

C&I 212
Field Experience Guide
For Faculty and Teacher candidates

Illinois State University
College of Education
Curriculum and Instruction

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General Expectations of Illinois State University Teacher Candidates For All Clinical Field Experiences

Teacher candidates from Illinois State University:

- Enter school buildings as pre-professional teachers, they act and dress as if they are a career professional working in the school (or agency) building.
- Abide by dress code policies for teachers in the schools where they are observing.
- Make every effort to show their commitment to professionalism by differentiating their appearance from that of the teacher candidates.
- Enter any and all schools with a mindset this could be a place where one might be a future employee/professional educator.
- Always enter a school setting wearing university student identification.

Teacher Candidate Attributes That Contribute to Positive Clinical Field and Student Teaching Experiences

Adapted from a Compiled Listing from Supervising and Cooperating Teachers,
Presented at the Illinois Council for Social Studies State Convention

Teacher candidates that have positive experiences during clinical field experiences and student teaching exhibit/demonstrate:

- Commitment to the best interest of the teacher candidates
- Commitment to teach all teacher candidates
- Commitment to teaching as a profession
- Demonstrate initiative and a thirst for knowledge
- Are analytical and reflective about their teaching and learning practices
- Are organized
- Take risks – try new things
- High standards and expectations regarding knowledge, behavior and procedures for learning
- Professional demeanor and appearance
- An understanding of why they are doing what they are doing
- Effective questioning skills – plan questions anticipate teacher candidates responses and follow up questions
- Patience, remembering that ineffective lessons happen
- Clear explanations and directions for homework and in class assignments.
- Effective, positive and proven classroom management techniques
- Interest and involvement in extra-curricular activities when and where appropriate
- Collegial partnering to share and bounce ideas and experiences off of
- Positive attitudes and thinking and enthusiasm
- Learning about yourself-these experiences help confirm or refute career decisions
- Your own style: don't just imitate cooperating/mentor teachers
- Ability to adjust to failure or missteps
- Positive rapport with cooperating teachers; be open to constructive criticism

- Knowledge of subject matter;
- Thorough preparation and organization
- Sensitivity to local school politics
- Be able to differentiate between classes, each has its own personality; what works one hour may not work the next; different classroom management and instructional techniques will be needed for different classes
- Ability to make lessons and teaching fun
- The use of teacher candidates' relevant world experiences as examples during instruction
- The ability to earn respect from teacher candidates, which is more important than being liked
- The ability to use verbal and nonverbal immediacy techniques, such as learning teacher candidates' names, finding out their backgrounds, using positive greetings and reinforcers, establishing eye contact, etc. to foster student motivation to learn

C&I 212 Clinical Field Experiences

A. Goal for Field Experience:

Field Experience is designed to introduce teacher candidates to schools. Through direct contact with students, teachers, administrators, and schools personnel, teacher candidates will have the opportunity to:

1. Examine present structure, organization, and effectiveness of secondary schools;
2. Identify terms and issues related to students with special needs, including legal and safety issues and requisite instructional accommodations;
3. Observe multicultural concerns and critical issues related to diversity in American society and schools;
4. Identify instructional technology and its place in schools;
5. Observe teachers' roles and responsibilities;
6. Identify the relationship between standards and curriculum in today's schools;
7. Examine the responsibilities of teachers toward other teachers, administrators, school boards, parents, and the public.

B. Required hours of Clinical Field Experience

- a. 5 hours In school/classroom observations
- b. 1 hour On-line training
- c. 1 hour Blood borne pathogens
- d. 4 hours two professional seminars at 2 hours each
- e. 3 hours three items from menu choices

C. Placement and experience choices

Teacher candidates will participate in several types of clinical field experiences. Please see explanations after the following list

- Tutoring secondary students
- Visiting and reporting on the Center for Disabilities Concerns
- Analyzing suggested educational videos

- Reviewing and analyzing National Board of Professional Teaching Standards website information and analysis.
- Reporting on a board of education meeting
- Reporting on social service agency (s) programs/activities

Teacher candidates may choose to complete more than the required clinical hours listed above if they wish to do so.

