



SCHOOL OF EDUCATION AND PROFESSIONAL STUDIES
DEPARTMENT OF LITERACY, ELEMENTARY, AND EARLY CHILDHOOD EDUCATION

PRE-STUDENT TEACHING FIELD EXPERIENCE GUIDE
IN ELEMENTARY EDUCATION

The CCSU Bachelor of Science in Elementary Education prepares leaders in children's education, grades 1 through 6, who are equipped with the knowledge, skills, and dispositions to become an exceptional teacher, and who will make a difference in the lives of generations to come!

We believe that the best way to learn to become an effective teacher of children is by immersing candidates in authentic observational experiences and structured teaching practice in diverse school settings through field experience. The field assignments are course embedded within a program sequence (i.e., Sequence I, II and III prior to student teaching) and should be completed by the end of semester of that sequence. The field experience is coordinated and supervised by a field supervisor (i.e., course instructor in EDEL 315, EDEL 322, and EDEL 420) in collaboration with the host teacher assigned to each student in the partner site.

Field experience at each program sequence are evaluated in three ways:

1. Host teachers complete a Field Experience Monitoring Form (i.e., attendance, punctuality, professional behavior, adherence to dress code, participation policies and expectations) as approved by the School of Education and Professional Studies;
2. Candidates' written reflections and documents on field assignments/tasks/activities that are course embedded and evaluated by course instructors; and
3. Field supervisor completes at least **one** formal observation using **the** approved Field Experience Observation Form. **This form will be given to the student within 24 hours and the student is encouraged to share with cooperating teacher to compare cooperating feedback.**

EXPECTATIONS FOR PRE-STUDENT TEACHING CANDIDATES

1. Candidates must attend the Field Experience Orientation, which is scheduled by the program coordinator at the beginning of each semester.
2. The program coordinator, with the support of the Office of School-Community Partnerships, works with partner districts to place candidates in schools and assign candidates with host

teachers. Hence **candidates must not contact school districts or individual schools or classrooms directly to request a placement.**

3. Candidates are expected to observe the field experience schedule/activities as agreed upon by the candidate, host teacher, and field supervisor **and/or course professor; schedule to be provided within 2 weeks of meeting host teacher.**
4. Candidates must adhere to all deadlines and requirements relevant to their field experiences.
5. Candidates must seek feedback from host teacher.
6. Candidates are expected to conduct themselves professionally at all times in accordance to the Connecticut Code of Professional Responsibility for Teachers, Section 10-145d-400a of the Regulations of Connecticut State Agencies.
7. Candidates may be required by the school district to complete **fingerprinting and** a formal Criminal Background Check before they can be placed in **any** school-based field experience.

EXPECTATIONS FOR HOST TEACHERS

1. Host teachers meet with **course professor** and other school representatives to discuss program's and school's philosophy, mission, policies and procedures, and field experience expectations for candidates and host teachers. The **course professor with the Office of School-Community Partnerships** will arrange for this meeting.
2. Host teachers work with candidate and field supervisor on candidate's field experience schedule/activities.
3. Host teachers complete a Field Experience Monitoring Form (i.e., attendance, punctuality, professional behavior, adherence to dress code, participation policies and expectations) and post on TaskStream.
4. Host teachers provide feedback to candidates throughout their field experience.
5. Host teachers communicate **immediately** with **course professor** any feedback, concerns and/or issues regarding the candidate's performance and/or behavior (i.e., punctuality, attendance, engagement in classroom activities, difficulties in communicating, inappropriate dress code, etc.) during field experience.

Field experience candidates may be removed from their placement at the request of their host site or for other reasons involving unprofessional behavior.

