

**ELEMENTARY EDUCATION
351
HANDBOOK FOR
ELEMENTARY FIELD EXPERIENCE**



**ELE 351: LABORATORY AND FIELD STUDIES IN
ELEMENTARY EDUCATION
(PRE-INTERNSHIP FIELD EXPERIENCE)**

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RATIONALE: This course is designed to provide the elementary teaching candidate with a school-based field experience prior to the full-year internship that allows for candidate development and demonstration of the knowledge, skills, and dispositions necessary to help all students learn. In this course teacher candidates will be expected to immerse themselves in learning communities in a variety of contexts, consistently reflecting on content, professional, and pedagogical knowledge, skills, and dispositions through focused observations and seminar discussions.

INTASC/TN STANDARDS:

1/IIa: Candidates know, understand, and use the central concepts, tools of inquiry and structures of the discipline(s) they teach and can create learning experiences that develop student competence in the subject matter.

9/IIIc, Va, Vb, Vc: Candidates are reflective practitioners who continually evaluate the effects of their choices and actions on others (students, parents, and other professionals in their learning community) and who actively seek out opportunities to grow professionally.

NCATE Rationale: Field experiences allow candidates to apply and reflect on their content, professional, and pedagogical knowledge, skills, and dispositions in a variety of settings with students and adults.

Suggested Course Text:

GOALS:

Each class participant will:

1. Become oriented to an elementary school learning community.
2. Become aware of the socio-cultural context of each learning community.
3. Become aware of various classroom management and organization techniques and observe various teaching-learning strategies for students from diverse backgrounds.
4. Become aware of how curriculum and diverse learners influence the planning process, and how assessment and evaluation are used to inform teaching practice.

REQUIREMENTS:

Each class participant will:

1. Spend at least 48 clock hours in the field. Ideally, 24 hours should be completed by mid-semester.
2. Observe a K-2 classroom in an elementary school. This placement will be _____.
3. Observe a 3-5 classroom in an elementary school. This placement will be _____.
4. Spend approximately 4 hours a week in your assigned classroom.
5. Familiarize yourself with dispositions 10, 11, and 14 (see pp. 4-6), as you will be expected to demonstrate these dispositions throughout your pre-internship field experiences. As these dispositions emphasize, you will be expected to do the following when you visit schools:
 - Demonstrate responsibility. Inform the mentoring teacher and instructor of your field experience schedule. Exchange email, phone information, etc. with your mentoring teacher.
 - Remember you are a “guest” in the school. Be on your best behavior at all times. Be respectful of the fact that the teacher and administrator have agreed to allow you to visit their school. Remember, too, that you are a representative of the University of Tennessee.
 - Call the school and leave a message for the teacher if you can not attend on your regular schedule.
 - Make-up any time missed if sick or school is not in session due to bad weather, in-service, or fall break. (You will follow both UT’s fall break schedule as well as the school system’s schedule.
 - Dress to make a good professional impression. Your everyday “college student” clothes (jeans, sweats, t-shirts, flip flops, etc.) are not acceptable attire at the school where you are a guest. Khakis, long skirts (to the knee or below), oxfords, polo-type shirts, close-to-the-neck blouses, sweaters, closed-toe dress shoes, etc. are acceptable attire. Ties are optional. Shirts should be tucked in. Clothing should not fit tightly. Tattoos should not be visible. Minimal jewelry.

5. Attend required seminars, designed to address the following topics:

- Dispositions of an Effective Teacher
- TN Framework for Evaluation and Professional Growth
 - Planning
 - Teaching Strategies
 - Assessment and Evaluation
 - Learning Environment

EVALUATION:

In order to receive credit for this course, students must attend seminars, participate in class discussions/activities, complete 48 hours of supervised participation in the elementary schools, and submit all forms. In addition, evaluation will be linked to **professional dispositions**, specifically dispositions #s 10, 11, and 14 (see descriptions and key indicators below). Teacher candidates at UTK are expected to demonstrate commitment to the Professional Dispositions (<http://web.utk.edu/~wwishar1/ddm>) in coursework and field settings related to their preparation program. Instructors for targeted courses are asked to document that students have shown behavior indicating appropriate dispositions at the conclusion of the course. Instructors, supervisors, and mentors (both public school and university) can report dispositional deficiencies at any time through the procedures at the web site indicated above. Candidates and others are encouraged to visit the website cited above for additional information about the dispositions and/or procedures pertaining to them.

