

Master of Education

Advanced Field Experience Handbook

2014 - 2016

Office of Graduate Studies & Research
101 College St SW
Valley City, ND 58072
www.vcsu.edu/graduate
1800-532-8641 ext 37303
701-845-7303



VALLEY CITY
STATE UNIVERSITY

www.vcsu.edu ♦ 1.800.532.8641

Field Experience Guidelines

Field Experiences:

Valley City State University requires two field experiences in addition to an Action Research study for all master of education concentrations. One field experience is a diversity practicum and the other is a field experience or project in the candidate's concentration. The field experience possibilities include: classroom observations, engaged teaching projects in classrooms, collaboration with other teachers on a teaching project, team teaching in an academic area, or developing a project to teach in another classroom. All field experience placements or classroom projects must be approved.

Field Experience One: Required of All Concentrations:

All Master's candidates are required to take **EDUC 657 Exceptionality, Diversity, and Differences**. As part of this course, candidates are required to complete a 10 hour practicum experience in a diverse setting. Candidates have many options for completing this field experience, but must document and reflect on their practicum by presenting a PowerPoint, journaling, videoing, reflecting, or a combination of methods. (See *Appendix A Proposal Form*)

Field Experience Two: By Concentration

Teaching & Technology, Elementary Education and English Education Concentrations:

Candidates are required to take **EDUC 650 Field Design and Implementation**. In this course, candidates are required to propose a 20 hour field experience. Implementation of the project requires the candidate to share, observe and collaborate with other classroom teachers and/or develop an engaged learning project in their own classroom that meets the field experience criteria. Implementation of the project is reflected in the Field Experience section of the Portfolio. (See *Appendix B Field Experience Proposal Form* is provided in *EDUC 650 Field Design & Implementation*).

Library & Information Technologies Concentration:

Candidates are required to complete a 120-hour* cumulative field experience that is documented throughout the program. The field experiences can be a combination of face-to-face and electronic and in an elementary and secondary environment. Field experience activities must meet *AASL Standards for Initial Programs for School Library Media Specialist Preparation*.

Candidates can

- 1) Select from a list of pre-approved field activities in *Appendix C* and complete a 3-part request form *Appendix D for Pre-Approve Field Experience Activities*
- 2) Propose another field experience activity and fill out the 4-part request form *Appendix E for Proposed Field Experience Activities* which requests approval of the proposal from the Field Experience Coordinator.

Field Experience Tracking: Candidates are required to track and log field experiences throughout the program. A sample tracking sheet with the required information can be found in *Appendix F Field Experience Tracking Sheet for Students* of this document. Details and further instructions for linking your 3 and 4-part forms, file naming conventions for storing files and other instructions can be found in the Blackboard Organization and Content areas.

Field Experience Assessment: In order to gather assessment data on Field Experiences, the Field Experience Coordinator will complete a *Field Experience Evaluation Form* found in *Appendix G* and submit the data to the Graduate Office to be recorded.

Graduation Requirements & Procedures: In the capstone class, LMIS 698 students will 1) notify the Field Experience Coordinator that they have completed the field experience requirement, asking the Coordinator to review their FE Log and documentation (located in the Blackboard VLC Content area) and 2) link the Field Experience log in their portfolio and include **both** a short (200 characters or less) comment on the value of the cumulative field experience AND a longer reflection on the cumulative field experience in the concentration.

Prior to the candidate's portfolio defense, the Field Experience Coordinator will review the field experience documents and log, making a recommendation to the candidate's committee.

*The 10 hour cultural diversity practicum requirement may count toward the 120 hours of field experience required in the LIT concentration only if the cultural diversity practicum was 1) conducted in a library setting, 2) meets applicable *AASL Standards for Initial Programs for School Library Media Specialist Preparation* and 3) is supervised by either a practicing library media specialist or a school administrator. The cultural diversity practicum **cannot be used** as a Field Experience artifact in the portfolio.

