



School of Education

*FIELD EXPERIENCE GUIDE*

For

**EDUC 3101: INTRODUCTORY  
FIELDWORK**

Fall 2015

Stockton University  
EDUC 3101: INTRODUCTORY FIELDWORK  
FALL 2015

\*\*\*NOTES FOR COOPERATING TEACHERS\*\*\*

**Thank you** for agreeing to host our INTRO students in your classroom this semester! Here are a few things you need to know about this field experience:

- Students will visit your classroom for approximately **14 weeks** starting the week of **Monday September 15<sup>th</sup>**, and ending **Friday December 5<sup>th</sup>**.
- We encourage our students to come to your classroom once a week over the course of the semester to maximize their experience. We also recognize that due to school/calendar conflicts this may not always be possible and the need to come in more frequently may arise. Students should have the majority of their hours in by November 1, as we are mindful of the Teachers' Convention, conference days and Thanksgiving.
- If a student misses a field visit, he/she must contact you to let you know of the absence. Students are required to make up each absence, and we ask that the student contact you directly to make accommodations that work best for you and your schedule. Please share with your teacher candidates the best way(s) to contact you.
- **Dress Code for Fieldwork visits:** Gentlemen will wear ties and slacks; Ladies in business appropriate attire. Students are also required to wear their Stockton lanyard with their student ID. This may be in addition to your individual school requirements.
- **Professional conduct:** Students are expected to behave as professionals, acting and looking like a teacher. Details on policy can be found in the Teacher Education Handbook at <http://tinyurl.com/soehandbook> . As our students are novices to the profession, we encourage you to share details on your school's specific policies and practices as an employee. If any issues should arise, please contact the School of Education (contacts listed below).

There are **3 forms** we ask the cooperating teacher to complete for each teacher candidate (all included in this guide):

- **Mentoring Teacher Agreement** – All cooperating teachers are asked to sign the agreement, so the student can return it to his/her instructor during the first week of fieldwork
- **Student Activity Log** – Stockton students will complete information regarding their participation and then bring it to you at the end of each visit. Please sign it each week confirming the student was in attendance.
- **Feedback form** – **To be completed at the end of the semester (deadline November 21<sup>st</sup>)** for each teacher candidate who spends time in your classroom. Please review the evaluation carefully, so you can observe and assess candidates accurately over the 14-

weeks. The fieldwork feedback form will be emailed directly to your school email address. This form will be completed and submitted via the link provided within the email. You can provide a printed copy of the form to the student, and this must be done before the form is submitted to Stockton.

- **Other resources-** details on the Teacher Education Program and coursework can be found at <http://tinyurl.com/teacheredu> . We recommend you consult the Teacher Education Handbook for any specific information on policy and procedures (found at the Education Forms & Handbook link).

Again, thank you for serving as a mentor for our teacher candidates! If you have any questions or concerns regarding Introductory Fieldwork assignments, we recommend you reach out to the fieldwork instructor assigned to your student:

- Meg White- [meg.white@stockton.edu](mailto:meg.white@stockton.edu)
- Susan Cydis- [susan.cydis@stockton.edu](mailto:susan.cydis@stockton.edu)
- Dina Ciccone- [dina.ciccone@stockton.edu](mailto:dina.ciccone@stockton.edu)
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Additionally you can reach Jeanne DelColle, Instructional Development & Strategic Partnerships Specialist [jeanne.delcolle@stockton.edu](mailto:jeanne.delcolle@stockton.edu),

Sincerely,

Meg White, Ed.D.  
Assistant Professor, Teacher Education  
Stockton University  
Office: 609-626-6077

## Field Experiences Description

Course Title: EDUC 3101 INTRODUCTORY FIELDWORK (INTRO)

### Description:

Teacher candidates enrolled in “INTRO” are in their first semester of study toward a teaching certificate. The purpose of this field experience is three-fold. First, it provides candidates an opportunity to observe and reflect upon classroom instruction, interactions, organization, and management. Second, it provides candidates an opportunity to become directly involved with the instruction and activities occurring in the school and their assigned classroom. And finally, this experience gives our students an opportunity to gain a greater understanding through field experiences and the subsequent fieldwork seminars of an urban setting and an urban school. It is our hope that many of our students will choose to work in an urban setting. They must understand themselves first, and the students next. In the end, the field experience in Atlantic City becomes more than a placement for our students; there is an added purpose of cultivating a passion for urban teaching to strengthen recruiting and preparation.

### Teacher Candidate Responsibilities:

- Contribute to the school and assigned classroom settings by actively participating in on-going activities, under the guidance and supervision of the cooperating teacher.
- Complete the Fieldwork Portfolio requirements for the course (see following page for assignment details) using the field classroom as a primary source.
- Demonstrate professional dispositions at all times, and towards all students and school staff members.
- Be sure to sign in and sign out each day you visit your school.
- Keep an accurate log of your hours that matches the sign in AND sign out sheet in your school.

