

FOED 3800 Field Experience in Education
Learning Experiences
(Total 250 points)

1. **Formal Observation: Teach at least 1 formal lesson while the professor observes (before the date on your Assignment Calendar) (50 pts - Lesson Plan; 50 pts - Formal Observation) (Rubric will be provided)**
 - **Consult with your Mentor during the first week of your field placement.**
Talk with your Mentor about possible times for observations. Plan so that you do not need to schedule a formal observation during the last 2 days of field placement.
 - **It is the candidate's responsibility to schedule the observation date with the instructor.** (To avoid time conflicts, confer with your peers to coordinate times)
 - **The proposed lesson plan must be reviewed and approved by your mentoring teacher first and then submitted to the dropbox for review and feedback/suggestions from the instructor at least three (3) working days prior to the lesson.** The plan and supporting documents must be submitted as one Microsoft Word Document. Final copy of Lesson Plan and supporting materials posted on Wiki.
 - **On the day of the Formal Observation -** A hard copy of the formal lesson plan and a student seating chart for the classroom must be provided to the instructor along with all supporting materials as part of this plan.
 - **Candidate Reflection of Formal Observation -** due within 24 hours following the observation - Submit online on TK20

2. **Context for Learning - Format and instructions will be reviewed in class.**
(Submit final copy to dropbox, & post on Wiki. Final copy is also submitted to TK20) (50 pts)

3. **Teaching Experiences (Include in Reflection # 4)**
 - Assist Mentor with classroom experiences.
 - Support all parts of curriculum.
 - Teach at least one lesson (may be whole group or small group.)

4. **Field Experience Final Reflection and Presentation 50 pts**
 - End with a written reflection of your field experience as a whole in which you discuss your classroom and professional growth experiences. (Be specific and give examples to support your reflections.)
 - This written reflection needs to be between 2 and 3 pages. Include room diagram, subjects taught, classroom management plan etc.
(Submit to dropbox)

- **Create a Field Experience Wiki Portfolio** and provide the link to this Wiki to your professor. This Wiki will be a visual portfolio of your Field Experiences in FOED 3800.
- **Portfolio Wiki Pages & Minimum Requirements:**
 - **1. School Information:**
 - Information about your Field Experience School (location; description of population served; mission statement; principal(s); school contact information, etc.);
 - *Pictures of the school.
 - **2. Classroom:**
 - Information & picture of Mentor;
 - Classroom Rules;
 - Classroom Schedule;
 - *Photographs of classroom
 - **3. Student Interactions:**
 - *Photographs/videos of interaction with the students
 - Photographs of teaching experiences
 - **4. Documentation of Work:**
 - Field Experience Lesson Plan and supporting materials/artifacts;
 - Candidate Created Formative Assessment Tool;
 - Candidate Created Summative Assessment Tool;
 - Samples of student Work;
 - Context for Learning
 - *Use GOAnimate and/or PhotoPeach for the *assignments
- **Presentation of Portfolio:**
 - Present your Wiki Portfolio and Final Reflections in class after completion of your Field Experience. (refer to schedule for days)

5. Mentor Evaluation – 20 pts

- Mentor will complete online

6. Time sheet – Bring to class as scheduled on Assignment Calendar

- Failure to provide the time sheet will result in a deduction from your professionalism grade and will negatively impact your Field Experience grade.

7. Professionalism – 30 pts

The instructor reserves the right to adjust the Syllabus and schedule of assignments as needed.

Other daily assignments will be required as part of your overall learning experiences

Elementary Literacy Context for Learning Information

Use the Context for Learning Information to supply information about your school/classroom context.

Part 1 - About the School Where You Are Teaching

1. In what type of school do you teach?

Elementary school:

Middle school:

Other (please describe):

Urban:

Suburban:

Rural:

2. List any special features of your school or classroom setting (e.g., charter, co-teaching, themed magnet, classroom aide, bilingual, team taught with a special education teacher) that will affect your teaching in this learning segment.
3. Describe any district, school, or cooperating teacher requirements or expectations that might affect your planning or delivery of instruction, such as required curricula, pacing plan, use of specific instructional strategies, or standardized tests.

Part 2 - About the Class Featured in This Assessment

1. How much time is devoted each day to literacy instruction in your classroom?
2. Is there any ability grouping or tracking in literacy? If so, please describe how it affects your class.
3. Identify any textbook or instructional program you primarily use for literacy instruction. If a textbook, please provide the title, publisher, and date of publication.
4. List other resources (e.g., electronic whiteboard, classroom library or other text sets, on-line professional resources) you use for literacy instruction in this class.

Part 3 - About the Students in the Class Featured in This Assessment

1. Grade level(s): _____
2. Number of: students in the class _____
 males _____ females _____

3. Complete the chart below to summarize required or needed supports, accommodations or modifications for your students that will affect your instruction in this learning segment. As needed, consult with your cooperating teacher to complete the chart. The first two rows have been completed in italics as examples. Use as many rows as you need. Consider the variety of learners in your class who may require different strategies/supports or accommodations/modifications to instruction or assessment.

- English language learners
- Gifted students needing greater support or challenge
- Students with Individualized Education Programs (IEPs) or 504 plans
- Struggling readers
- Underperforming students or those with gaps in academic knowledge

(See examples in the edTPA Handbook on p. 35)

Learning Needs Category	Number of Students	Supports, Accommodations, Modifications, and/or Pertinent IEP Goals
<i>English language learners</i>	<i>2</i>	<i>English as a Second Language (ESL) program</i>
<i>Gifted students</i>	<i>3</i>	<i>Advanced Placement (AP) classes</i>

Context for Learning Rubric

Content/Subject Area = Literacy Math Science Social Studies Other

Name _____ Date _____

	0 Points Unacceptable	1 Point Developing	2 Points Acceptable	3 Points Exemplary	Total
About the School	Candidate lacks the inclusion of the description of the school.	Candidate provides a limited description of some or each of the following: <input type="checkbox"/> the type of school <input type="checkbox"/> special features of the school and/or classroom setting <input type="checkbox"/> district, school, and/or cooperating teacher requirements or expectations that affect planning and/or delivery of instruction	Candidate adequately describes some or all of the following: <input type="checkbox"/> the type of school <input type="checkbox"/> special features of the school and/or classroom setting <input type="checkbox"/> district, school, and/or cooperating teacher requirements or expectations that affect planning and/or delivery of instruction	Candidate explicitly and thoroughly describes each of the following: <input type="checkbox"/> the type of school <input type="checkbox"/> special features of the school and/or classroom setting <input type="checkbox"/> district, school, and/or cooperating teacher requirements or expectations that affect planning and/or delivery of instruction <input type="checkbox"/>	
About the Class	Candidate lacks the inclusion of the description of the class.	Candidate provides a limited explanation of some or each of the following: <input type="checkbox"/> the amount of time devoted to the subject's instruction <input type="checkbox"/> ability grouping and how it affects the class <input type="checkbox"/> textbooks and/or instructional programs used for the subject's instruction (with title, publisher, and date of publication) <input type="checkbox"/> other resources (such as electronic whiteboard, classroom library, text sets, online professional resources, etc.)	Candidate adequately describes some or all of the following: <input type="checkbox"/> the amount of time devoted to the subject's instruction <input type="checkbox"/> ability grouping and how it affects the class <input type="checkbox"/> textbooks and/or instructional programs used for the subject's instruction (with title, publisher, and date of publication) <input type="checkbox"/> other resources (such as electronic whiteboard, classroom library, text sets, online professional resources, etc.)	Candidate explicitly and thoroughly describes each of the following: <input type="checkbox"/> the amount of time devoted to the subject's instruction <input type="checkbox"/> ability grouping and how it affects the class <input type="checkbox"/> textbooks and/or instructional programs used for the subject's instruction (with title, publisher, and date of publication) <input type="checkbox"/> other resources (such as electronic whiteboard, classroom library, text sets, online professional resources, etc.)	
About the Students	Candidate lacks the inclusion of the description of the students.	Candidate identifies the grade level and number of male/female students in the class but provides a limited summary of needed supports, accommodations, modifications, and/or pertinent IEP goals for specific students.	Candidate identifies the grade level and number of male/female students in the class and adequately describes the summary of needed supports, accommodations, modifications, and/or pertinent IEP goals for specific students.	Candidate identifies the grade level and number of male/female students in the class and explicitly and thoroughly describes the summary of needed supports, accommodations, modifications, and/or pertinent IEP goals for specific students.	
Overall Document	Document contains excessive errors and is unacceptable.	Document contains more than 5 grammatical and/or mechanical errors. Document is not completed accurately and neatly using the provided template. Content is not clearly stated or easily understood by the reader.	Document contains 2-5 grammatical and/or mechanical errors. Document is completed fairly accurately using the provided template. Content is somewhat clearly stated.	Document is virtually free of grammatical and/or mechanical errors. Document is completed accurately and neatly using the provided template. Content is clearly stated and easily understood by the reader.	

Adapted from the *edTPA Literacy Handbook*, January 2013 (revised 1/14/14)

Field Experience Reflection & Portfolio Rubric

	Pts Possible	Pts Earned
Written Reflection:		
Between 2 and 3 pages and includes all required components as described in assignment. No grammatical errors. Submitted on due date, and summary of reflection is verbally presented in class.	10	
Wiki - All Pages attractively prepared, submitted on due date, and presented in class:		
School Information is complete	10	
Classroom Information complete	10	
Students Interaction is complete	10	
Documentation of Work is complete	10	
	50	