Technology Education Concentration:

Candidates are required to take one of the following **STEM ED 670 Design, Technology, and Engineering for Elementary:** elementary level, **STEM ED 665 Invention and Innovation:** middle school level, or **STEMED 660 Design for Engineering** for secondary level. The field experience may be done in connection with any of these classes. A proposal is required (*See Appendix H for proposal form*) as well as permission of the building principal for experiences outside of the candidate's own classroom. The summary and reflection on the field experience is presented in the **TECH 698 Capstone** course. The candidate's field experience proposal is assessed as well as the field experience artifact as presented in the Portfolio Defense. (*See Appendix H for Field Experience Proposal form. Form is provided to students in the courses listed above.*)

Teaching English Language Learners Concentration:

Candidates are required to complete a 60-hour field experience as mandated by ND ESPB (to include a minimum of 40 active teaching hours) under the supervision of an ELL endorsed teacher in their grade level and demonstrate their proficiency in sheltered content instruction per the Sheltered Instruction Observation Protocol (SIOP). In addition, candidates will maintain a journal that describes their instruction and overall curriculum. Specific criteria for journaling is explained in the syllabus for EDUC 693 ELL Teaching Practicum. (*See Appendix B Field Experience Proposal, Appendix I Field Experience Assessment Sheet. Both are provided to students in EDUC 693 ELL Teaching Practicum*)

Appendix A: Proposal Form for EDUC 657 Exceptionality, Diversity, and Difference

Diverse Practicum Proposal Your Name Here

Proposed Diverse Practicum:

A one sentence description of your proposed diverse practicum. Options Include: Observe a diverse classroom/school, Interview a peer that works in a diverse classroom/school, Collaborate with a peer that works in a diverse classroom/school, or Others as approved.

Diverse Practicum Purpose and Goals:

State a specific goal and/or purpose for your diverse practicum. What do you want to gain from the experience and how will it add to your professional growth?

Rationale for Practicum Selection:

Why did you decide that this was the diverse practicum you would propose? Why is it right for you? What will you learn? What concrete skills will you develop? Explain how your proposed practicum creates the best possible context in which you can reach your personal and professional learning goals.

Action Plan:

What are you going to do, how are you going to do it, when will you do it, and what preparations will be necessary? List step by step what you plan to do during your practicum. List resources and/or activities that will help prepare, inform, and enhance your learning for the practicum.

Documentation of Diverse Practicum:

How do you propose you will document your practicum? Some examples include: PowerPoint presentation, video, journaling, reflective paper, or a combination of methods. Challenge yourself to get the most out of your practicum by setting this bar high.

Location of Diverse Practicum:

School name and mailing address.

Instructor Approval:

Faculty member approving this practicum

(Name)

Comments:

**APPENDIX B:
TEACHING & TECHNOLOGY AND TEACHING ENGLISH LANGUAGE LEARNERS
FIELD EXPERIENCE PROPOSAL – EDUC 650 FIELD DESIGN & IMPLEMENTATION AND EDUC
693 ELL TEACHING PRACTICUM**

Your Name Here

PROPOSED FIELD EXPERIENCE/S:

A one-sentence description of your proposed field experience. Think main idea.

FIELD EXPERIENCE PURPOSE AND GOALS:

State a specific goal and/or purpose for your field experience. What do you want to gain from the experience and how will it add to your professional growth.

In order to bring your main goal (purpose) to life, you will likely need to accomplish smaller tasks and goals along the way. What goals do you have that will lead to your success in achieving your ultimate purpose?

- *This section of your field experience proposal can be written in paragraph form, similar to what you see above OR summarize your smaller goals in a bulleted list with a short explanation.*

RATIONALE FOR PROJECT SELECTION:

[HOW THIS PROJECT WILL ENHANCE MY GROWTH AND DEVELOPMENT AS A MASTER TEACHER.]

Why did you decide that this was the field experience you would propose? Why is it right for you? What will you learn? What concrete skills will you develop? How will this field experience enhance who you are and how you live as a vocational youth worker? Explain how your proposed field experience creates the best possible context in which you can reach your personal and professional learning goals.

ACTION PLAN:

What you are going to do, how you are going to do it, when you will do it, and what preparations will be necessary. This is a step-by-step explanation of what you plan to do during your field experience.