### School and Cooperating Teacher Responsibilities:

- Provide candidates with an overview of the community served by the school and the programs offered at the school.
- Allow candidates to actively participate in on-going school and classroom activities.
- Allow candidates to observe classroom environments and interactions, including language arts literacy and mathematics instruction.
- Complete the Mentoring Teacher Agreement and return to student during the first week

of fieldwork. Sign Student Activity Log after each visit, and complete the feed back form electronically at the end of the semester. A DRAFT of the form is included in this guide, however it is only a draft. The form must be completed and submitted electronically.

- Communicate with Stockton instructors and staff should you have any questions or concerns.

## ***Introductory Fieldwork Assignments***

For this course, teacher candidates will complete cumulative field experience tasks. Each assignment is designed to help candidates engage in *critical reflection* and make *meaningful connections* among course objectives, text materials, class activities, and field experiences. These assignments are fully explained in the course syllabus, which will be made available to you at the start of the fieldwork experience.

- I. Fieldwork Student Activity Log and forms
- II. Cultural Autobiography
- III. Lesson Observation/Reflection Reports
- IV. Curriculum Report
- V. Contextual Factors Chart
- VI. Implications Essay
- VII. Classroom Management Project
- VIII. Assessment Project
- IX. Fieldwork Summary/Conclusion

## Introductory Fieldwork Student Activity Log

(Use additional pages as needed)

<i>Date</i>	<i>Time</i>	<i>Hours</i>	<i>Activities Conducted</i>	<i>*Cooperating Teacher's Signature*</i>
		<b>TOTAL</b>	STUDENT SIGNATURE VERIFYING HOURS	

## Mentoring Teacher Agreement

Student \_\_\_\_\_ Stockton Instructor \_\_\_\_\_

Semester \_\_\_\_\_

**As the above student's Mentoring Teacher, I have read the attached information and accept the responsibilities; sign student activity log and complete the fieldwork feedback form as requested by the Stockton Teacher Education Program.**

Signature: \_\_\_\_\_ Date \_\_\_\_\_

Mentoring Teacher \_\_\_\_\_ School/District \_\_\_\_\_

Email \_\_\_\_\_ Phone \_\_\_\_\_

Levels/Subjects Currently Teaching

**Educational Background:** Please take time to discuss your life and schooling histories, where you undertook higher education and teacher preparation, other levels/subjects taught in the past, other professional experiences, and any other relevant information you are comfortable sharing with a colleague. *Fieldwork student should make notes below regarding Mentor (or attach an additional page) to document the details of this discussion.*



## Form: "Stockton Introductory Fieldwork Feedback Form"

**Created by:** School of Education

**Created On:** 08/18/2015 10:03 PM (EDT); **Last edited:** 08/23/2015 6:54 PM (EDT)

**Created With:** Taskstream - Advancing Educational Excellence

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\* = Response is required

### Stockton Introductory Fieldwork Feedback Form

**\* Stockton student name (First & Last)**

*No answer specified*

**\* Subject/Grade**

*No answer specified*

**\* Stockton Fieldwork Instructor**

This is the Stockton faculty/adjunct the student has for Introductory Fieldwork. Names are listed on the syllabus copy you received if you need it.

*No answer specified*

**\* District**

*No answer specified*

**\* School (full name please)**

*No answer specified*

**\* Date**

*No answer specified*

### Cooperating Teacher Information

**\* Name (first & last)**

*No answer specified*

**\* Email**

Please type carefully to ensure it is accurate.

*No answer specified*

**\* Phone**

*No answer specified*

### Fieldwork Feedback

As part of the preparation to enter the teaching profession, a student in the Introductory Fieldwork experience is placed in an educational setting for a minimum of 80 hours over the course of the collegiate semester. The student's primary objectives are to observe, interact with students, and assist teachers in various capacities in order to complete course assignments, as well as learn about the roles and responsibilities of people who work in the school. We are asking you to provide feedback on the student's experience, which will impact future training in teacher education.

Thank you.

\* Has the student completed a minimum of 80 hours including a one full day visitation?

Yes  No  Do Not Know

\* Did he/she show initiative in the classroom and a willingness to contribute in varied ways?

Yes  No  Do Not Know

\* Give an example of their initiative and/or contributions.

*No answer specified*

\* Does the student convey a professional attitude/appearance?

A great deal  Somewhat  Unable to judge

**Comments regarding professional appearance/attitude.**

*No answer specified*

\* Does the student establish a positive rapport with children?

A great deal  Somewhat  Unable to judge

**Comments regarding establishing rapport with children.**

*No answer specified*

\* What constructive feedback regarding teaching practices can you offer this student to be successful in future terms?

*No answer specified*

\* The student will complete an additional 80 hours of fieldwork including more direct teaching next semester. Based on your best judgement, how ready do you feel the student is for this experience?

*No answer specified*

\* Please check any activity that the student has engaged in during his/her fieldwork experience.

- Observed/interviewed school personnel
- Participated in school-based professional development and/or events
- Reviewed curriculum
- Worked in 1 on 1 or in small groups w/students
- Collaborated and discussed classroom practice
- Reviewed assessment measures (classroom/district)
- Other:

\* Rate each statement below using the scale provided.