C. Clinical Field Experience Activities

Observation Training Video

Before completing any other clinical hours, teacher candidates must go on-line at <https://www.uhigh.ilstu.edu/secure/videos/panels.html> and watch a video on methods of observation. Instructors may use this as an assignment to discuss effective observation techniques in the classroom. With the completion of watching the video, the teacher candidate may be asked to write a clinical report regarding the video and turn this in to their instructor. The teacher candidate may also be asked to submit a clinical field experience observation packet. By completing this activity, teacher candidates will earn one clinical experience hour towards their clinical experience requirements.

Blood Borne-Pathogens Video

Prior to entering public schools, teacher candidates are required to view the video on Blood Borne Pathogens. This video can be viewed at Milner Library on the Sixth floor, or the video can be checked out at the C&I office and viewed in the building. After viewing the video, teacher candidates may be asked to write a clinical report regarding the teacher candidate may be asked to submit this report to their instructor and this report might be a component of a clinical field experience packet. By completing this activity, teacher candidates will earn one clinical experience hour towards their clinical experience requirements.

In-School observations

- Teacher candidates have the choice of completing their field experience at a school location identified by the Clinical Experiences and Certification Processes (CECP) Office or at a school collaboratively chosen by the instructor, teacher candidate, and CECP staff. **Teacher candidates who choose to find their own placement cannot complete their field experience at schools in the Bloomington/Normal area.** A self placement form is included in this packet, and they will need to be returned to the Clinical Placement Coordinator for approval. The assignment for these five clinical hours is included in this packet.
- One section of C&I 212 will be assigned to observe at the Juvenile Detention Center. An application form must be completed and a security check will be completed on the student before they are allowed to attend the facilities at 903 N. Main Street in Normal.

Professional Seminars

- Teacher candidates will attend at least two workshops or seminars held on campus or in the community that pertain to teaching and learning. In order to gain approval, the teacher candidate may be asked to provide the date and time of the event along with its purpose to their instructor. The instructor may ask for this information either verbally or

in writing. You may choose to attend the Kappa Delta Pi seminars that are offered by the Department of Curriculum and Instruction and Kappa Delta Pi. These seminars are offered each semester to help fulfill this requirement. Your instructor may require the teacher candidate to prepare a summary report of the seminars. The instructor will provide details regarding the specifics of this writing assignment.

Menu choices

Teacher candidates may choose to complete three clinical hours doing any two of the following:

- Tutoring – Some in-school clinical locations have tutoring centers. Check with your instructor to see if you are observing at one of these schools.
- Center for Disabilities Concerns – Go to Illinois State's Disabilities Concerns office. Find out their purpose, pick up any literature they might have, and write a summary and analysis paper on it for your clinical packet.
- Video analysis – Teacher candidates may wish to view and analyze video tapes of actual classroom situations that stress many of the key issues discussed in class (there is a list of issues/themes listed later in this guide). Teacher candidates are expected to view and analyze three videos dealing with at least three of the following: classroom management, learning styles, multiculturalism and diversity, technology, standards, and teacher responsibility. Teacher candidates will receive 1 hour of clinical experience for each video viewed and analyzed.
- National Board of Professional Teaching Standards – Teacher candidates will visit the website for information on NBPTS and the ISU NBPTS Support center web site, and find out about the organization, the standards, when and why they were developed, how many teachers are nationally board certified in the state of Illinois and in the country. Teacher candidates will find out the process it takes to become a nationally board certified teacher. They will then report and analyze what they learned from the website. The website is <http://www.nbpts.org/>
- Board of Education Meeting – Teacher candidates may choose to attend a board meeting in the Bloomington-Normal area or in their hometown. They will be asked to turn in the agenda for the meeting, and write about the main topics, and an analysis of the process.
- On campus seminars – There are a variety of on-campus seminars that take place each semester regarding public education issues. These seminars are sponsored by a variety of organizations. Your instructor will provide details regarding how to validate attendance/reporting.
- Social Services Agencies – Teacher candidates may choose to visit a social services agency that works with high school aged youth in the area or in their hometown. Teacher candidates may pick up information about the service, and write about information they found from speaking with agency staff and then summarize/analyze the information gathered.

