

Eastern Michigan University

Department of Teacher Education

FETE Handbook

For Students and Cooperating Teachers

Field Experience in Teacher Education Courses (FETE)

FETE 301, FETE 302, FETE 401, FETE 402

For Elementary and Secondary Education Students

As of January 2008

Dear Mentoring Teacher,

Thank you very much for providing our pre-student teacher with the opportunity to gain experiential knowledge of teaching and learning in your classroom. Through providing service to schools and supporting your work in the classroom, Eastern Michigan University students will gain valuable insights linking theory, practice and knowledge of the roles teachers assume as they strive to teach all children.

This handbook is provided to assist you in your role as the mentoring teacher. Within these pages you will find:

- ❖ Phone Contacts
- ❖ Information about the FETE program
- ❖ What we expect of Eastern Michigan University students
- ❖ Experience that students have had
- ❖ Assignments and evaluations for FETE courses

Students are asked to participate in your class as both a teacher for one individual student and as your assistant. We would also like each teacher candidate to have the opportunity to observe and teach one to two lessons to a small group of students or to the entire class. We hope that our students will provide you with assistance regarding daily classroom activities. Students will record their perceptions of the teaching-learning process in a journal, and we hope they will also have the opportunity to talk with you regarding your work. We also would appreciate your assistance in evaluating the pre-student teacher's performance. In the college classroom, we will discuss aspects of instruction observed in the field while ensuring conversations remain constructive and supportive of your work with students. Teachers' and students' anonymity will always be maintained.

Your desire to promote the development of new teachers is truly valued. We greatly appreciate your willingness to shape the budding careers of our future teachers.

Thank you,

Dr. Linda Lewis-White
FETE (Field Experience in Teacher Education) Coordinator

Contact Information

If there are problems with your pre-student teacher, please let us know. We would be particularly concerned if your pre-student teacher fails to act in a professional manner, such as:

- ❖ Inappropriate dress and accessories
- ❖ Tardiness or excessively absent when scheduled to attend
- ❖ Inappropriate language usage
- ❖ Unprepared for class
- ❖ Failure to be courteous to faculty and students

Please feel free to contact the FETE Coordinator in the Department of Teacher Education to resolve any matters of concern.

FETE Coordinator

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What do we expect?

The Department of Teacher Education expects each and every pre-student teacher to practice professionalism during their field experience placement(s). Students are expected to:

- ❖ Make appropriate contacts with the cooperating teacher and the school principal.
- ❖ Dress professionally.
- ❖ Be on time.
- ❖ Practice proper conduct and language in the classroom.
- ❖ Practice overall courtesy for everyone.
- ❖ Be prepared for class.
- ❖ Actively participate and ask questions.
- ❖ Demonstrate eye contact, attentiveness, and an eagerness to learn.
- ❖ Complete assignments.
- ❖ Spend remaining time in school in appropriate professional activities.

Professional Dispositions

Disposition Outcome:

A successful pre-student teacher demonstrates professional dispositions which are defined as follows:

1. **Adherence to professional ethics:** demonstrates adherence to standards of ethical conduct including academic honesty, confidentiality, etc.
2. **Collaboration:** works effectively with professional colleagues and other adults.
3. **Commitment to diversity:** values various multiple aspects of diversity; respects children and adults of various cultural backgrounds, ethnicities, religions, sexual orientations, social classes, abilities, political beliefs, etc.
4. **Commitment to teaching:** values the profession of teaching; believes one person can make a difference; shows an enthusiastic attitude regarding schools, teaching, students and parents.
5. **Emotional Maturity:** deals with frustration appropriately, is poised and professional in demeanor.
6. **Initiative:** acts independently, going beyond what is given, seeking after knowledge and professional development; actively seeking solutions to problems.
7. **Responsibility:** attends regularly, is prompt, notifies the office in case of emergencies, hands in material on time, is reliable when making commitments.
8. **Responsiveness to professional feedback:** receptive and responsive to professional feedback.
9. **Self-reflection:** reflects on and evaluates one's own experience and work, is willing and able to recognize difficulties or deficiencies in his or her own teaching.
10. **Student focus:** focuses on professional decision-making around student needs rather than personal preference, respects students as valued human beings.

What have they already done?

Sometimes it is helpful to know something about the prior courses your pre-student teacher should have taken. The course(s) of instruction and experiences within the classroom setting the pre-student teacher may have include:

Before FETE 301/302

- ❖ Human Development and Learning
- ❖ Education of Exceptional Children
- ❖ No required teaching experience

At the same time as FETE 301/302

- ❖ Curriculum and Methods
- ❖ Introduction to Assessment and Evaluation
- ❖ Activities during 301/302 designed to reinforce classroom activities

Before FETE 401/402

- ❖ Human Development and Learning
- ❖ Education of Exceptional Children
- ❖ Curriculum and Methods
- ❖ Introduction to Assessment and Evaluation
- ❖ 25 required classroom hours, which include working with a child and teaching a short lesson

At the same time as FETE 401/402

- ❖ Elementary Reading or Content Reading in Secondary School
- ❖ Activities during 401/402 are designed to reinforce classroom activities

Pre-Student Activities

It is important to understand that pre-student teachers may have little prior experience in the classroom and are still in the preliminary stages of professional preparation. Consequently, they should not be expected to teach whole class lessons or supervise the classroom unattended.

