

Field Experiences Policy and Procedure Handbook



A. Assignment

Field experience students are expected to spend approximately 40 hours in a classroom in 8-10 weeks.

Assignments are determined cooperatively with the administrators and teaching staff of area schools. Whenever possible, assignments are based on student's requests. Students should plan their semester schedules to allow for their field experience assignments.

All field experience assignments reflect the content and grade levels of that licensure. Field experiences are reviewed to ensure grade level requirements for licensure are met. Most students will have covered the levels prior to student teaching; however, some will need to pick up the missing level during student teaching. Students will be informed of the levels during the *Human Development and Learning* course when the Director of Student Teaching goes over field experience expectations. The faculty members agree upon these expectations and guidelines. These levels are:

- Early Childhood (Birth-Grade 6 license): Infant/Toddler, K-3, 4-6
- Elementary (K-6 license): K-3 and 4-6
- Elementary with middle school minor (K-6 with 5-8 minor): K-3, 4-6 and 7-8
- K-12 license: Elementary, Middle, and Secondary
- 5-12 license: Middle and Secondary

Classroom teachers may amend assignments to meet mutual needs. In situations where this is done, it is the student's responsibility to notify the Director of the Field Experience Program concerning the change. Field experience students will be removed or re-assigned at any time the classroom teacher requests.

B. Attendance

Punctuality is required of all field experience students. In cases where absence is necessary it is the field experience student's responsibility to notify the classroom teacher. The classroom teacher and field experience student should decide cooperatively if additional hours due to absence are to be required. Chronic absence is a basis for dismissal from the field experience program.

C. Liability Insurance Coverage

Field experience students are not licensed but do carry liability insurance coverage. Legally, they may **not** function as substitute teachers or as student teachers. It is agreed that presenting lessons before small groups or an entire class is good experience for a field experience student.

All Winona State University field experience students are required to carry liability insurance. There are two options for insurance:

1. Private, professional liability insurance (available as a “rider” on homeowner’s policy);
2. Education Minnesota Student Program (EMSP)

D. Class Expectations

Field experience students are expected to keep field experience work in proper perspective while fulfilling other course responsibilities. The field experience and coursework are integrated. If students fail to maintain satisfactory progress during the semester, they are subject to dismissal from both coursework and field experience.

E. Dress and Conduct

Field experience students will maintain professional standards of dress and conduct. The field experience should discuss appropriate dress and grooming with the classroom teacher during the initial conference. If, in the judgment of school administrators, classroom teacher and/or the director of the program, these standards are not met, the student is subject to dismissal.

F. Transportation

It is the responsibility of the field experience to arrange for transportation to and from the assignment. Availability of transportation is considered when assignments are made although no guarantees are made or implied. Field experience students should allow themselves time to return to classes on campus.

G. Dispositions Evaluation

The final dispositions evaluation is the responsibility of the Director of the Field Experience Program. The dispositions evaluation submitted by the classroom teacher is the primary means by which the director makes final appraisal. This appraisal is combined with the evaluation of the classroom work and then credit is given. A dispositions evaluation form will be supplied to the classroom teacher(s) prior to the end of the semester.

Guidelines for Roles

Following are the key roles included in the Field Experience Program:

- Field Experience Student
- Classroom Teacher

Director of Field Experience

A. Role of Field Experience Student

- Become familiar with rules and regulations of the school, and policies and procedures of the classroom teacher.
- Develop understanding regarding the organization, administration, and philosophy of the school assigned.
- Give evidence of a willingness to assist the classroom teacher(s) with clerical and supplemental instructional tasks.
- Welcome criticism from the classroom teacher(s) and work to implement suggestions for improvement.
- Avoid situations which are outside the responsibility of a field experience student.
- Model appropriate speaking and writing skills.
- Pay particular attention to these specifics:
 - Learn names of students.
 - Be well-groomed and practice good habits of person hygiene.
 - Show interest, initiative, and enthusiasm and demonstrate resourcefulness.
 - Be friendly, cooperative and considerate of teachers, students, and total staff.
 - Use equipment and materials responsibly and carefully.
 - Inform the classroom teacher concerning goal development during field experience.

