

LINCOLN UNIVERSITY

EDUCATION DEPARTMENT UNDERGRADUATE FIELD EXPERIENCE HANDBOOK



**Sophomore Field Experience
Junior Field Experience
Mini Practicum
Junior Internship Program**

2006 - 2007

FIELD EXPERIENCE HANDBOOK

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FIELD EXPERIENCE HANDBOOK

SECTION I

Field Experiences in Teacher Education: All Education Majors

General Information:

Teachers who are willing to open their classrooms to their expertise contribute immeasurably to students' professional growth and development. An opportunity to become actively involved in classrooms contributes greatly to the learning experience.

All students benefit from:

- Observing in a variety of classrooms and other school settings.
- Talking with school staff and students.
- Attending school meetings or conferences.
- Performing basic instructional support tasks like grading, copying, preparing bulletin boards, writing assignments on the board, operating audio-visual equipment and computers.
- Helping with simple administrative tasks like taking attendance.
- Working with students in basic instructional roles such as tutoring, mentoring, facilitating small group instruction, or laboratory aides.

Mentoring and Partnerships:

Among the benefits most commonly cited in the research literature concerning field experience are opportunities for prospective teachers to:

- Determine whether they like and enjoy working with children.
- Assess their ability to cope with the everyday working with children.
- Gain insight into the understanding that underlie effective teaching.
- Observe the growth of diverse students in a variety of settings.
- Build confidence in their ability to manage instruction and student behavior effectively.

The Education Department at Lincoln University regards field experiences as an important component of the teacher education program. The term "field experiences" has been defined in the research literature as opportunities given to prospective teachers to visit schools and classrooms, observe students and teachers, and acquire and refine the complex skills involved in teaching. These experiences engage prospective teachers in the profession, providing an opportunity for collaboration, discussion, and reflection on educational practices.

Successful facilitation of this process requires active collaboration between schools and colleges. If field experiences are thoroughly planned and implemented, then the benefits to principals, administrative personnel, professors, professional teachers, and prospective teachers, are shared by all parties, including students in the classroom.

Primarily, professional development programs in education provide their education majors with access to experienced, mentors and real-world settings, where they can begin to explore the complex relationship between theory and practice. Secondly, schools and classroom teachers are introduced to eager, enthusiastic education students who enrich their instructional programs and serve to assist students one-on-one as they begin to gain classroom experience and feel at ease in the classroom setting. School and university administrators, education faculty, classroom teachers and education majors all share in achieving the goal of effective teacher preparation.

Principals and other school administrators can provide leadership roles by:

- Encouraging skilled teachers to open their classrooms and share their expertise with

college students.

- Ensuring that placement requests and assignments are coordinated in ways that promote both the university education major's development and enhancement of the instruction program within the school.
- Interpreting school philosophy, policy rules, and procedures for college students as needed.
- Communicating with college staff about the quality and quantity of early field experience in their schools.

Professors assist school administrators, cooperating teachers and teacher candidates by:

- Establishing and maintaining open channels of communication between the schools and the university.
- Explaining and interpreting education program goals, expectations, and procedures for all field experiences.
- Providing all necessary explanatory and support materials.
- Addressing any problems or concerns that arise during the field experience.
- Serving as a consultant to university students and cooperating teachers as when necessary.
- Soliciting and using feedback from administrators, teachers, and teacher candidates to improve overall, program effectiveness.

Cooperating Teachers play a central role in field experiences by:

- Helping the university students to integrate well into the classroom environment.
- Providing helpful guidance and constructive feedback when needed.
- Helping teacher candidates to understand and relate practice to theory.
- Helping teacher candidates to understand the school mission and philosophy and how they are consistently implemented daily in the classroom.
- Guiding lessons to be taught so that they are integrated into the current unit plan.

University Education Majors contribute to the success of field experiences by:

- Actively seeking connections between their school experiences and college coursework.
- Striving to identify and reflect upon the deeper understandings that guide teachers' choices in decision making.
- Approaching every opportunity, task, and assignment as a valuable learning experience.
- Conducting themselves at all times in a thoroughly professional, responsible, and reliable manner.
- Continually assessing and working to improve their professional competencies.

Program Description:

All Lincoln University Education majors are required to successfully complete the following sequence of field/clinical experiences:

1. EDU 207: Sophomore Field Experience	20 Hours
2. EDU 307: Junior Field Experience	20 Hours
3. EDU 310/312: Methods: Elementary Education Mini Practicum	20 Hours
EDU 302: Methods: Secondary Education Mini Practicum	
4. Junior Intern Program: Shadow a University Professor	20 Hours
	<hr/>
	80 Hours Total
5. EDU 401: Student Teaching	14 Weeks

EDU 207 Sophomore Field Experience: This course requires 20 hours of on-site observation, participation in non-teaching duties, and completion of a unit from which they will select one lesson to teach for the class. The hours are documented on a Student Time Sheet, which is maintained by the student and signed by the cooperating teacher after each observation. The time sheets are submitted to the director of student teaching on a weekly basis at the class meeting (Appendix 1). Sophomore Field Experience offers a student their first exposure to teaching and to activities encountered in an educational setting. Students are required to reflect on their experiences by completing a Classroom Observation Checklist (Appendix 2) after each class. The Classroom Observations Checklists are used to stimulate class discussion at the weekly class meeting. The cooperating teacher monitors students and their activities and progress and submits a Student Evaluation Form reflecting their evaluation of the student. (Appendix 3). The student must complete a Student Self-Evaluation Form at the beginning and end of the experience (Appendix 4).

