

**EDCT 3754 Early Field Experience
Family and Consumer Sciences Education
Information and Forms**

Instructor: Dr. Daisy Stewart, 217 War Memorial Hall, 231-8180, daisys@vt.edu

The Early Field Experience provides you with an opportunity to observe in public school programs prior to student teaching. This experience is one in which future teachers come into direct contact with teachers and learners for a period of 20 hours or more. The observation will be directed by Virginia Tech faculty and/or graduate teaching assistants. You are required to observe at least two family and consumer sciences teachers in at least two schools. Observations will include 5 to 10 hours in family focus programs, 5 to 10 hours in work focus programs, and 1 to 2 hours each in adult education and FCCLA activities. Both high school and middle school programs will be included. At least 5 hours of observation or interviews should be in other areas of career and technical or academic education including observation of special populations. Placement in observation sites will be made by the Teacher Education Center after consultation between you and the instructor. Approximately 10 hours of seminars will be held during the semester to plan for and discuss the observations and provide additional information about family and consumer sciences education.

This experience is designed to give you the opportunity to observe and work with teachers and students to become better acquainted with the roles of a family and consumer sciences teacher. This should assist in confirming your decision to pursue a career in education and determining what types of programs you would prefer for student teaching.

Role of the Early Experience Student

After placements have been confirmed, you should contact the cooperating teacher to identify any pre-observation requirements and set up a schedule of dates and times. Become familiar with and abide by any school policies regarding observations, such as signing in and obtaining a visitor's pass.

As an initial field experience, this program is distinct from student teaching. Because you enter the observation with little or no coursework in education, you are not expected to assume teaching responsibilities, but to observe, assist, and participate in as many activities as possible. You should establish and maintain a high level of professional behavior. Local school schedules and policies should be observed, as should standards of dress and classroom behavior appropriate for a teacher. You serve as a representative of Virginia Tech and a vital link in our community relations.

If you cannot report for a scheduled observation, you must:

- Call the school prior to the time you are expected to arrive. Identify yourself and your cooperating teacher and ask that the cooperating teacher be notified.
- Inform your university supervisor by e-mail.

- Arrange an alternative day and time for the observation. Both the cooperating teacher and the university supervisor should be informed regarding the change.

Early Experience Activities

Some of the activities considered appropriate for participation are listed. Others may be added with the mutual consent of the cooperating teacher, other school personnel, and university supervisor. Schools may place limitations on specific activities, but a participating in a variety of experiences is recommended.

1. Observation Activities:

- Attending a faculty meeting.
- Visiting other classes in the same school.
- Observing different discipline techniques.
- Watching general classroom activities.
- Attending FCCLA and other student organization meetings.

2. Planning Activities:

- Conducting library research for the teacher.
- Assisting the teacher in developing and organizing classroom materials.
- Obtaining special materials for a class project.
- Assisting in preparing assignments.

3. Teaching Activities:

- Leading a discussion.
- Making a short lesson presentation with the supervision of the cooperating teacher.
- Assisting the teacher in a demonstration or other lesson activity.

4. Supervisor Activities:

- Assisting individual students or small groups with assigned work.
- Administering tests.
- Supervising with the teacher in the classroom, library, halls, etc.
- Assisting students with information on missed assignments or make-up work.
- Providing individual attention to students who have difficulty mastering specific concepts.
- Assisting with laboratory activities.

5. Clerical Activities:

- Grading tests, papers, etc.
- Typing or copying materials for the teacher.
- Preparing bulletin boards.
- Maintaining attendance records.
- Preparing, distributing, and maintaining classroom materials and equipment.
- Preparing audio-visual aids.
- Setting up audio-visual equipment.
- Assisting the teacher in organizing materials.

Written Documentation of the Experience

During your early field experience, you will prepare the following:

Activities Journal

Throughout the early field experience, you will maintain a journal of your activities and comments. Describe the classes you observe, the activities in which you participate, and your reactions to the experiences. You may wish to avoid using names of specific students and teachers. The main purposes of the journal are to give you an opportunity to reflect on what you are doing and learning and to provide information for the university supervisor. Each time we have a seminar, turn in your journal for the time period.

Activities Checklist

This checklist provides information to the cooperating teacher and the university supervisor concerning the range of activities in which you participate. Complete one checklist for each field experience site and have the cooperating teacher at that site make comments and sign the form.

Program Checklist

The program checklist is used to reflect on the characteristics of the family and consumer sciences program being observed. Complete one checklist for each course observed (not each class session) and include comments regarding the reasons for your responses. You may ask the cooperating teacher about items on the checklist you don't have an opportunity to observe directly, but you are not required to share your responses to the checklist with the cooperating teacher.

Summary of Observation Hours

At the end of your early field experience, submit to the university supervisor a one-page summary of your observation hours. Include the category, dates, schools, and number of hours.

Role of the Cooperating Teacher

Cooperating teachers are selected by the local school division on the basis of their professional competency and interest in having an early field experience student. Through their guidance, students are exposed to a variety of teaching activities and daily routines that are intended to provide the students with an introduction to the teaching profession.

There should be a supportive working relationship between early field experience students and cooperating teachers. Discussions and conferences should be scheduled frequently to: (1) plan future activities; (2) assess the professional growth of the field experience student; and (3) identify and resolve problems.

There are many aspects to the role of the cooperating teacher:

- Helping the student develop a realistic view of adolescents.
- Familiarizing the student with school policies and procedures.
- Sharing information that might assist the student to clarify career goals.
- Exposing the student to a wide range of school experiences.
- Assisting the student in evaluating strengths and weaknesses as a potential teacher.

Cooperating teachers provide support and a setting for a student's initial exposure to the teaching role. Each cooperating teacher completes an evaluation form at the end of the field experience.