When not completing assignments, the pre-service education student should act in the following capabilities:

1. Work with students individually or in small groups to review or explore presenting lessons.
2. Oversee or engage in instructional games among small groups of children.
3. Praise and motivate students.
4. Read and tell stories to students.
5. Share special interests, talent and travel with the class.
6. Help the teacher with routine activities, i.e., collecting money, taking attendance, etc.
7. Create a bulletin board.
8. Work with individual students.
9. Assist in the preparation of instructional materials.

Even with all of the assistance the pre-student teacher will be giving you during his/her time in your classroom, they should not be performing the following activities on a regular basis:

- ❖ Copying materials
- ❖ Correcting student papers
- ❖ Passive observation.

The objective is to get the pre-student teachers engaged with you as well as the students in the classroom. They are not able to do that by sitting on the sidelines.

Assignments for FETE 301/302

FETE 301/302

Suggested Timeline for Students' Required Assignments

WEEK	TASK
1	<ul style="list-style-type: none"> • Contact cooperating teacher to schedule introductory appointment. • Buy course pack and materials. • Introduce yourself in the LiveText threaded discussions.
2	<ul style="list-style-type: none"> • Conduct introductory appointment with cooperating teacher. • Discuss cooperating teacher's (CT) philosophy of education. • Explain your role; discuss role of CT • Determine schedule for your regular visits with CT. • Tentatively identify student you will focus on for Analysis of Student Learning. (see assignment #3 description). • Identify two to three possibilities for group lessons for CURR 304/305. • Participate in threaded discussions. • Observe classroom, noting especially student-teacher interaction. • Complete notes for assignments.
3	<ul style="list-style-type: none"> • Participate in threaded discussions. • Observe class. • Introduce yourself to student you will be working with for assignment #3; determine student interests, needs and learning objectives.
4	<ul style="list-style-type: none"> • DUE: Assignment #1- Reflection on Teacher-Student Interaction. (see assignment #1 directions) • Participate in LiveText discussions, especially noting the social/emotional climate of the classroom. • Continue class observation. • Observe and/or work with your student(s) 15-20 minutes per visit. • Complete notes for assignment.
5	<ul style="list-style-type: none"> • Participate in LiveText discussions. • Continue class observation, noting especially classroom rules and procedures. • Work with your student(s) 15-20 minutes per visit. • Plan with CT date and content of whole group class lesson for CURR 304/305. • Complete notes for assignment.

6	<ul style="list-style-type: none"> • Participate in LiveText discussions. • Continue class observation, noting especially physical layout of classroom and classroom displays. • Work with your student(s) 15-20 minutes. • Complete notes for assignment.
7-8	<ul style="list-style-type: none"> • Participate in LiveText discussions. • Continue class observation. • Work with your student(s) 15-20 minutes. • Complete notes for assignment.
9	<ul style="list-style-type: none"> • DUE: Assignment #2- Reflections on a Learning Community. (see assignment #2 directions) • Participate in LiveText discussions. • Work with your student(s) 15-20 minutes. • Complete notes for assignment.
10-11	<ul style="list-style-type: none"> • Participate in LiveText discussions. • Work with your student(s) 15-20 minutes. • Teach whole class lesson for CURR 304/305. • Complete notes for assignment.
12	<ul style="list-style-type: none"> • DUE: Assignment #3- Reflective Analysis of Student Learning. (see assignment #3 directions) • Participate in LiveText discussions. • Complete notes for assignment.
13-14	<ul style="list-style-type: none"> • Continue observations as needed/desired. • Have CT Evaluation Form completed, signed and dated. • Have green card completed and signed by FETE facilitator.

NOTE: Specific written assignment due dates are identified in the student's course syllabus. They may vary from the above suggested timeline. These due dates may be somewhat flexible because the student has to consider the cooperating teacher's schedule as well as his/her own.

FETE 301/302

DIRECTIONS FOR THE THREE REQUIRED WRITTEN ASSIGNMENTS

On the following pages, please find the detailed descriptions of the three required written assignments for FETE 301/302. Due dates for the assignments are listed in the student's course syllabus. Due dates are also suggested in the timeline found in this section.

Directions for Assignment #1

Reflection on Teacher-Student Interaction

Assignment #1 is designed to help the student learn and apply each type of reflection by describing information from the Interaction Observation form. Before students write their reports they must follow these steps:

1. Plan to observe the cooperating teacher for 30-40 minutes when he/she is teaching a whole group lesson or group work.
2. Follow the directions on the attached Interaction Observation form to record who is called on, praised and corrected during the 30-40 minute lesson. Students may code the various interactions (questioning, praising, behavior intervention, etc.) on the form and must avoid recording comments on the form.
3. When the teacher is asking questions, the student must pay attention to two things:
 - a. How long the teacher waited before calling on a student to respond.
 - b. Whether the question prompted lower-level or higher-level thinking by the students.

After observing, the student has to write a “reflection report” that includes the following three sections:

1. **A Pure Description: Summarize Observations**
 - a. Which students got the most opportunity to respond?
 - b. Which students got the most positive comments? Most negative?
 - c. What level were most of the questions: higher or lower thinking?
2. **Technical Reflection:** Was a teaching technique or strategy used as intended?
Example: Was the teacher using “wait time?” Wait time is pausing three or more seconds (depending on the level of the question) after asking the question and before calling on a student to respond. This wait time allows many students to prepare an answer before any student is called on.
3. **Critical Reflection:** Includes analysis of care, equality and democracy.
 - a. Was any group of students (e.g. boys, girls, minority students, etc.) receiving more or less attention from the teacher?
 - b. Is it possible that some students are getting a greater opportunity to learn due to this attention? Why or why not?

- c. How might the teacher's interaction patterns affect how students learn? What could have been done differently to increase the learning? What worked well?