EDU 207 Course Requirements:

1. Cumulative GPA of 2.8 or higher
2. Child Abuse Clearances and Criminal Background check documentation
3. TB test results
4. Permission of the Director of Student Teaching
5. A minimum of 20 clock hours of on-site observation and reports
6. A brief résumé and cover letter
7. Completion of observation checklists
8. Satisfactory evaluation on the Student Evaluation Form completed by the cooperating teacher
9. Completions of all course requirements listed on the appropriate field experience assignment sheets appropriate to the major, i.e., Early Childhood, Elementary Education, Special Education, Secondary Education
10. Participation in classroom activities and discussions
11. Final projects and a completion of all forms from field experience (See appendices).
12. Checklist with requirements for student teaching (Appendix 5).

EDU 307 Junior Field Experience: This course requires 20 hours of on-site observation, participation in non-teaching duties, and completion of a unit, from which one lesson will be taught for the class. The hours are documented on a Student Time Sheet, which is maintained by the student and signed by the cooperating teacher after each observation (Appendix 6). Junior Field Experience offers the student an opportunity to do in-depth classroom

observations linking methodology learned in methods classes with a real-life classroom setting. (Appendix 7). The cooperating teacher monitors teacher candidates and their activities and progress and submits a Student Evaluation Form reflecting their evaluation of the candidate (appendix 8). At the end of the experience, all students are asked to complete a self-evaluation form as they reflect on the impact of their field experience (Appendix 9).

Requirements for enrollment in EDU 307:

1. Successful completion of Introduction to Education (EDU 201), Sophomore Field Experience (EDU 207) and at least 9 hours of 200-level education courses.
2. A GPA of 3.0 or higher.
3. Updated Child Abuse Clearance and Criminal Background Check in hand.
4. TB test results.
5. Acceptance for admission to the Education Department Program with a declared major.
6. Permission from the Director of Student Teaching or Education Department Chairperson to register for course.

EDU 307 Course Requirements:

1. Child Abuse Clearances and Criminal Background check documentation.
2. TB test results.
3. A minimum of 20 clock hours of on-site observation and reports.
4. A brief résumé and cover letter.
5. Completion of observation checklists.
6. Satisfactory evaluation on the Student Evaluation Form completed by the cooperating teacher.
7. Completions of all course requirements listed on the appropriate field experience assignment sheets appropriate to the major, i.e., Early Childhood, Elementary Education, Special Education, Secondary Education.
8. Participation in classroom activities and discussions.
9. Final projects and a completion of all forms from field experience.

Mini-Practicum in Teacher Education:

Candidates in the Education Department at Lincoln University completing their last semester prior to student teaching must complete a mini-practicum. The mini-practicum is a major component of the Methods of Language Arts (EDU 310) and Methods of Mathematics (EDU 312) courses for Elementary Education majors. For Secondary Education majors, Methods in Secondary Education (EDU 302) is required which also includes a mini-practicum experience. For these courses, shortly after mid term, candidates are placed, onsite in a field experience setting in a local school district. They are required to observe classroom instruction and assist the classroom instructor as well as deliver one of the language arts and mathematics lessons they have developed in class as part of their unit plan.

The mini-practicum consists of 20 hours of field work performed in 5-6 sessions as well as the delivery of one of the lessons from the unit plan design. It is the responsibility of the Director of Student Teaching to place the candidates for the mini-practicum and to coordinate all transportation, placements and communications with school districts.

EDU 310/312 Mini Practicum Objectives:

Practicum students will:

1. become familiar with and participate in the routines and functioning of an elementary

- school classroom over the course of the semester.
2. gain initial experience in instruction and management of elementary school students.
 3. team up to create two integrated Mathematics - Science lessons series that incorporate constructivist teaching strategies and cooperatives learning techniques, address gender equity in the classroom and encourage the active participation of the learner.
 4. document and assess their work in the classroom, and create a mini portfolio.
 5. develop techniques to assess prior knowledge related to a specific benchmark.
 6. develop activities to extend concepts related to benchmark.
 7. utilize task analysis to know prerequisites to benchmarks.
 8. deliver attendance forms (Appendix 12) completed and signed to the professor or Director of Student Teaching at the end of the semester.

In addition students will:

- understand and utilize theory for the teaching of concepts.
- develop motivational strategies for instructional lessons.
- develop and utilize authentic assessment strategies.
- develop lessons that include direct instruction as well as activity based lessons to assess students understanding of concept thought.

The cooperating teacher is required to complete the evaluation form to evaluate the candidate. (appendix 13). The student will complete the self-evaluation form, (appendix 14) and deliver it, along with all other required paperwork, to the professor or Director of Student Teaching.

Mini Practicum: EDU 302: Secondary Methods in Education

1. become familiar with and participate in the routines and functioning of a secondary school classroom over the course of the semester.
2. gain initial experience in instruction and management of secondary school students.
3. create a unit plan that incorporates constructivist teaching strategies and cooperative learning techniques, address equity in the classroom and encourages the active participation of the learner.
4. document and assess their work in the classroom, and create a mini portfolio.
5. develop techniques to assess prior knowledge related to a specific benchmark.
6. develop activities to extend concepts related to benchmark.
7. utilize task analysis to know prerequisites to benchmarks.
8. deliver attendance forms (Appendix 12) completed and signed to the professor or Director of Student Teaching at the end of the semester.