Your instructor and mentoring teacher(s) with whom you work during the pre-internship field experience will assess you on your ability to demonstrate these required dispositions consistently. This assessment will be built into your course grade.

Disposition 10:

Description:

Maintaining his/her position as a positive role model for students and others in regular attendance, grooming, punctuality, and professional demeanor

Key Indicators:

- Arrives for class/work on time
- Attends class/work regularly except when excused in advance
- Exhibits positive attitude toward the discipline and/or teaching profession

- Acts and dresses according to the standards of the school where the candidate is placed
- Maintains composure in the classroom
- Demonstrates situationally appropriate behavior.
- Uses language free of profanity and malicious statements toward any individual or groups
- Models behavior expected of both teachers and learners in an educational setting
- Uses appropriate tone of voice
- Maintains emotional control
- Uses self-disclosure appropriately
- Uses appropriate non-verbal expressions
- Responds appropriately to actions and reactions of others
- Demonstrates good personal hygiene
- Recognizes the need for, and seeks help in, one of the areas above (self-monitoring)

Disposition 11

Description:

Demonstrating positive work habits and interpersonal skills, demonstrating a positive attitude, dependability, honesty and respect for others

Key Indicators:

- Completes assignments, duties, or tasks on time
- Demonstrates willingness to adapt instruction to “best practices”
- Interacts in a positive and professional manner with students, peers, teachers, university personnel, and others
- Communicates without intent to deceive
- Considers opinions of others with an open mind
- Listens attentively to others in a variety of contexts
- Interacts in a polite and respectful manner
- Respects the property of others
- Demonstrates empathy and concern for others
- Displays equitable treatment of others
- Acknowledges perspectives of individuals from diverse cultural and experiential backgrounds
- Interacts appropriately in relation to cultural norms
- Acts from a positive frame of reference, including when changes occur
- Returns borrowed materials in a timely manner
- Respects the intellectual property of others by giving credit to others when using their work and avoiding plagiarism
- Adheres to the accepted standards of truthfulness, honesty, and ethical behavior as stated in internship guidelines, and course syllabi.
- Provides students access to varying points of view

- Shows due courtesy and consideration for people and ideas
- Maintains positive working relationships with peers

Disposition 14

Description:

Maintaining the standards of confidentiality regarding student information and communications

Key Indicators:

- Maintains confidentiality of student records, parent communications, and private professional communications.
- Uses language that meets professional standards and is not demeaning or harmful to any individual or group

LIABILITY INSURANCE

All field experience students are required to carry **professional liability insurance** as a pre-condition to observing in the schools. Failure to provide evidence of coverage to the School-Based Experience Office (A 329 Claxton) will result in removal from the school placement and this course. Please check in A 329 for information concerning types of professional liability insurance available.

Socio-Cultural Context of the Elementary School

Consider the following questions as you observe each learning community.

School Observations

1. What is the name of the elementary school where are you observing? Where is it located?
2. Identify the socio-economic status of the community.
3. How many students and faculty are at this school? How many teachers at each grade level?
4. What service resources are available in the school community?
5. Describe the physical characteristics of the school (when built, layout, etc.). You may want to make a map of the school or may be able to obtain such a map from the principal.
6. Describe the support staff and specific programs offered to students.
7. How are grouping and tracking done at your grade level? How are children placed in these groups? Can they move from one ability group to another? How? Who makes these decisions?
8. How does this school compare to the school you attended?
9. What interactions are there between teachers and administrators?

Classroom Observations

1. Develop a race, ethnicity, social class, and gender profile of the student population in your classroom. Determine the number of African American, Asian, European American, Latino and Native American students in the school.
2. Use the observation scripting form to take careful field notes during a class period from beginning to end with discussion, questions, activities and time noted.
3. How did teachers use praise? Reprimands? Wait time?
4. Observe interactions among students and between students and faculty. Notice the number of times students are called on in class, given help during seat work, disciplined, etc.
5. What motivational techniques do various teachers use with students? How is student effort rewarded?
6. How do teachers convey their expectations to students? Describe the ways teachers manage their classrooms and discipline students.

7. What are the values and beliefs of the teachers with whom you are working? What is important to them? How do you know? What is the evidence for your judgments?

8. What accommodations, if any, are made for diverse learners during instruction?

9. What are the directives, rules, and practices that shape the configuration of time, space, and curriculum?

10. Reflect on your observations. What did you think of the classroom interactions? What kinds of interactions worked best? Were appropriate? Why? What problems did you observe? What patterns did you observe? What would you do differently about the communication patterns in your own classroom?

Observations of Your Own Teaching:

What are your own values and beliefs about teaching and learning? About how children learn?

OBSERVATION FORM: LEARNING ENVIRONMENT I

Name _____ School _____

Dates and Times of Observations _____

Please observe the mentoring teacher or interview the teacher to find out how the following classroom routines are handled. Not all of the subcategories will be observed.

BEHAVIOR	OBSERVATIONAL NOTES
Opening Routines A. Teacher's position at the beginning of school B. Attendance, lunch count C. Homework	
Classroom Organization A. Student desk/table arrangement B. Bulletin boards/Learning centers C. Location of supplies and materials D. Computers & other technology	
Operating Procedures A. Walking to/from specials B. Leaving during class time C. Sharpening pencils, getting supplies D. Emergency Drills	
Teaching Routines A. Expected classroom behavior B. Noise level expectations C. Discussion procedures D. Passing out papers/materials distribution E. Marking and grading assignments	
Closing Routines A. Putting away supplies, equipment B. Collecting work C. Transitioning to next lesson	

GENERAL COMMENTS ON CLASSROOM ROUTINES:

OBSERVATION FORM: LEARNING ENVIRONMENT II

Name _____

School _____

Dates and Times of Observations _____

Please observe the mentoring teacher or interview the teacher to find out how the following classroom management routines are handled. Not all of the subcategories will be observed.

BEHAVIOR	OBSERVATIONAL NOTES
Instructional Activity Routine A. Activities to do when work is completed B. Student movement	
Group Activity Routine A. Expected behavior in group B. Individual responsibilities C. Seating arrangement	
Academic Feedback Routine A. Rewards and incentives B. Posting student work C. Communicating with parents D. Written comments on assignments	
Interruption Routine A. Talking while others are talking B. Raising hands C. Out-of-seat policies	
Teacher Personality Routine A. Non-verbal control B. Voice patterns C. Awareness of potential problems	

List of Rules:

List of Consequences for Misbehavior:
(use back of form if necessary)

OBSERVATION FORM: PLANNING

Name _____

School _____

Dates and Times of Observations _____

If possible, please interview your mentoring teacher to find out how he/she plans instruction. If an interview is not possible, complete the Observation section. Use the following questions to guide your interview and/or your observation.

PLANNING	NOTES
INTERVIEW	
<p>Plan Forms and Formats [Ask your teacher if a particular form is required for unit and lesson plans. Ask how you might obtain a copy.]</p> <p>A. (If one is available,) What elements are to be addressed in <i>daily lesson</i> plans?</p> <p>B. (If one is available,) What elements are to be addressed in <i>unit</i> plans?</p> <p>C. (If one is available,) What type of teacher plan book is used?</p>	
<p>Instructional Goals and Objectives</p> <p>A. What are the instructional objectives for the lesson to be observed?</p> <p>B. How can you tell if they are:</p> <ul style="list-style-type: none"> ➤ Aligned with the TN academic content standards and state assessments? ➤ Given instructional priority because they are high stakes assessment items? ➤ Focused on key concepts of the content? ➤ Developmentally appropriate for the students? ➤ Differentiated to meet individual student needs? ➤ Related to higher order thinking skills? <p>C. How does the teacher know that the lesson objectives are appropriate for each student?</p> <p>D. Are any students on IEP's? How does the teacher interpret and fully implement IEP's?</p>	
<p>Assessments</p> <p>A. What assessments will be used to determine if students' achieve the instructional objectives?</p> <p>B. Will assessments be the same for all students or differentiated for individual students?</p>	

<p>Research-based Strategies, Methods, & Activities</p> <p>A. What instructional strategies are to be used in the lesson?</p> <p>B. What major learning activities will be incorporated in the lesson?</p> <p>C. Will all students be involved in the learning in the same ways and in the same activities?</p>	
<p>Materials, Human and Community Resources, & Technology</p> <p>A. What materials, human and community resources, and technology will be used in the lesson?</p> <p>B. What modifications or accommodations have been made to allow each student to fully participate in the lesson?</p>	
<p>LESSON OBSERVATION</p>	
<p>A. How were the instructional objectives communicated to the students?</p> <p>B. Did the students record the instructional objectives?</p> <p>C. Did the teacher communicate why the objectives are important for students to learn?</p> <p>D. Do you feel that the assessments used were adequate in providing accurate information about students' progress?</p> <p>E. Were all students given adequate opportunities to be successful in achieving the instructional objectives? OR Were all students given ample opportunities to demonstrate what they had learned?</p> <p>F. What indications do you have that the instructional strategies used in the lesson were research-based?</p> <p>G. What indications do you have that the major learning activities incorporated in the lesson were effective in helping students' achieve the instructional objectives?</p> <p>H. What indications do you have that the instructional experiences were relevant to students, real life, and student career pathways?</p> <p>I. Were strategies, materials, and instructional conditions (time, assistance, etc.) effectively adjusted to meet students' diverse learning needs (whole class and all student groups)?</p> <p>J. What indications do you have that the lesson was effective in meeting the diverse needs of the learners?</p>	

Another important planning goal for teachers is to effectively pace instruction on a daily basis, but also throughout the year, semester, grading period, and unit. Talk with your mentoring teacher about how he/she decides about pacing for the subject area observed.

- Are pacing guides provided (with the text or by the district)?
- Do grade level or content area teachers collaborate about pacing their curriculum coverage?
- What specific assessments are required (or are used) to help determine the pace of instruction?
 - When are the assessments given?
 - How are the assessment results disaggregated?
 - How are the assessment results recorded and communicated?

OBSERVATION FORM: ASSESSMENT AND EVALUATION

Name _____

School _____

Dates and Times of Observations _____

Please observe the mentoring teacher or interview the teacher to find out how the following aspects of assessment and evaluation are handled. Not all of the subcategories will be observed.

ASSESSMENT & EVALUATION	NOTES
<p>Standardized Testing A. What kinds of standardized test information do you have access to? B. How do you use this information? C. What standardized tests are required at this grade level?</p>	
<p>District-Wide Testing A. Does the district require testing? If so, what tests? How often? B. Are these tests similar to the state tests? In what ways? C. How do you use the information from these tests?</p>	
<p>Classroom Assessment and Evaluation A. What types of informal assessments do you use? B. What types of formal assessments do you use? C. How do you use preassessment as a part of the planning process? D. How do you use post-assessment as a part of the planning process?</p>	
<p>LESSON OBSERVATION</p>	
<p>A. Did the teacher use any type of preassessment? B. What types of informal assessment did the teacher use?</p> <p style="text-align: right;">~continued~</p>	

C. What type of formal assessment did the teacher use?
 D. Did the assessment value process or product?
 E. Did the assessment require higher-level thinking?
 F. Did the assessment match the lesson objective?

Circle the types of assessment you observe:

Written	Visual	Performance
Essay	Poster	Oral Report
Book Report	Model	Speech
Biography	Diagram	Demonstration
Journal	Display	Dramatization
Letter	Video/Audiotape	Debate
Editorial	Portfolio	Rap, Song, or Poem
Script	Exhibit	Interview
Test	Painting	Skit
Research Report	Photo/Collage	News Report
Short Answers	Web site	

OBSERVATION FORM: INSTRUCTIONAL STRATEGIES

Name _____ School _____

Dates and Times of Observations: _____

Please observe the mentoring teacher for the following instructional behaviors. List any other instructional strategies that you observed.

BEHAVIOR	OBSERVATIONAL NOTES
1. Use of set	
2. Use of closure	
3. Check for understanding	
4. Monitoring learning tasks	
5. Amount of teacher talk	
6. Amount of student talk/response patterns	
7. Lecture/discussion	
8. Review games	
9. Group and cooperative learning activities	
10. Use of audio-visuals and technology	
11. Use of transitions	
12. Allowance for varied ability levels	
13. Performance assessment techniques	

GENERAL COMMENTS ON INSTRUCTIONAL STRATEGIES: (use back of form if necessary)

SUGGESTED FIELD EXPERIENCE ACTIVITIES

Tutoring individual students.

Although the Field Experience is principally for a positive experience with full classes, some work with individual students who need help is very appropriate, including helping students with make-up work.

Working with small groups.

Helping with group projects and the like are excellent.

Teaching one or more brief lessons.

"Teaching" certainly is not required, but is appropriate if the situation allows. Students should plan well (the mentoring teacher may need to help, and should approve the plan), and shouldn't be more than 10 minutes or so in length. Brief lectures over a topic a student knows well are appropriate.

Helping review homework with a class.

An excellent activity if the student can be prepared ahead of time.

Creating classroom material.

Many UT students are creative and eager to develop teaching materials such as displays, charts, transparencies, and demonstrations.

