



DEPARTMENT OF  
EDUCATION

# **ED201 Introduction to Education**

## Field Experience Handbook

**Name** \_\_\_\_\_

**Date Due:** \_\_\_\_\_

# ED201 INTRODUCTION TO EDUCATION FIELD EXPERIENCE

## Introduction and Requirements

This handbook is written for students at Benedictine College who are exploring teaching as a career through ED 201 Introduction to Education Field Experience. It is intended to serve as a guide to the field experiences that will help lead you, as a future teacher, to an understanding of the teaching and learning process. **The field experience for ED201 is divided into two different experiences.** Most of you will shadow two different teachers in your home area for two days, and some of you will engage in tutoring in a local K-8 Catholic school. **This handbook is provided for those students who will shadow two teachers.**

**Shadow Day 1:** You are required to **Shadow a Teacher** for one whole day (minimum six hours). **You are encouraged to do this in your hometown during breaks and holidays;** it can be in any subject area or level, but you must spend the entire day, from before school starts to the end of the day.

**Shadow Day 2:** You are required to choose a **different** placement for the second **Shadow Day** (minimum six hours). For your second placement, you must choose a different setting.

### Example Choices:

Private - Public      Regular ed - Special ed      Elementary - Middle      Middle-High

### YOU ARE RESPONSIBLE FOR SETTING UP YOUR OWN FIELD EXPERIENCE.

You get to choose the schools, the classes, and the teachers! Think about shadowing a teacher you really admire, someone who inspired you to become a teacher, or a teacher who is considered to be a master teacher. **Always begin by contacting the principal to make arrangements to complete your field experience.** You should try to complete your field experience over a break or a holiday when you are at home.

Since you are not yet admitted to The Department of Education, your field experience is more observational than instructional. That is, you are expected to observe the many academic and social activities, changes, on the spot decision-making, management issues, and complexities that contribute to the realities of the daily classroom experience. Additionally, you are to assist the classroom teacher as he/she requests.

As a result of your research and field experiences, you will:

- complete a **minimum** of twelve (12) hours of observation and aiding that includes two full days in two different settings with two cooperating teachers. This includes four different activities that are agreed upon by the teachers and the BC student. Documentation and verification of the hours will be reported on the attached log and approved by the cooperating teachers or administrators,
- demonstrate professional responsibility including timeliness, rapport, and initiative as evaluated by the cooperating teacher on the evaluation form,
- complete activities described in this Handbook, and
- write a reflection on your field experience.

# ED201 INTRODUCTION TO EDUCATION FIELD EXPERIENCE

**Name of BC Student:**

## **Shadow Day #1**

**Shadow Teacher:**

**Undergraduate Degree:**

**Graduate Degree:**

**Certification Area(s):**

**E-Mail and Phone:**

**Grade Level/Subject:**

**Name of School:**

**Street Address of School:**

**Town, State, Zip:**

## **Shadow Day #2**

**Shadow Teacher:**

**Undergraduate Degree:**

**Graduate Degree:**

**Certification Area(s):**

**E-Mail and Phone:**

**Grade Level/Subject:**

**Name of School:**

**Street Address of School:**

**Town, State, Zip:**

# ED201 INTRODUCTION TO EDUCATION FIELD EXPERIENCE

## Guidelines for Arranging and Reflecting on Field Experiences

**These guidelines are to help you plan, organize, and carry out your field experience in a professional manner.**

**Directions:** Check off each activity after it is accomplished.

### Arranging for Classroom Visit

\_\_\_\_\_ Make all contacts necessary to observe with two teachers for two full days.

\_\_\_\_\_ Give a copy of the introduction letter to each Shadow Teacher.

\_\_\_\_\_ Find out time classes begin and where to report. Pick up a name badge if needed.

\_\_\_\_\_ Check a map if necessary to ensure timely arrival. **Do not be late!!!**

\_\_\_\_\_ **Dress professionally as a practicing teacher.**

\_\_\_\_\_ Take a notebook to write observation notes and reflection notes.

