LESLEY UNIVERSITY

Graduate School of Education

Early Field Experience Handbook

Early Field Experiences

During the Early Field Experience, students are expected to observe and participate as much as possible in the classroom and school community. They should begin to learn about planning and delivering instruction and developing curriculum, based on the Massachusetts Curriculum Frameworks. In addition, they should begin to learn about implementing systems and strategies for classroom management, establishing routines, and collaborating with other staff. Students can meet these goals by observing, assisting, and taking responsibility for individual, small group, and whole group instruction.

Following are some examples of experiences that one might expect to have in an Early Field Experience placement:

- **Observing Students: developmental issues-cognitive levels, learning styles, personality, socialization, etc.**
- **Observing a variety of teaching techniques and learning about resources**
- **Observing assessment practices**
- **Observing practices which promote multiculturalism**
- **Observing various grouping practices**
- **Observing approaches to conflict resolution**
- **Observing and identifying different teaching styles**
- **Observing strategies for inclusion of students with special needs**
- **Observing specialists and other classrooms**
- **Helping with assigned work**
- **Demonstrating concepts using a variety of materials and instructional aids**
- **Supervising transition times in the classroom and in the building**
- **Conducting a lesson which incorporates use of technology**

- **Correcting student work and keeping written records of grades, commentaries and other forms of evaluating student progress; review with supervising practitioner frequently**

- **Tutoring individuals before school, during class time, and during study periods**

- **Assisting individual students with class assignments, homework and long-term projects**

- **Helping individuals with study skills**

- **Assisting small groups with assignments and day-to-day class work**

- **Planning and delivering lessons, based on Massachusetts Curriculum Frameworks**

- **Organizing (if possible) various classroom groupings – study groups, project groups, cooperative groups**

- **Assisting in all aspects of classroom management**

Professional Behavior in School Settings

As Lesley students prepare to enter the school community, it is important that they project a professional image and conduct themselves in an appropriate professional manner at all times. Lesley University Graduate School of Education students are expected to follow the guidelines below.

Social Media and Student Interactions:

- Do not send personal emails or other personal communications to students.
- Use the Lesley University email address for appropriate professional emails.
- Do not send text messages to students.
- Do not provide any personal contact information to students (email, phone, Facebook, home address, LinkedIn, etc.).
- If on Facebook, review for content, check privacy settings, and never "friend" students.
- Maintain confidentiality about student and family information.
- Informal activities with students must be approved by the supervising practitioner and Lesley program supervisor. Relationships and communications with students and families should be purely professional.
- Do not be alone with students; if related to the teaching role, an exception can be made and monitored by the supervising practitioner and Lesley program supervisor.
- Do not use technology for personal matters during class time.
- Turn off cell phone and do not text or use cell phones for any other purposes during class time.
- Become familiar with the school policy handbook, especially regarding mandated reporting procedures for suspected abuse or neglect; communication with students and families; and all other professional expectations, policies, and procedures. In situations where Lesley's policies are more restrictive than the school's policies, Lesley students are expected to follow the University policies.

Personal Demeanor:

- Always dress professionally and be aware of school dress codes.
- Punctuality is essential at all times.
- Student teachers should introduce themselves to the principal/ department chair.
- If student teachers aren't sure about something, they should ask.
- It's important to demonstrate a willingness to be part of all aspects of the school community.

Early Field Experience Summary and Log

(to be completed by student and supervising practitioner)

Student's Name _____

School_____Town_____

Supervising Practitioner_____

Subject and Grade/s_____

Date & Total Hours_____

Observation (Other Classrooms and Specialists)

Grade Levels_____

Subject Area_____

Participation

Describe briefly the kinds of experiences in which the student was able to participate (instruction-individual, small group, total class; management duties; special events; specific subject area activities, etc.)

_____

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_____ _____

Signature of Supervising Practitioner **Signature of Student**

Date _____ (**over for log of hours**)

Early Field Experience Log

Date	Hours

Early Field Experience Evaluation

Student Name _____ Semester _____
School _____
Grade and Subject _____

This evaluation assesses basic skills, behaviors, and attitudes related to the Professional Standards for Teachers listed below. Please use the rating scale to evaluate the student's progress at the end of the Early Field Experience.

Standards:
***Plans Curriculum and Instruction**
***Delivers Effective Instruction**
***Manages Classroom Climate and Operation**
***Promotes Equity**
***Meets Professional Responsibilities**

Key to Ratings:
E=Excellent
VS=Very Satisfactory
S=Satisfactory
NI=Needs Improvement
UO=Unable to observe

Instructional Practices **(Plans Curriculum and Instruction)**

• Demonstrates ability to observe - - teacher behavior, student's behavior	E	VS	S	NI	UO
• Demonstrates ability to apply knowledge from observation to own classroom behavior	E	VS	S	NI	UO
• Participates in curriculum planning	E	VS	S	NI	UO
• Assists individuals and small groups	E	VS	S	NI	UO
• Plans lessons for individuals, small groups, or large groups	E	VS	S	NI	UO
• Teaches individuals, small groups or large groups	E	VS	S	NI	UO

Comments:

Communication **(Delivers Effective Instruction)**

• Written language skills	E	VS	S	NI	UO
• Oral language skills	E	VS	S	NI	UO
• Voice	E	VS	S	NI	UO
• Questioning ability	E	VS	S	NI	UO
• Ability to give clear directions	E	VS	S	NI	UO

Comments:

<u>Classroom Management</u> **(Manages Classroom Climate and Operations)**

• Manages individuals	E	VS	S	NI	UO
• Manages small groups	E	VS	S	NI	UO
• Manages large groups	E	VS	S	NI	UO
• Understands and supports the routines of the class	E	VS	S	NI	UO

Comments:

<u>Relationships with Students</u> (Promotes Equity)

• Has rapport with students	E	VS	S	NI	UO
• Understands students needs, interests, and abilities	E	VS	S	NI	UO
• Is sensitive and respectful of students	E	VS	S	NI	UO

Comments:

<u>Professionalism</u> **(Meets Professional Responsibilities)**

• Attendance (includes notifying in case of absence)	E	VS	S	NI	UO
• Punctuality	E	VS	S	NI	UO
• Conducts him/herself in a professional manner	E	VS	S	NI	UO
• Completes assignments	E	VS	S	NI	UO
• Takes initiative in assuming responsibility	E	VS	S	NI	UO

Comments:

<u>General Attitude</u> **(Meets Professional Responsibilities)**

• Demonstrates comfort with being an authority in the classroom	E	VS	S	NI	UO
• Demonstrates satisfaction with his/her role as a teacher	E	VS	S	NI	UO
• Demonstrates enthusiasm	E	VS	S	NI	UO

Comments:

<u>Relationships with Supervising Practitioner</u> (Meets Professional Responsibilities)

• Demonstrates ability to support the climate of the classroom	E	VS	S	NI	UO
• Has rapport with supervising practitioner	E	VS	S	NI	UO
• Demonstrates ability to take and follow directions	E	VS	S	NI	UO

Summary statement on readiness for student teaching:

Circle:

Highly recommended Recommended Recommended with reservation Not recommended

Signature _____ Date _____
Supervising Practitioner

Signature _____
Lesley University Program Supervisor