

# Field Experience:

## Path to Highly Qualified

*UNCP Department of Elementary Education*

---

UNIVERSITY *of* NORTH CAROLINA  
PEMBROKE

UNIVERSITY *of* NORTH CAROLINA

---

# PEMBROKE

Teacher preparation programs traditionally include experiences that prepare teacher candidates in learning the practice of teaching. One experience engaging students and teachers is field experience. This presentation shares one model of field experience for developing potential teachers.

**Field Experience** - Teacher Candidates in local schools completing course assignments and required hours for each course

## **Previous elements of Field Experience:**

*Students complete a field experience request when registering for courses  
choosing different schools each semester*

*The requests go into a queue and would be approved by LEAs through the University School Partnerships office after the semester started*

*---requests could take 30 days (or longer) to process, happening late in the semester*

*Some faculty created course-embedded events with local schools (Read-In, Family Math Night)*

*Students were responsible to schedule time on their own to go to schools for field experience*

*Many students procrastinated - struggling to complete the required hours for each course*

# The solution

Create a longer experience with students in schools to provide day-to-day instructional opportunities and a Professional Development School model with on-site faculty



# How we got here...

Spring 2014

Field Experience with an **integrated lesson** taught at **two schools** and observations at a third school-Three faculty members observing & **debriefing**

One Math/ELE lesson repeated- observation of ELA Daily 5 and grade level planning: 3 Days

Fall 2014

Field Experience with **two lessons** at **two schools**- all faculty members observing & **debriefing**

Math and ELA lessons with differentiation repeated at each school- observation of ELA Daily 5, differentiation and grade level planning: 2 Days

Spring 2015

Field Experience with **multiple assignments** assigned to **one teacher**- All faculty involved (one member per school) **entire week observing & debriefing**

Field Experience Assignments from ALL ELE classes involved multiple days. Pre-Interns attended all day/all week.

### **What to look for:**

School environment: The climate, expectations, and setting of the school, both physical and emotional.

Classroom management: Skills and techniques teachers/school uses to keep students organized, focused, attentive, on task, and academically productive

Student engagement: The degree of attention, curiosity, interest, passion students who when being taught.

School demographics: The anecdotal data of the population (race, gender, socioeconomic status, academic ability, etc.)

Teacher instruction: The teachers act or practice of instruction with attention to strategies, creativity, and effectiveness.

### **Verbs/Phrases to Describe:**

School environment:

Classroom management:

Student engagement:

School demographics:

Teacher instruction:

What were some things you noticed? Did any of these things surprise you?

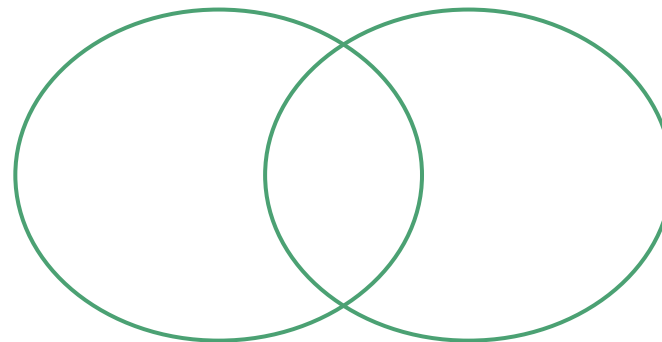
What similarities/differences did you notice between the two schools?

How was teaching you lesson different with this group of students?

What part of this Field Experience Week was most valuable for you?

**South Scotland**

**Washington Park**



# Field Experience Week Spring 2015

**December 2014**

ELE Faculty discussion and brainstorming about trying FEW during Spring semester with most ELE courses

**March 30 - April 2, 2015**

Student and Faculty in 6 local elementary schools Monday - Thursday prior to LEA Spring Break



**January 2015**

approval

**February 2015**

planning

**March 2015**

all students provided packet with letter for the teacher and observation tools

**April 2015**

Debrief with students in ELE classes and reflect on effectiveness

Students completed electronic survey providing feedback



# Connecting University, Schools, Students and Faculty



## UNCP Teacher Education

University School  
Partnerships Office

Director typically requests  
placements

## Local Schools

Principals  
Teachers

## Teacher Candidates

Pre-Interns  
ELE Majors  
Pre-admit ELE Majors

## Faculty

Elementary Education  
Faculty



During the school day, teacher candidates stayed with their assigned class and visited other classes, observed, tutored, assisted in the classroom, and taught individual lessons

### ELE Majors

**Assigned to a school close to school or home**

Many participated all 4 days

Some had to return to campus for other classes

Taking a variety of ELE courses with multiple assignments - many completed within the week

### ELE Pre-Interns

**Assigned to their internship school**

Should be in the classroom with their assigned Teacher

- Required to go for the entire day all 4 days

### ELE Faculty

**Assigned to one local school**

Met with their teacher candidates for debriefing

Connected with school staff on site

Observed each teacher candidate

## UNCP Elementary Field Experience Observation

Teacher Candidate Name	Grade/Subject Area	Date(s)
Haley [REDACTED]	3 <sup>rd</sup> grade ELA/Social Studies	April 1, 2015