\_\_\_\_\_ Plan a time to conduct an interview with each one of your shadow teachers.

\_\_\_\_\_ **Plan a time at the end of each day with each Shadow Teacher to fill out and review your evaluation.**

\_\_\_\_\_ Prepare notes to the teachers and classes, thanking them for the opportunity to be in their classroom this semester.

\_\_\_\_\_ Send/deliver notes.

### Hand in separately:

1) Field Experience Handbook pages 3, 6, 7, 8, 9, 11, 12, 13, 14 and any attachments (stapled)

2) Field Experience Reflection (stapled)

3) Pages 10, 15, and 16 should be paper clipped together and turned in separately

**NOTE: Any item that should be signed and is NOT signed will have points deleted.**

**DO NOT PUT ANYTHING IN A BINDER!**

*Give/send a copy of the following page to your Shadow Teachers **BEFORE** your Shadow Days.*

**Dear Shadow Teacher,**

Thank you so much for agreeing to have a Benedictine College student shadow you for a day. I am very aware of how busy teachers are, so your cooperation in helping a prospective teacher gain experience is very much appreciated!

The Benedictine College Education Department mission is to prepare "educators as builders of community." The mission calls for future teachers to perceive their roles in education as developers of learning communities. The learning community is within classrooms and schools as well as outside their walls. At BC, our goal is to help each education student develop the professional knowledge, skills, and disposition needed to become an excellent beginning teacher. I hope your BC student becomes actively engaged in creating knowledge and connecting what is being learned with prior knowledge and experience.

All students in ED201, Introduction to Education Field Experience, are required to spend two days observing in schools. These activities should provide a service to you and your students, in addition to helping the BC student develop a deeper understanding of the role of the teacher and the issues that impact our students and schools. The BC Education Department framework encourages our students to work with diverse groups of students within your classroom as much as possible. Please take the time to review this handbook so you are familiar with the expectations for the BC student in this phase of their education.

I hope you have time to get to know your student and answer interview questions he/she will have about your class or the teaching profession. I know you are extremely busy, but your professional insights can be very beneficial to our future teachers.

It is important that the education student follow all school and district regulations. Please make sure that the student knows the school procedures regarding parking, identification badges, signing-in, etc. After the student has completed the experience at your school, he/she will ask you to sign several forms to verify completion of activities and time in attendance.

**Again, thank you for your willingness to work with a beginning education student. If you have any questions or comments, please don't hesitate to contact me.**

Thank you so very, very much,

Janie Bennett  
Assistant Professor/Director of Secondary Education  
Education Department, Benedictine College

Jane E. Bennett	<a href="mailto:jbennett@benedictine.edu">jbennett@benedictine.edu</a>	913-360-7389
Benedictine College, 1020 N. 2 <sup>nd</sup> St., 205 Ferrell Academic Center, Atchison, Kansas 66002		

# ED201 INTRODUCTION TO EDUCATION FIELD EXPERIENCE

## Shadow Day #1: Observing Space Arrangements in the Classroom (Please download from Blackboard and type answers for this page.)

**Classroom Level:** \_\_\_\_\_ **Subject:** \_\_\_\_\_

**Purpose:** This activity will give you practice in making the link between classroom activities and space arrangements.

**Directions:** Observe the use of space in the classroom. Observe students' movements in the space.

1. What are the dominant methods of instruction in the classroom?
2. How much do students move around? During what periods did you observe the most activity?
3. What choices do students make in learning and behavior?
4. Does there appear to be congestion in the classroom? If so, when is it most apparent? Is it a problem for learning?
5. How much is each classroom area used during the course of the day?
5. How much decoration is there in the room? Does it relate to the subject? Is it student made? How does it contribute to the learning environment? Describe how bulletin board space is used.
7. What instructional technology is used and how often? (whiteboard, overhead, computers, mobile labs, etc.)
9. Evaluate light and heat in the classroom by placing an X on the scale.  
Light      Poor \_\_\_\_\_ Excellent  
Heat      Poor \_\_\_\_\_ Excellent
10. How is community built in the classroom?