Role of the University Supervisor

University supervisors act as liaisons between the university and school divisions. They provide clarification of program procedures, expectations, and goals, and are responsible for assuring that cooperating teachers, school administrators, and early experience students all have a clear understanding of the program.

Supervisors also evaluate the early experience student's activities in the schools in terms of university expectation about the early experience program. Since the program attempts to maximize the diversity of activity, the supervisor should monitor the range of activities in which the student participates.

University supervisors are responsible for supervision of students and should work closely with cooperating teachers and principals to establish and maintain clear lines of communication. Anticipation and identification of problems and successes is an ongoing process. Comments concerning problems should be discussed with all involved parties.

Appropriate and timely counseling will enhance the success of the early field experience. Conduct, cooperation, progress, and other pertinent aspects of the performance of the student should be discussed with the university supervisor as determined necessary by the student or the cooperating teacher. The supervisor is the person ultimately responsible to the university for the evaluation of early field experience students.

Evaluation Procedures

The evaluation serves two functions: (1) to assess the strengths and weaknesses of the early experience student as a potential teacher; and (2) to recommend or not recommend the student as a student teaching candidate. Weaknesses that are identified may need to be resolved

prior to placement in a student teaching experience. The evaluation process involves written reports completed by the student, some of which are signed by the cooperating teacher, and the cooperating teacher's evaluation of the student. The reports must be submitted according to a schedule determined by the university supervisor.

Example of Activities Journal

Name: Chris Jones

School: Smithson Middle School

Date: 11/9

Times: 9:30 to 11:45

Activities

Today I finished compiling the teacher's grade book for the 2nd grading period and recorded grades and absences. Then I developed a memo to be distributed to teachers throughout the country schools about the upcoming FCCLA activity.

Comments

I felt that today was a good learning experience because I became acquainted with some of the normal duties of a teacher. By working with the teacher on the information about the FCCLA project, I learned about the role of an advisor and the importance of public relations within the school system.

Date: 11/12

Times: 1:00 to 3:00

Activities

I learned how to operate the copy machine and made copies of materials to be used for the consumer education lesson tomorrow. In one class I completed and turned in the attendance form and explained the homework assignment for the next day. I then prepared a quiz related to the homework assignment. I also went to the computer lab to become familiar with the programs available for class use.

Comments

Today I felt like I was beginning to know my way around. I was able to learn more of the students' names by observing a class discussion, which made it easier for me to communicate with them. Working on the assignment really made me feel useful in helping to save time for the teacher. Learning more about the computer lab will be good for assisting in future class activities.

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Activities Checklist**

Name:

Cooperating Teacher:

School:

Next to each activity in which you participated, list the appropriate date(s) and indicate the approximate amount of time spent on this activity.

Activity	Date(s)	Time Spent
1. Observation Activities		
• Observing family focus classes		
• Observing work focus classes		
• Attending FCCLA activities		
• Observing adult education activities		
• Visiting other classes in the same school		
• Other observation activities (list)		
2. Planning Activities		
• Assisting the teacher in planning lessons		
• Assisting in preparing assignments		
• Other planning activities (list)		
3. Teaching Activities		
• Teaching a lesson to an individual or small group		
• Making a short lesson presentation to the class		
• Assisting the teacher in a lesson activity		
• Other teaching activities (list)		
4. Supervisory Activities		
• Assisting individual students or small groups		
• Supervising in the classroom, library, halls, etc.		
• Assisting with laboratory activities		
• Other supervisory activities (list)		

5. Clerical Activities		
• Grading tests, papers, etc.		
• Typing or copying materials		
• Other clerical activities (list)		

Cooperating Teacher's Comments:

Cooperating Teacher's Signature

**EDCT 3754 Early Field Experience
Program Checklist**

Name:

School:

Course Observed:

Grade Level(s):

Concepts Taught:

	Yes	?	No	Comments
Content appropriate for student needs.				
Students are involved.				
Class seems challenging to students.				
Higher-order thinking skills are used.				
Class includes males and females.				
Variety of instructional methods used.				
Variety of media used.				
Administration supports program.				
Parents and students support program.				
Creative thinking is encouraged.				
Student organization is active.				
Facilities are adequate for program.				
Class activities seem flexible.				
Students are mainstreamed.				

Other Comments:

**EDCT 3754 Early Field Experience
Summary of Observation Hours**

Name:

Note: If hours are counted to meet minimum requirements in more than one category, put the number in parentheses in the second category and do not add them twice in computing the total number of hours.

Category and Minimum Hours	Dates	School	# of Hours
Middle school (family focus):			
High school family focus: (minimum 5 for family focus, including middle school)			
High school work focus: (minimum 5)			
Adult education: (minimum 1)			
FCCLA: (minimum 1)			
Other CTE and/or academic: (minimum 5)			
Total hours: (minimum 20)			

**Cooperating Teacher's Evaluation
of Early Field Experience Student**

Early Field Experience Student:

Cooperating Teacher:

School:

Date:

Please indicate by circling the appropriate number of your response to the following statements in reference to this early field experience student. Base your responses on your observation of and interaction with the student. Circle **1** to indicate that you **strongly agree** with the statement, a **2** if you **agree**, a **3** if you **disagree**, and a **4** if you **strongly disagree**.

	SA	A	D	SD
• The student followed appropriate procedures in arranging the school visits.	1	2	3	4
• The student was punctual and dependable.	1	2	3	4
• The student's personal appearance and behaviors were consistently professional.	1	2	3	4
• The student's interaction with classroom learners was positive.	1	2	3	4
• The student was willing and interested in accepting responsibilities.	1	2	3	4
• I believe the student will be a good candidate for student teaching.	1	2	3	4

Comments:

Signature: _____