

EDMS 5020  
Field Experience Packet

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Fall 2006

## Dates of Field Experience:

Week 1	Wednesday, September 27 <sup>th</sup> – Friday, September 29 <sup>th</sup>
Week 2	Monday, October 2 <sup>nd</sup> – Friday, October 6 <sup>th</sup>
Week 3	Monday, October 9 <sup>th</sup> —Thursday, October 12 <sup>th</sup> <b>CLASS @ UGA on Friday, October 13<sup>th</sup> 8:00-10:45 a.m.</b>
Week 4	Monday, October 16 <sup>th</sup> – Friday, October 20 <sup>th</sup>
Week 5	Tuesday, October 24 <sup>th</sup> and Wednesday, October 25 <sup>th</sup> <b>CLASS @ UGA on Monday, October 23<sup>rd</sup> 8:00-10:45</b> <b>UGA Fall Break, October 26<sup>th</sup> and 27<sup>th</sup></b>
Week 6	Monday, October 30 <sup>th</sup> —Friday, November 3 <sup>rd</sup>
Week 7	Monday, November 6 <sup>th</sup> – Thursday, November 9 <sup>th</sup> <b>CLASS @ UGA on Friday, November 10<sup>th</sup> 8:00-10:45</b>
Week 8	Monday, November 13 <sup>th</sup> – Thursday, November 16 <sup>th</sup> * <b>CLASS @ UGA on Friday, November 17<sup>th</sup> 8:00 – 10:45</b>
Week 9	Monday, November 20; Tuesday, November 21 Wednesday, November 22 – Friday, November 24, THANKSGIVING BREAK
Week 10	Tuesday, November 28 <sup>th</sup> – Thursday, November 30 <b>CLASS @ UGA on Monday, November 27<sup>th</sup>, 8:00 – 10:45</b>

\*Field Experience ends for students whose school districts do not have a Fall Break.

## Times:

EDMS 5020 students should report to their assigned school at the time designated for teacher arrival and remain until the time designated on the placement information form (approximately 2 \_ hours).

## Field Requirements:

1. **Time Log**: Every day you will record your arrival times and departure times during the field experience on the time log provided. At the end of the 7-week field experience, both you and the mentor teacher will sign the time log as verification that you were in attendance on the designated days and times. ***In addition, you must sign-in and sign-out each day in the front office. Be sure to wear your UGA name badge while you're in the school.***
2. **Middle School Learner Chart**: During the first week of the field experience, EDMS 5020 students placed in a middle school will observe in a 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade classroom for at least one class period. Students placed in an elementary school will observe in a 4<sup>th</sup> and 5<sup>th</sup> grade classroom for at least one class period. You will complete a chart documenting the physical, social, emotional, and cognitive characteristics of students observed in the various classrooms. Guidelines and rubric are included in this packet. This chart will be due on Friday, October 13<sup>th</sup> during our on-campus class.

3. **Weekly Field Reflections:** You will complete a reflection each week and share it with your instructor via e-mail by 5:00 p.m. each Sunday prior to the start of the next week. For example, your first journal will be due Sunday, October 1<sup>st</sup> by 5:00 p.m.

The field journal is like a diary or log in which you self-question, predict, clarify your thinking, and summarize your thinking about what you see, hear, feel, believe, and experience while in the classroom. You will need to go beyond describing events you witness to being able to analyze, synthesize, and evaluate what these events mean to you. You will submit a journal via e-mail each week you are in the field for a total of seven journals. For each journal, choose three events that occurred that week related to the topic of choice (see topics below). Briefly describe each event or situation you observed or personally experienced. Then, write your reflections related to each event (e.g., what you were thinking, feeling, discovering, realizing, learning, etc). Use “I statements” in your reflections. Below is a list of journal topics for each week, which tie directly to the topics we have been and will be covering in class. You may choose which topic to focus on each week, but you must write a journal about all seven topics at some point during the field experience.

Topics:

**Mentor Teacher’s and/or Your Strengths in the Classroom**  
**Middle School Learners**  
**Middle School Concept**  
**Planning and Curriculum**  
**Instruction and Teaching**  
**Classroom Environment and/or Management**  
**Events that Challenged or Validated My Teaching Philosophy**

These weekly journals will be evaluated on clarity, interest, depth, creativity, and how well you make connections to previous class readings and discussions. Each week’s entry is worth 10 points for a sum of 70 points total.

4. **Case Study:** You and your mentor teacher will select an adolescent from the assigned classroom for you to observe. From your observations and informal conversations, you will write a case study emphasizing the student’s developmental needs and the community, school, and classroom context of the student. This will be due on Monday, October 23<sup>rd</sup> during our on-campus class.
5. **Lesson Plans:** When the mentor teacher and university supervisor formally observe you teaching, you will provide the observer with a written lesson plan using the format provided in class.
6. **Supervision:** Your UGA supervisor will officially visit you at your school for two formal observations. You should arrange two sets of observation and post-observation conference dates and times with your supervisor as soon as possible. Your mentor teacher will also formally observe you at least one time using the same evaluation instrument as your UGA supervisor.

## Suggested Calendar of Activities

<p><b>1<sup>st</sup> Week</b></p>	<ul style="list-style-type: none"> <li>• Observe mentor teacher and students</li> <li>• Visit and observe other classes to complete the Middle School Learner chart</li> <li>• Assist with classroom duties such as grading papers, working with students, handing out materials, administering tests, leading students in the Problem of the Day, etc.</li> <li>• With mentor, discuss topics for lessons that you will design and teach during the field experience and plan a schedule for the teaching of these lessons.</li> <li>• Schedule two observations and post-observation conferences with your UGA supervisor</li> <li>• Return placement form with all contact information for you, your mentor teacher, and the school to Ms. Brown</li> <li>• Start gathering information for Section 1 of case study (contexts)</li> <li>• Complete reflection via email</li> </ul>
<p><b>2<sup>nd</sup> Week</b></p>	<ul style="list-style-type: none"> <li>• Assist with classroom duties such as grading papers, working with students, handing out materials, administering tests, leading students in the Problem of the Day, etc.</li> <li>• <b>Teach in some capacity</b> (e.g., with the mentor, with 5020 partner, guiding group work, conducting activities within a lesson)</li> <li>• May teach a formal lesson for mentor or UGA supervisor to observe</li> <li>• Continue gathering information for Section 1 of case study (contexts)</li> <li>• Conduct observations / informal conversations for case study</li> <li>• Complete reflection via email</li> </ul>
<p><b>3<sup>rd</sup> – 7<sup>th</sup> Weeks</b></p>	<ul style="list-style-type: none"> <li>• Assist with classroom duties such as grading papers, working with students, handing out materials, administering tests, leading students in the Problem of the Day, etc.</li> <li>• <b>Teach on a regular basis in some capacity</b> (e.g., individually, with mentor, with 5020 partner, guiding group work, conducting activities within a lesson)</li> <li>• Teach formal lessons for observation by UGA supervisor and mentor teacher</li> <li>• Continue conducting observations / informal conversations for case study</li> <li>• Complete weekly reflections via email</li> </ul>

### Attendance/Punctuality:

Attendance during the field experience is mandatory. If an emergency arises and you have to be absent from the field, you will have to make up the missed day with an additional day at your assigned school site placement. ***If you are absent, contact your UGA supervisor, mentor teacher, and course instructor the night prior to the absence or the morning of the absence prior to the start of the school day.***

**Be punctual every day.** You are expected to arrive at school at the time designated for teacher arrival and stay until the time designated on your placement form. Starting and ending times will vary depending on the mentor teacher's schedule and your class schedule. Your mentor teacher has been asked to let us know of any punctuality or attendance problems.

### EDMS 5020 Field Experience Time Log (Fall 2006)

Student Name \_\_\_\_\_ School \_\_\_\_\_

Please document the times you arrive and leave from your 7-week field experience. **At the end of the field experience, you and your mentor teacher must sign this sheet as verification that you were in the school for the specified days and times.** This sheet is for the university. You will still need to sign in and out with the front office at your school every day when you arrive and leave. You are expected to report to your school at the time designated on your placement form during this 7-week field experience.

Date	Arrival Time	Departure Time	Comments
September 27, 2006			
September 28, 2006			
September 29, 2006			
October 2, 2006			
October 3, 2006			
October 4, 2006			
October 5, 2006			
October 6, 2006			
October 9, 2006			
October 10, 2006			
October 11, 2006			
October 12, 2006			
October 13, 2006	<b>CLASS ON CAMPUS</b>		
October 16, 2006			
October 17, 2006			
October 18, 2006			
October 19, 2006			
October 20, 2006			
October 23, 2006	<b>CLASS ON CAMPUS</b>		
October 24, 2006			
October 25, 2006			
October 26-27, 2006	<b>UGA FALL BREAK</b>		
October 30, 2006			
October 31, 2006			
November 1, 2006			
November 2, 2006			
November 3, 2006			
November 6, 2006			
November 7, 2006			

Date	Arrival Time	Departure Time	Comments
November 8, 2006			
November 9, 2006			
November 10, 2006	<b>CLASS ON CAMPUS</b>		
November 13, 2006			
November 14, 2006			
November 15, 2006			
November 16, 2006*			
November 20, 2006			
November 21, 2006			
November 28, 2006			
November 29, 2006			
November 30, 2006			
<b>Make-Up Dates</b> (list below)			

**\* Field Experience ends for students whose school districts do not have a Fall Break.**

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

Mentor Teacher \_\_\_\_\_

Name \_\_\_\_\_

Number \_\_\_\_\_

Due Date: **Friday, October 13, 2006**

**Middle School Learner Chart Rubric  
EDMS 5020**

<b>Characteristic</b>	<b>Possible Points</b>	<b>Your Points</b>
<b>PHYSICAL</b> ❖ Describe at least 3 characteristics of students in each grade level	6	
<b>COGNITIVE</b> ❖ Describe at least 3 characteristics of students in each grade level	6	
<b>SOCIAL</b> ❖ Describe at least 3 characteristics of students in each grade level	6	
<b>EMOTIONAL</b> ❖ Describe at least 3 characteristics of students in each grade level	6	
<b>REFLECTIONS</b> ❖ What did you learn about adolescents?  ❖ How will this knowledge impact your teaching?	6	
<b>TOTAL</b>	<b>30</b>	

Name \_\_\_\_\_ School \_\_\_\_\_ Number \_\_\_\_\_

**EDMS 5020 Middle School Learner Chart**  
**Field Experience Fall 2006**

	PHYSICAL	COGNITIVE	SOCIAL	EMOTIONAL
<b>4<sup>th</sup> Grade Students</b>				
<b>5<sup>th</sup> Grade Students</b>				

Reflections related to observations of 4<sup>th</sup> and 5<sup>th</sup> grade students:

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Name \_\_\_\_\_ School \_\_\_\_\_ Number \_\_\_\_\_

**EDMS 5020 Middle School Learner Chart**  
**Field Experience Fall 2006**

	<b>PHYSICAL</b>	<b>COGNITIVE</b>	<b>SOCIAL</b>	<b>EMOTIONAL</b>
<b>6<sup>th</sup> Grade Students</b>				
<b>7<sup>th</sup> Grade Students</b>				
<b>8<sup>th</sup> Grade Students</b>				

Reflections related to observations of middle school students in 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grades:

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## **Field Experience Case Study Format EDMS 5020: Fall 2006**

The purpose of this assignment is to help you understand the complexities of young adolescents' lives. In consultation with your mentor teacher, choose one student from the classroom to observe throughout the field experience. You will compile your observations into a case study. When you write the case study, use pseudonyms for all names including students, teachers, and schools. Provide evidence from class discussions, readings, lectures, and conversations to support your observations and writing. Below is a description of the required sections for the case and suggested topics for each. The case study is due **Monday, October 23<sup>rd</sup> (class at UGA).**

### **Section 1: Introduction to the community, school, classroom, and student**

#### **Community Context**

- Description of the location and area of the community, including whether the area is urban, suburban, rural.
- Description of demographics, including socioeconomic factors and ethnicity.
- How involved is the community in the school, including business, organizations, other educational institutions: GIVE EXAMPLE(S)
- How involved is the school in the community, including after school programs, service-learning projects: GIVE EXAMPLE(S)

#### **School Context**

- Description of the location of the school in the community
- Description of the demographics of the school, including ethnicity, free and reduced lunch (socioeconomics), ESL (English as a Second Language) and LEP (Limited English Proficiency), grade configuration (is it K-5 or 6-8 or 1-8, etc.)
- Identify the school improvement goals and describe the implications for your unit.
- Describe how the school involves parents/guardians/families. GIVE EXAMPLES.
- Describe how the school communicates with parents/guardians/families.

#### **Classroom Context**

- Description of whether the classroom is self-contained or part of a team.
- Describe the physical set-up of the classroom and its implications for instruction of this unit.
- Describe the class grouping (i.e., homogeneous or heterogeneous) and the implications for unit instruction.
- Describe the class routines and procedures that may impact unit instruction.
- List of how long the class period(s) are in which lessons will be taught.
- Describe how many students are in class(es) and demographic information for those students, including gender, ethnicity, ESL or LEP, students with special needs, etc...
- Description of how the teacher accommodates for adolescents' developmental needs, including physical, cognitive, emotional, social development.
- Describes students' developmental needs—including physical, cognitive, emotional, and social
- Describes students' diverse learning styles

#### **Student**

- Introduction of student: grade, personal demographics, learning qualities, appearance
- Reasons for choosing this student for the case study

## **Section 2: Intellectual (cognitive) development of target student**

- intellectual characteristics such as learning style and intelligences
- achievement level and grades
- organizational skills
- participation in learning
- challenges to learning

## **Section 3: Social development of target student**

- relationships with peers and adults
- friendships
- behavior, social characteristics
- role in the classroom
- participation in extracurricular activities such as sports, clubs, church, and/or job
- challenges to learning

## **Section 4: Emotional development of target student**

- emotional characteristics
- student's concerns
- demeanor
- comparison with other students
- responses to adults and peers
- challenges to learning

## **Section 5: Physical development of target student**

- appearance of student, physical characteristics
- comparison with other students
- personal grooming
- challenges to learning

## **Section 6: Reflections**

- What are the implications of young adolescent development for middle grades teaching?
- What did you learn about yourself as a future middle grades teacher from writing this case study?

## **Writing Guidelines**

- Typed, 12 font, double-spaced, one inch margins
- Consult rubric for case study guidelines and grading

Name \_\_\_\_\_  
 Due Date: **October 23, 2006**

Number \_\_\_\_\_

**EDMS 5020 Case Study Rubric**

	1 pt	3 pts	5 pts	Possible Points	Total Points
Context of School & Community (1 <sup>st</sup> Section)	Minimal description of community, school and classroom context	General description of community, school and classroom context	Thorough description of community, school and classroom context	2 x _____	
Description of Student (1 <sup>st</sup> Section)	Minimal description of student (grade, personal demographics, learning qualities, appearance, reason for selecting student, etc.)	General description of student (grade, personal demographics, learning qualities, appearance, reason for selecting student, etc.)	Thorough description of student (grade, personal demographics, learning qualities, appearance, reason for selecting student, etc.)	2 x _____	
Intellectual Characteristics (2 <sup>nd</sup> section)	Writes about 1 intellectual trait of the student & its implication for his/her learning	Writes about 2 intellectual traits of the student & their implications for his/her learning	Writes about 3+ intellectual traits of the student & their implications for his/her learning	2 x _____	
Social Characteristics (3 <sup>rd</sup> section)	Writes about 1 social trait of the students & its implication for his/her learning	Writes about 2 social traits of the student & their implications for his/her learning	Writes about 3+ social traits of the student & their implications for his/her learning	2 x _____	
Emotional Characteristics (4 <sup>th</sup> section)	Writes about 1 emotional trait of the student & its implication for his/her learning	Writes about 2 emotional traits of the student & their implications for his/her learning	Writes about 3+ emotional traits of the student & their implications for his/her learning	2 x _____	
Physical Characteristics (5 <sup>th</sup> section)	Writes about 1 physical trait of the student & its implication for his/her learning	Writes about 2 physical traits of the student & their implications for his/her learning	Writes about 3+ physical traits of the student & their implications for his/her learning	2 x _____	
Reflections (6 <sup>th</sup> Section)	Minimal reflections about implications of teaching young adolescents and what was learned from the case study	General reflections about implications of teaching young adolescents and what was learned from the case study	Extensive reflections about implications of teaching young adolescents and what was learned from the case study	2 x _____	
Mechanics & Format	6 or more grammatical/ spelling errors; does not adhere to format specifications	5 or less grammatical/ spelling errors; adheres to most: 12 font, Times New Roman, double-spaced, one inch margins	3 or less grammatical/ spelling errors; 12 font, Times New Roman; double-spaced; one inch margins	1 x _____	
				75	

### EDMS Lesson Plan Format

<b>Goal (s)</b>	
<b>Objective(s)</b>	
<b>GPS or QCC</b>	

Elements	Procedures/Activities	Materials	Time
<b>Focus</b> (e.g., hook, attention-getter, introduction of topic, review)			
<b>1. Activity</b>  <b>Assessment</b> (if Appropriate)			
<b>2. Transition</b>			
<b>3. Activity</b>  <b>Assessment</b> (if appropriate)			
<b>4. Transition</b>			
<b>5. Activity</b>  <b>Assessment</b> (if Appropriate)			

<b>6. Transition</b>			
<b>7. Closure</b> (procedural and content; homework)			
<b>8. Lesson Extender</b>			
<b>9. Accommodations and/or Modifications</b>			
<b>10. Strategies for managing the classroom environment during this lesson</b>			

**Lesson Reflection**

**Please reflect on this lesson. Consider the following prompts and also include any additional thoughts related to the lesson, your teaching, your students, etc...**

- What worked well?
- What would I do differently next time?
- What did I learn about my teaching?
- What did I learn about my students and their learning?
- What did I learn about managing the classroom environment
- Additional thoughts

# MIDDLE SCHOOL TEACHER CANDIDATE OBSERVATION GUIDE

Circle One:           EDMS 5020           EDMS 5030           EDMS 5460

Name of Teacher Candidate: \_\_\_\_\_

School: \_\_\_\_\_

Subject: \_\_\_\_\_ Grade: \_\_\_\_\_

Classroom Mentor Teacher: \_\_\_\_\_

UGA Supervisor: \_\_\_\_\_

Observation completed by: \_\_\_\_\_

Observation Date: \_\_\_\_\_ Observation # \_\_\_\_\_

## OBSERVATION COMPONENTS

### I. PREPARATION OF LESSON

\_\_\_\_\_ **Beginning**      \_\_\_\_\_ **Developing**      \_\_\_\_\_ **Proficient**      \_\_\_\_\_ **Advanced**

Indicators of lesson preparation may include but are not limited to:

1. Lesson is developmentally appropriate.
2. Lesson is relevant, worthwhile, and engaging.
3. Lesson is logically organized & sequenced.
4. Lesson includes all components of lesson plan design.
5. Goals are appropriate and clearly stated.
6. Objectives are related to the goals and are measurable.
7. Candidate organized resources.
8. Candidate provided copies of lesson plan and handouts to observer.
9. Additional indicators:

\_\_\_\_\_  
\_\_\_\_\_

Evidence regarding preparation of the lesson:

**II. DELIVERY OF LESSON**

\_\_\_ **Beginning**     \_\_\_ **Developing**     \_\_\_ **Proficient**     \_\_\_ **Advanced**

Indicators of lesson delivery may include but are not limited to:

1. Candidate provided initiating activity.
2. Candidate related lesson to prior learning.
3. Candidate stated purpose and relevance of the lesson clearly for all activities and homework.
4. Candidate used a variety of instructional strategies.
5. Candidate included appropriate transitions.
6. Candidate provided time parameters to students.
7. Candidate paced the lesson well.
8. Candidate provided clear directions/expectations.
9. Candidate checked for understanding for all activities and homework.
10. Candidate appropriately assessed students' learning of knowledge and skills.
11. Candidate demonstrated depth and breadth of content knowledge.
12. Candidate questioned students appropriately (e.g. probing, prompting, wait time).
13. Candidate provided appropriate feedback (e.g. specific, constructive).
14. Candidate provided appropriate modifications and accommodations based on individual student needs.
15. Candidate used appropriate language (e.g., correct use of grammar in speaking, writing, and spelling).
16. Candidate used voice appropriately (e.g., audible, use of inflection).
17. Candidate facilitated both content and procedural closure.
18. Additional indicators: \_\_\_\_\_  
\_\_\_\_\_

Evidence regarding lesson delivery:

**III. MANAGEMENT OF CLASSROOM ENVIRONMENT**

**Advanced**    \_\_\_ **Beginning**    \_\_\_ **Developing**    \_\_\_ **Proficient**    \_\_\_

Indicators of management of classroom environment may include but are not limited to:

1. Candidate greeted students
2. Candidate acquired & maintained students' attention
3. Candidate moved around the room purposefully during teacher-directed instruction
4. Candidate moved around the room purposefully during independent or group work
5. Candidate monitored student involvement in the lesson
6. Candidate addressed management dilemmas appropriately
7. Candidate efficiently managed time and space
8. Candidate efficiently distributed and collected materials and resources
9. Candidate used effective grouping strategies
10. Additional indicators: \_\_\_\_\_  
\_\_\_\_\_

Evidence regarding management of the classroom environment:

**IV. PROFESSIONALISM**

\_\_\_ **Beginning**    \_\_\_ **Developing**    \_\_\_ **Proficient**    \_\_\_ **Advanced**

Indicators of professionalism may include but are not limited to:

1. Candidate modeled positive attitudes
2. Candidate demonstrated enthusiasm for working with young adolescents.
3. Candidate respected the range of individual differences among the students.
4. Candidate modeled appropriate professional and ethical behaviors including professional interactions with students, families, community members, and school and university personnel
5. Candidate dressed appropriately
6. Additional indicators: \_\_\_\_\_  
\_\_\_\_\_



**Comments of UGA Supervisor or Classroom Mentor Teacher:**

**Competency Area Totals:**

\_\_\_ Beginning \_\_\_ Developing \_\_\_ Proficient \_\_\_ Advanced

**Overall Assessment of Lesson:**

\_\_\_ Satisfactory \_\_\_ Unsatisfactory

\_\_\_\_\_  
Intern's/Preservice Teacher's signature

\_\_\_\_\_  
UGA Supervisor/Classroom Mentor's signature

To achieve a Satisfactory rating on an observation in **EDMS 5020 Lab**, the teacher candidate must perform at the level of “developing” or higher on at least 3 competency areas.

To achieve a Satisfactory rating on an observation in **EDMS 5030 Lab**, the teacher candidate must perform at the level of “developing” or higher on all four competency areas, and must perform at the level of “proficient” or higher on at least two competency areas.

To achieve a Satisfactory rating on an observation in **EDMS 5460**, the teacher candidate must perform at the level of “proficient” or higher on all four competency areas.