# ED201 INTRODUCTION TO EDUCATION FIELD EXPERIENCE

## Shadow Day #1 Teacher Interview

(Please download from Blackboard and type answers for this page.)

Name of Teacher: \_\_\_\_\_

Classroom Level: \_\_\_\_\_ Subject: \_\_\_\_\_

Before the end of your day, be sure to set aside a time with your teacher to discuss the following questions that relate to Educators as Builders of Community. Use the space below to take notes during the interview.

1. Identify three characteristics of a learning community.
  
2. The Education Program at Benedictine College is preparing us to become Builders of Community. What advice can you give me as a future teacher on how to build community with:
  - a) students?
  - b) other teachers and colleagues?
  - c) parents and community members?
  
3. The BC education program emphasizes various outcomes for preparing me to become a teacher that builds community. I'd like to know from you *what I should do* and *what I should watch out for* when I try to:
  - a) actively engage students.
  - b) involve students in doing projects that are meaningful for them.
  - c) involve parents and community in learning projects.
  - d) use cooperative learning.
  - e) promote different points of view.
  - f) respond to different learning styles.
  - g) work with other teachers to help students learn and improve our school.
  - h) reflect upon and improve my own teaching practices.

**Think of three more questions you would like to ask the teacher.**

4.

5.

6.

# ED201 INTRODUCTION TO EDUCATION FIELD EXPERIENCE

## Shadow Day #1: Checklist of Routines for Helping Mr./Ms. \_\_\_\_\_

Instructions to Student Participant: The duties listed below are appropriate for you to do to assist in the management of the instructional environment. You and your mentor teacher can develop additional duties that you could do. You must complete at least **four** different types of activities during this Shadow Day, but feel to do much more! Please have the classroom teacher sign this form when all appropriate activities have been successfully completed. **Items marked with \*\* are mandatory.**

**Activity** \_\_\_\_\_ **Completed (date)** \_\_\_\_\_

1. Interview a student about attitude toward class subject. Write up and attach. \_\_\_\_\_
2. **Sketch “bird’s-eye view of the classroom” and attach with a narrative explaining the placement of desks, tables, shelves, etc. Discuss the flow of classroom traffic and activities. Also, explain if and/or how you would change the layout of the classroom and why.\*\*** \_\_\_\_\_
3. Work with individual or small group. Attach description. \_\_\_\_\_
4. Take attendance. \_\_\_\_\_
5. Help your mentor teacher teach a lesson. \_\_\_\_\_
6. Help pass out or pick up materials from the students. \_\_\_\_\_
7. Help straighten/clean room. \_\_\_\_\_
8. Check out material from the library to be used by students. \_\_\_\_\_
9. Set up media to be used in a lesson. \_\_\_\_\_
10. Provide a supplement for a lesson (worksheet, activity, etc.). \_\_\_\_\_
11. Help organize materials needed for a lesson. \_\_\_\_\_
12. **Investigate all technology available at the school. Attach description.\*\*** \_\_\_\_\_
13. Help set up an experiment, demonstration, lab, display, or bulletin board. \_\_\_\_\_
14. Help produce a communiqué for parents. \_\_\_\_\_
15. Score student work. \_\_\_\_\_
16. Enter grades for teacher in grade book or online program. \_\_\_\_\_
17. Run an errand for the teacher. \_\_\_\_\_
18. Other activities approved by the teacher (please list below):  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
**Shadow Teacher’s Signature**



# ED201 INTRODUCTION TO EDUCATION FIELD EXPERIENCE

## Shadow Day #1 Field Experience: Time and Activity Log

Student Name: \_\_\_\_\_

Shadow Teacher: \_\_\_\_\_

School: \_\_\_\_\_

Grade Level: \_\_\_\_\_

Town, State: \_\_\_\_\_

Record date, time of arrival, and time of departure for your field experience and describe what you did in the box. Provide a detailed account of every class period/hour and your activities, i.e., read with a small group. **At the end of the teacher shadow field experience, your mentor teacher should confirm your attendance and participation by signing at the bottom of the form. BE SURE YOU HAVE AT LEAST SIX HOURS!!!**

Date: \_\_\_\_\_

Start Time: \_\_\_\_\_

End Time: \_\_\_\_\_

This log reflects \_\_\_\_\_ total hours of field experience for ED 201.

I confirm the accuracy of the information listed above:

\_\_\_\_\_  
Shadow Teacher's Signature

**Benedictine College**  
**ED201 Field Experience Evaluation - Shadow Day #1**

Student \_\_\_\_\_ Grade Level/School \_\_\_\_\_

Shadow Teacher \_\_\_\_\_ Date: \_\_\_\_\_

Unsatisfactory (1)	Basic (2)	Proficient (3)	Distinguished (4)
The BC student does not appear to understand the concepts underlying the professional competency and/ or does not demonstrate the competency at an acceptable level.	The BC student appears to understand the concepts underlying the professional competency and attempts to implement it. Implementation is intermittent and/ or not entirely successful.	The BC student clearly understands the concepts underlying the professional competency and implements it well. Implementation is consistent and effective.	The BC student has demonstrated an exemplary ability in understanding and applying this professional competency.

*You may use N/A if element is not appropriate for level.*

**The Benedictine College student:**

1.	Displays a positive attitude.	1	2	3	4
2.	Dresses professionally.	1	2	3	4
3.	Is punctual.	1	2	3	4
4.	Builds positive relationships with students.	1	2	3	4
5.	Demonstrates/models correct grammar in written/verbal communication with students.	1	2	3	4
6.	Is cooperative and respectful with mentor teacher.	1	2	3	4
7.	Demonstrates equitable interaction with all students regardless of gender, ethnicity, religion or exceptionality.	1	2	3	4
8.	Maintains confidentiality as appropriate.	1	2	3	4
9.	Displays interest in the education field and asks appropriate questions accordingly.	1	2	3	4
10.	Is willing to become involved in the daily activities in the classroom.	1	2	3	4
<b>Overall Evaluation of Benedictine College Student (must be scored!)</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>

Rationale for scoring: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Shadow Teacher's Signature

# ED201 INTRODUCTION TO EDUCATION FIELD EXPERIENCE

## Shadow Day #2: Observing Space Arrangements in the Classroom (Please download from Blackboard and type answers for this page.)

**Classroom Level:** \_\_\_\_\_ **Subject:** \_\_\_\_\_

**Purpose:** This activity will give you practice in making the link between classroom activities and space arrangements.

**Directions:** Observe the use of space in the classroom. Observe students' movements in the space.

1. What are the dominant methods of instruction in the classroom?
2. How much do students move around? During what periods did you observe the most activity?
6. What choices do students make in learning and behavior?
7. Does there appear to be congestion in the classroom? If so, when is it most apparent? Is it a problem for learning?
5. How much is each classroom area used during the course of the day?
8. How much decoration is there in the room? Does it relate to the subject? Is it student made? How does it contribute to the learning environment? Describe how bulletin board space is used.
8. What instructional technology is used and how often? (whiteboard, overhead, computers, mobile labs, etc.)
9. Evaluate light and heat in the classroom by placing an X on the scale.  
Light          Poor \_\_\_\_\_ Excellent  
Heat          Poor \_\_\_\_\_ Excellent
10. How is community built in the classroom?

# ED201 INTRODUCTION TO EDUCATION FIELD EXPERIENCE

## Shadow Day #2 Teacher Interview

(Please download from Blackboard and type answers for this page.)

Name of Teacher: \_\_\_\_\_

Classroom Level: \_\_\_\_\_ Subject: \_\_\_\_\_

Before the end of your day, be sure to set aside a time with your teacher to discuss the following questions that relate to Educators as Builders of Community. Use the space below to take notes during the interview.

1. Identify three characteristics of a learning community.
  
2. The Education Program at Benedictine College is preparing us to become Builders of Community. What advice can you give me as a future teacher on how to build community with:
  - a) students?
  - b) other teachers and colleagues?
  - c) parents and community members?
  
3. The BC education program emphasizes various outcomes for preparing me to become a teacher that builds community. I'd like to know from you *what I should do* and *what I should watch out for* when I try to:
  - a) actively engage students.
  - b) involve students in doing projects that are meaningful for them.
  - c) involve parents and community in learning projects.
  - d) use cooperative learning.
  - e) promote different points of view.
  - f) respond to different learning styles.
  - g) work with other teachers to help students learn and improve our school.
  - h) reflect upon and improve my own teaching practices.

**Think of three more questions you would like to ask the teacher.**

4.

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6.

# ED201 INTRODUCTION TO EDUCATION FIELD EXPERIENCE

## Shadow Day #2: Checklist of Routines for Helping Mr./Ms. \_\_\_\_\_

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**Activity** \_\_\_\_\_ **Completed (date)** \_\_\_\_\_

1. Interview a student about attitude toward class subject. Write up and attach. \_\_\_\_\_
2. **Sketch “bird’s-eye view of the classroom” and attach with a narrative explaining the placement of desks, tables, shelves, etc. Discuss the flow of classroom traffic and activities. Also, explain if and/or how you would change the layout of the classroom and why.\*\*** \_\_\_\_\_
3. Work with individual or small group. Attach description. \_\_\_\_\_
4. Take attendance. \_\_\_\_\_
5. Help your mentor teacher teach a lesson. \_\_\_\_\_
6. Help pass out or pick up materials from the students. \_\_\_\_\_
7. Help straighten/clean room. \_\_\_\_\_
8. Check out material from the library to be used by students. \_\_\_\_\_
9. Set up media to be used in a lesson. \_\_\_\_\_
10. Provide a supplement for a lesson (worksheet, activity, etc.). \_\_\_\_\_
11. Help organize materials needed for a lesson. \_\_\_\_\_
12. **Investigate all technology available at the school. Attach description.\*\*** \_\_\_\_\_
13. Help set up an experiment, demonstration, lab, display, or bulletin board. \_\_\_\_\_
14. Help produce a communiqué for parents. \_\_\_\_\_
15. Score student work. \_\_\_\_\_
16. Enter grades for teacher in grade book or online program. \_\_\_\_\_
17. Run an errand for the teacher. \_\_\_\_\_
18. Other activities approved by the teacher (please list below):  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
**Shadow Teacher’s Signature**

# ED201 INTRODUCTION TO EDUCATION FIELD EXPERIENCE

## Shadow Day #2 Field Experience: Time and Activity Log

Student Name: \_\_\_\_\_

Shadow Teacher: \_\_\_\_\_

School: \_\_\_\_\_

Grade Level: \_\_\_\_\_

Town, State: \_\_\_\_\_

Record date, time of arrival, and time of departure for your field experience and describe what you did in the box. Provide a detailed account of every class period/hour and your activities, i.e., read with a small group. **At the end of the teacher shadow field experience, your mentor teacher should confirm your attendance and participation by signing at the bottom of the form. BE SURE YOU HAVE AT LEAST SIX HOURS!!!**

Date: \_\_\_\_\_

Start Time: \_\_\_\_\_

End Time: \_\_\_\_\_

This log reflects \_\_\_\_\_ total hours of field experience for ED 201.

I confirm the accuracy of the information listed above:

\_\_\_\_\_  
Shadow Teacher's Signature

**Benedictine College**  
**ED201 Field Experience Evaluation – Shadow Day #2**

Student \_\_\_\_\_ Grade Level/School \_\_\_\_\_

Shadow Teacher \_\_\_\_\_ Date: \_\_\_\_\_

Unsatisfactory (1)	Basic (2)	Proficient (3)	Distinguished (4)
The BC student does not appear to understand the concepts underlying the professional competency and/ or does not demonstrate the competency at an acceptable level.	The BC student appears to understand the concepts underlying the professional competency and attempts to implement it. Implementation is intermittent and/ or not entirely successful.	The BC student clearly understands the concepts underlying the professional competency and implements it well. Implementation is consistent and effective.	The BC student has demonstrated an exemplary ability in understanding and applying this professional competency.

*You may use N/A if element is not appropriate for level.*

**The Benedictine College student:**

1.	Displays a positive attitude.	1	2	3	4
2.	Dresses professionally.	1	2	3	4
3.	Is punctual.	1	2	3	4
4.	Builds positive relationships with students.	1	2	3	4
5.	Demonstrates/models correct grammar in written/verbal communication with students.	1	2	3	4
6.	Is cooperative and respectful with mentor teacher.	1	2	3	4
7.	Demonstrates equitable interaction with all students regardless of gender, ethnicity, religion or exceptionality.	1	2	3	4
8.	Maintains confidentiality as appropriate.	1	2	3	4
9.	Displays interest in the education field and asks appropriate questions accordingly.	1	2	3	4
10.	Is willing to become involved in the daily activities in the classroom.	1	2	3	4
	<b>Overall Evaluation of Benedictine College Student (<i>must be scored!</i>)</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>

Rationale for Scoring: \_\_\_\_\_

Shadow Teacher's Signature

# ED201 INTRODUCTION TO EDUCATION FIELD EXPERIENCE

Name: \_\_\_\_\_

## ED201 FIELD EXPERIENCE RUBRIC

### Shadow Day #1

Observing Space Arrangements in the Classroom	_____ /10 pts.
Building Learning Communities Shadow Teacher #1 Interview	_____ /15 pts.
Checklist of Routines for Helping the Teacher	_____ /15 pts.
Attachments to Field Experience Handbook	_____ /10 pts.
Birds' Eye View of Classroom and Narrative	(5 pts.) _____
Technology Report	(5 pts.) _____
Shadow Day #1 Field Experience Time and Activity Log	_____ /10 pts.
Evaluation Score for Field Experience (4=40 pts; 3=30 pts; 2=20 pts; 1=10 pts)	_____ /40 pts.

**Final Grade for Field Experience (35% of course grade)** \_\_\_\_\_ /100 pts.

### Shadow Day #2

Observing Space Arrangements in the Classroom	_____ /10 pts.
Building Learning Communities Shadow Teacher #2 Interview	_____ /15 pts.
Checklist of Routines for Helping the Teacher	_____ /15 pts.
Attachments to Field Experience Handbook	_____ /10 pts.
Birds' Eye View of Classroom and Narrative	(5 pts.) _____
Technology Report	(5 pts.) _____
Shadow Day #2 Field Experience Time and Activity Log	_____ /10 pts.
Evaluation Score for Field Experience (4=40 pts; 3=30 pts; 2=20 pts; 1=10 pts)	_____ /40 pts.

**Final Grade for Field Experience (35% of course grade)** \_\_\_\_\_ /100 pts.

## ED201 REFLECTION RUBRIC

Your reflection will be graded according to the following:

Minimum of five pages in proper format (college level writing)	_____ / 5 pts.
Summary and Reflection	_____ /20 pts.
Comparison of Experiences	_____ /20 pts.
Applies Course Outcomes	_____ /20 pts.

**Final Grade for Reflection (30% of course grade)** \_\_\_\_\_ /65 pts.

## ED201 INTRODUCTION TO EDUCATION FIELD EXPERIENCE FINAL GRADE

\_\_\_\_\_ / 265 pts Letter Grade \_\_\_\_\_