In addition students will:

- a. understand and utilize theory for the teaching of concepts.
- b. develop motivational strategies for instructional lessons.
- c. develop and utilize authentic assessment strategies.
- d. develop lessons that include direct instruction as well as activity based lessons to assess students understanding of concept thought.

The cooperating teacher is required to complete the evaluation form to evaluate the candidate (Appendix 13). The student will complete the self-evaluation form, (Appendix 14) and deliver

it, along with all other required paperwork, to the professor or Director of Student Teaching.

The Junior Internship Program (JIP): This experience is a non-credit internship designed for the Early Childhood, Elementary, Special Education and Secondary majors to shadow a professor in their area or field of interest. The junior intern is required to complete two hours a week for an entire semester. All juniors in the Education Department at Lincoln University are assigned at the onset of the semester by the Director of Student Teaching. The shadowed professor monitors the intern and provides a final evaluation of the interns performance as well as evidence of the 20 hours of completion(Appendix 10). The Junior Internship Program is designed to provide candidates a work experience where students learn about the teaching profession by working throughout the semester as a shadow to a competent educator. It is temporary, unpaid exposure to the career field of education. Students witness firsthand the work environment, employability and occupational skills in practice, the value of professional training and potential career options. Job shadowing is another way to gain knowledge and experience as it pertains to the field of education.

The Junior Internship Program (JIP) is also designed to increase career awareness, help model behavior through examples and reinforce the link between classroom learning and work requirements. Its purpose is also to gather information about specific tasks by observing professional educators in their places of business. JIP allows students to view actual work/tasks being performed on a regular basis to assist them in the career decision-making process. This experience allows candidates to explore the possibilities that the field offers. Suggested activities for the JIP candidates include:

- Filing
- Teaching mini-lessons
- Grading papers
- Monitoring role book/attendance
- Attending Professional meetings
- Attending Professional development
- Observing classes
- Special Projects
- Research/grants

A final evaluation is made by the shadowed professor who targets the performance of the student in various areas during the junior internship program (Appendix 11).

Requirements for JIP:

1. Have a minimum overall grade point average of 3.0
2. Have completed EDU 201, EDU 202, EDU 207, EDU 303 and EDU 307.
3. Must have the permission of the Director of Student Teaching
4. Be enrolled in 300 level methods classes
5. Have the recommendation of an Education Department faculty member

JIP Experience Completion Requirements:

Satisfactory evaluation based on the Education Department Intern Evaluation Form from the shadowed professor's evaluation as well as satisfactory attendance and completion of hours.

SECTION II

Guidelines for Cooperating Teachers

The cooperating teacher's role in working with students in early field experiences is vital to the student's identification of education as a career choice and the first impression they will have of classroom instruction and a real school environment. The cooperating teacher's willingness to mentor prospective teachers by sharing expertise is an immeasurable opportunity for students as they prepare for professional careers in education. This section provides an overview of commonly asked questions by cooperating teachers working with early field experience students. Any additional questions or concerns can be directed to the director of student teaching at 610 932-8300 Ex. 7567.

What kinds of background and experience do these students have?

Students participating in the field experiences are declared education majors in early childhood, elementary education, and secondary education. Many of our students have had prior field placement, teaching experience, or methods courses in their areas of specialization and may bring special interests and skills to the classroom. For this reason, *we ask them to give you a brief résumé*, listing their major, relevant coursework, teaching and work experience, special interests, and skills. This information will assist the cooperating teacher in getting acquainted with the education major and to integrate him/her into the classroom activities.

How much time do they need to spend in my classroom?

Students need to complete at least a minimum of 20 clock-hours in the classroom to fulfill course requirements as evidenced by the student time sheet. The cooperating teacher must sign all time sheets to document hours of observation. In addition, we ask that the education majors and cooperating teachers discuss a list of agreed upon dates for observations that allow mutual convenience. It is up to the cooperating teacher however, to arrange a make up time for any missed observation dates by the education major.

What do you expect them to do?

We encourage you to suggest meaningful activities for them that enhance your instructional program and commensurate with their current knowledge and skills. Student may operate as tutors while they observe if so desired by the cooperating teacher. Other suggested activities include:

- Performing basic instructional support tasks such as grading, copying, preparing bulletin boards, writing assignments on the board, or operating A-V equipment.
- Helping with simple administrative tasks such as taking attendance.
- Working with students in basic instructional roles such as tutors, mentors, small group facilitators or laboratory aides.
- Attend school meetings and conferences when possible and with invitation from the cooperating teacher.

Education majors are encouraged to demonstrate independence and initiative in completing tasks, and we recognize that cooperating teachers vary greatly in the amount of time they can devote to student supervision.

How much supervision do you expect me to provide?

Students in the field experience phases of their professional development require complete supervision. They rely on the orientation of the cooperating teacher to become familiar with classroom rules and procedures, and by introducing them to the instructional materials, texts, and lesson plans. If the education is in need of further supervision, please contact the education department at Lincoln University for assistance.

What if I have more serious problems or concerns about my student?

