



TEACHER EDUCATION PROGRAM

Field Experience Handbook



**PERSONALIZED PROFESSIONAL
TEACHER EDUCATION**

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INTRODUCTION

Field experience is an integral part of the Oklahoma City University Teacher Education Program. Carefully designed field experiences are critical to teacher candidates' development as teachers. They provide a bridge between gaining knowledge through coursework and becoming competent members of the teaching profession. Teacher candidates, in your journey through the OCU Teacher Education Program, you will complete field work in a variety of communities and schools and with diverse students.

OKCU Vision: to be an innovative academic institution with local impact and global reach and reputation. By providing a student-focused learning environment and an inclusive, values-centered culture that engages the community and the world, Oklahoma City University will be a university of choice for talented and high-potential students, faculty, and staff.

OKCU Mission: to prepare all learners to **Create, Lead, and Serve**. We provide a diverse, inclusive culture committed to producing graduates who think critically and innovatively, communicate effectively, and use their knowledge and talents to make a local and global impact.

Teacher Education Program (TEP) Vision: to prepare professional educators who have the knowledge, skills and dispositions to positively impact students in a diverse and changing world.

TEP Mission: to develop teachers who will be strong leaders with the ability to educate others successfully. The faculty is committed to offering a personalized professional degree that carries a reputation for academic excellence focusing on the knowledge, skills and dispositions to promote the success of each graduate and instill a desire for lifelong learning and service.

TEP Goals: The overall goal of the OCU Teacher Education Program is to prepare candidates for the teaching profession and to assist all candidates in becoming successful teacher leaders. We seek to prepare educators who have the appropriate knowledge, skills, and dispositions with a commitment to professional service. Toward the realization of this purpose, the following specific goals have been revised and expanded the unit's support of the conceptual framework. The candidates will:

1. develop a strong knowledge base in subject area content, research, theory, and practice reflecting an understanding of physical, social, mental, and emotional patterns of development and their impact on the learning process;
2. develop competence in using a variety of teaching methods and techniques to meet the needs of diverse learners;
3. create a successful climate for learning by using teaching practices that are sensitive, and responsive to student needs;
4. become reflective teachers who are competent in subject matter and methodology and dedicated to insuring that all students learn;
5. integrate attitudes and behaviors that enhance the school, community and profession;
6. describe, analyze, and reflect upon authentic school situations and adapt instructional practices to support all students' learning; and
7. exhibit a commitment to the community and profession as lifelong learners and community contributors.

OCU Teacher Education Program Conceptual Framework

The *Personalized Professional Teacher Education* model shown below was created to illustrate the concept of the process that moves the individual through levels of learning and personal awareness of their roles as individual, teacher and leader.

Learning is viewed as an active, personal and cognitive process. This model illustrates the faculty commitment to responsive, individualized teaching. Candidates are actively involved in their own learning and continually assess and evaluate their own progress as they pursue their individual teaching goals. They acquire knowledge, skills, and experience while enhancing and refining the dispositions deemed appropriate for professional teachers as they develop their potential to become empowered individuals and educational leaders.



Purpose of Field Experiences

The purpose of field experiences is to provide teacher candidates with authentic classroom experiences in which to identify strategies teachers use so that all students may learn. The field experience component of each of the professional education courses has been designed so that teacher candidates increase their understanding of the teaching process as they progress through their programs. These field experiences are also designed to facilitate the teacher candidates' decisions to enter the Teacher Education Program as well as to help them identify subject areas or grade levels of interest.

The field experience components of the four early professional education courses are described below. Additional field experience in methods courses are described in each course syllabi and more information about student teaching is included in the Student Teaching Handbook.

Description of Field Experiences for Professional Education Courses

Field Experience in EDUC 2001 (15 hours required):

In EDUC 2001 Introduction to Teaching, teacher candidates will be introduced to the roles and responsibilities of effective teachers as well as the process of becoming a teacher. Teacher candidates observe in either a secondary or an elementary setting during which they will examine and analyze such aspects as teacher behavior, strategy instruction, room arrangement, classroom management, and interactions among students and teachers.

Field Experience in EDUC 3103 (15 hours required):

In EDUC 3103 Human Development, teacher candidates participate in either an elementary or a secondary classroom by describing the physical, social, emotional and cognitive development of a group of students. The activities during field experience include observation of student learning styles, analysis of social structure and interactions among students, Integration of theory and practice, and analysis of teaching-learning interactions.

