Field Experience:
Path to Highly Qualified
UNCP Department of Elementary Education
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
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.

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.

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:**

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<table>
<thead>
<tr>
<th>South Scotland</th>
<th>Washington Park</th>
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<tbody>
<tr>
<td>What were some things you noticed? Did any of these things surprise you?</td>
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<tr>
<td>What similarities/differences did you notice between the two schools?</td>
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<tr>
<td>How was teaching you lesson different with this group of students?</td>
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<tr>
<td>What part of this Field Experience Week was most valuable for you?</td>
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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
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!

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

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.
# Lessons Learned

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<thead>
<tr>
<th>Student</th>
<th>Schools</th>
<th>Faculty</th>
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<tbody>
<tr>
<td>Class time</td>
<td>Principal involvement</td>
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<tr>
<td>School placement closer to campus or home</td>
<td>Communication with teachers and principals about expectations</td>
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<tr>
<td>Assignments &amp; Log combined</td>
<td>Suggestions to create a screencast to share and communicate with teachers after the experience</td>
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<td>Feedback</td>
<td>Planning</td>
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<td>Enjoyed recurring day to day experiences</td>
<td>Course assignment revisions for FEW</td>
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<td>Confidence gained</td>
<td>Common assignment for multiple sections</td>
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<td>Direct communication with schools &amp; teachers needed</td>
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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 Nicholson - Joe Sciulli - Rebecca Berdeau