As our students are given clear guidelines for expectations regarding their behavior while conducting observations, the Education Department would appreciate prompt notification especially if the student is *consistently absent or late, dresses or acts unprofessionally, violates confidentiality, fails to complete assigned tasks, displays inappropriate attitudes, or in any other way disrupts your classroom.*

What kind of evaluation do you want at this level?

One of the most important goals of the early field placements is for the students to reflect upon their strengths and weaknesses, and to determine if teaching is a viable career choice. Observations by the cooperating teacher can help play an important role in this process. This is why we ask you to provide honest, constructive feedback in the form of a brief checklist evaluation. *Students cannot receive a course grade until this form is completed and returned.* Please return the form at the end of the last observation session to the Director of Student Teaching so that grades may be recorded and distributed in a timely fashion.

In the past, students have reported that this evaluation is most useful to them when they have an opportunity to discuss it with you. We encourage you to discuss your evaluation with the education major and then have them read, sign, and return it. *If you prefer to send it confidentially, you may send it via postal mail to:*

Dr. Carol Ann George
Director Of Student Teaching/Assistant Professor
Lincoln University, Education Department
1570 Old Baltimore Pike
P.O. Box 179 MSC 24
Lincoln University, PA 19352-0999
Fax.610-932-1085

SECTION III

Guidelines for Students

Early field experiences mark the beginning of a significant transition for you. After spending many years in the role of the “student,” you now face the challenge of growing into the role of a practicing professional educator.

As you begin this professional journey, *it is important to not only look outward, but also to reflect inward*, as education majors and to carefully consider the complex commitment to a teaching career, to build on professional strengths, address challenges, and to develop a personal philosophy of learning and teaching.

Becoming a “good teacher” is a challenging task that requires passion, dedication and commitment. Early field experiences allow students to reflect on the day-to-day realities of the classroom and to contemplate whether or not this commitment to teaching young people is right for them. It is a good time to realistically identify strengths and challenges and to grow in professional knowledge and skills. A good start is meeting the responsibilities associated with field placement, striving to achieve a high level of professional conduct, and taking full advantage of those opportunities as they become available in the field.

Student Responsibilities:

Students have a number of important responsibilities related to their field placements, which affect course grade and credit.

Prior to field placement: All students must have the following prepared for the Director of Student Teaching:

- Have Criminal Background and Child Abuse History Clearances in hand. (Websites)
- Have documented TB Test results (Health Services, on campus).
- Prepare an electronic and a hard copy, printed, professional, one-page résumé. (Appendix 12) to be shared with the cooperating teacher.
- Obtain a copy of the Sophomore or Junior Field Experience folder from the Director of Student Teaching, which will be given to the cooperating teacher on the first day of field placement. This folder will contain all forms needed for field experience. (See all Appendices).
- Download the Lincoln class schedule and use it to complete a transportation form (Appendix 13) to show your availability for observations so that the cooperating teacher will have a specific time to expect your visit.
- Download a copy of the school district information and get acquainted with important details about the placement site. Pay close attention to early dismissal and in-service days, holiday closings, field trip and testing days.

During field placement: Students must comply with these responsibilities during the field experience:

- Be prepared to *leave on time and dress appropriately* on the scheduled days for field observations.
- Carry and report all documents to the school office on the first day to show evidence of all clearances, TB tests and identification.

- Provide the cooperating teacher with the folder containing all orientation information and forms needed to complete the field experience. (See Director of Student Teaching).
- Provide the cooperating teacher with a copy of your schedule of visits for the semester complete with days, arrivals and departure times. Please do not make any changes to the schedule once this is established.
- Continue to wear Lincoln University name tag throughout your stay at the designated school.
- Complete any field placement assignments given to you by the Director of Student Teaching.
- Complete self-evaluation form at the end of the field experience.
- Remind the cooperating teacher to submit your Sophomore or Junior Field Experience evaluation form by mail or fax. (Education Dept. Fax.610 932-1085).
- Continue to attend class on campus as scheduled for EDU 207 or EDU 307.

Guidelines for Professional Conduct:

As a representative of Lincoln University, all teacher candidates are expected to conduct themselves in a thoroughly professional, responsible, and reliable manner at all times. It is imperative that they remember that they are a guest in the cooperating school district and are expected to maintain the same professional standards as all other instructional staff. It is also important to strive to acquire and refine the personal qualities, knowledge, and standards of a practicing professional educator during this time. Always wear the name tag identifying you as a Lincoln University Teacher Education Program student when you are in the school.

All teacher candidates are required to:

1. **Know and follow school rules and procedures:** Prior to beginning your placement, get acquainted with the school's student handbook as found on the website, and follow all rules and procedures while you are in the school. Also be sure to follow all instructions you are given for parking and for signing in and out.
2. **Be reliable and be on time:** School personnel rely on student candidates to be punctual and present at assigned times. Please notify the cooperating teacher for any later arrivals or absences
3. **Dress professionally:** Please dress in professional attire during the field experience. Men should wear a dress shirt, tie, socks, dress shoes, and slacks. No jeans, T-shirts, sneakers, hats, nor excessive jewelry. Women should wear a dress or suit, or a skirt or dress pants and a blouse, blazer, etc. No jeans, revealing attire, excessive perfume nor jewelry is permitted during this time.
4. **Maintain strict confidentiality:** Please do not discuss your personal information or business nor information about students, families, teachers, or other school staff members at any time. If a matter needs to be discussed with the cooperating teacher, please ask for a private conferencing time when he/she is available. All other matters pertaining to the field experience should always be addressed to the Director of Student Teaching at Lincoln University. In the event you obtain information that pertains to possible child abuse or neglect, inform your cooperating teacher as soon as possible. Do not get involved nor discuss this under any circumstances.