EXPECTATIONS FOR FIELD SUPERVISORS AND/OR COURSE PROFESSOR

(i.e., course instructors in EDEL 315, EDEL 322, and EDEL 420 or designated Field Supervisor)

1. **Course professor and/or field supervisor** meets with other school representatives to discuss program and school's philosophy, mission, policies and procedures, and field experience expectations for candidates, host teachers, and field supervisor. The program coordinator will arrange for this meeting.
2. **Course professor and/or field supervisor** works with candidate and host teacher on candidate's field experience schedule/activities.
3. **Course professor and/or field supervisor** communicates with host teacher regularly to elicit any feedback, concerns and/or issues regarding the candidate's performance and/or behavior (i.e., punctuality, attendance, engagement in classroom activities, difficulties in communicating, inappropriate

dress code, etc.) during field experience. **Course professor and/or field supervisor** addresses feedback, concerns and/or issues with candidate.

4. **Course professor and/or field supervisor** *formally* observes and evaluates candidate's performance in **at least one teaching and learning activities**. **Course professor and/or field supervisor** discusses feedback and recommendations for improvement with candidate professor's feedback and/or observation form/rubric will be emailed within 24hrs and the completed observation form/rubric will be electronically provided to the candidate by the next scheduled class
5. **Course professor and/or field supervisor** ensures that candidates are on task with their field assignments, and have positive and productive professional relationship with their host teacher.
6. **Course professor and/or field supervisor** provides course instructors feedback, issues and/or concerns regarding their course-embedded field assignments.
7. **Course professor and/or field supervisor** shares feedback, issues and/or concerns regarding candidates' field assignments and experiences at program meetings.

FIELD EXPERIENCE REQUIREMENTS IN PRE-STUDENT TEACHING

SEQUENCE I (30 hours)

Throughout field experience, candidates are expected to:

- **develop an awareness** of the total school environment;
- **observe practices** used by host teacher in various classroom contexts (i.e., instruction, classroom management, individual/small group activities, whole class discussion, assessments, intervention, maintenance of a positive classroom environment, etc.);
- **gain experience** in working with individual and small groups of students;
- **work independently** in other aspects of teacher's role and responsibilities (i.e., preparing bulletin boards, developing teaching materials, correcting papers, evaluating projects, attending committee/faculty meeting);
- **initiate** mapping out all field experience course assignments in the sequence and share with host teacher so all are aware of what is expected to be completed in the field
- **complete course-embedded field assignments** as follows:

EDEL 315 FIELD ASSIGNMENT: Principles of Learning (ask teacher candidate for course syllabus to view details)--1 Mini Learning Segment with 2-3 Mini-lessons and/or Small Group Engagement

Teacher Candidate (TC) will **implement a mini learning segment with one clear central focus of 2-3 back-to-back mini-lessons and/or small group engagement over the course of 2 consecutive weeks. All lessons are to be videotaped.** TC will engage in and document a **minimum of six required activities** in checklist provided in the course syllabus and **two additional activities** of TC's choosing. The form must be signed and dated by the host teacher and handed in by the last EDEL 315 class for course credits.

SPED 315 FIELD ASSIGNMENTS: Field Blogs, Intervention Lesson Plans and Reflections, and Structured Tutoring Assignment Using Peer Assisted Learning (PALS) (ask teacher candidate for course syllabus to view details)

Field Blogs. Teacher Candidate (TC) will complete reflective blogs connecting fieldwork, readings, and class discussions. These responses will be done on the LEARN site. TC will be expected to post response in the Blog site and comment on others' postings. *Specifically, reflective comments must pertain to the adaptation of instruction to meet the needs of diverse students, including struggling learners and those with identified or suspected disabilities.*

Intervention Lesson Plans and Reflections. TC will plan three small group lessons designed to meet the needs of a specific group of students within the field placement

classroom. TC will teach and reflect on this lesson within the field placement. Lesson plans should follow CCSU format and be reviewed by course instructor and host teacher at least 2 days prior to lesson implementation. *Specifically, evidence must demonstrate candidate's ability to adapt instruction to meet the needs of diverse students, including struggling learners and those with identified or suspected disabilities.*

Structured Tutoring Assignment Using Peer Assisted Learning (PALS). Each TC will be assigned to a pair of students to implement an ongoing reading comprehension intervention (Peer Assisted Learning or PALS). This assignment will include collecting pre and post intervention data using a predetermined curriculum-based assessment, selecting appropriate reading materials based on the reading levels and interests of assigned students, and systematic implementation of PALS throughout the semester.