Grading papers, recording grades, filing papers.

Some of this is also called for, but a little bit goes a long way.

Monitoring seat work, assisting administration of tests, taking roll, administering make-up tests.

All of these are good experiences.

Assisting with general emergency procedures such as fire drills, tornado drills.

Participating in out-of-school activities such as field trips, open house and other PTA meetings, and athletic events.

Excellent if the occasion occurs, but should not substitute heavily for regular classroom experience.

Observation of classes.

Some observation of the mentoring teacher's classes, and perhaps other classes, is appropriate, but the Field Experience should emphasize active hands-on experiences with students rather than passive observation. The student should have purpose for any observation undertaken, e.g., look for the way Set is established, how good behavior is reinforced, etc.

Discussions with mentoring teacher. This is a very important part of the Experience. Planning classes, discussing ways of getting classes involved and motivated, ways of diagnosing student learning difficulties, etc. are very helpful. These discussions should be upbeat and positive.

MENTORING TEACHER'S ASSESSMENT FORM

The University appreciates your help in providing a quality Field Experience for this student. This evaluation will be open to review by the student and appropriate faculty (program advisor), and may be included in the portfolio to be presented to his/her internship mentor.

 Field Experience Student School Date

 Mentoring Teacher's Name/Grade Signature of Mentoring Teacher

 Course Instructor's Name Signature of Course Instructor

 Program Advisor's Name Signature of Program Advisor

1. The range of activities varies somewhat between participating teachers, between different classes, and even between individual Field Experience students. Please check the activities in which this student has participated this semester, indicating the approximate frequency of each activity. A student is not expected to experience all of these activities this semester.

None	Occasionally	Often	Extensively	
_____	_____	_____	_____	Purposeful observation in classroom
_____	_____	_____	_____	Working with small groups
_____	_____	_____	_____	Teaching planned lessons
_____	_____	_____	_____	Tutoring individual students
_____	_____	_____	_____	Monitoring seat work
_____	_____	_____	_____	Helping plan class activities
_____	_____	_____	_____	Creating classroom materials; transparencies, hand-outs, displays, etc.
_____	_____	_____	_____	Working with diverse learners (IEPs, 504s, ESL, etc.)
_____	_____	_____	_____	Grading/filing papers
_____	_____	_____	_____	Other _____

2. Teacher candidates at UTK are expected to demonstrate commitment to the Professional Dispositions (<http://web.utk.edu/~wwishar1/ddm>) in coursework and field settings related to their preparation program. For this field experience, teacher candidates are to demonstrate commitment to dispositions 10, 11, and 14. Please indicate whether the candidate was consistent (C) or inconsistent (I) in demonstrating these dispositions (circle one) in your classroom:

<p>C or I</p>	<p>Disposition 10: Maintaining his/her position as a positive role model for students and others in regular attendance, grooming, punctuality, and professional demeanor. Some key indicators include:</p> <ul style="list-style-type: none"> • Arrives for class/work on time • Exhibits positive attitude toward the discipline and/or teaching profession • Acts and dresses according to the standards of the school where the candidate is placed • Models behavior expected of both teachers and learners in an educational setting • Responds appropriately to actions and reactions of others • Demonstrates good personal hygiene <p>Comments:</p>
<p>C or I</p>	<p>Disposition 11: Demonstrating positive work habits and interpersonal skills, demonstrating a positive attitude, dependability, honesty and respect for others. Some key indicators include:</p> <ul style="list-style-type: none"> • Completes assignments, duties, or tasks on time • Interacts in a positive and professional manner with students, peers, teachers, university personnel, and others • Demonstrates empathy and concern for others • Displays equitable treatment of others • Interacts appropriately in relation to cultural norms • Acts from a positive frame of reference, including when changes occur • Returns borrowed materials in a timely manner <p>Comments:</p>
<p>C or I</p>	<p>Disposition 14: Maintaining the standards of confidentiality regarding student information and communications. Some key indicators include:</p> <ul style="list-style-type: none"> • Maintains confidentiality of student records, parent communications, and private professional communications. • Uses language that meets professional standards and is not

	<p>demeaning or harmful to any individual or group</p> <p>Comments:</p>
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3. Please comment on the willingness of this student to participate in classroom activities and interact with students.

4. If this student planned and taught a lesson in your classroom, please comment on the content of the lesson plan and appropriateness of the lesson for the class taught.

5. Please make suggestions which might help this student prepare for student teaching or Internship.