5. **Discretion about personal life:** Please be discreet about aspects of your personal life that might reflect unfavorably or habits that are simply not appropriate to discuss with children. Please refrain from bringing anyone with you in the field and please do not chat with other field students during school time.
Smoking is not allowed on school grounds. As it is a serious breach of professional standards to go to school under the influence of drugs or alcohol, these actions are grounds for immediate removal from your placement, and failure in the course.
6. **Maintain a professional relationship with students:** Please have students use Mr. and Ms. As they address you in class and on school grounds. While a teacher candidate can be friendly, concerned, and approachable, it is not necessary to try to be a friend. Nametags should reflect only your last name and your title. Please consult with the cooperating teacher *before offering rewards at any time to students*. Do not promise to meet students outside of school, take student off campus or into areas of the school that are normally off-limits to them, or offer special privileges or valuable gifts. Finally, it is wise to maintain a “hands off” policy with students, and to avoid working with individual students in an isolated area of the school. You should never accept responsibility, even temporarily, for any student’s personal property.
7. **Accept guidance and feedback gracefully:** It is important to remember that early field experiences provide a safe, sheltered environment for you to develop a realistic picture of your own personal strengths and challenges. You should accept all comments and suggestions as sincere efforts to enhance your professional growth and development.

It is also important to appreciate your cooperating teacher’s role as an advisor who will help guide your efforts to improve and refine professional knowledge and skills. While you are a guest in the classroom, you are advised to follow your cooperating teacher’s practices and procedures. If you have questions or concerns about these practices, please bring them to the attention of the Director of Student Teaching.

APPENDICES

Lincoln University
Education Department
EDU 207 Sophomore Field Experience
Classroom Observation Checklist

1. Characteristics of Good Teaching
 - Content and standards are being explicitly taught. _____
 - A variety of instructional strategies are integrated into all lessons. _____
 - Individual progress in monitored. _____
 - There are interventions for students not demonstrating mastery _____
 - There is evidence of staff development impact _____

- 2.. Questions to Ask Students Who are On-Task
 - What are you learning? _____
 - Why do you need to know this information? _____
 - How is this like other things you've learned? _____
 - What do you do if you get stuck? _____
 - How do you know if your work is good enough? _____
 - If you want to make your work better, do you know how to improve it? _____
 - Do you talk about your work with your parents or other adults? _____

3. Planning of Instruction is Based Upon
 - Subject/content matter _____
 - Students and the community _____
 - School District curriculum _____
 - Pennsylvania Academic Standards _____
 - Other standards that promote problems analysis, creativity and decision-making skills _____

4. Patterns of Teacher Behavior
 - Gender and racial equity are observed in interactions with students _____
 - There is recognition and positive reinforcement of effort as well as achievement _____
 - Mutual respect and rapport with and among students in maintained _____
 - Challenging learning expectations are established with students _____
 - Consistent standards of good classroom behavior is established _____

5. Characteristics of Student Learning
 - Students communicate ideas clearly _____
 - Students plan and organize their own work _____
 - Students create new products and ideas _____
 - Students use prior knowledge to solve problems _____
 - Students collaborate with peers and adults on projects _____

6. Characteristics of a good learning environment
 - Samples of exemplary work are displayed _____
 - Criteria charts, rubrics or expectations are visible _____
 - There is evidence of students making choices _____
 - Furniture arrangements allows for small group and individual work _____
 - Written expectations for behavior and subject matter are displayed _____

LINCOLN UNIVERSITY
EDUCATION DEPARTMENT
EDU 310 SOPHOMORE FIELD EXPERIENCE
STUDENT EVALUATION

Thank you for participating in Lincoln University's Sophomore Field Experience as a cooperating teacher. We appreciate any input you have shared with our student during this time and we ask that you complete the following evaluation so that it represents the student's performance during his/her observation visit to your classroom. Please feel free to review and share your feedback with the student. Please evaluate using the rubric by writing the corresponding number in the blank. Thank you.

Always – Often – Sometimes – Rarely – Never

	5	4	3	2	1	
1. Regularly attends classes						_____
2. Arrives and departs on time						_____
3. Dresses appropriately for class						_____
4. Uses language (grammar, vocabulary, etc.) appropriately						_____
5. Shows enthusiasm and interest in the profession						_____
6. Seeks out opportunities to contribute and interact						_____
7. Solves problems independently						_____
8. Requests feedback and mentoring willfully						_____
9. Maintains confidentiality						_____
10. Interacts positively with students and staff						_____
11. Exhibits confidence and poise						_____
12. Enjoys working with students						_____

Student's Name _____ School _____ Grade _____

Cooperating Teacher _____ School District _____

Cooperating Teacher's Signature

Date

Student's Signature

Date

Please sign and return this form to the student or send it to:

Carol Ann George PhD
Director Student Teaching
331 Dickey Hall
Education Department
Lincoln University
Lincoln University, Pa. 19352-0999
610-932-8300 Ex. 3567 cgeorge@lincoln.edu

What was the most significant area of growth you experienced due to this field experience?