ANTICIPATED PREPARATION:

List resources or activities that will help prepare, inform, and/or enhance your learning for the field experience. This section may be helpful for field experiences at grade levels different than you currently teach. Much of this will depend on the type of experience you propose and the documentation style you choose.

DOCUMENTATION OF FIELD EXPERIENCE:

How do you propose that you will document your field experience/s? Think about the purpose and goals you established for yourself. Documentation can be completed in a variety of ways. Some examples include: portfolio, video, journaling/field notes, reflective paper, or a combination of methods. Challenge yourself to get the most out of your field experience by setting this bar high, but be realistic about what you can accomplish in the time you plan to dedicate.

Location of Field Experience:

School Name:

Mailing Address:

City:

State:

Zip:

(Official Department Use)

FACULTY APPROVAL :

Faculty member approving this field experience proposal

(Name)

Comments:

APPENDIX C: Library & Information Technologies

Pre-Approved FE Activities List

Students may put together their own Field Experiences based on the following ideas within the suggested number of hours. The list includes activities that have already been approved, plus some ideas that instructors feel would have benefit. Because the Field Experiences should be varied and broad, there is a limit to the number of hours you can spend on one activity. The idea is to experience as many of the responsibility areas as possible to get a better understanding of the AASL Program Standards so that each student graduates from the program as a highly qualified librarian. You can set up your own experience and then fill out the new 3-Part FE document (This is also found in the VLC under Field Experience forms and documents) and submit it to your folder**. The document must include all of the following parts:

1. Where the activity took place with address as well as city and state
2. Name and contact information of LMS or administrator who supervised/assisted with the activity
3. Date(s) on which the activity took place and was completed
4. Short biography of the supervisor
5. Paragraph-long description of what the activity was.
6. Number of hours that the experience fulfilled divided into elementary, secondary, other; and explanation of how many hours were face-to-face and/or online; total number of hours upon completion
7. Standards that applied to this activity (including the dispositions)
8. Your reflection on the experience, the outcomes and what you learned, along with a basic explanation of steps taken to complete the activity. The reflection must include your explanation of the Standards/Dispositions that were met as well as a Citation list of all resources consulted including interviews.

Project ideas:

- * Prepare and present a survey to give to library users on one aspect of your library (e.g., hours open), study it, and develop a plan for implantation of any suggested changes. (2-6 hours)
- * Develop a student reading review blog, post it and monitor it for a reasonable length of time (at least one month), then report the results in your reflection. (2-6 hours)
- * Weeding project in your school or another library (8-16 hours)
- * Observe a special library (academic, medical, prison, law, etc.) and take part in some activities such as answering reference questions. (8-16 hours)
- * Write an AUP policy for your library/school, get it approved by the School Board, and post it on-line. (8-16 hours)
- * Update your school's copyright policy, including print and non-print (DVDs, streaming video, etc), present to Board for approval and post it online. (8-16 hours)
- * Develop a plan for automation including forming a committee of stakeholders (teachers, administration, parents, students), research various systems, prepare a recommendation to the Board and present if possible. (8-16 hours)

Pre-Approved FE Activities List

- * Prepare for actual implementation of automation (i.e., weed, retrospective conversion, instruction of students and staff on system, etc.) (20-60 hours)
- * Instruct staff/students on how to use online databases in connection with curriculum planning (staff) or research projects (students) and give survey on how staff/students felt the instruction went. (6-8 hours)
- * Present a program at a state or national conference to educators and/or librarians (8-10 hours)
- * Do a Reference book evaluation for the purchase of new reference books for your or another LMS's library. (minimum 2 hours; max. 4 hours)

