

Coker College

Field Experience Orientation

Department of Education

“Developing the Well-Educated Teacher”

Who?

- ◉ Amanda Easterling, M.Ed.
- ◉ Director of Education Internship Programs
- ◉ Coker graduate and Hartsville native
- ◉ Experiences:
 - K-6 education (SC and MA public/private)
 - Middle and high school athletic coaching
 - Education in other fields (camp programs, museum programs, publishing, online software development)
- ◉ Contact information
 - Office: 1st room on the left in the Dept. of Education Building
 - Hours: 8:30-5:00pm (or by appointment)
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What are field experiences?

- The clinical internship program at Coker College is a four-phase program. The opportunities made available through these four phases begin with classroom observation and teacher assistance and progress to the culminating phase four experience of student teaching. All field experiences are course-related and have specific requirements related to the course topics. Student teaching is accompanied by the student teaching seminar.
 - See [Pre-Student Teaching Clinical Internships-Information.f11.doc](#)



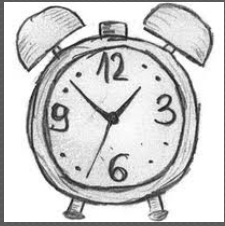
Four Phases of Clinical Internships

- **Phase 1** - Teacher candidates have the opportunity to observe, collaborate, and engage in meaningful relationships with master clinical faculty.
- **Phase 2** - Teacher candidates are heavily involved in the instructional setting. They teach lessons that might be tutorial, small group, or whole group. Coker's methods classes require field experiences that have strong integration of course content, pedagogy, technology, and skills in content areas. Teacher candidates observe and model professional dispositions towards students and colleagues.
- **Phase 3** - Teacher candidates are required to synthesize all of Coker's coursework and field experiences in this phase. Experiences will involve: development of long range and short range plans in the candidate's content areas of certification with an emphasis on national, state, and local curriculum standards; consideration of psychology applied to classroom teaching; and the development of skills in assessment and classroom management.
- **Phase 4** - The student teaching experience is the final phase of clinical experiences. Teacher candidates assume full teaching responsibilities in a public school classroom under the guidance and mentorship of supervising teachers and college supervisors.



Why?

- The requirements for education majors give candidates opportunities to understand the practical applications of teaching methods learned in the college classroom. The experiences also are intended to be reflective of diverse cultures, socioeconomic groups, a variety of South Carolina public school settings and grade levels, and include interaction with exceptional children.
- The purpose of these field experiences is also to allow the candidate to observe the instructional processes and administrative procedures of organized education.
- In order to receive course credit and apply for certification in South Carolina, a minimum number of hours is required in appropriate field experiences.



When?

● School Schedule

- Most elementary schools run 7:40am to 2:30pm
- Most middle and high schools run 8am to 3:30pm

● Your schedule

- You have courses either day, evening, or both
- Plan accordingly in order to get all of your required hours for each placement
- You may have to adjust depending on specific content areas and when they are taught in your assigned schools
- Work with your supervising teacher as much as possible and always plan a schedule with him or her

How?

○ Steps:

- 1 – Enrollment
- 2 – Background and TB test before Application
- 3 – Receive placement and begin
- 4 – Maintain records and course expectations
- 5 – Teacher Evaluation (signature)
- 6 – Self-Evaluation (signature)
- 7 – Field Experience Related Assignments
- 8 – Professor signature
- 9 – Verification of documentation and recording
- 10 – Get grade!



Step 1

- Enrollment in a course requiring a field experience
- Number of field experiences required for each program area
 - Early Childhood Education - 16
 - Elementary Education – 13
 - Dual ELEM & ECE – 17
 - Art Education – 7
 - Biology or Chemistry Education – 7
 - Math Education - 7
 - Music Education – 9
 - Physical Education – 8
 - Social Studies Education - 6

[Teacher Education Bulletin](#)

Step 2

- Obtain a TB (PPD) test and submit a copy of negative results to the Director of Education Internship Programs to be placed in the candidate's file (before first field experience)
 - Residential students may request a copy from the college nurse to be placed in their file
 - Students employed by a school district may submit the current copy and note the school district

TB and SLED Check Letter (Spring, Term III, and Term IV 2012)

- Complete and submit the *Background Check Form* along with fee payment to the Department of Education Coordinator (Lynn Rawls)

Background check letter to students (Spring 2012)

Background Check Form

- Complete the *Application for Field Experience Placement (Spring 2012)*

<https://wiginsschoolofeducation.wufoo.com/forms/application-for-field-experience-placement/>

What you need to know about the placement process...

How are placements selected? Coordination of relevant factors

Chosen area of certification

Multiple placement needs

Course requirements

Professor preferences

Previous placements to ensure you have experience with various and appropriate age levels as well as placements in diverse settings

Legal clearance

Time and travel availability

Current employment/enrollment status

School location

School preference for both students and schools

District policies (ex. Kershaw/Dillon/Marion have additional application forms)

How long does it take?

Sometimes it takes hours to confirm a placement and sometimes weeks. Please be patient.

This program is a great advantage to you in the future and it depends on the strength of our relationship with our partnering school districts.

When can I start?

You can start once you have received an official placement from Amanda Easterling.

*Please do not contact the school until I have sent you a placement confirmation and approval to start (even self-placements) and please do not wait 3 weeks to begin.

Step 3

- ◉ Receive placement by email or phone
- ◉ Contact the appropriate school contact to set up a meeting with your supervising teacher
 - Find out his or her contact information (planning period, phone number, email, etc)
 - Get to know your school and district (Title 1, TAP, location, start/stop times, parking, school calendar and holidays)

Multiple Placements?

At Coker you will eventually have a term/semester that you have at least 2 education courses that require a placement. Remember that you may or may not have a teacher for more than one class.