What was the most significant challenge for you during this field experience?

Overall, how would you rate the quality of your placement and field experience?

What would be your suggestions for future placement experiences?

Comments:

Student Signature

Date

Lincoln University
Education Department

Requirements for Student Teaching

All students applying for Student Teaching must meet the following requirements:

	Yes	No
1. Senior status	_____	_____
2. Have GPA of 3.0 or better	_____	_____
3. Have up-to-date Criminal Record Check Clearance	_____	_____
4. Have up-to-date Child Abuse Clearance	_____	_____
5. Have up-to-date TB test Clearance	_____	_____
6. Have successfully completed 207 Field Experience	_____	_____
7. Have successfully completed 307 Field Experience	_____	_____
8. Have passed PRAXIS I	_____	_____
9. Have registered for PRAXIS II	_____	_____
10. Have completed internship on campus	_____	_____

Lincoln University
Education Department
EDU 307 Junior Field Experience
CLASSROOM OBSERVATION CHECKLIST

1. Characteristics of Good Teaching
 - Content and standards are being explicitly taught. _____
 - A variety of instructional strategies are integrated into all lessons. _____
 - Individual progress in monitored. _____
 - There are interventions for students not demonstrating mastery _____
 - There is evidence of staff development impact _____

- 2.. Questions to Ask Students Who are On-Task
 - What are you learning? _____
 - Why do you need to know this information? _____
 - How is this like other things you've learned? _____
 - What do you do if you get stuck? _____
 - How do you know if your work is good enough? _____
 - If you want to make your work better, do you know how to improve it? _____
 - Do you talk about your work with your parents or other adults? _____

3. Planning of Instruction is Based Upon
 - Subject/content matter _____
 - Students and the community _____
 - School District curriculum _____
 - Pennsylvania Academic Standards _____
 - Other standards that promote problems analysis, creativity and decision-making skills _____

4. Patterns of Teacher Behavior
 - Gender and racial equity are observed in interactions with students _____
 - There is recognition and positive reinforcement of effort as well as achievement _____
 - Mutual respect and rapport with and among students in maintained _____
 - Challenging learning expectations are established with students _____
 - Consistent standards of good classroom behavior is established _____

5. Characteristics of Student Learning
 - Students communicate ideas clearly _____
 - Students plan and organize their own work _____
 - Students create new products and ideas _____
 - Students use prior knowledge to solve problems _____
 - Students collaborate with peers and adults on projects _____

6. Characteristics of a good learning environment
 - Samples of exemplary work are displayed _____
 - Criteria charts, rubrics or expectations are visible _____
 - There is evidence of students making choices _____
 - Furniture arrangements allows for small group and individual work _____
 - Written expectations for behavior and subject matter are displayed _____

LINCOLN UNIVERSITY
 EDUCATION DEPARTMENT
 EDU 307 JUNIOR FIELD EXPERIENCE
 STUDENT EVALUATION

Thank you for participating in Lincoln University’s Sophomore Field Experience as a cooperating teacher. We appreciate any input you have shared with our student during this time and we ask that you complete the following evaluation so that it represents the student’s performance during his/her observation visit to your classroom. Please feel free to review and share your feedback with the student. Please evaluate using the rubric by writing the corresponding number in the blank. Thank you.

Always – Often – Sometimes – Rarely – Never

5 4 3 2 1

- 1. Regularly attends classes _____
- 2. Arrives and departs on time _____
- 3. Dresses appropriately for class _____
- 4. Uses language (grammar, vocabulary, etc.) appropriately _____
- 5. Shows enthusiasm and interest in the profession _____
- 6. Seeks out opportunities to contribute and interact _____
- 7. Solves problems independently _____
- 8. Requests feedback and mentoring willfully _____
- 9. Maintains confidentiality _____
- 10. Interacts positively with students and staff _____
- 11. Exhibits confidence and poise _____
- 12. Enjoys working with students _____

Student’s Name _____ School _____ Grade _____

Cooperating Teacher _____ School District _____

 Cooperating Teacher’s Signature

 Date

 Student’s Signature

 Date

Please sign and return this form to the student or send it to:

Carol Ann George PhD
 Director Student Teaching
 331 Dickey Hall
 Education Department
 Lincoln University
 Lincoln University, Pa. 19352-0999
 610-932-8300 Ex. 3567 cgeorge@lincoln.edu

What was the most significant area of growth you experienced due to this field experience?

What was the most significant challenge for you during this field experience?

Overall, how would you rate the quality of your placement and field experience?

What would be your suggestions for future placement experiences?

Comments:

Student Signature

Date

Lincoln University
Education Department

REQUIREMENTS FOR STUDENT TEACHING

All students applying for Student Teaching must meet the following requirements:

	Yes	No
1. Senior status	_____	_____
2. Have GPA of 3.0 or better	_____	_____
3. Have up-to-date Criminal Record Check Clearance	_____	_____
4. Have up-to-date Child Abuse Clearance	_____	_____
5. Have up-to-date TB test Clearance	_____	_____
6. Have successfully completed 207 Field Experience	_____	_____
7. Have successfully completed 307 Field Experience	_____	_____
8. Have passed PRAXIS I	_____	_____
9. Have registered for PRAXIS II	_____	_____
10. Have completed internship on campus	_____	_____

LINCOLN UNIVERSITY
EDUCATION DEPARTMENT
EDU 310/312 SECONDARY METHODS IN EDUCATION
STUDENT EVALUATION

Thank you for participating in Lincoln University's Sophomore Field Experience as a cooperating teacher. We appreciate any input you have shared with our student during this time and we ask that you complete the following evaluation so that it represents the student's performance during his/her observation visit to your classroom. Please feel free to review and share your feedback with the student. Please evaluate using the rubric by writing the corresponding number in the blank. Thank you.