D. In-School Clinical Field Experiences Procedures

Identify the issues you hope to learn more about as a result of this secondary school field experience.

Course-identified Issues and questions to observe:

- A. Standards and Curriculum
 - a. What teaching standards, learning standards, and curriculum are evident in the classroom?
 - b. Is standardized testing mentioned during the observation or is it an aspect that is driving the curriculum in this class?
- B. Diverse Learners
 - a. Did the teacher apply inclusion techniques?
 - b. Did the teacher use pay attention to individual differences among students?
- C. Cultural Diversity
 - a. Did the teacher address multicultural issues in the classroom?
 - b. Did the teacher pay attention to cultural differences among students?
- D. School Organization and School Structure
 - a. What types of departments, administrative hierarchy, schedules, committees, student groupings, are used to facilitate learning?
- E. Technology
 - a. Did the teacher implement technology in the classroom?
- F. Professionalism
 - a. Did the teacher dress professionally
 - b. Did the teacher handle himself/herself in a professional manner with the students, faculty, and observer?
- G. Classroom Management
 - a. Did the teacher use effective classroom management procedures to run classroom.
- H. Legal & Safety Concerns
 - a. Is there an emergency exit plan posted in the classroom?
 - b. Are there procedures posted or written for the teacher regarding tornadoes, other natural disasters, or bomb threats?
 - c. Is there anything being done in the classroom by students or teachers that may be considered illegal?
- I. Multiple/Emotional Intelligences
 - a. Did the teacher use higher order thinking (Bloom's Taxonomy)?
 - b. Did the teacher apply different instructional activities?

Possible In-School Observation Activities

Several C&I 212 instructors expect teacher candidates to observe for several specific types of situations in secondary classrooms. Shown on the next few pages are a “Gender Equity Checklist” and a “Diversity Checklist.” The teacher candidate maybe asked to use thee in completing their in-school observations. Check with your instructor whether these might be used in your section of C&I 212.

Gender Equity Checklist

Observe a teacher in your major, paying special attention to gender equity practices. Respond to the following questions by placing a check mark in the appropriate column. Please be cognizant of what the word proportionate and its variation mean. For instance, if there are twice as many boys as girls in a classroom, a teacher who exhibits good gender equity habits would naturally call on boys with twice the frequency as that for girls. Please mark the following items with VF (very frequently), S (sometimes), R (rarely), or NO (not observed)

TEACHER-STUDENT INTERACTIONS

1. ____ Explain how often the teacher and students interact with each other:
2. ____ Males and females verbal comments (e.g. praise, remediation, instructions) with proportionate frequency.
3. ____ The teacher calls on females with proportionate frequency.
4. ____ Males and females receive constructive comments in terms of scholarship with proportionate frequency.
5. ____ Females and males receive constructive comments in terms of conduct with proportionate frequency.
6. ____ The teacher calls on males and females with proportionate frequency.
7. ____ The teacher responds to answers provided by students with equity (e.g. praise, clarification and follow-up questions, etc.)
8. ____ The teacher spends proportionate amounts of time working one-on-one with females and males.

CLASSROOM ACTIVITIES

9. ____ Regarding classroom activities, the teacher maintains a cooperative classroom atmosphere.
10. ____ Regarding classroom activities, the teacher regularly utilizes small group activities.
11. ____ The teacher uses a non-competitive grading scheme (e.g. favors criterion referenced over norm referenced).

TEACHING CONSIDERATIONS

12. ____ Teacher avoids using gender neutral language.
13. ____ Teacher attempts to put a human face on your major subject as a discipline of study.
14. ____ Teacher uses real world examples that appeal to both males and females equally.
15. ____ Teacher exhibits fairness in treatment of males and females.
16. ____ Teacher shows concern for equity in choosing leaders, demonstration assistants, and assigning tasks.
17. ____ Teacher puts a stop to any actions by students that might be considered sexist.
18. ____ Teacher ensures that in lab situations males and females have equal access to

- equipment.
19. _____ Teacher promotes active involvement of all students regardless of sex.
 20. _____ Teacher provides examples of or refers to scientific work by female scientists as appropriate.
 21. _____ Teacher employs a textbook that shows a female and/or females performing discipline-specific work.