- * Do online cataloging using MARC records in your own or another school library. (5-30 hours)
- * Help with cataloging of digital records for Dickinson State archives (5-30 hours)
- * Find catalog records for un-cataloged books in the state Prison system so they can be found online for the inmates (can be done on-line from school or home). (5-30 hours)
- * Help with resource selection in a school library (6 hours).
- * Update existing ND school library program manual (hasn't been updated since 1985) and migrate to an online environment. (12-15 hours)
- * Identify interdisciplinary collaborative opportunities for the library media program ILL skills in your own or another school by reviewing the school/district curriculum map and aligning it to the AASL Information Literacy Standards (Skills for Life). (12-15 hours)
- * Develop a Copyright and Intellectual Freedom Resources webpage for students, parents and staff, which includes current information, links and resources pertinent to digital educational copyright issues. (12-15 hours)
- * Present to local school board concerning policy approval or budget increase for library. (3-5 hours)
- * Locate, prepare, and submit a grant proposal for additional library funding materials. (8-10 hours)
- * Collaborate with teachers to have students write on-line research or book reports. (3-5 hours)
- * Visit another level than your own to see what is happening on that level as far as Information Literacy skills teaching so you know what to expect from students coming up or going up the levels. (3-5 hours)
- * Join and become an officer in a local, state or national library association. Use meeting and planning time for hours and reflect on happenings in the association. (5-10 hours)
- * As a district leader for curriculum in your school, implement a change in an activity or curriculum area where you see a need for change (e.g., get rid of, or add a reading program; institute flexible scheduling in the library; hire certified librarians rather than aides, etc.) (12-15 hours)
- * Teach a collaborative lesson (required in LMIS 670) with lesson aligned to AASL's Skills for Life and one other curricular area with that teacher complete with lesson plan, assessment rubrics, and evaluation of outcome. (5-10 hours)
- * Attend and participate in all activities of the annual Summer Institute held at VCSU. (10-15 hours)

Pre-Approved FE Activities List

- * Students who are in the program to become LMSs but are now in a classroom can spend time doing the usual library activities or major projects with an LMS or administrator as supervisor. (8-16 hours; can be repeated once)
- * Organize a special library-related event such as a story time, book fair including planning, getting volunteers to help, putting up the display and evaluating the outcome. (8-12 hours)
- * Develop a library Web Site or Wiki with all the links to your library online catalog, databases and curriculum/teacher links (8-20 hours)

Instructions

If you come up with an idea that isn't listed above, then you must fill out the 4-Part Proposal for an FE activity (found in the Field Experience folder in the VLC) and submit it by e-mail attachment to the current FE Coordinator** allowing for time for the coordinator to approve the proposal. Then you will fill out and submit the 3-part form into your folder when the activity is completed.

**It is important that you alert the FE coordinator by email when you place your 3-Part document into the VLC Field Experience Folder with your name on it.

APPENDIX D: Library & Information Technologies



Valley City State University
Master of Education Program
Field Experience Record for Pre-Approved Activities

Part One: Field Experience Activity

(For Pre-Approved activities; to be completed by the Student)

Student Name:

Student EMPL #:

Date:

Field Experience site with address:

 Name & contact information of supervising LMS or school administrator: *(Must include email address and phone number)*

 Short biography of supervising LMS: *(Include how long they have been a practicing LMS, length of service at current school, degree attainment, etc.)*

 Field Experience Activity: *(Describe the activity, your role in the experience, and why you believe that this type of experience will enhance your knowledge base as a library media specialist.)*

 Dates of FE: *(When did this activity take place? Date range; time; completion date.)*

 Field Experience Hours: *On the first line enter the number of hours that you feel this single experience satisfied and indicate which specific areas the hours applied to. On the next lines, indicate the total number of either face-to-face hours OR electronic hours you think this single experience satisfied.)*

· # of elementary hours _____ # of secondary hours _____ # of hours in other environment

· _____ Is this an electronic field experience? _____ Indicate proposed # of hours _____

· _____ Is this a face-to-face hours? _____ Indicate proposed # of hours _____

Standards Addressed by Field Experience Proposal: *Using the NCATE approved ALA/AASL Standards for School Library Media Specialist Preparation, indicate the standards you believe were met by this experience. (Check the [ALA/AASL Standards document](#) for complete information; check the [Dispositions](#) list to see which dispositions were met through this activity.) In this section you need to circle all the standard(s) that apply to your FE activity, but remember In your reflections you need to demonstrate that you've met the standards/dispositions by explaining how you've met them in your activity:*

1. Standard 1: Use of Information and Ideas: 1.1, 1.2, 1.3, 1.4, 1.5
2. Standard 2: Teaching and Learning: 2.1., 2.2., 2.3., 2.4.
3. Standard 3: Collaboration and Leadership: 3.1., 3.2., 3.3., 3.4., 3.5., 3.6.
4. Standard 4: Program Administration: 4.1., 4.2., 4.3., 4.4.