Always – Often – Sometimes – Rarely – Never

- | | 5 | 4 | 3 | 2 | 1 | |
|--|---|---|---|---|---|-------|
| 1. Regularly attends classes | | | | | | _____ |
| 2. Arrives and departs on time | | | | | | _____ |
| 3. Dresses appropriately for class | | | | | | _____ |
| 4. Uses language (grammar, vocabulary, etc.) appropriately | | | | | | _____ |
| 5. Shows enthusiasm and interest in the profession | | | | | | _____ |
| 6. Seeks out opportunities to contribute and interact | | | | | | _____ |
| 7. Solves problems independently | | | | | | _____ |
| 8. Requests feedback and mentoring willfully | | | | | | _____ |
| 9. Maintains confidentiality | | | | | | _____ |
| 10. Interacts positively with students and staff | | | | | | _____ |
| 11. Exhibits confidence and poise | | | | | | _____ |
| 12. Enjoys working with students | | | | | | _____ |

Student's Name _____ School _____ Grade _____

Cooperating Teacher _____ School District _____

Cooperating Teacher's Signature _____ Date _____

Student's Signature _____ Date _____

Please sign and return this form to the student or send it to:

Carol Ann George PhD
Director Student Teaching
331 Dickey Hall
Education Department
Lincoln University
Lincoln University, Pa. 19352-0999
610-932-8300 Ex. 7567 cgeorge@lincoln.edu

LINCOLN UNIVERSITY
 EDUCATION DEPARTMENT
 EDU 310/312 MINI PRACTICUM
 ELEMENTARY METHODS IN EDUCATION

STUDENT SELF-EVALUATION

Name _____ Major _____
 Semester _____ Cooperating Teacher _____
 Site: District _____ School _____

Use the rubric to evaluate your sophomore field experience. Write the number in the blank provided.

Strongly Agree -----Agree -----Disagree-----Strongly Disagree
 4 3 2 1

13. My field experience helped me to better understand:
- Theories and concepts discussed in class. _____
 - The day-to-day realities of classroom environment _____
 - My own professional strengths and weaknesses _____
 - Child/Adolescent development _____
 - Classroom management _____
 - Diverse learners in an inclusive classroom _____
 - Motivation in teaching and learning _____
 - Instructional methodologies _____
 - The dynamics of school management _____
14. My field experience provided me the opportunity to:
- Observe and reflect on classroom practices _____
 - Assist with administrative and instructional support _____
 - Interact in a professional environment _____
 - Interact in the role of mentor or teacher _____
 - Reflect on my decision to become an educator _____
 - Interact with support specialist and other personnel _____
 - Learn more about teaching and learning theories/practice _____
 - Learn more about Pa. State Standards and curriculum _____
15. Elements of the program which helped me during this experience were:
- The field coordinator _____
 - The field experience handbook _____
 - The school personnel and staff on site _____
 - Other Lincoln University faculty mentors _____

What was the most significant area of growth you experienced due to this field experience?

What was the most significant challenge for you during this field experience?

Overall, how would you rate the quality of your placement and field experience?

What would be your suggestions for future placement experiences?

Comments:

Student Signature

Date

LINCOLN UNIVERSITY
EDUCATION DEPARTMENT
EDU 302 SECONDARY METHODS IN EDUCATION
STUDENT EVALUATION

Thank you for participating in Lincoln University's Sophomore Field Experience as a cooperating teacher. We appreciate any input you have shared with our student during this time and we ask that you complete the following evaluation so that it represents the student's performance during his/her observation visit to your classroom. Please feel free to review and share your feedback with the student. Please evaluate using the rubric by writing the corresponding number in the blank. Thank you.

Always – Often – Sometimes – Rarely – Never

5 4 3 2 1

- | | | |
|--|--|-------|
| 1. Regularly attends classes | | _____ |
| 2. Arrives and departs on time | | _____ |
| 3. Dresses appropriately for class | | _____ |
| 4. Uses language (grammar, vocabulary, etc.) appropriately | | _____ |
| 5. Shows enthusiasm and interest in the profession | | _____ |
| 6. Seeks out opportunities to contribute and interact | | _____ |
| 7. Solves problems independently | | _____ |
| 8. Requests feedback and mentoring willfully | | _____ |
| 9. Maintains confidentiality | | _____ |
| 10. Interacts positively with students and staff | | _____ |
| 11. Exhibits confidence and poise | | _____ |
| 12. Enjoys working with students | | _____ |

Student's Name _____ School _____ Grade _____

Cooperating Teacher _____ School District _____

Cooperating Teacher's Signature

Date

Student's Signature

Date

Please sign and return this form to the student or send it to:

Carol Ann George PhD
Director Student Teaching
331 Dickey Hall
Education Department
Lincoln University
Lincoln University, Pa. 19352-0999
610-932-8300 Ex. 7567 cgeorge@lincoln.edu

LINCOLN UNIVERSITY
 EDUCATION DEPARTMENT
 EDU 302 MINI PRACTICUM
 SECONDARY METHODS IN EDUCATION

STUDENT SELF-EVALUATION

Name _____
 Semester _____
 Site: District _____

Major _____
 Cooperating Teacher _____
 School _____

Use the rubric to evaluate your sophomore field experience. Write the number in the blank provided.