COMPONENTS OF WRITTEN REPORT

Student reports must include:

- A. Completed Interaction Observation Form
- B. Reflection Report divided into the three sections previously described.
- C. Observation notes are optional for assignment #1 (although they will be required for assignment #3).

Field Experience Notes

Assignment #1: Reflection on Teacher Student Interaction

Pre- student teachers have to take notes during each visit to the CT's classroom. They have to record events occurring in the classroom so that they will have enough information to write in their reports. They must keep notes for each of the three assignments, as they will all be turned in with assignment #3.

Date/Time	Topic/Concept Taught	Activities/Reflections

Observation: The Interaction Observation Form

The purpose of the Interaction Observation Form is to collect information on the different types of verbal interaction between students and the teacher. When the teacher speaks to a student or a student speaks to that teacher, the observer marks the kind of interaction in the student's box.

A checkmark, "√," indicates any opportunity to respond or interact. A plus sign, "+," means significant praise, and a minus sign, "-", means the student was asked to stop inappropriate behavior. An asterisk, "*", indicates where the teacher stands or sits. If the teacher moves two feet or more, place a new asterisk to indicate the new position of the teacher and connect the two asterisks with a line. If the entire class responds, make a tally mark at the bottom by "everyone responds."

Here are some examples of the codes:

- Teacher calls on student to give an answer, student responds. (code √)
- Teacher follows up with "That's a very good answer Cynthia, thank you. (code +)
- Student initiates a question, teacher responds. (code √)
- Teacher says "David, sit down and be quiet." (code -)

The observer needs only one copy of the observation form with the students' names on it.

Sample Interaction Observation Form

Let's go through an example of an elementary school math class.

1. Students return from recess at 10:15 a.m. They sit at tables.
2. Teacher tells all students to get out books. They do. (Tally: Everyone responds, non-academic).
3. Teacher gives objective, purpose of lesson and a short explanation and demonstration of carrying numbers during addition.
4. Teacher puts a simple problem on the board and asks all students to solve it. They all do. (Tally: Everyone responds, academic).
5. Teacher rotates among students and tells Charlie he is correct. (+ for Charlie).

6. Teacher tells class that Charlie has “5” for the answer, and asks those that got the same answer to raise their hands. (Tally: Everyone responds, academic).
7. Mary and Paul are talking, the teacher moves close to them and quietly tells them to pay attention (- for Mary and Paula).
8. Teacher calls on Maria to explain how she got her answer. She responds. (✓ for Maria).
9. Teacher says, “That’s exactly right, you carried the three 3” (+ for Maria). The class continues ...

Interpreting the Interaction Observation Form

Consider the following questions:

1. Are there some students who have many “+’s” and “✓’s” and others who have none? Why?
2. Who has the most “-’s”? Why?
3. In which parts of the room did the teacher spend the most time?
4. How many whole-group academic responses were made? Non-academic responses?

Sample Interaction Observation Form

Teacher's Name _____

Observer's Name _____

Date _____

Each time the teacher interacts with a student (during seatwork or recitation) place the appropriate symbol in that student's box.

Row 1	* Row 2	Row 3	* Row 4	Row 5	Row 6	Row 7
	Charlie +	Connie			Judy	Jonas
			Jenny	Paul	Bob	Rob
	Sue	Tom	Mary -	Paula -		
	* Mike	John				
				Chris	Maria √+	Dennis
Ralph	Ellen *			Will	Barbra	Ron

"Everyone Responds" tally _____

Symbols

“√” Opportunity to respond/interact. Teacher gives student a chance to answer questions, read aloud, give a report, receive help from teacher. (These are student- or teacher- initiated interactions about academic and non-academic matters.)

“+” Praise

“-“ Desist: Short request/demand to stop a behavior.

“*----*” Teacher movement (put an asterisk when he/she moves 2 feet or more)

Activities

Students have to provide a brief description of each activity, e.g. when it occurred, who was involved, etc.

Time	Teacher Activity	Student Activity
10:15	Tells students to get out books.	They do.
10:16	Gives objectives, purpose, explanation, demonstration- adding with carrying.	They listen.
10:26	Puts problem on board, monitors.	They solve the problem.
10:31	Tells class Charlie's response. If class agrees with answer, raise hand.	Class raises hands.
10:32	Tells girls to stop talking, quietly.	Girls stop talking.
10:33	Calls on Maria. Praises Maria.	Maria responds. All listen.

Interaction Observation Form

Teacher's Name _____

Observer's Name _____

Date _____

Each time the teacher interacts with a student (during seatwork or recitation) place the appropriate symbol in that student's box.

(Front of Room)

Row 1	Row 2	Row 3	Row 4	Row 5	Row 6	Row 7
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

"Everyone Responds" tally _____

Directions for Assignment #2

Reflections on a Learning Community

The second assignment includes an exploration of the three different modes of reflection that the students' first assignment required: pure description, technical reflection and critical reflection. As they participate in their threaded discussions, and as they complete their first assignment, they have been developing an understanding of these three different levels of reflection. Their reports should include the following sections:

Part A: Pure Description of the Learning Community

Pure description is defined as information without interpretation or judgment; the student is describing what he/she saw in the classroom. Keen observation skills and detailed notes will help them collect the data needed for assignment #2. These notes will be used as they write the next two sections of their report, including the following items:

1. A drawn map of the classroom, including the physical layout of the room, furniture, resources, as well as the bulletin board material, classroom displays, etc.
2. The classroom's rules or code of conduct. If they are not apparent in the classroom, the student needs to ask the teacher where the rules/code of conduct are.
3. Describe the classroom routines or procedures that save time and keep the teaching learning process organized.