Be sure to address the standards you circled in your reflection.

Part Two: Field Experience Verification by Supervising LMS

(To be completed by the Supervising LMS or administrator named in Part One)

By entering my name and email address on this form, I verify that the student named above successfully completed the proposed field experience. Based on the AASL standards described in the student's proposal and your recent collaborative field experience with this student, rate his/her overall performance during the field experience. At what level do you believe the student's experience met the proposed FE goals and standards?

Target Acceptable Unacceptable

You may include comments if you like:

Supervising LMS/Administrator: *(Type name)*

Signature/Email: *(Enter email address)*

Date:

Part Three: Field Experience Reflection & Reference List

(To be completed by the Student)

Field Experience Reflection: *(Reflect on your field experience by describing your overall impressions, your feelings going into the experience, what you liked/disliked, what you learned from the experience and how you believe your experience gave you a better understanding of the role(s) of a library media specialist, meeting the ALA/AASL Standards indicated in your proposal above. As you reflect on the experience, refer to coursework, professional readings, discussions, or other program activities that related to it.)*

Field Experience Reference List: *(In APA format, list related professional references, personal interviews, etc. which support your reflection.)*

APPENDIX E: Library & Information Technologies



Valley City State University
Master of Education Program
Field Experience Record for Pre-Approved Activities

Part One: Field Experience Proposal
(To be completed by the Student)

Student Name:
Date:

Student EMPL #:

Proposed Field Experience site with address:

Name & contact information of supervising LMS or school administrator: *(Must include email address and phone number)*

Short biography of supervising LMS: *(Include how long they have been a practicing LMS, length of service at current school, degree attainment, etc.)*

Field Experience Proposal: *(Describe the proposed activity, your role in the experience, and why you believe that this type of experience will enhance your knowledge base as a library media specialist.)*

Proposed Dates of FE: *(When will this activity take place? Date range; time; expected completion date.)*

Proposed Field Experience Hours: *(Enter the number of hours that you feel this single experience will satisfy and, on the first line, indicate which specific areas you intend to record them. On the second line, indicate the total number of either face-to-face hours OR electronic hours you propose that this single experience will satisfy.)*

· # of elementary hours _____ # of secondary hours _____ # of hours in other environment _____

· Is this an electronic field experience? _____ Indicate proposed # of hours _____

· Is this a face-to-face hours? _____ Indicate proposed # of hours _____

Standards Addressed by Field Experience Proposal: *Using the NCATE approved ALA/AASL Standards for School Library Media Specialist Preparation, indicate the standards you believe will be addressed by this proposed experience and the level at which you believe your experience will meet the standard. (Check the ALA/AASL Standards document for complete information on how you will demonstrate that you've met the standards through your activity. If you are updating or revising a prior document you can refer to the document labeled "Dispositions" for a quick referral (both in the FE folder.) Circle all the standard(s) that apply to your FE activity:*

1. Standard 1: Use of Information and Ideas: 1.1, 1.2, 1.3, 1.4, 1.5
2. Standard 2: Teaching and Learning: 2.1., 2.2., 2.3., 2.4.
3. Standard 3: Collaboration and Leadership: 3.1., 3.2., 3.3., 3.4., 3.5., 3.6.
4. Standard 4: Program Administration: 4.1., 4.2., 4.3., 4.4.

Be sure to address the standards you circled in your reflection.

Part Two: Field Experience Proposal Approval

(To be completed by the Instructor/Program Director)

The field experience described above with conditions for approval/change in proposed hours noted below has been approved by the program director/instructor as indicated here.

