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# **Early Field Experience Handbook for Practicum Students**

## **With Summary, Log, and Evaluation Forms**

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Division of Field Placement  
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## Welcome to the Field Placement Office

Your Early Field Experience will give you an opportunity to become familiar with a school environment. We expect that observing a teacher and students and participating in the classroom will offer you exposure to the curriculum and activities that are part of the daily routines in a classroom. You and your supervising practitioner (classroom teacher) will discuss and plan opportunities for participation that fit well with the ongoing class work. This is a flexible expectation, and can include individual small group or whole class participation, depending on the needs, readiness, and comfort level of all involved.

During the course of your 75 hour participation, you will be contacted by a Lesley supervisor and will be visited twice. The first visit is primarily for a meeting and check in, and to observe you informally in the classroom. During the second visit your Lesley supervisor will ask you to prepare a lesson plan and present a lesson to a small group or the entire class.

If you have any additional questions or require further clarification of the Early Field Experience, please do not hesitate to contact the Office of Field Placement.

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## Early Field Experience

During the Early Field Experience, you are expected to observe and participate as much as possible in the classroom and school community. You should begin to learn about planning and delivering instruction and developing curriculum, based on the Massachusetts Curriculum Frameworks. In addition, you should begin to learn about implementing systems and strategies for classroom management, establishing routines, and collaborating with other staff. You 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 that 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

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## Professional Behavior in School Settings

As you prepare to enter the school community, it is important that you project a professional image and conduct yourself 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

- Use the Lesley University email address for appropriate professional emails.
- Do not send personal emails or other personal communications to students.
- 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/or 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.
- Be punctual.
- Introduce yourself to the principal/ department chair.
- If you aren’t sure about something, ask.
- Demonstrate a willingness to be part of all aspects of the school community.

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## Early Field Experience Summary and Log

To be completed by Student and Supervising Practitioner

Student Name:

School:

Town:

Supervising Practitioner:

Subject and Grade/s:

Date and 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.)

\_\_\_\_\_  
Signature of Supervising Practitioner

\_\_\_\_\_  
Signature of Student

Date:

\_\_\_\_\_  
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## Early Field Experience Log

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## Early Field Experience Evaluation

**For supervising practitioners: 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. Signed by SP and Lesley program supervisor and submitted to Lesley. Please use all the space you need to complete the form.**

**Student Name Semester:**

**School:**

**Grade and Subject:**

### Standards

**Plans Curriculum and Instruction**

**Delivers Effective Instruction**

**Manages Classroom Climate and Operation**

**Promotes Equity**

**Meets Professional Responsibilities**

<b>STANDARD Instructional Practices (Plans Curriculum and Instruction)</b>	<b>1 Needs Improvement</b>	<b>2 Satisfactory</b>	<b>3 Very Satisfactory</b>	<b>4 Excellent</b>	<b>N/A Unable to Observe</b>
Demonstrates ability to observe— teacher behavior, student behavior					
Demonstrates ability to apply knowledge from observation to own classroom behavior					
Participates in curriculum planning					
Assists individuals and small groups					
Plans lessons for individuals, small groups, or large groups					
Teaches individuals, small groups or large groups					

### **Comments:**

<b>STANDARD Communication (Delivers Effective Instruction)</b>	<b>1 Needs Improvement</b>	<b>2 Satisfactory</b>	<b>3 Very Satisfactory</b>	<b>4 Excellent</b>	<b>N/A Unable to Observe</b>
Written language skills					
Oral language skills					
Questioning ability					

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Ability to give clear directions					
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**Comments:**

STANDARD Classroom Management (Manages Classroom Climate and Behavior)	1 Needs Improvement	2 Satisfactory	3 Very Satisfactory	4 Excellent	N/A Unable to Observe
Manages individuals					
Manages small groups					
Manages large groups					
Understands and supports classroom routines					