### UNCP Elementary Field Experience

### Observation Form

EVALUATOR OBSERVATIONS (mark or highlight the indicators observed)	
<input type="checkbox"/> Instruction is developmentally appropriate	<input type="checkbox"/> Lesson content is linked to previous and future learning
<input type="checkbox"/> Learning outcomes and goals are clearly communicated to students	<input type="checkbox"/> Classroom learning environment is safe and conducive to learning
<input type="checkbox"/> Varied instructional tools and strategies reflect student needs and learning objectives	<input type="checkbox"/> Teacher provides students with timely and responsive feedback
<input type="checkbox"/> Content presented is accurate and grade appropriate	<input type="checkbox"/> Instructional time is used effectively
<input type="checkbox"/> Teacher connects lesson to real-life applications	<input type="checkbox"/> Routines support learning goals and activities
<input type="checkbox"/> Instruction and lesson activities are accessible and challenging for students	<input type="checkbox"/> Multiple methods of assessment of student learning are utilized to guide instruction
<input type="checkbox"/> Other:	<input type="checkbox"/> Other:

#### Observation Notes: (add additional rows for each observation)

Wednesday morning: Haley had students pull their chairs to the front of the classroom and reviewed from previous learning about fiction and non-fiction. She introduced the text through historical references. She created a chart on the board and had students make predictions about the first female doctor. She had students make connections to the text through real life experiences. As she read the story, she stopped to ask engaging questions throughout the text and then adds to the chart on the board with details from the story. At the end of the story had students connect their questions to the story. Then Haley provided directions on how to write a letter to Elizabeth Blackwell. She modeled the format of the letter on the board and then students returned to their seats to work on their letter. After a few questions, students got to work and worked independently on their letter. Haley walked around the classroom monitoring student progress. At the end of the lesson, students could choose to read their

# Observation Tool

UNCP Elementary Field Experience Observation Form

2

#### Evaluator Summary Comments:

Haley did a nice job reading the story and asks engaging questions, providing opportunities for the students to wonder about the text and making text to self connections through the writing activity.

#### Focused Recommendations:

Some students needed more prompting for the letter writing, before students returned to their seats, it would have been beneficial to brainstorm some ideas for the letter or model more content for the letter writing. If this was a new concept, a format on the smart board would have been helpful. Think about the writing process to plan, edit and revise before publishing the writing. How could those process steps encouraged students to write better letters?

Evaluator Signature:

*David Mitchell*

Date Shared with Teacher Candidate: April 1, 2015

- Teacher Candidates were observed at least one time by faculty during the week
- Notes documented electronically or on paper form and shared with Teacher Candidates
- Candidates encouraged to debrief with their teacher



I feel like I can do this!

Worth it, but I was exhausted by the end of the week.

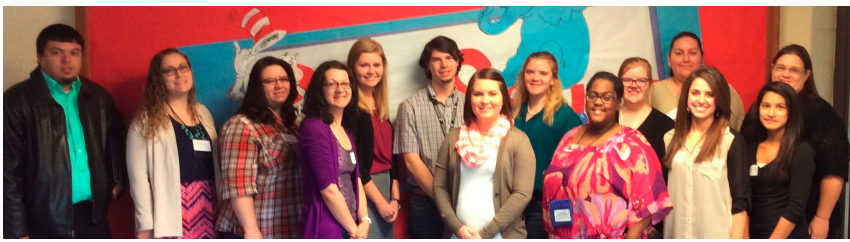
# Student Feedback & Student Documentation



I really liked being in the same classrooms everyday with the same teacher. I got to see how that one teacher taught every day.

Showed that as teachers you need to be able to just go with it. Things happen and you have to learn to adjust.





# Lessons Learned

## Student

### Class time

- School placement closer to campus or home
- Assignments & Log combined

### Feedback

- Enjoyed recurring day to day experiences
- Confidence gained

## Schools

- Principal involvement
- Communication with teachers and principals about expectations
- Suggestions to create a screencast to share and communicate with teachers after the experience

## Faculty

### Planning

- Course assignment revisions for FEW
- Common assignment for multiple sections
- Direct communication with schools & teachers needed

# Field Experience Week Fall 2015

Summer 2015

Approval from SOE to continue

September 2015

Surveying students for school choice  
2nd planning meeting for organization and prep



August 2015

Planning at program meeting  
Contacting schools to coordinate

October 5-9, 2015

Students and Faculty in 8 local elementary schools  
Monday - Friday  
Re-evaluate assignments for required courses



As we take time to consider the evolution of this field experience week and plan for future semesters, it is helpful to step back and examine ways that it can provoke thought and stimulate reflection

- Prior to going in the field, create an avenue for teacher candidates to express anxieties and concerns setting specific goals for the field experience.

■ Posner, 2010

# Field Experience Week Reflections



Questions?



Lisa Mitchell - Claudia Nickolson - Joe Sciulli - Rebecca Berdeau