Conditions:

Instructor Name: *(Print or type)*

Signature/Email: *(Enter email address)*

Date:

Part Three: Field Experience Verification by Supervising LMS

(To be completed by the Supervising LMS named in Part One)

By entering my name and email address on this form, I verify that the student named above successfully completed the proposed field experience. Based on the AASL standards described in the student's proposal and your recent collaborative field experience with this student, rate his/her overall performance during the field experience. At what level do you believe the student's experience met the proposed FE goals and standards?

Target Acceptable Unacceptable

You may include comments if you like:

Supervising LMS: *(Type name)*

Signature/Email: *(Enter email address)*

Date:

Part Four: Field Experience Reflection & Reference List

(To be completed by the Student)

Field Experience Reflection: *(Reflect on your field experience by describing your overall impressions, your feelings going into the experience, what you liked/disliked, what you learned from the experience and how you believe your experience gave you a better understanding of the role(s) of a library media specialist, meeting the ALA/AASL Standards indicated in your proposal above. As you reflect on the experience, refer to coursework, professional readings, discussions, or other program activities that related to it.)*

Field Experience Reference List: *(In APA format, list related professional references, personal interviews, etc. which support your reflection.)*

APPENDIX F: Library & Information Technologies

Field Experience Tracking Sheet for Students (Template) NAME: _____ Date: _____

Project Name	Date(s)	Supervising Librarian, Mentor or School	Instructor & Relevant Course Number	Instructor Approval Obtained	AASL Standard Addressed	# of face-to-face hours	# of electronic or other hours	# of elementary hours	# of secondary school hours	# of hours in other environment	Link or filename to/or Reflection and Student Documentation	Completed & Instructor Evaluated
Sample : Assisted LMS at Tower with cataloging	03/08/08 03/15/08 03/22/08 03/29/08	Sarah Jones	M Mack LMS 675	Yes	1.2, 1.3	4	NA	NA	NA	4	LMS6XX_read.doc	Yes

Field Experience for the program requires students to complete a total of 120 hours of approved experiences—at least 60 hours in a face-to-face environment; the remaining 60 may occur in an electronic environment or face-to-face. At least 40 hours must be completed in an elementary environment, 40 hours in a secondary environment & 40 additional hours in an environment of the student's choice. Those students currently employed as School Library Media Specialist may complete a total of 60 hours of Field Experience in their own library environment.

APPENDIX G: Library & Information Technologies

Field Experience Evaluation Form

Library and Information Technology Field Experience	Target	Acceptable	Unaccept.	N/A
Use of Information and Ideas				
The field experience enabled the candidate to:				
--demonstrate effective and ethical use of current information-seeking technologies, processes and resources (Efficient and Ethical Information-Seeking Behavior)				
--facilitate the integration of literature in the school curriculum and/or select and recommend materials to support the development of literacy in learners (Literacy and Reading)				
--analyze or implement flexible and open access to the library media center and its services (Access to Information)				
--demonstrate or collaborate in creating or maintaining a positive, technology-rich educational climate in the library media center. (Stimulating Learning Environment)				
Teaching and Learning				
The field experience enabled the candidate to:				
--assist in designing library or information skills curriculum to support academic success for all students (Knowledge of Learners and Learning)				
--collaborate with classroom teachers to co-plan, co-teach or co-assess student information skills instruction (Effective and Knowledgeable Media Specialist)				
--demonstrate the integration of technology and information literacy skills into curricular areas throughout the school (Information Literacy Curriculum)				
Collaboration and Leadership				
The field experience enabled the candidate to:				
--provide leadership and establish connections with the greater library and education community (Connection with Library Community)				
--join with teachers and others to provide leadership in developing policies, practices and curricula to support effective student learning (Instructional Partner)				
--Strengthen the library media program by working as a curriculum and instructional leader or by organizing and promoting learning opportunities within and beyond the school (Educational Leader)				
Program Administration				
The field experience enabled the candidate to:				
--Demonstrate best practices in the selection, use and organization of print, non-print and/or electronic school resources (Managing Information Resources: Selecting, Organizing, Using)				
--Organize, manage and assess human, financial, and/or physical resources of the library media program (Managing Program Resources: Human, Financial, Physical)				
--Participate in the development, implementation or assessment of long-term strategic plans, align information literacy standards with school-wide curriculum, or collect and analyze data for decision-making (Comprehensive and Collaborative Strategic Planning and Assessment)				