B. Role of Classroom Teacher

- Recognize that the classroom students' welfare is your primary concern.
- Introduce the field experience student to your class and seek to give the person status in the eyes of the students.
- Involve the field experience student in a variety of classroom activities.
- Acquaint the field experience student with the school building and school personnel.
- Understand that the field experience student differs from the student teacher in background and preparation and this should be given responsibilities appropriate to background and readiness.
- Help the field experience student become familiar with students and inform the field experience student of critical information pertinent to understanding individual needs.
- Assign the field experience student responsibilities and duties during the assigned time, while limiting as much as possible work to be done after school hours.

- Arrange time to confer with the field experience student on a regular basis.
- Allow the field experience student sufficient time to observe modeling of teaching strategies and discuss the results of those observations.
- Discuss with the field experience student procedures for fire drills, transitions, etc.
- Give consideration to the possibility of having the field experience student observe other teachers in the department and/or building.
- Evaluate the field experience student's experience and provide on-going feedback.
- Following are some cautions to be considered in the selection of experiences for the field experience student:
 - The field experience student should not be left alone to plan or manage the activities of classroom or playground.
 - The field experience student should not be given sophisticated instructional tasks that require more training than she/he has at this time.
 - The field experience student should be informed of building and room policy and procedures related to discipline of students.
 - The field experience student may be delegated responsibility for the activities in the classroom as identified by the classroom teacher.

C. Role of Director of Field Experience Program

- Serve as a liaison person between Winona State University and the schools cooperating in the Field Experience Program.
- Select, with the assistance of administrators and/or department head, professionally committed classroom teachers who are willing to participate in the Field Experience Program.
- Provide for orientation of field experience students and classroom teachers to the field experience program.
- Provide the teacher with information concerning the field experience student's background and interests.
- Deal directly and effectively with all matters that might negatively affect the student, the classroom teacher or the field experience student.
- Assume final responsibility in evaluating the performance of field experience students using the classroom supervisor's dispositions evaluation as a guide.

Suggested Activities for the Field Experience Student

The following activities are suggested as a representative of experiences in which a field experience student might be involved. While it is not intended that every student have all of the suggested experiences, this list can serve as a guide for the student and the classroom supervisor as they plan for involvement in the classroom.

The field experience student should be involved in a variety of classroom activities and in direct contact with the students approximately 70% of the time. Typical activities:

- Work with an individual student or brainstorm with a small group of students on a special problem.
- Preview, show a film and conduct a discussion afterwards.
- Help individual students or groups with make-up work.
- Check understanding of individual students or groups for clarification of assignments.
- Set up learning centers or exhibits related to current units of instruction.
- Go with the students on a field trip. Take part in the plans, the trip and the discussion afterwards.
- Confer with pupils individually about hobbies, interests, school progress, etc...
- Observe the classroom behavior of a student, record brief impressions of the behavior noted and try to assess.
- Help with playground, lunchroom, transition or assembly supervision.
- Read poetry or other selections to the class.
- Observe students in activities outside the regular classroom.
- Assist the teacher in supervising, testing and or drill sessions.
- Work with individuals or groups on enrichment materials.
- Teach the whole class for short periods under the supervision of the classroom teacher.
- Watch for newspaper articles, etc... pertinent to classroom discussion and bring to class.
- Observe and discuss with the classroom teacher such aspects of teaching as room procedures, school policies for attendance, illness, injuries, recess and fire drills, student behavioral patterns, chalkboard planning, instructional procedures, and materials. Assist with procurement, distribution, care and collection of laboratory apparatus.