Field Experience in EDUC 3113 (15 hours required):

In EDUC 3113 Psychology and Assessment of Learning, teacher candidates increase their knowledge of the teaching profession and use their field experience to interview the teacher and students about their views on motivation, classroom goals, classroom management issues, organization of individual, small and large group instruction, instructional practices as to attention/perception, working memory, long-term memory, encoding, problem solving and transfer, attitudes and practices of assessment in the classroom.

Field Experience in EDUC 3213 (15 hours required):

In EDUC 3213 Students with Exceptionalities, teacher candidates use their field experience to interact with students with disabilities, learn characteristics of all learners, gain an understanding of differentiated instruction, universal design, and instructional modifications.

Additional Information:

Candidates are expected to conduct themselves as professionals as they comply with all school rules, collaborate with teachers and other school personnel to support student learning, assist and offer assistance to teachers, and arrange a schedule and be consistent in attendance.

CANDIDATE INFORMATION

General Procedures for Field Experiences

1. Request a Placement: During the first week of the semester, you will complete the Field Experience Request Form in each Professional Education course.
2. Contact the Supervising Teacher: When you receive your placement information, call and/or email the supervising teacher. Set a time for an initial meeting. If you use email, remember to write professionally.
3. Have an Initial Meeting: Bring the packet of information to your supervising teacher when you meet. Discuss the requirements of your field experience and arrange regular times to spend in the school
4. Confirm your Contact: Turn in the Field Experience Confirmation Form to your professor on the due date.
5. Learn and Enjoy the Experience: Attend the school **every single time** that you and teacher have agreed upon.
6. Record Your Attendance: Keep a record of your field experience using the time card and turn it in to the course professor on the due date. The supervising teacher needs to sign each day you attend.
7. Discuss the Teacher's Evaluation: Remind the supervising teacher to complete the evaluation form. S/he may either mail it or give it to you to deliver to the professor. If the teacher is willing, set a time aside for the two of you to review the evaluation. Make sure you look at this as a learning opportunity and ask for constructive comments, both strengths and areas in which you could improve.

Beginning Your Field Experience

It is recommended that you stay at least two hours each time you attend and complete the hours over several weeks. Candidates who spread their field experience over several consecutive weeks report a more valuable experience. (For example, 2 hours per day, 2 days per week for 4 weeks.) Also, consider that it takes a few hours to get to know the students and routines of the classroom. Some reminders:

- ★ Spread your experience out over several weeks. Check the due date in your course syllabus to make sure you complete all your hours in plenty of time.
- ★ Remember it will take time to park and check in at the office. You need to arrive at the classroom before your official time and leave no sooner than your official time.
- ★ Review the required assignments from your course with your supervising teacher. Remember that it is your responsibility to complete each assignment on time.
- ★ Ask questions during the experience and remember to offer to help as much as possible.

Absences

You should have no more than one absence (but preferably none) from the schedule you and the supervising teacher set. If you cannot attend on the scheduled day, notify the supervising teacher immediately. Supervising teachers often make lesson plans according to the established schedule to enhance your field experience.

During Your Field Experience

- Dress professionally when you are in the schools. Do not wear jeans, t-shirts, short skirts, midriff-baring tops, low cut tops, or low-cut pants or skirts. Please cover tattoos.
- Park in designated parking areas.
- Check in at the office.
- Wear your name badge. The students should address you as they do teachers in the building i.e. Mr. or Ms.
- Learn all student names.
- Follow all school and district rules.
- Leave your cell phone in your car.
- Observe students, focusing on how they learn and process information.
- Maintain confidentiality by not talking about the students in the class, the teacher or school to anyone. However, we will discuss field experience in education courses, not using teacher or student names.

Possible activities

- Complete a “get acquainted” activity.
- Work individually with students.
- Work with a small group of students.
- Listen to students read.
- Review writing samples of students.
- Lead a learning game.
- Research lesson plan ideas to follow curriculum i.e. critical thinking skills and problem solving.
- Teach a mini-lesson.
- Develop a learning center.
- Create a bulletin board.
- Complete daily routines with supervising teacher such as bus and hall duties, faculty meetings, and committee meetings.
- Don’t wait to be asked; offer to assist the teacher whenever possible.

Candidate Behavior Expectations

In addition to the expectations of the Department of Education, teacher candidates are subject to the academic regulations specified in the OCU Undergraduate Catalog. Oklahoma City University’s student discipline policy is as follows, “Every student is expected to observe the highest standards of conduct, both on and off the campus. The university cannot accept the responsibility for the education of any student who is not in sympathy with the purposes and the regulations of the university. Oklahoma City University reserves the right to exclude any student whose conduct or academic standing it regards as undesirable, without assigning any further reason.” Please refer to the OCU Undergraduate Catalog and the Student Handbook for further information.

Completing Your Field Experience

- Turn in your time card and completed evaluation to your professor on the due date. The supervising teacher must complete and sign the Field Experience Evaluation form and the Field Experience time card. The Field Experience Evaluation form and time cards remain in your education file and the scores are recorded in the education data base. Students who do not turn in the documents will receive an “I” for the course grade until the field experience has been completed.
- Turn in all required forms, name badges, and class assignments to your course professor.
- Enjoy your experience working with students in schools and always do **MORE** than is expected of you.

SUPERVISING TEACHER INFORMATION

Thank You!

Thank you for participating in Oklahoma City University's Teacher Education Program field experiences. You are providing valuable opportunities for teacher candidates to apply lessons learned in their university classes to authentic classroom settings. Our goal is to enhance the learning experiences of your students and to support the professional development of ours. There are four Professional Education courses that our teacher candidates in all certification areas take. Each professional education course requires a field experience and after completing the four courses (and additional field experiences in their methods courses), candidates will have experience in urban, suburban, and rural settings and will have worked with a diversity of students.

Contact Information for OCU Teacher Education Program Faculty

The Professional Education courses and professors for each are:

- **Introduction to Teaching**, Dr. Liz Willner, ewillner@okcu.edu; 405-208-5935
- **Human Development**, Dr. Laura Wilhelm, lhwilhelm@okcu.edu; 405-208-5456
- **Psychology and Assessment of Learning**, Prof. Lisa Delgado Brown, lcdelgadobrown@okcu.edu, 405-208-5526
- **Students with Exceptionalities**; Prof. Lisa Delgado Brown, lcdelgadobrown@okcu.edu, 405-208-5526

If you have any questions, please feel free to contact the faculty member who teaches the course, or the Director of Teacher Education, Dr. Liz Willner, ewillner@okcu.edu, 405-208-5935.

Role of Supervising Teachers

As a field experience teacher, you will serve as a mentor for the OCU teacher candidate. Please provide both information and instruction to the teacher candidates as s/he observes in your classroom and works with students.

Below are activities that will be helpful in linking university class instruction to the classroom setting:

- Please allow the OCU teacher candidate to review the information in this handbook and his/her specific class assignments with you at your first meeting.
- Please be in the classroom the entire time the teacher candidate is there.
- Encourage the teacher candidate to be as involved as possible in the everyday workings of your classroom.
- Take the teacher candidates on a tour of the school and explain the roles of the counselor, librarian, special education teacher, administrative staff, and others in the building.
- Explain the routines of your classroom and the purpose of the routines.
- Provide constructive feedback to the teacher candidate as s/he works with students.
- Discuss the processes you use to teach concepts and skills.
- Explain your grading practices, assessment requirements, and other school and district expectations that may help the candidate understand the context of your professional practice.
- Provide instruction on projects you want the teacher candidate to complete such as learning centers, bulletin boards, mini lessons, tutoring, games, etc.

Evaluation of the Teacher Candidate

Please review the Time Card and Evaluation Form in the next section of this handbook. At the end of each time in your classroom, please verify the accuracy of and initial the teacher candidate's time card. At the end of the teacher candidate's experience in your classroom, please complete the evaluation form and discuss your evaluation with the teacher candidate. You may either send the evaluation form with the teacher candidate or mail it to the address on the form. OCU teacher candidates do not receive the grade in their Professional Education course until their field experience is completed.

Suggested Activities for Teacher Candidates

OCU teacher candidates complete field experiences early in the teacher preparation program and continue to become progressively more involved until their final field experience before student teaching. Below are suggested activities for teacher candidates at all levels.

- Complete a “get acquainted” activity.
- Work individually with students.
- Work with a small group of students.
- Listen to students read.
- Review writing samples of students.
- Lead a learning game.
- Research lesson plan ideas to follow curriculum i.e. critical thinking skills and problem solving.
- Teach a mini-lesson.
- Develop a learning center.
- Create a bulletin board.
- Complete daily routines with supervising teacher such as bus and hall duties, faculty meetings, and committee meetings.
- Don’t wait to be asked; offer to assist the teacher whenever possible.

THANK YOU for modeling excellent teaching practices and for helping to develop the next generation of educators!

TEMPLATES AND FORMS

Field Experience Request Form, page 11

Field Experience Confirmation Form, page 12

Field Experience Time Card, page 13

Field Experience Evaluation Form, pages 14-15



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Field Experience Request Form

To Be Completed by the OCU Teacher Candidate

Semester: _____ Course Name: _____

OCU Teacher Candidate: _____ Major: _____

Teacher Candidate Cell #: _____ Email: _____

Circle One: Early Childhood Elementary Art Instr. Music Vocal Music Speech/Drama/Debate
Foreign Language Secondary

Secondary and Foreign Language majors, please write content area: _____

Field Experiences (Put a * by current classes.)	# of Hours	School/District	Grade/s	Content Area (If applicable)
Intro. to Teaching				
Human Development				
Psych. and Assessment				
Stu. w/ Exceptionalities				
Other:				
Other:				
Other:				

Please describe any special circumstances that should be considered.



To be completed by the OCU Field Experience Coordinator:

School Placement _____ District _____

School Address _____ School Ph# _____

Teacher _____ Principal _____

Teacher Email _____ Other Information: _____





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Field Experience Confirmation Form
To Be Completed by the OCU Teacher Candidate

Semester: _____ Course Name: _____

OCU Teacher Candidate: _____ Major: _____

F.E. School: _____ School Phone: _____

Teacher Name: _____ Email: _____

Grade/Subject: _____ Principal Name: _____

Schedule for Time in F.E. Placement

Day of Week	Times
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	

Beginning Date: _____

Ending Date: _____

Supervising Teacher Signature/Date

OCU Teacher Candidate Signature/Date





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Field Experience Evaluation Form, Page 1
To Be Completed by the Supervising Teacher

OCU Teacher Candidate _____

Supervising Teacher _____

School _____

Semester/Year _____

Grade/Subject _____

Professor _____

Course _____

Instructions: This evaluation form lists indicators that will assist the teacher candidate as s/he works toward becoming an effective teacher. Please rate the teacher candidate using the following scale, keeping in mind the emerging skills of a novice educator:

N/A = not applicable **1** = does not meet expectations **2** = frequently meets expectations
3 = consistently meets expectations **4** = exceeds expectations

DISPOSITIONS

1. <u>Exhibits Commitment to Continuous Learning</u> – Shows professional curiosity and makes connections between university coursework and the classroom .	N/A	1	2	3	4
2. <u>Exhibits Professionalism</u> – Dresses appropriately, is punctual, and displays a positive attitude.	N/A	1	2	3	4
3. <u>Displays Persistence</u> – Completes projects on time, is self-motivated, and accomplishes goals.	N/A	1	2	3	4
4. <u>Demonstrates Self-reflective Problem Solving</u> – Reflects on experiences and uses critical thinking.	N/A	1	2	3	4
5. <u>Shows Respect for Diversity</u> – Demonstrates awareness of/and sensitivity to differences in others.	N/A	1	2	3	4
6. <u>Establishes Rapport</u> – Establishes respectful relationships with the classroom teacher and students.	N/A	1	2	3	4
7. <u>Creates Positive Interactions</u> – Interacts professionally through effective communication and interpersonal skills.	N/A	1	2	3	4
8. <u>Exhibits the Ability to Change</u> – Shows flexibility and willingness to make personal changes when appropriate.	N/A	1	2	3	4

We would appreciate your additional comments on the back of this form.

Please discuss your evaluation with the OCU teacher candidate. S/he may return this form or you may send it to:
Field Experience Coordinator; Oklahoma City University Department of Education
2501 N. Blackwelder; Oklahoma City, OK 73106

The following signatures verify that the teacher candidate has completed a minimum of _____ hours during this field experience placement.

Teacher Candidate Signature/Date

Supervising Teacher Signature/Date

THANK YOU
for mentoring an Oklahoma City University teacher candidate



TEACHER EDUCATION PROGRAM Conceptual Framework



PERSONALIZED PROFESSIONAL TEACHER EDUCATION

The *Personalized Professional Teacher Education* model was created to illustrate the concept of the process that moves individuals through levels of learning and personal awareness of their roles as individuals, teachers and leaders. We view learning as an active, personal and cognitive process. This model illustrates the faculty's commitment to responsive, individualized teaching. Candidates are actively involved in their own learning and continually assess and evaluate their own progress as they pursue their individual teaching goals. They acquire knowledge, skills, and experience while enhancing and refining the dispositions deemed appropriate for professional teachers as they develop their potential to become empowered individuals and educational leaders.

Please use this space for comments about your experience with this OCU teacher candidate:
