

Early Field Experience EDCT 3754

Marketing Education

Guidelines

Contact Person: William T. Price, Jr.
Virginia Tech
Blacksburg, VA 24060
Phone: 231-8190
Email: wprice@vt.edu

EDCT 3754 Early Field Experience

Information for

Marketing Education Majors

The Early Field Experience provides you with an opportunity to observe 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 observations will be directed by Virginia Tech faculty and/or graduate teaching assistants. You are required to observe and assist the marketing teacher at least 15 hours in Marketing Education and five hours in other areas. Observations might include 10-15 hours in marketing classes, (including observations of two coop visits by the cooperating teacher), and 1 to 2 hours each in adult education and DECA activities. 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 Virginia Tech Teacher Education Center after consultation between you and the instructor. Ten hours of seminars will be held during the semester to plan for and discuss the observations and provide additional information about marketing 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 marketing teachers. 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.

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.
- Call your university supervisor.
- 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 consent of the cooperating teacher, other school personnel, and university supervisor. Schools may place limitations on specific activities, but a variety of experiences are recommended.

1. Observation Activities:

- Attending a faculty meeting.
- Visiting other classes in the same school.
- Observing different discipline techniques.
- Watching general classroom activities.
- Attending DECA 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 Summary (Checklist)

The program checklist is used to reflect on the characteristics of the Marketing Education program being observed. Write a summary for each component of the program observed using the "Program Checklist". You may ask the cooperating teacher about items on the checklist that you don't have an opportunity to observe directly, but you are not required to share your summary 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 a category, dates, schools, and number of hours. Please have the cooperating teacher verify your hours.

Role of the Cooperating Teacher

Cooperating teachers are selected by local school divisions 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 phases 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.

Reports = 35 points (reports should be turned in at the seminars-final date for all reports December 4, 2002-include record of visits)

Cooperating Teacher Assessment = 35 points
Attendance and participation in seminars = 30 points

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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 business classes		
• Attending DECA activities		
3. Observing adult education activities		
• Visiting other classes in the same school		
• Observing co-op visits		
• 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:

SAMPLE

Example of Activities Journal

Name: Chris Jones
School

School: Smithson Middle

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 county schools about the upcoming DECA 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 DECA 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 accounting 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 library to become familiar with the audio-visual equipment available.

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 A-V equipment will be good for assisting in future class activities.

Cooperating Teacher's Signature

Marketing Program Checklist
(Include the following in your summary of the program description)

Components of Program	Check
Marketing Education Curriculum Courses offered and other characteristics of the curriculum Content is appropriate for students needs Sols are included in the curriculum	
Student organization (DECA)	
Guidance	
Facilities and equipment	
Teaching methods Students are involved Classes seem challenging to students Higher order thinking skills are used Variety of instructional methods are used Variety of media are used Creative thinking is encouraged Class activities seem flexible Other?	
Classroom management	
Cooperative education	
Program promotion and recruitment	
Advisory committee	
Program enrollments Classes include males and females Students are mainstreamed	
Support for the program (administration, guidance, parents, business, etc)	
Other??	

Cooperating Teacher's Evaluation

of Early Field Experience Student

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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**.

Criterion	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: _____