APPENDIX H: Technology Education

Field Experience Proposal for STEM ED 670 Design, Technology, and Engineering for Elementary: STEM ED 665 Invention and Innovation: or STEM ED 660 Design for Engineering.

Your Name Here

PROPOSED FIELD EXPERIENCE/S:

A one-sentence description of your proposed field experience. Think main idea.

Possibilities include:

Classroom observation

Team Teach

Deliver a lesson you have developed

Assist in a laboratory

Assist in a co-curricular organization

Others as approved

FIELD EXPERIENCE PURPOSE AND GOALS:

State a specific goal and/or purpose for your field experience. What do you want to gain from the experience and how will it add to your professional growth.

In order to bring your main goal (purpose) to life, you will likely need to accomplish smaller tasks and goals along the way. What goals do you have that will lead to your success in achieving your ultimate purpose?

- This section of your field experience proposal can be written in paragraph form, similar to what you see above OR summarize your smaller goals in a bulleted list with a short explanation.*

RATIONALE FOR PROJECT SELECTION:

[HOW THIS PROJECT WILL ENHANCE MY GROWTH AND DEVELOPMENT AS A MASTER TEACHER.]

Why did you decide that this was the field experience you would propose? Why is it right for you? What will you learn? What concrete skills will you develop? How will this field experience enhance who you are and how you live as a vocational youth worker? Explain how your proposed field experience creates the best possible context in which you can reach your personal and professional learning goals.

ACTION PLAN:

What you are going to do, how you are going to do it, when you will do it, and what preparations will be necessary. This is a step-by-step explanation of what you plan to do during your field experience.

ANTICIPATED PREPARATION:

List resources or activities that will help prepare, inform, and/or enhance your learning for the field experience. This section may be helpful for field experiences at grade levels different than you currently teach. Much of this will depend on the type of experience you propose and the documentation style you choose.

DOCUMENTATION OF FIELD EXPERIENCE:

How do you propose that you will document your field experience/s? Think about the purpose and goals you established for yourself. Documentation can be completed in a variety of ways. Some examples include: portfolio, video, journaling/field notes, reflective paper, or a combination of methods. Challenge yourself to get the most out of your field experience by setting this bar high, but be realistic about what you can accomplish in the time you plan to dedicate.

LOCATION OF FIELD EXPERIENCE:

School Name:

Mailing Address:

City:

State:

Zip:

Cooperating Instructor (Name and Title):

(Official Department Use)

FACULTY APPROVAL :

Faculty member/s approving this field experience proposal

(Name)

(Name)

Comments:

APPENDIX I: Teaching English Language Learners Field Experience Assessment Sheet- EDUC 693-ELL Teaching Practicum

Date:

Lesson (s) demonstrated:

Content Objectives (including specific educational objectives):

Grade/class/subject:

Sheltered Instruction Observational Protocol Features (all 6 must be demonstrated with a minimum of 2 strategies per each category)

Preparation	Scaffolding	Grouping Options
Adaptation of content	Modeling	Whole class
Links to background	Guided Practice	Small groups
Links to past learning	Independent Practice	Partners
Strategies incorporated	Comprehensible Input	Independent

Notes:

Integration of Processes	Application	Assessment
Reading	Hands-on	Aligned with objectives
Writing	Meaningful or engagement	Authentic
Speaking	Linked to objectives	Summative and formative
Listening	Promotes engagement	Administered appropriately

Notes:

During the 60-hour field experience, which must be completed in an ELL classroom, all 6 components with applicable strategies must be demonstrated during the course of a single or thematic lesson.

Comments of supervising teacher:

Signature of supervising teacher

Date of completion