Diversity Checklist

Observe a teacher in your declared major and note his/her diversity practices. Please mark the following items with Y (yes), N (no), or CS (can't say).

1. _____ Are contributions and perspectives of women and cultures other than Euro-Americans integrated into textbooks and other curriculum materials?
2. _____ Are women, ethnic minorities and people of diverse socioeconomic classes and religions portrayed in a non-stereotypical manner.
3. _____ Do the resource materials include appropriate information about religion when religion is integral to the context of the subject?
4. _____ Do textbooks or curriculum materials focus on famous people, usually those of a privileged class status?
5. _____ Do the resource materials include cultures represented by family in the school and community?
6. _____ Are there materials available for limited-English-proficiency students in their native language?
7. _____ Are teaching materials selected that allow all students to participate and feel challenged and successful?
8. _____ Does the teacher appear to be knowledgeable about the religious, cultural, linguistic, and socioeconomic backgrounds of students and people in the community?
9. _____ Does the teacher model respect for, and inclusion of, people who are different (e.g. religion, race, language, abilities, disabilities, socioeconomic class)?
10. _____ Does the teacher exhibit any form of bias regarding cultural differences, disability or handicap, religion, language, sex?
11. _____ Does the teacher promote high self-esteem for all students in the classroom regardless of differences?
12. _____ Does the teacher actively confront instances of stereotyping, bias, and discrimination when they occur?
13. _____ Is the teacher careful not to prejudge student performance based on cultural differences, socioeconomic status or sex?
14. _____ Does the teacher express equal expectations of all students regardless of cultural differences, socioeconomic status, disability or handicap, religion, language, sex?
15. _____

Based on Diversity in the Classroom: A Checklist by Karen Matsumoto-Grah

Possible Writing Assignment - Clinical Experience Portfolio

For the five hours that teacher candidates observe in local schools, several C&I 212 instructors expect teacher candidates to complete a clinical experience packet/report. Since such a packet or report is based on clinical field experiences in local schools, a listing of what might be included in this packet/report is listed below. Check with your instructor as to whether this might be used in your section of C&I 212, and how it might work as an assignment in the course.

- A. Cover sheet- Name, class and section, instructor, assignment, due date
- B. Completed Field Notes Packet, including the gender and diversity equity checklists
- C. 3-5 page experience reaction paper addressing what you learned via the five hours of observation, teacher aide work, tutoring, etc within your school placement. Include the following:
 - 1. List of course issues observed and not observed
 - 2. Own issues observed
 - 3. A brief description of what you learned.
 - 4. Your reaction to what you observed.
 - 5. Suggestions for improvement.
 - 6. Best practices observed.
 - 7. Comments on activities that seemed useful.
 - 8. Your reaction to the course issues and your issues noticed or not noticed within the school setting. Be sure to describe and analyze your own issues that you observed for as well.
- D. For each professional seminar, write a 1-2 page paper stating three important points you learned and reflect on each point. Write the point made, and then write your reflection underneath the point
- E. For each hour of clinical experience from the menu items, complete an observation log sheet and include which issue you observed, two to three aspects of that issue, and your reaction to these aspects. You should have one clinical log sheet for each hour of clinical experience from the menu.
- F. A template is available for you under “portfolios” with the template entitled “C&I 212 Field Experience Portfolio.”

Clinical Field Experience Log Sheet (Record for Instructor)

Student's Name:			
	Experience	Date	Amount of Time
1			
2			
3			
4			
5			
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Experience Type: O=Observation; TA=Teacher Aide; T=Tutor; PM=Professional meeting;
 TT=Technology Training; OL=Online; V=video; ST=Teaching

Student Self-Placement Form

Return with student to:

Jennifer Stitt, Coordinator
Pre-Student Teaching Clinical Experiences
Campus Box 5440
Illinois State University
Normal, IL 61790-5440
309/438-5416

FROM: _____

Administrator's Signature Administrator's Title

School City

Date School Phone

_____ Yes, we would like to participate with this student's project for the Curriculum and Instruction 216 course.

STUDENT: _____

Name - Please Print Section #

CLASSROOM TEACHER:

Name - Please Print Teacher's Social Security Number