	Little to no	Some	Good deal	Can't judge
Knowledge of content area(s) & instructional approaches				
Awareness of varied student needs within a classroom				

Ability to establish rapport/communicate with children  
Assist with classroom instruction (in small or whole group)  
Ability to establish a positive relationship with you and other teachers/professional  
Willingness to participate in professional activities and/or school events  
Shows professionalism (including openness to feedback, honesty, & overall behavior)

**Any additional comments or feedback you wish to share can be added below.**

*No answer specified*

**\* Cooperating Teacher Signature**

By typing your name in the box below, you are acknowledging your completion of this form. **The ratings and comments are reviewed by the assigned fieldwork instructor and the School of Education to monitor student progress. Please note that this evaluation is shared with the student and that the student may also request a copy.**

*No answer specified*

**If you have any questions, comments, or concerns you may contact the college instructor and/or the School of Education via email or phone (listed below). Thank you!**

School of Education Email: SOE@stockton.edu

School of Education Phone: (609) 652-4688

**Print or save a copy of this form prior to submission.**

Look for a button within the window that will allow you to save a PDF copy or print your responses prior to submission. Should you forget to do so a copy can be retrieved by contacting the School of Education main office.

**ATLANTIC CITY HIGH SCHOOL**  
1400 NORTH ALBANY AVENUE  
ATLANTIC CITY, NJ 08401  
Ph: 609-343-7300  
Fax: 609-343-7345  
John Destefano | Principal

**BRIGHTON AVENUE SCHOOL**  
30 NORTH BRIGHTON AVENUE  
ATLANTIC CITY, NJ 08401  
Ph: 609-343-7200  
Fax: 609-441-0418  
Leslie White-Coursey | Principal  
**Brighton Avenue- No parking lot; Park on the street; One block from Tropicana (May want to park in casino garage)**

**CHELSEA HEIGHTS SCHOOL**  
4101 FILBERT AVENUE  
ATLANTIC CITY, NJ 08401  
Ph: 609-343-7272  
Fax: 609-344-7668  
Kenneth Flood | Principal  
**Chelsea Heights Elementary- Big parking lot by the bay; Located in suburban area, no shops nearby.**

**DR. MARTIN LUTHER KING SCHOOL**  
1700 MARMORA AVENUE  
ATLANTIC CITY, NJ 08401  
Ph: 609-343-7380  
Fax: 609-343-1647

Jodi Burroughs | Principal  
**Martin Luther King School Complex- They have a pool; There is a parking lot, but you may need to park in the street if you are coming in later. Usually parking not an issue.**

**NEW YORK AVENUE SCHOOL**  
411 NORTH NEW YORK AVENUE  
ATLANTIC CITY, NJ 08401  
Ph: 609-343-7280  
Fax: 609-345-2603  
James Knox | Principal  
**New York Avenue- Big yellow and blue school; Fenced in parking lot; Lots of space.**

**PENNSYLVANIA AVENUE SCHOOL**  
201 NORTH PENNSYLVANIA AVENUE  
ATLANTIC CITY, NJ 08401  
Ph: 609-343-7290  
Fax: 609-441-0405  
La'Quetta Small | Principal  
**Pennsylvania Avenue- Huge parking lot; Across from high-rise senior living facility and Boy & Girls Club.**

**RICHMOND AVENUE SCHOOL**  
4115 Ventnor Ave  
ATLANTIC CITY, NJ 08401  
Ph: 609-343-7250  
Fax: 609-347-0248  
Shelley Williams | Principal  
**Richmond Avenue- Parking is on the street; First come first serve; Students will be assigned a parking pass, otherwise if they are parked for more than 3 hours; they get a**

**ticket. Don't park on Bay St in case of potential flooding.**

**SOVEREIGN AVENUE SCHOOL**  
111 N. SOVEREIGN AVENUE  
ATLANTIC CITY, NJ 08401  
Ph: 609-343-7260  
Fax: 609-343-1583  
Medina Peyton | Principal  
**Sovereign Avenue- Small parking lot; Teacher can double park in the lot. Carpooling suggested.**

**TEXAS AVENUE SCHOOL**  
2523 ARCTIC AVENUE  
ATLANTIC CITY, NJ 08401  
Ph: 609-343-7350  
Fax: 609-343-0016  
Rosetta Johnson | Principal  
**Texas Avenue- Small park nearby; On street parking; Yellow school with red doors; Known for their urban community garden. UCG**

**UPTOWN COMPLEX SCHOOL**  
323 MADISON AVENUE  
ATLANTIC CITY, NJ 08401  
Ph: 609-344-8809  
Fax: 609-449-0346  
Michael Bird | Acting Principal  
**Uptown Complex- It's in the tourism district; Lots of parking; Attached to a park.**

**VENICE PARK SCHOOL**  
1600 PENROSE AVENUE  
ATLANTIC CITY, NJ 08401  
Ph: 609-343-7270  
Fax: 609-347-9598