The important thing to know about this is:

2 placements with the same teacher =

2 different sets of attendance hours and forms (**no** double dipping) =

2 different teacher evaluations =

2 different self-evaluations!!!

I will verify all of this information before you can receive your final grade!

Working?

SELF PLACEMENT

In order to self-place at a school, you must complete the following steps:

- 1. Answer the full time employment question on the online application
- 2. List the district and the school in which you work
- 3. Accept the terms listed on the application AND receive approval from Mrs. Easterling before beginning your field experience
- *You cannot self-place if you are only part-time OR employed by Kershaw, Dillon, or Marion School Districts

TERMS OF SELF PLACEMENT

You must agree to the following conditions for your self-placement to be approved:

- I am currently employed full time by the school I wish to self-place with
- I will arrange my placement with my principal to include a supervising teacher and classroom that is NOT the one I work in
- I understand that I cannot complete my field experience hours while I am working in my classroom
- I will arrange for a substitute or an assistant to cover my position while I complete my field experience hours
- If needed, I will take personal days to complete my field experience expectations and requirements
- I agree to make sure I plan and apply for at least two placements (during my coursework at Coker) in nearby schools to ensure my field experiences include diverse settings and students.



Not what you thought it would be?

It is very important that teacher candidates gain practical knowledge and skill from the first education course. This opportunity will help you decide if teaching is where you belong. In addition to using this experience to determine your future career, please keep the following in mind:

- ◉ Location
 - Is this school far away? What are the school's demographics?
- ◉ Age level
 - Do you feel more comfortable with older children? Younger children?
- ◉ Content area
 - Do you have a subject that you are more comfortable teaching/explaining to others?
- ◉ Supervising Teacher cooperation/quality
 - When you consider the background of your students, don't forget the teachers: Added stresses like testing, family issues, bad day, bad week...
 - This is only a snapshot!

Can you guess what percent of the entire school year are you actually seeing this teacher in action? (Answer at the end...)

Professionalism

Your hours here are part of the program leading to teacher licensure and certification. Please remember that you are a guest in the school. Coker expects you to conduct yourself in the most professional manner possible.

- View the teaching process as “problem solving” rather than a set of routines to be practiced and delivered
- Supervising teachers will call me...it is professional criticism and not personal....teachers are evaluated all the time to enhance what it means to be a teacher—take it seriously

So....

- Be on time
- Dress professionally
- Be a role model for students and for teachers
- Remember that observations and events are strictly confidential and should not be shared outside of your class
- If something happens that you feel is inappropriate or unethical, report to your professor or the Director of Education Internship Programs with your concerns immediately



You are expected to have the following professional dispositions:

Please keep in mind that your evaluations over the course of your academic career will reflect your level of performance in these areas.

- Demonstrates confidence with subject matter in classroom interactions
- Appreciates the importance of cultural literacy
- Exhibits an attitude of reflection and perseverance
- Commits to ethical and professional values
- Appreciates student diversity
- Is an advocate of students and of the profession
- Values life-long learning
- Takes the initiative in personal learning and is a member of the community of learners
- Appreciates and participates in the culture of our society

Step 4

Maintain accurate records and course expectations

- Your supervising teacher must initial the attendance chart EVERY visit to verify
- I have minimal knowledge of the exact requirements for every course's field experience expectations but I have been through the program and can offer advice and help with scheduling issues and the general process

Step 5

With 2-3 visits left, complete the Teacher Evaluation

<https://wiginsschoolofeducation.wufoo.com/forms/evaluation-of-the-teacher-candidate/>
(Spring 2012)

- Show teacher the blue form
 - Discuss the evaluation
 - HAVE the website written down with your **name** and **course number(s)**
- What if I only plan on going 2-3 times?
 - Please try to see a variety of instruction by going at different times if at all possible
 - If you must complete your placement in 2-3 visits please plan to have enough time for your teacher to properly evaluate you and follow up if you are no longer visiting the school. You must still return for the signature.

Step 6

Once you have finished your placement hours,
complete the
Teacher Candidate's Self-Evaluation

<https://wiginsschoolofeducation.wufoo.com/forms/teacher-candidates-selfevaluation/>
(Spring 2012)

- This will be submitted and reviewed by your professor
- REMEMBER to complete a separate evaluation for each course to receive full credit!!!
- You will receive an email confirmation and a copy of your responses for your personal records
- DO NOT complete the final hours of your field experience on the last day of class...You will not have time to submit the proper documentation and evaluations to your professor

Step 7

- It is your responsibility to turn in all of the field experience related assignments to your professor
 - Examples: Lesson plans, unit work samples, journals, case studies
- I verify and maintain your hours and placement documentation

Step 8

- You will turn in your blue attendance chart with all initials, your supervising teacher's evaluation signature, and your self-evaluation signature to your professor
- The professor will sign the final line when he or she has received the documentation from me...You cannot receive your grade until this is done

Step 9

Verification and Recording



Please see me if you need any documentation of your field experience hours

Step 10



- You are graded for your performance in the course....you must complete all hours in order to receive full credit for the course
- These hours are needed to build up to entrance to TEP (50), then Student Teaching (100), and eventually certification

Can you guess what percent of a school year you are actually observing the teacher?

<1% of what a teacher can accomplish in one school year
7hr. Day X 180 days = 1260 hrs a school year—You only see 10
hrs

Release your preconceived notions about the classroom and the
teacher-Your experience may not be everyone's experience

The test of a good
teacher is not how many
questions he can ask his
pupils that they will answer
readily, but how many questions
he inspires them to ask
him which he finds it
hard to answer.

- Alice Wellington Rollins

Good luck!

Remember...

“There are no failures - just experiences and your reactions to them.”

-Tom Krause