Host teachers will:

- Identify appropriate students for tutoring sessions (students that are below grade-level expectations in reading comprehension and/or decoding).
- Identify appropriate partners for paired tutoring activity.
- Assist candidates in identifying appropriate reading materials for tutoring sessions.
- Assist with scheduling and location of tutoring sessions.
- Consult with candidates and/or instructor re: academic and/or behavioral concerns.
- Contact the instructor immediately if you have any concerns about attendance, professional behavior, or the quality of work with your students.

At the end of the semester, the host teacher will be sent a link to complete an online evaluation of candidate(s). The host teacher's feedback will assist with the fieldwork portion of the semester's grade.

LLA 315 FIELD ASSIGNMENTS: Running Record and Retelling of an Unfamiliar Text, Observation of a Read Aloud Lesson, and Literacy Observations During Field Experience (ask teacher candidate for course syllabus to view details)

Running Record and Retelling of an Unfamiliar Text. Teacher Candidate (TC) will conduct one Running Record and one Retelling of the same book with one student according to the guidelines demonstrated in class; then submit a report on the student's reading behavior/performance.

Observation of a Read Aloud Lesson. TC will observe a read aloud conducted by a teacher in field placement and write a 2-page double-spaced *Description & Reflection Report*. The reflection should be integrated with the description. Reflection should include at least three meaningful connections with the course textbooks and handouts.

Literacy Observations During Field Experience. TC will complete 10 hours of observations on at least eight of eleven topics related to K-3 literacy environments, materials, instruction, and assessment (see course syllabus). These observations count towards the hours of observations expected for field experience for EDEL 315.

SEQUENCE II (45 hours)

Throughout field experience, candidates are expected to:

1. **assist** host teacher in various classroom contexts (i.e., instruction, classroom management, individual/small group activities, whole class discussion, assessments, intervention, maintenance of a positive classroom environment, etc.) throughout field experience;
2. initiate mapping out all field experience course assignments in the sequence and share with host teacher so all are aware of what is expected to be completed in the field;
3. complete **course-embedded field assignments** as follows:

EDEL 322 FIELD ASSIGNMENTS: 1 Learning Segment of 3 mini-lesson and small group engagement lesson learning segment with Video Reflection (ask teacher candidate for course syllabus to view details)

Teacher Candidate (TC) will review grade-level standards and grade-level scope and sequence and review student work and talk with teacher to know what students know and need to know and design and develop and implement a learning segment with one clear central focus of 3 back-to-back mini-lessons and small group engagement over the course of 2 consecutive weeks. All lessons are to be videotaped. Lesson plans will utilize technology with various models (*direct, concept, cooperative, aesthetic, etc.*) with differentiation and authentic performance tasks, using instructional and curricular applications explored within EDEL 322 & concurrent program sequence coursework, assignments, and resources. **The second lesson will be observed by the field supervisor, videotaped, and uploaded to Taskstream.**

LLA 316 FIELD ASSIGNMENTS: Classroom Observations and ReQuest Project (ask teacher candidate for course syllabus to view details)

Classroom Observations. Teacher Candidate (TC) will complete 10 hours of **classroom observations** focusing on literacy activities/environments in grades 3-6, use of literacy materials, instruction, and assessment. TC will write a description/reflection of observations to connect coursework with actual classroom practice.

ReQuest Project. TC will also **implement the ReQuest instructional framework** with a student in grades 3-6. TC will record the activity and interchange with the student from beginning to end, transcribe the recording, and then reflect on the activity from teaching and literacy perspectives.