They have to include as much detail as possible so that they will have specific examples to support their opinion as they reflect on the physical and social/economic environment of the learning community in parts B and C.

Part B: Technical Reflection on the Learning Community

Technical reflection is an evaluation of the events in the classroom in terms of educational research theory and best teaching practices. On this level, students are constantly asking themselves if student learning is being maximized by the teaching-learning strategies being used. In the report, they have to examine two out of the four aspects listed below, using specific examples or evidence to support their interpretation:

1. **Classroom Management**
 - Are student expectations and procedures clearly defined and communicated to the students?

- Is acceptable student behavior in large group activities taught?
- Is acceptable student behavior in small group activities taught?
- Are disruptive students and/or behavior problems addressed systematically?
- How are transitions managed in the classroom?
- How do the management strategies used in the classroom impact student learning?

2. Curricular Planning

- Are lessons planned in a meaningful way to positively impact student achievement?
- Are academic expectations for students realistically high?
- Is content organized around key ideas?
- Are there intermediate and long-range objectives established for students?
- Is curricular planning based upon student needs and district benchmarks?
- Is there evidence of mastery of subject matter knowledge by the teacher?
- Is there a wide variety of instructional strategies planned?
- Do the strategies accommodate varied learning styles and multiple intelligences?
- In what ways is curriculum differentiated for individual needs?

3. Implementation of Lessons and Assessments

- Are higher order thinking skills being developed?
- Are various methods of assessment being used?
- Are opportunities provided for active student involvement?
- Are activities used to determine students' prior knowledge?
- Are developmentally appropriate materials available?
- Are students provided with useful feedback?
- Are spontaneous learning situations capitalized on?
- What evidence of adaptations is there in response to on-going assessment?
- Is the use of allocated class time maximized for the highest level of student achievement?
- How does the teacher balance planned vs. spontaneous activities?

4. Use of Technology

- Is technology used effectively to assist in teaching-learning?
- Are students involved in using technology?
- Is technology used to expedite management tasks?

Part C: Critical Reflection on the Learning Community

Critical reflection is much deeper than technical reflection. Think about what could improve student achievement for ALL children and the development of citizens. When we reflect critically, we ask ourselves, "What are we really teaching the students about living in a multicultural, pluralistic society? Are we

demonstrating that we value democracy and the core values that our country is based upon? Are we responding to the diversity of the classroom, the school and the community at large? Are we really considering individual learning needs and students in the learning community of our classroom? Are we demonstrating that we value each child in this community and that his/her learning is paramount?"

In each of the two aspects of the learning community that students analyze critically, they must support their comments with specific examples. They have to include a minimum of three specific examples for each of the two aspects they critically reflect on in their report. Questions they may respond to include, but are not limited to:

1. Classroom Climate

- Does the classroom have a caring, nurturing climate? How would one be able to tell?
- Are students listened to thoughtfully?
- Are students appropriately and meaningfully responded to?
- Is interpersonal skill development valued, modeled and taught?
- Are opportunities provided to develop self-management skills?

2. Diversity

- How are the student characteristics such as background (social, economic, academic, ethnic) considered in the classroom?
- Are diverse backgrounds, beliefs and values addressed?
- How are aspects of the classroom, students, school, district and community considered in planning?
- Is diversity celebrated?
- How does instruction meet group and individual learning needs?
- Are teaching materials used that reflect our diverse society?
- Are opportunities to include the family and community in student learning apparent?
- Are opportunities provided to develop a classroom community where all students are valued?

3. Democratic Practices

- How does the classroom model democratic practices?
- Are student opinions considered in the teaching-learning activities?
- Are models of respect for all people encouraged?
- Is responsibility for professional decisions accepted?
- Are professional ethics including academic honesty and confidentiality adhered to?
- Are professional relationships of collegiality valued?
- Is enthusiasm toward teaching demonstrated?
- How are students prepared for active participation in a democracy through nurturing critical thinking, creative thinking and problem solving?

Assignment #2: Reflection on a Learning Community

Students must include in their report:

Part A:

Drawing a map of the physical layout of the classroom.
Describing or bring listing of classroom rules/code of conduct.
Describing classroom procedures.

Part B:

Written Technical Reflection

Part C:

Written Critical Reflection

Field Experience Notes

Assignment #2: Reflection of a Learning Community

Pre- student teachers have to take notes during each visit to the CT's classroom. They have to record events occurring in the classroom so that they will have enough information to write in their reports. They must keep notes for each of the three assignments, as they will all be turned in with assignment #3.

Date/Time	Topic/Concept Taught	Activities/Reflections

Directions for Assignment #3 Reflective Analysis of Student Learning

Assignment #3 also requires the student to use the three different levels of reflective thinking: pure observation, technical reflection, and critical reflection. As noted in the introductory material in the FETE 301/302 timeline, this assignment requires the student to do some preparation at the beginning of the field experience, even though the written report is not due until near the end of their pre-student teaching. In this assignment, they will complete a reflective analysis on 8-10 weeks of working with the learner whom they and the cooperating teacher identified. They are not allowed to use the student's real name anywhere in this report.

PREPARATION

1. The student has to first ask the cooperating teacher to identify a student who needs extra assistance during their first visit(s) to the classroom. He/she should be a student who is struggling with learning but making progress.
2. The student then has to establish a schedule that will allow work with the student once per week for the 8-10 week period.
3. At the elementary level, a minimum of 20-30 minutes should be allotted for each session. This is a part of the 1.5-2 hours they are completing each week in their field experience. The pre-student teachers may be re-teaching something the cooperating teacher has taught, and/or they may be designing their own activities to help the student achieve the learning objectives. They are encouraged to use varied teaching strategies to engage the student.

At the secondary level, it is not necessary for the pre-student teachers to work individually with the student during every class session. For some class sessions, they may just observe the student during whole group class instruction and then assist him/her during individual work. During group work, they can listen in and observe the student.

4. Pre-student teachers have to document each time they work with or observe the student on their Field Experience Notes form and they have to be included with their written report.
5. The report should include three samples of the student's work that shows progress over time.

WRITTEN REPORT

Part A: Initial Description of Student and Learning Goals

The goal of this part of this assignment is for the pre-student teacher to learn as much as possible about the student by speaking to the cooperating teacher and the student. The purpose of the initial contact is to establish a rapport with the student by:

- Introducing and telling a little bit about themselves.
- Explaining to the student why they are there and perhaps asking them to help prepare them in becoming a teacher.
- Asking the student about his/her interests (both academic and other).

They have to gather the information by either talking to the student or asking him/her to write out the answers on a survey that they design. Also, they have to gather information on these questions from the teacher. Their observations may also provide additional insights.

The following information has to be included in their written report:

Student's fictional name: _____

- What are the student's interests (subject matter, projects, and activities outside of school)?
- What are the student's perceived strengths (things he/she does well) and weaknesses (things he/she does not do well) as a learner?
- How does the student learn best? What environment is most conducive to learning?
- What are the student's perceptions of school?
- What else is going on in the student's life that may impact his/her learning?
- What does the teacher want you, the pre-student teacher, to help the student with? Select 1-2 area (skills or objectives) that you hope to see improvement in over the next two months. Collecting examples of the student's assignments, projects or assessments related to one or two of these areas will help in seeing the progress by the student.

Part B: Understanding the Learner by Weekly Notes

The goal of this section is for the pre-student teacher to gather information during the semester to help understand how the student learns. They will begin by using the information from the initial description to plan how they will assist the student and analyze the nature of his/her learning. When they interact with the student, they will be sure to appeal to the student's interests and build on his/her strengths.

NOTE: During the semester, pre-student teachers must collect at least five samples of the student's work (assignments, assessments, reports, etc.) preferably related to the area (objective or skill) you, the cooperating teacher, are hoping to see improve. The pre-student teacher will use this work in Part C as evidence of how the student has or has not made progress during the semester.

WEEKLY NOTES ARE REQUIRED. In these notes, the pre-student teacher must comment on such items as:

- What they worked on with the student. If they only observed, they have to describe what they saw and heard.
- In what area(s) is the student struggling? Why do they think the area is difficult for him/her?
- In what area(s) is the student participating and improving? Why do they think he/she is improving?
- What did they learn about the student today? (e.g. learning style, how he/she approaches a task, how he/she expresses frustration or persistence)
- What did you, the pre-student teacher, learn about yourself today?

Part C: Technical and Critical Analysis of Student Learning

The pre-student teacher has to select three examples of the student's work in the learning area (objective or skill) that they have been working on with the student. They have to arrange them in chronological order and examine them along with their journal entries, answering the following questions:

- In what area(s) were you, the pre-student teacher, hoping to see an improvement in the student's learning?
- What improvements have you seen? What is still a challenge for the student? Attach the three work samples and refer to specific aspects of them, illustrating the changes seen by you, the pre-student teacher.
- After working with this student, what insights do you have about the teaching and learning process? Please include insights about the student, your own way of working with the student, the instruction in the classroom and how students learn in this area (skill or objective).
- How does the classroom environment (e.g. the teacher, the students, or the instruction) impact this particular student's learning? What might help this student improve?
- What were your attitudes towards this project and student? How have your attitudes changed or stayed the same?

FORMAT OF WRITTEN REPORT

Student reports must include:

PART A: Initial Description of Student and Learning Goals

PART B: Understanding the Learner: Weekly Notes

PART C: Technical and Critical Analysis of Student Learning, including the three samples of the student's work

Field Experience Notes

Assignment #3: Reflective Analysis of Student Learning

Pre- student teachers have to take notes during each time they work with their student. They are required to include these notes for assignment #3.

Date/Time	Topic/Concept Taught What we did today (e.g. Activity)	Comments regarding student difficulties and improvements, as well as what you learned about the student and yourself. (See questions in Part B of directions.)

Assignments for FETE 401

Introduction

Welcome to FETE 401: Field Experience in Literacy and Diversity (taken with RDNG 314). This course is designed to provide the pre-student teacher with meaningful classroom experiences in teaching reading and the language arts in a diverse classroom setting. The activities they do for this course will be introduced and demonstrated in RDNG 310: Literacy Across the Curriculum in the Intermediate Grades.

GOALS OF THE PRE-STUDENT TEACHER

1. To observe literacy instruction in a diverse classroom setting.
2. To assess an individual student's literacy, plan and implement literacy instruction based on the assessment, and document student growth over the course of instruction.
3. To identify and plan for the diverse needs of students.

TWO GRADED ASSIGNMENTS

The pre-student teachers are asked to keep a reflective journal throughout the semester that is divided into three sections: Teach A Student, Classroom Diversity Checklist, and Additional Activities. In each section they will record reflections on the two graded assignments and the additional activities they will do throughout the semester. ***Students must maintain a reflective journal and complete both graded assignments to pass the course.***

A summary of the graded assignments is as follows:

1. **Teach A Student in Reading:** During the field experience the pre-student teacher is asked to teach a student to read for one hour per week. They will assess the student's initial reading level, plan for weekly reading lessons, and write a final summary of the student's progress. In the journal, they will record both critical and technical reflections on the reading sessions.
2. **Classroom Diversity Checklist:** The pre-student teacher must complete the checklist using information from the classroom teacher and/or the building administrator. In their journal, they have to summarize their findings and discuss their own ideas about addressing the diversity issues in the school setting.
3. **Additional Activities:** In addition to the graded assignments, the pre-student teachers should plan to include each of the following activities:
 - a. A read aloud or storytelling;
 - b. A directed reading activity;
 - c. A reader response activity;

- d. A writing activity; and
- e. A creative activity, which correlates to a piece of children's literature.

REQUIRED TEXT

Tompkins, G.E. (1988) 50 Literacy Strategies: Step by Step

Please consider the parallel timeline for the pre-student teacher and cooperating teacher.

	<u>Pre-Student Teacher</u>	<u>Cooperating Teacher</u>
Week 1	Observe	Assign child to be mentored
Week 2	Teach; Observe; assist as directed by teacher	Assign appropriate tasks
Week 3	Teach; assist as directed by teacher	Assign appropriate tasks
Week 4	Teach; assist as directed by teacher	Assign appropriate tasks
Week 5	Teach; assist as directed by teacher	Assign appropriate tasks
Week 6	Teach; assist as directed by teacher	Assign appropriate tasks
Week 7	Teach; assist as directed by teacher	Assign appropriate tasks
Week 8	Teach; assist as directed by teacher	Assign appropriate tasks
Week 9	Teach; assist as directed by teacher	Assign appropriate tasks
Week 10	Teach; assist as directed by teacher	Complete evaluation of pre-student teacher

Graded Assignment #1

Teaching a Child

During the field experience the pre-student teachers are asked to teach a child for one hour per week. They will keep a journal which includes an assessment of the student's initial reading level, weekly plans, technical and critical reflections of the session, and a final summary that describes the child as a reader and contains further recommendations for instruction.

Student Assessment

In RDNG 310, the pre-student teachers will have received instruction in the administration and scoring of several reading assessments. They have to administer the appropriate assessments to the child and score them to determine the child's instructional level. The scored assessments are the first entry in their journal for this assignment. In their journals, they have to reflect on the child's strengths and weaknesses in reading. From here they also have to decide what areas/concepts/skills they plan on focusing on during their lessons and why they chose these specific areas/concepts/skills.

Weekly Lesson Plans

The format is as follows:

- A. Rereading of a familiar book
 1. Book Name/Level
 2. Technical Reflection
 - B. Guided Reading of a New Book
 1. Book Name/Level
 - a. Pre-reading strategies
 - i. Strategy Selected
 - ii. Technical Reflection
 - b. Running Record; During Reading Strategies
 - i. Results of Running Record
 - ii. Technical Reflection
 - c. Post Reading Activities
 - i. Strategy Selected
 - ii. Technical Reflection
 - d. Work Attack Lesson
 - i. Strategy Selected
 - ii. Technical Reflection
 - e. Critical Reflection on Entire Lesson
- The pre-student teacher will need to complete a lesson plan/reflection for each session they have with the child. These plans as well as the work completed by the child should go in a folder to be turned in to their field experience supervisor at the appropriate times.

Final Summary

At the end of the semester the pre-student teacher will write a report on the child that describes them as a reader. They have to create a pseudonym to replace the child's real name and organize the report in the following manner:

Child's pseudonym

Age

Grade

Teacher

School

Instructional Reading Level based on the initial IRI

Describe the child's performance in each of the following categories, using information from the lesson plans. Describe evidence of the student learning during the teaching sessions, using examples from your journal.

Oral reading:

At what level does s/he read? Does s/he have a problem with fluency? What strategies does s/he use s/he comes to an unknown word?

Decoding ability:

What are the child's strengths and weaknesses in decoding? Does s/he have a grasp of basic word families? Does s/he apply this knowledge in his/her reading? In his/her spelling?

Comprehensive Ability:

How does the child do on the pre-reading activities? Is his/her background knowledge appropriate for his/her age and reading materials? Does s/he make predictions about the outcome of the text? Can s/he summarize the most important parts of the story? Does s/he respond to stories with enjoyment?

Summary and Recommendations:

Give the child's current instructional level. What are his/her strengths and weaknesses? What instructional recommendations would you give for the next instructor?

Graded Assignment #2 Classroom Diversity Checklist

During their field placement, pre-student teachers have to interview the cooperating teacher and/or the building administrator about the following areas as they relate to issues of diversity within the school community: **classroom environment, parent/community involvement, instruction, curriculum, and race/human relations**. Using the Classroom Diversity Checklist as a guide for the questions and areas to address, by the end of the semester, they have to complete the checklist and write a summary of findings in their journal. In their summary, they have to discuss the strengths of the school community in meeting the needs of a diverse student population, the areas of most critical concern and the areas of concern that must be addressed as a school community.

CLASSROOM DIVERSITY CHECKLIST

The purpose of this checklist is to assist pre-student teachers and teachers to evaluate and import the extent to which they address issues of diversity within the school setting. Five major areas are covered: **classroom environment, parent/community involvement, instruction, curriculum, and race/human relations**. The checklist is based on research and legal compliance.

I. CLASSROOM ENVIRONMENT

When I walk into the classroom, do I see the following:

- Writing and projects displayed representing all students?
- Bulletin boards reflecting cultural diversity?
- Multicultural media and technology?
- A seating arrangement that avoids sexism and racism?
- A safe environment where rules are posted so students clearly understand what is and is not acceptable behavior?
- A classroom that reflects cultural diversity?

II. PARENT/COMMUNITY INVOLVEMENT

Am I encouraging parent involvement/empowerment by:

- Sending home information in the parents' primary language?
- Publishing a parent newsletter?
- Asking parents to read to children?
- Involving parents in assessment?
- Having family curriculum nights in primary languages?
- Making parents feel welcome in the classroom?

Am I encouraging community involvement by:

- Inviting positive role models from other cultures?
- Inviting guest speakers to read literature reflective of their culture?
- Having a parent information board?
- Inviting community members to school board meetings?

III. INSTRUCTION

Am I interacting with my students in the following ways:

- Reinforcing each student's self esteem by giving sincere and specific praise, using positive adjectives, and by showing respect, trust, understanding, acceptance, and warmth?
- Treating all students equitably and conveying my expectations and confidence that each student can accomplish work and learn?

- Arranging cooperative groups, which support many styles of learning?
- Serving as a role model by showing sensitivity and flexibility towards the special needs of others?
- Using a variety of grouping methods (cooperative, heterogeneous, homogeneous, expert grouping, pairing, and whole group)?
- Using a variety of teaching methods (complex instruction, skills, and cooperative learning)?
- Avoiding unfair and ruthless competition in activities?
- Asking questions, which require students to evaluate/organize information?
- Allowing students to take risks and make mistakes without penalty?

IV. CURRICULUM

Am I infusing multicultural issues into my academic curriculum by:

- Presenting famous people from a variety of cultures?
- Including literature from a variety of cultures and cultural perspectives?
- Looking at the inventions/contributions/discoveries from other cultures including art, music, math, science, and language?

Am I using materials that represent various cultures by:

- Supplying students with free choice books that are multiculturally relevant and include a variety of languages?
- Selecting supplemental texts that are multiculturally relevant?

V. RACE/HUMAN RELATIONS

Do I try to improve the race relations in my classroom by:

- Having students do group work?
- Stressing the similarities among cultures?

Do I try to improve human relations in my classroom by:

- Teaching students self-respect?
- Teaching students about manners?
- Mixing up the class by gender?
- Teaching students not to put down other students?
- Discussing situations that might be considered right and wrong?
- Encouraging students to do community service?
- Discussing how differences in appearance, economic status, and speech can lead to discrimination?

Assignments for FETE 402

FETE 402 Timeline

	<u>Pre-Student Teacher</u>	<u>Cooperating Teacher</u>
Week 1	Observe	Identify students who will benefit from mentoring
Week 2	Mentor student; assist as directed by teacher	Approve read aloud text; assign appropriate tasks
Week 3	Mentor student; read aloud; assist as directed by teacher	Assist student in choosing content, topic of lesson; assign appropriate tasks
Week 4	Mentor student; assist as directed by teacher	Approve multicultural biography text, assign appropriate tasks
Week 5	Mentor student; Multicultural Biography; assist as directed by teacher	Assign appropriate tasks
Week 6	Mentor student; assist as directed by teacher	Assign appropriate tasks
Week 7	Mentor student; assist as directed by teacher	Assign appropriate tasks
Week 8	Teach lesson	Observe lesson and provide feedback
Week 9	Mentor student; assist as directed by teacher	Assign appropriate tasks
Week 10	Mentor student; assist as directed by teacher	Complete evaluation of pre-student teacher; assign appropriate tasks

*See pre-student teacher activities worksheet for additional activities in the classroom.

ASSIGNMENTS FOR FETE 402

Assignment #1	Read Aloud
Assignment #2	Multicultural Biography
Assignment #3	Pre-Reading Activity
Assignment #4	During Reading Activity
Assignment #5	After Reading Activity
Assignment #6	Mentoring a Student

***Assignments 3-5 constitute one lesson activity**

Assignment #1 Reading Aloud

The pre-student teacher must complete the following during the field experience:

1. Choose some reading material (trade book, magazine, newspaper, internet) that connects to a lesson that a teacher is about to teach.
2. At the beginning of class, read a short passage (a paragraph or so) to the class.
3. Have a transparency, prop, poster, or costume to go along with the reading.
4. Make the reading material available to interested students.

Assignment #2 Multicultural Biography

The pre-student teacher must complete the following during the field experience:

1. Choose a biography passage from a book, magazine, newspaper, internet site that connects to a lesson that a teacher is about to teach.
2. At the beginning of class, read a short passage (a paragraph or so) to the class.
3. Have a transparency of the person in biography and a prop, poster, or costume to go along with the reading.
4. Make the reading material available to interested students.

Assignment #3, 4 and 5

Teaching a Content Area Reading Lesson

Assignments 3,4, and 5 are all part of a content area reading lesson. These three assignments may be done as one lesson (as shown on the timeline) or may be done separately for the benefit of the mentoring teacher and his/her planning. Guidelines for the assignments are as follows:

Assignment #3: Pre-Reading Strategy

The pre-student teacher has to choose a pre-reading strategy to do with the class before the beginning of a lesson on reading: PreP (this is used when discerning student attitudes or misconceptions); Anticipation Guide (this is used when motivating or discerning misconceptions); KWL (used to promote student-driven learning); Graphic Organizer (used when a lesson has many details and clear categories).

Assignment #4: During Reading Activity

1. Write ten different types of questions for students to answer for a reading assignment.
2. Make a 3-Level guide for a reading assignment. Put students into groups to choose what statements to “x”. Hold a discussion with the class about responses.
3. Literature circles- divide the class into groups of four to five. Give them all the same reading material or give each group a different section of the same reading material. Tell each group that each member will have a task. After reading, have each member play their role or do their task. Share with the group and class.

Assignment #5: After Reading Activity

Ask student to write one of the following:

1. Biopoem- if reading material had people or characters in it.
2. Acrostic- works well if there is a long important word in lesson.
3. Cinquain- works well for any subject area.
4. 5W poem- works well for history lessons.
5. “I used to think, now I know” poem- works well with lessons where students clarify stereotypes or misconceptions.

NOTE: These three assignments may be combined, at the Facilitator’s discretion, into one longer paper.

Graded Assignment #6

Mentoring a Student or a Small Group of Students

During the pre-student teacher's field experience, s/he is asked to mentor a student (or a small group of students) for 30 minutes per week. The pre-student teacher will work with the mentoring teacher to select a student or a small group of students to mentor. Selecting a small group of students of mixed ability to mentor may help the classroom students from being embarrassed in front of their peers if they are selected. While mentoring the student/s, the pre-student teacher will particularly observe how the student interact/s with any subject area's reading material in and out of school (e.g. in an algebra class s/he would focus on how students read the algebra text or write in their journal and complete assignments using the texts). The pre-student teacher will keep a mentoring journal which includes as assessment of the students' initial attitudes about themselves as readers/writers as connected to the subject area, weekly mentoring strategies/activities, technical and critical reflections on the mentoring session and a final summary that describes the students as readers/writers in the subject area. This summary will also contain further recommendations for mentoring. If the pre-student teacher mentors a small group of students, s/he may focus on one of the students for his/her journal. The assignment includes the following components.

Student Assessment

First, the pre-student teacher will need to assess the student (or group of students). Using the format of an interview, they will obtain information about their initial attitudes about themselves as readers/writers with reading/writing material in and out of school pertaining to the subject area. Following the assessment, the pre-student teacher will reflect on the strengths and weaknesses of the student/s. The pre-student teacher has to discuss that area/concepts/skills/strategies they plan on focusing on during the mentoring sessions as well as explain the rationale for choosing these areas/concepts/skills/strategies. If mentoring to a small group of students, they may select one of the students to assess or assess them individually and make comparisons on their strengths and weaknesses.

Weekly Mentoring Ideas

The pre-student teacher will need to write down ideas for the weekly mentoring sessions. Some ideas are:

1. Interview one another using the biopoem format.
2. Keep a journal.
3. Read a selection about the content area aloud to a small group of students.
4. Using graphic organizer techniques, have student/s brainstorm all they know about a topic within the content area.
5. Have the student/s web a chapter or a section of a chapter.

6. Using the KWL technique, have student/s individually list their knowledge about a topic within the content area within the appropriate column.

NOTE: This assignment may be done, at the Facilitator's discretion, as a required LiveText discussion item rather than a paper.

Students should return the following evaluation form to their FETE instructors.

Eastern Michigan University
Department of Teacher Education
FETE Field Experiences

Student _____ Student Number _____
 Semester _____ School _____
 Teacher _____

This evaluation is for (please circle one): FETE 301 FETE 302 FETE 401 FETE 402

I. Evaluation of Professional Responsibilities and Disposition

Indicators	Always		Usually		Never	No Opportunity to Observe
	5	4	3	2		
Maintains 100% attendance in the field	5	4	3	2	1	0
Arrives promptly and leaves at the appropriate time	5	4	3	2	1	0
Demonstrates a willingness to receive constructive criticism	5	4	3	2	1	0
Strives to become familiar with school commitment	5	4	3	2	1	0
Works collaboratively with staff	5	4	3	2	1	0
Demonstrates enthusiasm and commitment	5	4	3	2	1	0
Demonstrates professional ethics including respect for confidentiality	5	4	3	2	1	0
Demonstrates professional appearance and demeanor	5	4	3	2	1	0

Comments _____

II. Content and Pedagogy

A. Developing Knowledge of the Learner

Indicators	Always		Usually		Never	No Opportunity to Observe
	5	4	3	2		
Demonstrates an ability to positively communicate with students' diverse abilities, sensitivities, and background	5	4	3	2	1	0
Works to facilitate cooperation among individuals and groups	5	4	3	2	1	0

Strives to become familiar with the personal interests and needs of individual students	5	4	3	2	1	0
Seeks information about pedagogical topic in an effort to improve the quality of interaction between self and student	5	4	3	2	1	0
Demonstrates concern and commitment towards all children in the class	5	4	3	2	1	0
Listens to students thoughtfully and responds appropriately	5	4	3	2	1	0

Comments _____

B. Developing Pedagogical Knowledge

Indicators	Always		Usually		Never	No Opportunity to Observe
	5	4	3	2	1	
Engages the teacher in discussions regarding the use of particular teaching strategies and the teacher's decision making process	5	4	3	2	1	0
Identifies areas of concern and seeks information on topics such as motivational techniques and assessment	5	4	3	2	1	0
Demonstrates a developing understanding of pedagogical principles which promote learning and active engagement when interacting with individuals and small groups	5	4	3	2	1	0

Comments _____

III. Communication Skills

Indicators	Always		Usually		Never	No Opportunity to Observe
Communicates effectively verbally	5	4	3	2	1	0
Communicates effectively in writing	5	4	3	2	1	0

Comments _____

Total number of hours _____

 Teacher Signature

 Student Signature

Students should return this form to their FETE instructors.