Strongly Agree -----Agree -----Disagree-----Strongly Disagree
 4 3 2 1

13. My field experience helped me to better understand:
- Theories and concepts discussed in class. _____
 - The day-to-day realities of classroom environment _____
 - My own professional strengths and weaknesses _____
 - Child/Adolescent development _____
 - Classroom management _____
 - Diverse learners in an inclusive classroom _____
 - Motivation in teaching and learning _____
 - Instructional methodologies _____
 - The dynamics of school management _____
14. My field experience provided me the opportunity to:
- Observe and reflect on classroom practices _____
 - Assist with administrative and instructional support _____
 - Interact in a professional environment _____
 - Interact in the role of mentor or teacher _____
 - Reflect on my decision to become an educator _____
 - Interact with support specialist and other personnel _____
 - Learn more about teaching and learning theories/practice _____
 - Learn more about Pa. State Standards and curriculum _____
15. Elements of the program which helped me during this experience were:
- The field coordinator _____
 - The field experience handbook _____
 - The school personnel and staff on site _____
 - Other Lincoln University faculty mentors _____

What was the most significant area of growth you experienced due to this field experience?

What was the most significant challenge for you during this field experience?

Overall, how would you rate the quality of your placement and field experience?

What would be your suggestions for future placement experiences?

Comments:

Student Signature

Date

LINCOLN UNIVERSITY
 EDUCATION DEPARTMENT
 JUNIOR INTERNSHIP PROGRAM

INTERN EVALUATION FORM

Name _____ Semester/Year _____

University Professor _____ Department _____

Please indicate satisfactory, unsatisfactory or not applicable on the lines provided. Thank you.

- 1. Attendance _____
- 2. Punctuality _____
- 3. Dependability _____
- 4. Use of standards English _____
- 5. Use of written English _____
- 6. Exhibits positive, enthusiastic attitude _____
- 7. Coordination and planning with professor _____
- 8. Demonstrates efficient use of time _____
- 9. Completes tasks as instructed _____
- 10. Gets along well with faculty and staff _____

Comments:

Signature of professor _____ Date _____

Please return this form completed to:

Carol Ann George PhD
 Director Student Teaching
 331 Dickey Hall
 Education Department
 Lincoln University
 Lincoln University, Pa. 19352-0999
 610-932-8300 Ex. 3567 cgeorge@lincoln.edu

Lincoln University
Education Department

APPLICATION FOR STUDENT TEACHING

Student teaching is the capstone experience for all education majors desiring to seek state certification. Teacher candidates must meet the following prerequisites and provide appropriate documents in order to be placed for a Student Teaching semester: Candidates must have:

1. Completed a Declaration of Major form once they have successfully passed Praxis I.
2. Completed 120 credits or better for placement.
3. An overall grade point average of 3.0 or better.
4. Evidence of approval by both major and cognate area advisors for all Secondary Education majors.
5. Completed, up-to-date "Request for Criminal Record Check," "Child Abuse Clearance," and "TB" Shots for clearance purposes.
6. Completed Sophomore and Junior field experiences as well as Mini-Practicum as required by all methods courses.
7. Completed a Junior Internship Program successfully with one of the professors in the major or cognate area.

NOTE: For a complete checklist, please refer to Appendices section of the Field Experience Handbook.

Please complete and deliver this form to the Education Department in Dickey Hall at least one semester prior to the desired placement.

Name _____	SSN# _____
Subject & Grades _____	Date Submitted ___/___/___.
Home Address _____	
Home Telephone _____	
Residence During the Student Teaching Semester _____	

Campus Extension _____	Cell# _____
EMAIL _____	Driver's License _____
Automobile's Make and Model _____	

PRAXIS TESTS RESULTS:

PRAXIS:	<u>Date Taken</u>	<u>Passed</u>
PPST Reading	_____	_____
PPST Writing	_____	_____
PPST Mathematics	_____	_____
Fundamental Subjects: Content Knowledge	_____	_____
Curriculum and Instruction or	_____	_____
Secondary Education: Content area	_____	_____

PREFERRED STUDENT TEACHING LOCATION:

Rank the places listed below using 1= first, 2 = choice, and 3 = third choice.

- A. Southwest Chester County, PA _____(Oxford, Avon Grove, Coatesville, etc.)
- B. Southeast Chester County, PA _____(Chester, W. Chester, Media, etc.)
- C. Philadelphia County, PA _____(Southeast, West, etc.)
- D. New Castle County, DE. _____(Newark, Wilmington, etc.)
- E. Other * _____

* All other teaching sites must be within 50 miles of Lincoln University, main campus.

Note. None of the above preferences are guaranteed. Preference is given to Pennsylvania since Lincoln University’s program is part of the Pennsylvania Department of Education’s certifying process and it is required to place teacher candidates in at least 10% of all placements in the state of Pennsylvania.

Special Considerations: