

# MacMurray

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C O L L E G E

## Education Department

Reflective Educators Transform Lives

### Field Experience Guide

**MacMurray College**

Jacksonville, Illinois

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## Overview of Field Experiences

The MacMurray College Field Experiences handbook is a brief guide for Teacher Education pre-service students, cooperating teachers, and college supervisors. The Field Experience Handbook is provided to each person who qualifies for

- Elementary Education Field Experiences in Language Arts
- Elementary Education Field Experiences in Reading
- Special Education Field Experiences
- Deaf and Hard of Hearing Field Experiences
- Physical Education Field Experiences
- Secondary Field Experiences

Every student entering the Teacher Education Program is responsible for having knowledge of the regulations and procedures stipulated in this handbook and for following all of the regulations and procedures.

# Field Experiences

## Prerequisite

Must have taken at least one 200 level Education course in their area of concentration and have advisor's approval as well as program director's approval.

## Guidelines

The field experience segment of the Teacher Education Program at MacMurray College is valuable in many ways, including:

- Field experiences provide students the opportunity to acquire insights into school procedures, classroom operations, and student diversity prior to the student teaching experience.
- Field experiences enable the Teacher Education Department to better make decisions concerning admission to, and placement in, student teaching.
- Students will be expected to perform to the Illinois Professional Teaching Standards and develop entries that will become a part of his/her portfolio.

Field experiences are considered vital in the preparation of teachers. They are seen as opportunities for the prospective teacher to:

- Gain reassurance that teaching is his/her chosen profession.
- Help determine the grade level and/or subject area for which s/he is best suited.
- Observe and participate in activities designed to experience teaching from the viewpoint of a teacher.
- Acquaint him/herself with instructional materials, available technologies, and pedagogies of professional teachers.

The involvement of future teachers in elementary and secondary schools also offers potential advantages to the students, teachers, and schools where the college students are assigned. These include:

- Giving appropriate assistance to the teacher which adds to their students' opportunities to learn.
- Providing opportunity to work with small groups of students.
- Providing individual help for students having difficulty in class.
- Developing individualized modules for very high achieving students.
- Beginning to define the pre-service student's individual teaching philosophy.

## Legal Guidelines

MacMurray College perceives the role of the students in field experiences to be similar to that of other non-teaching personnel that may participate in the public schools. For that reason, the following information is included from the Illinois School Code 10-22.34:

School boards may employ non-teaching personnel or utilize volunteer personnel for non-teaching duties not requiring instructional judgment or evaluation of pupils.

School boards may further utilize volunteer non-certified or employ non-certified personnel to assist in the instruction of pupils under the immediate supervision of a teacher, holding a valid certificate, directly engaged in teaching subject matter or conducting activities. The teacher shall be continuously aware of the non-certified person's activities and shall be able to control or modify them.

### **Attendance Requirements**

Pre-service students are expected to be present at the field experience site during the same hours as the cooperating teacher. Students are expected to be at their placement site for a minimum of three clock hours per week for a full semester and to meet for no more than one hour every third week with supervising instructor unless otherwise instructed. In case of needed absence due to illness or justified emergency, both the classroom teacher and the college supervisor must be notified before scheduled class time.

### **Professional Conduct**

All observers, field experience pre-service students, student teachers, and other persons from MacMurray College who participate in an elementary or secondary school are expected to meet the appearance and dress code of that particular school. When first arriving at the school, appearance standards should be clarified with the cooperating teacher. The responsibility for understanding and meeting appearance and dress expectations is essential. Students must understand they have an obligation to the college and the program to present a positive, professional appearance at all times.

### **Plan for Performance Remediation**

Development of teaching performance skill varies for each individual. When a problem area is identified by the pre-service student, college supervisor, or cooperating teacher, a plan for remediation will be developed. Each plan should contain:

- A clear statement of the problem.
- A specific plan for remediation.
- A timeline for progress checks.
- Reflective journaling by the pre-service student about the progress being made, or, the lack of progress and why.
- Observation notes from the cooperating teacher.
- Observation notes from the college supervisor.
- Signature by the pre-service student that s/he understands the plan and agrees to the timeline.

## Core Professional Components

The MacMurray College Teacher Education faculty and administration believe that persons exiting the teacher preparation program must demonstrate competencies in five key areas that subsume the eleven Illinois Professional Teaching Standards:

- I. Professionalism – Professional teachers are committed to teaching as a calling, a career with its focus the preparing of students to meet life’s goals. Professional teachers willingly expend great energy and work. They commit themselves to being receptive to new ideas and life long learning to improve their teaching. Professional teachers recognize they must cooperate with other professionals to produce a learning atmosphere possible so that all students have maximal learning opportunities. They acknowledge that the personal attitudes, ethical decision-making, and attributes they model will impact student outcomes. Professional teachers truly believe that all students can learn.
- II. Content Knowledge – Content knowledge consists of general background information, data, facts, concepts, and principles relating to a subject. Such knowledge is essential for students to understand and apply as a base from which to review and attack problems, and serves as a base for understanding an academic discipline. Content knowledge consists not only of the working information that becomes part of a person, but also the ability to seek out that which needs to be known to solve a problem. The MacMurray College Teacher Education program contains a strong core component of the liberal arts, thoroughly grounding students in their content specialty areas.
- III. Classroom Management – Classroom Management consists of the skills and strategies teachers bring to their students to organize and promote the most effective learning possible. An effective management system is an eclectic approach to theory; no single system will work for all learners all the time. In all situations, the dignity and respect of the teacher, plus respect for his/her students should be maintained.
- IV. Teaching Strategies – Teachers for the diverse classrooms of the 21<sup>st</sup> Century must have a repertoire of strategies to present content, teach social skills, and assess learning. Strategies used by the teacher will be selected according to the many and diverse components of the learner and the content of the lesson. Teachers need to be aware of such things as human development, learning modalities, student readiness, motivation, transfer of learning, elements of memory, group process, creativity, student’s attitudes, and the impact of the many factors that define diversity, including exceptionalities, socioeconomic status, culture, race, ethnicity, and gender.
- V. Technological (media) Literacy – Teacher for today and tomorrow must be active in the rapidly changing world of technology and understand that students come to school with much media awareness. Many technological tools are available for teachers to use to better prepare, to more effectively teach a diverse student population, and to more efficiently manage information related to student performance in the classroom.

## **Responsibilities of Pre-Service Student**

Legally, a pre-service student can do anything a teacher's aide can do. This includes:

- Teach a lesson with supervision.
- Work with small groups of students.
- Help students during seatwork.
- Complete daily reflective journal
- Maintain log of hours of attendance
- Additional assignments as deemed by program requirements

## **Responsibilities of Cooperating Teacher**

\*Note: The pre-service student is under the teacher's supervision and should not be left alone with a whole class.

The main cooperating teacher responsibilities are:

- Monitor the student assigned to you.
- Evaluate the student's activities and offer constructive criticism as appropriate.
- Serve as a mentor.
- Orient the student to school facilities, personnel, and policies.
- Provide an opportunity for the student to participate in class activities.
- Complete an evaluation of the student and verify a list of the student's activities.
- Verify the student's time sheet.
- Complete and return all paperwork to the college at the completion of the field experience.

The pre-service student is told that because s/he is in the classroom it should be an even better place to learn for the students. To ensure this, a member of the Teacher Education Department Faculty at MacMurray College will visit the classroom and meet with the cooperating teacher and the student as appropriate. The college faculty member will also be on call at the teacher's need to discuss any difficulties that may arise during the term.

When you have completed this form, please send it directly to the Education Department Secretary.

### Field Experience Dispositions Rubric

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluator: \_\_\_\_\_ Midterm Final

	<b>Not Acceptable</b>	<b>Remedial</b>	<b>Novice</b>	<b>Accomplished</b>	<b>Total</b>	<b>Comments</b>
	.6 -1.5	1.6 - 2.5	2.6 - 3.5	3.6 - 4		
<b>Professional Disposition/ Demeanor</b>	Does not adapt mannerisms/ behavior when given different situations	Adapts mannerisms/ behavior to a few given situations	Adapts behavior/ mannerisms to some given situations	Adapts behaviors mannerisms to most given situations		
<b>Cooperation</b>	Frequently uncooperative and/or argumentative, never allows others to speak	Sometimes uncooperative and/or argumentative, rarely allows others to speak	Usually cooperative and agreeable, allows others to speak	Always cooperative and agreeable, listens and speaks in turn		
<b>Decision making</b>	Always wants things his/her way – does not consider views of others	Listens to others, does not always consider views of others	Usually considers all views	Always considers all views and works toward fair decisions		
<b>Punctuality</b>	Rarely on time – frequently unprepared	Frequently late – and unprepared	Usually on time – usually prepared	Never late – always prepared		
<b>Dress/ Appearance</b>	Dresses inappropriately for situation	Occasionally dresses inappropriately for situation	Usually dresses appropriately for situation	Always dresses appropriately for situation		
<b>Fulfillment of duty and role</b>	Does not take role seriously – does not fulfill duty	Occasionally does not take role seriously – fulfills some duties	Takes role seriously – fulfills most duties	Takes role very seriously – fulfills all duties		
<b>English Language Proficiency</b>	Does not use proper English when speaking or writing	Seldom uses proper English when speaking or writing	Usually uses proper English when speaking or writing	Always uses proper English when speaking or writing		

**Please put N/A or N/O if not applicable or not observed.**





**MacMurray College  
Department of Education  
Confidentiality Agreement**

**Name:** \_\_\_\_\_ **Telephone:** \_\_\_\_\_

**Address:**

\_\_\_\_\_

This agreement made and entered into this \_\_\_\_\_ day of \_\_\_\_\_  
2009, by and between the Department of Education and MacMurray College and myself  
includes the following agreements:

1. I shall protect the rights to privacy of all students and, therefore, shall not release in written or oral form any personally identifiable information regarding the students.
2. I shall not directly or indirectly contact the parents, guardians or students without first receiving written permission to do so from the Director of Special Services and the Department Head of the assigned program in which I am participating.
3. I understand that MacMurray College is not responsible for any medical expenses and/or workers compensation claims while under this agreement.

My signature below indicates that I am in agreement with and will adhere to the above provisions:

\_\_\_\_\_  
**Signature**

\_\_\_\_\_  
**Date**