**Comments:**

STANDARD Relationships with Students (Promotes Equity)	1 Needs Improvement	2 Satisfactory	3 Very Satisfactory	4 Excellent	N/A Unable to Observe
Has rapport with students					
Understands students' needs, interests, and abilities					
Is sensitive and respectful of students					

**Comments:**

STANDARD Professionalism (Meets Professional Responsibilities)	1 Needs Improvement	2 Satisfactory	3 Very Satisfactory	4 Excellent	N/A Unable to Observe
Attendance (includes notifying in case of absence)					
Punctuality					
Conducts herself or himself in a professional manner					
Completes assignments					
Takes initiative in assuming responsibilities					

**Comments:**

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STANDARD General Attitude (Meets Professional Responsibilities)	1 Needs Improvement	2 Satisfactory	3 Very Satisfactory	4 Excellent	N/A Unable to Observe
Demonstrates comfort with being an authority in the classroom					
Demonstrates satisfaction with his or her role as a teacher					
Demonstrates enthusiasm					

**Comments:**

STANDARD Relationship with Supervising Practitioner (Meets Professional Responsibilities)	1 Needs Improvement	2 Satisfactory	3 Very Satisfactory	4 Excellent	N/A Unable to Observe
Demonstrates ability to support the classroom climate					
Has rapport with the supervising practitioner					
Demonstrates ability to take and follow directions					

**Comments:**

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**Summary statement on readiness for student teaching:**

Please check one:

- ☐ Highly recommended  
☐ Recommended  
☐ Recommended with reservation  
☐ Not recommended

Signature \_\_\_\_\_ Date \_\_\_\_\_  
*Supervising Practitioner*

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## Program Supervisor Early Field Experience Observation Form

<b>Student Name:</b>
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Observation #:	Site Name:						
Observed By:							
Focus Elements: (derived from the Professional Standards for Teachers)  <i>Please check off the relevant element(s) observed</i>	<input type="checkbox"/>	Well Structured Lessons	<input type="checkbox"/>	Safe Learning Environment			
	<input type="checkbox"/>	Adjustments to Practice	<input type="checkbox"/>	High Expectations			
	<input type="checkbox"/>	Meeting Diverse Needs	<input type="checkbox"/>	Reflective Practice			
Date of Lesson:			Time (start/end):				
Content Topic/Lesson Objective:							
<input type="checkbox"/>	Whole Group	<input type="checkbox"/>	Small Group	<input type="checkbox"/>	One-on-One	<input type="checkbox"/>	Other

See page 2 for a description of Elements. Please provide evidence for each element that has been observed. Please note; not all elements will be observed during an Early Field Experience

Element:	Evidence/Feedback
Well Structured Lessons	
Adjustments to Practice	
Meeting Diverse Needs	
Safe Learning Environment	
High Expectations	
Reflective Practice	
<b>Focused Feedback</b>	
Reinforcement Area/Action: (strengths)	
Refinement Area/Action: (areas for improvement)	

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## Description of Elements derived from the Professional Teaching Standards

Standard	Elements	Proficient Descriptor
1: Curriculum, Planning and Assessment	Well-Structured Lessons	Develops well-structured lessons with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, resources, technologies, and grouping.
	Adjustment to Practice	Organizes and analyzes results from a variety of assessments to determine progress toward intended outcomes and uses these findings to adjust practice and identify and/or implement appropriate differentiated interventions and enhancements for students.
2: Teaching All Students	Meeting Diverse Needs	Uses appropriate practices, including tiered instruction and scaffolds, to accommodate differences in learning styles, needs, interests, and levels of readiness, including those of students with disabilities and English language learners.
	Safe Learning Environment	Uses rituals, routines, and appropriate responses that create and maintain a safe physical and intellectual environment where students take academic risks and most behaviors that interfere with learning are prevented.
	High Expectations	Effectively models and reinforces ways that students can master challenging material through effective effort, rather than having to depend on innate ability.
3: Professional Culture	Reflective Practice	Regularly reflects on the effectiveness of lessons, units, and interactions with students, both individually and with colleagues, and uses insights gained to improve practice and student learning.

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