The teacher assistant should also become acquainted with the clerical and intrinsic parts of the daily routine of teaching. Approximately 25% to 30% of the field experience student's time should be spent in this type of activity. Typical activities:

- Correct daily papers, worksheets, problems, etc...

- Help with bulletin boards and other displays.
- Operate a copy machine.
- Assist in the health program of the school: height and weight measurement, vision tests, etc..
- Attend a school board, faculty or P.T.S meeting.
- Meet the building principal, staff, special area teachers, librarian, secretaries, custodians, etc..
- Tour the building and playground.
- Operate audiovisual equipment and computers.
- Make transparencies and use on the overhead projector.
- Record attendance.
- Assist teacher in collecting, disbursing and filing classroom material: test papers, worksheets, texts.
- Help with clean-up activities after demonstrations.

Note: This handbook was developed in collaboration with program faculty and the Director of Student Teaching.

**Winona State University
Field Experience Application**

Complete this application prior to being assigned a field experience.

150___ or 303/310___ or 304/311___ or 305/312___

____Semester 20___ Fr. So. Jr. Sr. Other_____

Circle your area of licensure:

ELEC
Birth – Grade 6

ELEM
K-Grade 6

K-12
K-Grade 12

SEC
Grades 5-12

Warrior ID#: _____ **Major (use abbreviations):** _ _ _ _

Name: _____
(Last) (First) (M.I.)

University or Commuting Address _____

E-mail _____

Phone _____

Own a car ___yes ___no

Willing to be a carpool driver ___yes ___no

- You will be required to have current liability coverage before starting your field experience.
- The applicant assumes responsibility for all information accuracy or changes prior to school placement.
- Submit a semester class schedule with this application.
- Upon placement, you must submit a copy of your autobiographical sketch to your professor and cooperating teacher.

Name: _____

Winona State University Field Experience Checklist

Every field experience student must complete all the required core activities listed below and at least 15 of the optional activities. The student is responsible for recording involvement on the checklist. We ask that you verify with your signature at the end of the semester.

TEACHER RESPONSIBILITY TOWARD FIELD EXPERIENCE STUDENT

- Discuss plans for the semester.
- Orient field experience student to school policy and personnel.
- Provide field experience student with copies of texts and curriculum guides.
- Make field experience student aware of daily schedule and time allotments.
- Share with field experience student a copy of master contract and provide access to school policy booklets.
- Communicate with field experience student in a direct and specific manner.
- Familiarize field experience student with room rules and conduct, building procedures, and fire drills.
- In some instances, arrange observation of other teachers.
- If necessary, alert field experience student to any special health characteristics of students under your supervision.

REQUIRED CORE ACTIVITIES*

- Assist classroom teacher with a lesson.
- Conduct one small group activity lesson.
- Work with a student one on one.
- Plan and teach brief whole group activity/lesson.
- Interview at least one special staff person (e.g. special educator, school nurse, principal, etc.)
- Other (substitute).

OPTIONAL ACTIVITIES – STUDENTS MUST COMPLETE AT LEAST 15

Instructional Support*

- Bring in outside material in presentations.
- Reteach lessons to students who were absent/makeup work.
- Read stories, news articles, special interest items.
- Help non-readers (reading tests or assignments).
- Role playing and plays.
- Utilize special talents (musical, foreign language, art, etc.)
- Assist students with a computer assignment.

- ___ Flash-card drills.
- ___ Preview the assigned video, formulate questions, show and discuss.
- ___ Conduct special interest lessons.
- ___ Tutor students selected by the teacher for enrichment or development work.
- ___ Share an on-going activity throughout the semester.
- ___ Observe another teacher.
- ___ Other (describe briefly) _____

