should include:
 - a. Philosophy of reading
 - b. Organization of the reading program
 - c. Reading materials
 - d. Strategies and methods of teaching reading
 - e. Kinds of assessment, for example running records, DRA's, ARI's, etc.
 - f. How needs of diverse learners are met
 - g. Working with parents

- h. How research is used to solve reading issues, for example, the importance of individual reading conferences or using children's own writing for miscue analysis.

These should be accompanied by reflection on how this interview contributed to your understanding of the demands and challenges of the reading classroom and to your professional growth.

- 5. **Lesson plans:** For at least five of the reading group lessons, including a self-evaluation of each teaching experience and evidence of student learning for each lesson. These should be formal plans which follow the format and guidelines studied in class. Though suggestions may be made by your cooperating teacher, these lessons are to be planned and implemented primarily by you. Evidence of student learning may include actual samples or description of student performance or responses and must include analysis and reflection on results.

For the self assessments, each lesson should be evaluated based on **student outcomes** and your contribution to them. The object here is to gain insight from the lesson that will impact your future educational attitudes and practices. Questions to consider:

- a. What aspects of the lesson were successful/unsuccessful in terms of **student outcomes** and how did my behavior contribute to the success/failure?
 - b. How could I have improved this lesson?
 - c. What strategies would I consider repeating/eliminating/adapting and why?
 - d. What did I learn about teaching or learners and how will this knowledge affect my decisions in the future?
 - e. Did any unexpected situations arise and if so, did I handle them appropriately.
- 6. **Running Records Binder:** For each student tested, include the copy of the text used, the miscue recording sheet, and the analysis of the running record.
 - 7. **Personal reflection on and evaluation of the entire 12-hour field experience**

This is to be written when the experience is complete.

For this reflection, consider the following questions:

- a. What have I learned from this experience?
- b. How have my experiences affected my attitude towards teaching and/or my future classroom practice?
- c. What aspects of the experience were most/least helpful?
- d. What advice would I give to a student entering a similar experience?

EDUCATION 421
READING PROGRAMS: ORGANIZATION, MANAGEMENT AND
EFFECTIVE STRATEGIES AND METHODS

- I. **Field experience** participation in a twelve (12) hour field experience to include specific activities.

- II. The field experience has two (2) components (20% of grade).
 - A. Observation and interview. Observe and study different reading programs in elementary, middle and secondary schools such as Reading Recovery, LLI, Breakthrough to Literacy, Reading Workshop, etc. Ascertain the philosophy, reading methods and strategies, assessment, meeting needs of diverse and special needs students and policies of working with parents. Interview the teachers involved with reading (classroom teacher, reading coaches, special needs, etc). Ascertain the teacher's philosophy of reading, organization of the reading program and the impact of the classroom environment, assessment and how the teacher works with parents. These will be group observations planned by the professor. Visits will be critiqued and discussed in class.
 - B. Work with a reading group of struggling readers or one on one in an elementary, middle or secondary school. Teach a minimum of eight (8) sessions with strategies from the textbook or other researched activities. Write lesson plans and reflect on learning and growth of students in reading and of yourself as an evaluator of reading programs, materials and strategies. Reading strategies will cover the needs of struggling readers in an elementary, middle or secondary school.

- III. **Reading program critiques** (20% of grade). Critique at least six reading programs visited during field experience in elementary, middle and secondary schools. Critique with the following objectives:
 - A. Purpose of program – goals and objectives
 - B. History of the program
 - C. Research as to effectiveness of program
 - D. Organization and cost
 - E. Personnel
 - F. Training
 - G. Daily operations
 - H. Materials
 - I. Assessment
 - J. Effectiveness

- IV. Which program would you have in your school and why?

EDUCATION 491

INTRODUCTION TO GIFTED EDUCATION

- I. Each student will observe/participate for a minimum of fifteen (15) hours in a public school setting—classroom.

- II. During the observations try to gain an understanding of the **characteristics of the Gifted/Talented students and how the curriculum is differentiated in each particular learning situation**. You should probably limit your note taking while you are in the class. Your report should include an observation report of each teaching situation and a summary report. The statements and questions below are intended as an observation guide. If there are other items not included on this sheet that you would like to include in your report, please do so.
 - A. Grade level and description of activities observed
 - B. Description of the physically facility in which the program is conducted
 - C. The type of scheduling—rigid or flexible
 - D. Did the student spend a reasonable amount of time on task/
 - E. What instructional materials were used? **Identify any educational and programming opportunities available to the Gifted/Talented students.**
 - F. Did you observe any grouping of students for instructional purposes? Describe.
 - G. What forms of questioning did the teacher use? **Identify your opportunities for questioning students and reflect on the student responses.**
 - H. What techniques did the teacher use to maintain discipline?
 - I. How does the teacher get the class started? Make transitions?
 - J. What is the student-teacher ratio? Demographics of the group by gender (male/female), race? (Include that of the principal, assistant principals, teachers, assistant teachers.)
 - K. What is the rapport between the teacher and students?
 - L. Describe the instructional techniques used by the teacher. Describe the instructional opportunities with which you were involved.
 - M. Describe the evaluation techniques used by the teacher.
 - N. Give an account of any interesting occurrences that may occur during your observation period. If you had been the teacher, how would you have handled the situation?
 - O. **Incorporate as many of the applications from the course presentations, readings, products, and discussions related to the characteristics of gifted learners, programming opportunities, and curriculum differentiation. Reflect on these applications in your field experiences.**
 - P. Provide your overall evaluation of the teaching-learning situation for Gifted/Talented students.

- III. A teacher evaluation will be completed.

EDUCATION 492
SOCIAL AND EMOTIONAL NEEDS OF THE GIFTED/TALENTED

- I. Each student will observe/participate for a minimum of fifteen (15) hours in a public school setting—classroom.

- II. During the observations try to gain an understanding of the **social emotional characteristics of the Gifted/Talented students and the differentiation of the curriculum in each particular learning situation**. You should probably limit your note taking while you are in the class. Your report should include an observation report of each teaching situation and a summary report. The statements and questions below are intended as an observation guide. If there are other items not included on this sheet that you would like to include in your report, please do so.
 - A. Grade level and description of activities observed
 - B. Description of the physical facility in which the program is conducted
 - C. The type of scheduling—rigid or flexible
 - D. Did the student spend a reasonable amount of time on task/
 - E. What instructional materials were used?
 - F. Did you observe any grouping of students for instructional purposes? Describe.
 - G. What forms of questioning did the teacher use?
 - H. What techniques did the teacher use to maintain discipline?
 - I. How does the teacher get the class started? Make transitions?
 - J. What is the student-teacher ratio? Demographics of the group by gender (male/female), race? (Include that of the principal, assistant principals, teachers, assistant teachers.)
 - K. What is the rapport between the teacher and students?
 - L. Describe the instructional techniques used by the teacher.
 - M. Describe the evaluation techniques used by the teacher.
 - N. Give an account of any interesting occurrences that may occur during your observation period. If you had been the teacher, how would you have handled the situation?
 - O. **Incorporate as many of the applications from the course presentations, readings, products, and discussions related to the social/emotional development of gifted learners. Reflect on these applications in your field experiences.**
 - P. Your overall evaluation of the teaching-learning situation for Gifted/Talented students.

- II. A case study will be developed with emphasis on social/emotional needs of the student(s), the implications for cognitive development, and recommendations for the guidance and management of the student(s).

- III. **A teacher evaluation will be completed.**

EDUCATION 493
METHODS AND MATERIALS IN GIFTED EDUCATION

- I. Each student will observe/participate for a minimum of fifteen (15) hours in a public school setting—classroom.

- II. During the observations try to gain an understanding of the characteristics of the Gifted/Talented students and the curriculum in each particular learning situation. You should probably limit your note taking while you are in the class. Your report should include an observation report of each teaching situation and a summary report. The statements and questions below are intended as an observation guide. If there are other items not included on this sheet that you would like to include in your report, please do so.
 - A. Grade level and description of activities observed
 - B. Description of the physically facility in which the program is conducted
 - C. The type of scheduling—rigid or flexible
 - D. Did the student spend a reasonable amount of time on task/
 - E. What instructional materials were used?
 - F. Did you observe any grouping of students for instructional purposes? Describe.
 - G. What forms of questioning did the teacher use?
 - H. What techniques did the teacher use to maintain discipline?
 - I. How does the teacher get the class started? Make transitions?
 - J. What is the student-teacher ratio? Demographics of the group by gender (male/female), race? (Include that of the principal, assistant principals, teachers, assistant teachers.)
 - K. What is the rapport between the teacher and students?
 - L. Describe the instructional techniques used by the teacher.
 - M. Describe the evaluation techniques used by the teacher.
 - N. Give an account of any interesting occurrences that may occur during your observation period. If you had been the teacher, how would you have handled the situation?
 - O. Incorporate as many of the applications from the course presentations, readings, course products, and discussions related to the instructional strategies and materials used to facilitate the development of gifted learners from diverse backgrounds who are expressing their gifts in various talent domains. Reflect on those experiences.
 - P. Your overall evaluation of the teaching-learning situation for Gifted/Talented students.

- III. A teacher evaluation will be completed.

EDUCATION 494
CURRICULUM DEVELOPMENT FOR THE GIFTED

- I. Each student will observe/participate for a minimum of fifteen (15) hours in a public school setting—classroom.

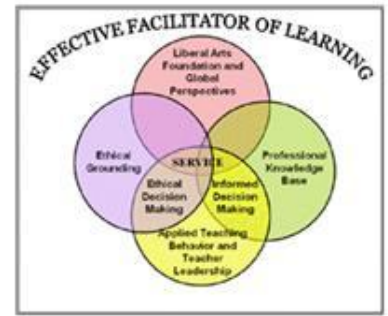
- II. **During the observations try to gain an understanding of the characteristics of the Gifted/Talented students and how the curriculum is differentiated in each particular learning situation.** You should probably limit your note taking while you are in the class. Your report should include an observation report of each teaching situation and a summary report. The statements and questions below are intended as an observation guide. If there are other items not included on this sheet that you would like to include in your report, please do so.
 - A. Grade level and description of activities observed
 - B. Description of the physically facility in which the program is conducted
 - C. The type of scheduling—rigid or flexible
 - D. Did the student spend a reasonable amount of time on task/
 - E. What instructional materials were used? Identify any educational and programming opportunities available to the Gifted/Talented students.
 - F. Did you observe any grouping of students for instructional purposes? Describe.
 - G. What forms of questioning did the teacher use? Identify your opportunities for questioning students and the ways in which the students responded.
 - H. What techniques did the teacher use to maintain discipline?
 - I. How does the teacher get the class started? Make transitions?
 - J. What is the student-teacher ratio? Demographics of the group by gender (male/female), race? (Include that of the principal, assistant principals, teachers, assistant teachers.)
 - K. What is the rapport between the teacher and students?
 - L. Describe the instructional techniques used by the teacher.
 - M. Describe the evaluation techniques used by the teacher.
 - N. Give an account of any interesting occurrences that may occur during your observation period. If you had been the teacher, how would you have handled the situation?
 - O. Incorporate as many of the applications from the course presentations, readings, products, and discussions related to the assessment data to extend the basic differentiation of curriculum elements and integrative methods to design appropriate learning experiences to improve student achievement and growth of gifted learners. Reflect on how these applications in your field experiences.
 - P. Your overall evaluation of the teaching-learning situation for Gifted/Talented students.

- III. A teacher evaluation will be completed.

Appendix



School Experience Log



Directions for students: Complete both sides of this form for each course in which you complete clinical school experiences, each semester. At the end of the semester, submit the form to you instructor, who will place it in your education departmental folder.

NCATE (National Council for Accreditation of Teacher Education) sets a standard for all candidates seeking initial licensure as teachers and other school professionals. Candidates are expected to study and practice in a variety of settings that include diverse populations, students with exceptionalities and students of different ages.

Name:		Program:
Advisor:		Semester:
Course:	Instructor:	Purpose of Clinical Experience:
Course:	Instructor:	Purpose of Clinical Experience:
School:		System:
Grade(s):		Subject(s):
School Enrollment	Characteristics of the school	Characteristics of the students (check all that apply)
<input type="checkbox"/> < 200 students	<input type="checkbox"/> Urban	<input type="checkbox"/> Performing at grade level
<input type="checkbox"/> 200 – 500 students	<input type="checkbox"/> Suburban	<input type="checkbox"/> Performing below grade level
<input type="checkbox"/> 500 – 800 students	<input type="checkbox"/> Rural	<input type="checkbox"/> Performing above grade level
<input type="checkbox"/> 800 – 1200 students	<input type="checkbox"/> Magnet What Type:	<input type="checkbox"/> Gifted/Talented
<input type="checkbox"/> 1200 – 1500 students	<input type="checkbox"/> Other Characteristics:	<input type="checkbox"/> Limited English
<input type="checkbox"/> 1500 – 1800 students		<input type="checkbox"/> International
<input type="checkbox"/> > 1800 students	<input type="checkbox"/>	<input type="checkbox"/> Special Education
		<input type="checkbox"/> African- American
Additional Information		<input type="checkbox"/> Asian
% of students on free/reduced lunch		<input type="checkbox"/> Hispanic
% of students scoring at the proficient level or higher		<input type="checkbox"/> Multi-Racial
% of students scoring below grade level		<input type="checkbox"/> Native American
Other:		<input type="checkbox"/> White
All completed forms are to be submitted to the instructor and filed in the Student's Departmental Folder		

**THAYER SCHOOL OF EDUCATION
WINGATE UNIVERSITY, WINGATE, NORTH CAROLINA 28174**

Time Record

Course Number:	Course Name:	Semester: <input type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer	Year:
Assigned School:		Assigned School Address:	
Grade Level or Subject(s):			

	Date	Time In	Time Out	Total Hours	Activities	Teacher Signature
1						
2						
3						
4						
5						
6						
7						
8						

*A separate time record should be kept for each university course that requires field experience in the public schools. This record should be **submitted to your course instructor** at the conclusion of your observations for evaluation. Your time records become part of your permanent file.*

My signature verifies that the student has made _____ visits to my class for a total of _____ hours.

Teacher Signature: _____

Date: _____