SEQUENCE III (45-60 hours) Throughout field experience, candidates are expected to:

assist host teacher and/or **work independently** in various classroom contexts (i.e., instruction, classroom management, individual/small group activities, whole class discussion, assessments, intervention, maintenance of a positive classroom environment, etc.);

1. **initiate** mapping out all field experience course assignments in the sequence and share with host teacher so all are aware of what is expected to be completed in the field
2. **complete** course-embedded field assignments as follows:

EDEL 420 FIELD ASSIGNMENTS: Learning Segment of 5 Mini-lessons and Small Group Engagement (ask teacher candidate for course syllabus to view details)

Teacher Candidate (TC) will review the scope and sequence and pacing guide of assigned grade level as well as student data with the host teacher. TC will design 1 learning segment

with 5 mini-lessons and small group engagement to be taught within 2 weeks of each other.

After teaching mini-lesson to whole class, TC will choose one small group of students (4-5 students) to work with in the small group engagement supporting the central focus and what was taught in the mini-lesson; the host teacher handles learning activity for all other students but TC can help design these with host teacher. Once taught, TC will review the assessment and slightly revise the next day's plans yet still teach the same central focus. The segment's small group engagement must be the same group of students to ensure consistency.

TC will videotape all aspects of their teaching, all 5 mini-lessons and small group engagement; there is to be no stopping of video or editing of video. The field supervisor will complete a teaching observation focusing on one the mini-lesson and small group engagement lesson. This learning segment is not the same as what is required to be taught in their LLA 412, MTH 412 and SCI 412 courses.

LLA 412 FIELD ASSIGNMENT: Implementation of Literacy Lesson Plan (ask teacher candidate for course syllabus to view details)

Teacher Candidate (TC) will write a lesson plan to be implemented in the assigned placement. The lesson plan should have clear integration of at least 3 of the language arts. TC will submit a thoughtful and well-explained reflection that addresses student learning, how the lesson might be improved upon, what a follow-up lesson could be, and how the language arts played a role in student learning. This plan may or may not be separate from the EDEL 420 learning segment.

MATH 412 FIELD ASSIGNMENT: Mathematics Lesson (ask teacher candidate for course syllabus to view details)

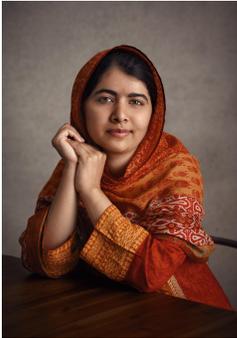
Teacher Candidate (TC) will choose a mathematics lesson segment of at least 3 consecutive lessons (and up to 5), and complete the Elementary Math Learning Segment Overview, which requires information from the host teacher on the 3 to 5 lessons. TC will then either observe the host teacher teaching the 3rd, 4th, or 5th lesson OR teach the lesson herself. From that TC will **design a re-engagement lesson for 3 focus students** and **reflect** on the effectiveness of the re-engagement lesson.

TC will also need to **write** a lesson plan and **teach** a "complete" lesson in the field on a topic related to the host teacher's curriculum. TC will **reflect** on the lesson in a **written commentary**.

TC will **describe a 3-5 day learning segment** from the host teacher's classroom, **give a formative assessment** that assesses conceptual, procedural, and reasoning understanding, and **conduct an analysis** of whole class student learning in order to design a reteach to a small group of struggling students.

SCI 412 FIELD ASSIGNMENT: Science Lesson (ask teacher candidate for course syllabus to view details)

Teacher Candidate (TC) will teach ONE lesson in the field placement from the NGSS unit that was created in SCI 412. TC will discuss the Unit topic with the host teacher **by the third week of classes**. The host teacher will complete a sign off sheet with comments after candidate has taught the lesson.



ONE CHILD, ONE TEACHER, ONE
BOOK, ONE PEN CAN CHANGE THE
WORLD.

Malala Yousafzai. *I am Malala: The Story of the Girl Who Stood
Up for Education and Was Shot by the Taliban.*