Operational Support*

- ___ Help with inventory work.
- ___ Duplicate materials.
- ___ Take lunch count and attendance.
- ___ Write assignments on board or give orally.
- ___ Distribute and collect materials as necessary.
- ___ Prepare short quizzes over daily materials as necessary.
- ___ Show how to prepare grades (curve, percentage, etc.).
- ___ Type a test.
- ___ Develop a teaching game, chart, etc.
- ___ Assist with special projects.
- ___ Make bulletin board and displays.
- ___ Prepare visual aids for teacher lectures or self-presentations as transparencies, charts, graphs.
- ___ Make announcements.
- ___ Suggest possible resource people or materials to complement lessons for preview or follow-up.
- ___ Laminate materials.
- ___ Other (describe briefly) _____

Supervision Support*

- ___ Assist regular teacher with bus duty, lunch duty, or playground supervision.
- ___ Help students find materials or check out books in the library.
- ___ Visit the media center to see what is offered.
- ___ Escort students to various areas.
- ___ Assist in planning and conducting field trips.
- ___ Help supervise study.
- ___ Other (describe briefly) _____

*In all cases, it is intended that the field experience student complements, but does not replace the regular teacher role.

Classroom Supervisor _____ Date: _____

Name: _____

Winona State University Field Experience Checklist (PARTNERS IN PROGRESS)

Winona Public Schools and WSU have joined together in a mutually beneficial and supportive endeavor. Partners in Progress (PIP) provides support to elementary age students (grades 3 and 4) who need assistance in reading and math. This program fosters a positive relationship between WSU and Winona Public Schools as we both strive to educate students from preschool through seniors in college. WSU education students benefit through receiving hands-on experience that involves time spent in an elementary classroom, in-service on reading and math strategies, tutoring opportunities to actualize newly learned skills, and be involved in an experience that mirrors the workings of a classroom teacher. In addition, students can fulfill the field expectations for EDUC 303 and 304 in a geographic location that fits their schedule and travel limitations.

Every field experience student will complete all of the required activities listed below and at least 5 of the optional activities. The student is responsible for recording involvement using the checklist found at the bottom of this page. We ask that school personnel verify the completion of these requirements by affixing their signature at the end of this document.

PIP coordinator/classroom teacher responsibility toward PIP field experience students.

- Discuss plans for the semester.
- Orient field experience students to school policy and personnel.
- Provide field experience students with copies of PIP materials.
- Make field experience students aware of daily schedule and time allotments.
- Communicate with field experience students in a direct and specific manner.
- Familiarize field experience students with room rules and conduct, building procedures, and fire drills.
- In some instances, arrange observation of other teachers.
- If necessary, alert teaching assistant to any special health characteristics of students under your supervision.

During the PIP experience field experience, students will be involved in the following required activities. The field experience students should place a check next to each of the activities as they are completed.

- Become acquainted with the basics of informal and formal assessments.
- Conduct small group activities.
- Work with a student one on one.
- Tutor students selected by the teacher for enrichment or development work.
- Complete Recording form for tutoring sessions.
- Organize materials for tutoring lessons.

Optional activities – students must complete at least 5.

Instructional Support

- Assist classroom teacher with a lesson.
- Read stories, news articles, special interest items.
- Utilize special talents (musical, foreign language, art, etc.)
- Assist students with a computer assignment.
- Plan and teach brief whole group activity/lesson.
- Conduct special interest lessons.
- Bring in outside material related to students interests.
- Help non-readers (reading tests or assignments).
- Other (describe briefly) _____
- Other (describe briefly) _____
- Other (describe briefly) _____

Operational Support

- Help with inventory work.
- Assist with special projects.
- Make bulletin board and displays.
- Prepare visual aids for self-presentations. (transparencies, charts, graphs)
- Suggest possible resource people or materials to complement lessons for preview or follow-up.
- Laminate materials.
- Other (describe briefly) _____

Supervision Support

- Proctor test and pretests.
- Help students find materials or check out books in the library.
- Visit the media center to see what is offered.
- Assist in planning and conducting field trips.
- Help plan/setup PIP Family Night.
- Attend PIP Family Night
- Other (describe briefly) _____

Classroom Supervisor _____ Date: _____