

## EDU2401 EARLY FIELD EXPERIENCE II

### Participation Guide for Teacher and Candidate

**Note:** *Section I for Grades K-2 setting*  
*Section II for Grades K-5 setting*  
*Section III for Grades 5-8 setting*

#### I. Primary (K-2) 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 an appreciation for the importance of thorough planning and preparation for interacting with primary-age children
3. Gain insight into the complexity of a primary grade teacher's responsibilities
4. Develop a greater understanding of young children and become more aware of the developmental challenges that 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 primary education and management in early learning settings
2. Become more committed to serve in the teaching ministry

##### B. High Priority Activities

1. Activities that involve interacting with children one-on-one or in small groups (e.g., reading a story, assisting the teacher in small group experiences, interacting with children during play experiences, teaching a song to the children)
2. Activities that provide an opportunity for management and supervision of children (e.g., assisting in the supervision of outdoor activities, lunch room, before or after school care)
3. Teach at least two content lessons using cooperating teacher-prepared lesson plans (math, literacy, science, etc.)
4. Complete the required *Student Reflection Journal* entries.

##### Lutheran school/center setting only

1. Conduct at least one morning devotion and one afternoon devotion
2. Teach at least one Word of God lesson

##### C. Desirable Activities

1. Activities that involve parent contact, individually or collectively (e.g., participating in the morning greeting, observing a parent-teacher consultation, attending parent-teacher meetings)
2. Observe and interact with the children. Discuss children's backgrounds with the classroom teacher.
3. Observe to identify different parts of the daily routine, transitions throughout the day, and use of problem-solving techniques.
4. Observe how a teacher exercises flexibility and manages time during the day.

## II. Grades K – 5 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 and develop an appreciation for the importance of thorough planning and preparation for teaching
2. Become familiar with certain age characteristics of the children at the level in which the observation occurs and some of the methods and techniques for managing behavior
3. Become familiar with general characteristics of the curriculum at the level in which the observation occurs
4. Acquire a growing sense of confidence in working with children
5. Gain insight into the complexity of a teacher's responsibilities
6. Develop classroom observation skills

#### ***Lutheran school setting only***

1. Become aware of how God's Word is evident in instruction and classroom management in a Lutheran elementary school
2. Acquire a greater desire to serve in the teaching ministry

### B. High Priority Activities

1. Teach at least two content lessons using classroom teacher-prepared lesson plans (Word of God, math, literacy, science, etc.)
2. Activities which involve interacting with children in small groups and one-on-one tutoring (e.g., orally dictating answers, administering spelling tests, listening to student recitations, reading a story to the class, aiding the teacher in lesson presentation, leading opening activities, interacting with children on an informal basis, teaching a song to the children)
3. Activities which provide an opportunity for management and supervision of children (e.g., assisting in the supervision of recess activities, lunch room, field trips, study hour, before school, bus duty)
4. Complete the required *Student Reflection Journal* entries.

#### ***Lutheran school setting only***

1. Conduct at least one morning devotion and one afternoon devotion
2. Teach at least one Word of God lesson

### 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, and conducting drills and practices.
3. Assist in preparing a technology aid (e.g., SMARTBoard, PowerPoint).
4. Attend a parent-teacher organization meeting.
5. Help supervise class activities (e.g. sports, field trips).
6. Observe a parent-teacher conference.
7. Participate in a faculty meeting.
8. Visit and observe another classroom in the school.

### III. Grades 5 – 8 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 and develop an appreciation for the importance of thorough planning and preparation for teaching
2. Become familiar with certain age characteristics of the middle school students and some of the methods and techniques for managing behavior
3. Become familiar with general characteristics of the curriculum at the middle school level
4. Acquire a growing sense of confidence in working with children
5. Gain insight into the complexity of a teacher's responsibilities
6. Develop classroom 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. Acquire a greater desire to serve in the teaching ministry

#### B. High Priority Activities

1. Teach at least two major specific content lessons using classroom teacher-prepared lesson plans (Math, Science, Social Studies, Music, etc.)
2. Activities which involve interacting with children in small groups and one-on-one tutoring (e.g., orally dictating answers, administering spelling tests, listening to student recitations, reading a story to the class, aiding the teacher in lesson presentation, leading opening activities, interacting with children on an informal basis, teaching a song to the children)
3. Activities which provide an opportunity for management and supervision of children (e.g., assisting in the supervision of recess activities, lunch room, field trips, study hour, before school, bus duty)
4. Complete the required *Student Reflection Journal* entries.

#### *Lutheran school setting only*

1. Conduct at least one morning devotion and one afternoon devotion
2. Teach at least one Word of God lesson

#### 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, as well as providing help to individuals and small groups
3. Assist in preparing a technology aid (e.g., SMARTBoard, PowerPoint).
4. Help supervise class activities (e.g. sports, field trips).
5. Observe a parent-teacher conference.
6. Participate in a faculty or department meeting.
7. Visit and observe another classroom in the school.

#### IV. Guidelines

1. Candidates should consult the EFE requirement chart to determine the appropriate setting required for their major(s).
2. The candidate may teach a lesson with complete guidance from the cooperating teacher.
3. The candidate is expected to be in the classroom and engage in activities suggested in this guide 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 complete their Early Field Experience in a classroom where a clinical or student teacher is working.
5. Candidates are discouraged from completing Early Field Experiences in the rooms 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 Reflection Journal* entries prior to the completion of EFE II.
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 October.
2. Ensure that the *Approval Form* is submitted prior to the experience.
3. Complete the suggested activities under the guidance of the participating teacher during EFE II.
4. Complete the required *Student Reflection Journal* entries. The journal must be signed and dated by the cooperating teacher.

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#### Important Deadlines

- A student will receive a No Pass for EDU2401 if the *Approval Form – EFE II* is not submitted prior to the beginning of the experience.
- A student whose *Reflection Journal* is not submitted by the end of the first week of May will receive an Incomplete for EDU2401.
- An Incomplete becomes a No Pass if the form is not returned by closing date of summer session (usually the fourth Friday of July).
- A No Pass in EDU2401 requires that the student retake this EFE week the following spring.

*For more information contact:*

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