



## EDU3401 EARLY FIELD EXPERIENCE III

### Participation Guide for Teacher and Candidate

Note: Section I for Ages 0-5 setting  
Section II for Grades K-6 setting  
Section III for Grades 7-12 setting

#### I. Infant-Toddler (ages 0-2) or Preprimary (ages 3-5) Setting

##### A. Objectives of Experience

Through this experience the candidate will

1. participate in small or large group experiences in order to become more aware of the challenges involved when helping young children learn
2. develop appreciation for the importance of thorough planning and preparation for interacting with infant/toddler and preprimary children
3. gain insight into the complexity of an ECE teacher's responsibilities
4. develop greater understanding of young children and become more aware of the developmental challenges which some children encounter in group settings and at home
5. continue to develop observation skills

*Lutheran school/center setting only*

1. become aware of how God's Word is evident in infant/toddler or preprimary education and management in early learning settings
2. become more committed to serve in the teaching ministry

##### B. High Priority Activities

1. Provide nurturing care for infant/toddler: feeding, diapering, record keeping.
2. Prepare a story and story props to use with young children.
3. Observe and interact with the children. Discuss children's backgrounds with the classroom teacher.
4. Observe to identify different parts of the daily routine, transitions throughout the day, and use of problem solving techniques.
5. Observe how a teacher exercises flexibility and manages time during the day.
6. Complete the reflection journal entry (*Student Assessment Form*).

*Lutheran school/center setting only*

1. Teach at least one Word of God lesson.

##### C. Desirable Activities

1. Become involved in general classroom transitions and routines, lunch, outdoor activities.
2. Assist the teacher by helping plan and carry out individual and small group experiences.
3. Observe a parent-teacher conference.
4. Participate in a center/staff meeting.

## II. Grades K – 6 Classroom

### A. Objectives of Experience

Through this experience the candidate will

1. present selected lessons in order to become more aware of the challenges involved when helping children learn
2. develop appreciation for the importance of thorough planning and preparation for teaching
3. gain insight into the complexity of a teacher's responsibilities
4. develop greater understanding of children and become more aware of the problems which some children encounter in school and at home
5. continue to develop observation skills

#### *Lutheran school/center setting only*

1. become aware of how God's Word is evident in instruction and classroom management in a Lutheran elementary school
2. become more committed to serve in the teaching ministry

### B. High Priority Activities

1. Become involved in teaching reading; preferably, have the opportunity to teach at least one reading lesson in which the candidate introduces a story, presents new vocabulary, and guides the reading of the story or a portion of it.
2. Read to the children.
3. Observe and interact with the children. Discuss children's backgrounds with the classroom teacher.
4. Observe to identify different parts of lessons. Observe how a teacher exercises flexibility and manages time during the school day.
5. Complete the reflection journal entry (*Student Assessment Form*).

#### *Lutheran school setting only*

1. Conduct at least two morning devotions and two afternoon devotions.
2. Teach at least one Word of God lesson.
3. Observe how God's Word may be integrated into other subjects.

### C. Desirable Activities

1. Become involved in general classroom activities and routines (e.g., correcting student work, recess, gym activities).
2. Assist the teacher by helping with demonstrations, providing help to individuals and small groups, conducting drills and practices.
3. Become aware of computer use in the classroom and assist children with computer activities.
4. Prepare a technology aid (e.g., teaching app, SMART Board, notebook).
5. Attend a parent-teacher organization meeting.
6. Help supervise class activities (e.g. sports, field trip).
7. Observe a parent-teacher conference.
8. Participate in a faculty meeting.
9. Visit and observe another classroom in the school.

### III. Grades 7-12 Classroom

#### A. Objectives of Experience

Through this experience the candidate will

1. present selected lessons in order to become more aware of the challenges involved in helping adolescents to learn
2. develop appreciation for the importance of thorough planning and preparation for teaching
3. gain insight into the complexity of a teacher's responsibilities
4. develop greater understanding of adolescents and become more aware of the problems that some adolescents encounter in school and at home
5. continue to develop observation skills

#### *Lutheran school setting only*

1. become aware of how God's Word is evident in instruction and classroom management in a Lutheran school
2. become more committed to serve in the teaching ministry

#### B. High Priority Activities

1. Teach at least two lessons in the candidate's major or minor area.
2. Observe and interact with adolescents. Discuss observations with the classroom teacher and learn more about the students' backgrounds.
3. Observe to identify different parts of lessons.
4. Observe how a teacher exercises flexibility and manages time during the school day.
5. Complete the reflection journal entry (*Student Assessment Form*).

#### *Lutheran school (gr. 7-8) setting only*

1. Teach at least one Word of God lesson.

#### C. Desirable Activities

1. Become involved in general classroom activities and routines.
2. Assist the teacher by helping with demonstrations, as well as providing help to individuals and small groups.
3. Become aware of technology in the classroom and assist adolescents with activities involving technology.
4. Attend a co-curricular practice.
5. Observe a study hall.
6. Observe a parent-teacher conference.
7. Participate in a faculty meeting or a department meeting.
8. Visit and observe another classroom in the school.

#### IV. Guidelines

1. Candidates should consult the EFE program requirements chart to determine the appropriate setting for their major(s).
2. The candidate should not have the responsibility of planning or presenting a lesson unless the teacher has already planned the lesson with clearly stated objectives and procedures.
3. The candidate is expected to be in the classroom and engage in the activities suggested for five full school days, morning and afternoon. Only days when school is in session shall be counted. Not all five days need to be consecutive, but the candidate is expected to be in one classroom and get the experience in no more than two sessions (e.g., two days plus three days).
4. Candidates may not do their Early Field Experience in a classroom where a student teacher is working.
5. Candidates are discouraged from taking Early Field Experiences in the classrooms of family members or in schools attended.

#### V. Participating Teacher Responsibilities

1. Guide the candidate in completing the activities as suggested. Note: Because of liability concerns, the MLC candidate should be supervised at all times while working with children.
2. Sign and date the student assessment form printed by the candidate at the end of EFE III.
3. Complete the *Classroom Supervisor Assessment Form* and submit it electronically by the first Friday after completion of the experience.

#### VI. Candidate Responsibilities

1. Attend the orientation meeting in January.
2. Ensure that the *Approval Form* is submitted by February 15.
3. Complete the suggested activities under the guidance of the participating teacher during EFE II.
4. Submit the *Student Assessment Form* on the last day of the experience. After submission, the form must be printed, signed by the cooperating teacher, and placed into the MLC reflection journal.

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#### Important Deadlines for Students

A student will receive a No Pass for EDU3401 if the *Approval Form* is not submitted by the Friday prior to spring break.

A student whose *Student Assessment Form* is not submitted by the end of the first week of May will receive an Incomplete for EDU3401.

An Incomplete becomes a No Pass if all the forms are not returned by closing date of summer session (usually the fourth Friday of July).

A No Pass in EDU3401 requires that the student retake this EFE week the following spring.

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