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**Introductory Field Experience**

**Information Packet**

**Liberty University**

**1971 University Boulevard**

**Lynchburg, VA 24502**

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# Overview

Teacher candidates who wish to complete the Introductory Field Experience (30-hour practicum) MUST follow these guidelines:

* Attend the presentation in EDUC 125 where an explanation of the practicum is given.
* Begin the appropriate [background clearances](http://www.liberty.edu/index.cfm?PID=23226).
* Review [placement procedures](http://www.liberty.edu/academics/education/teacher/index.cfm?PID=25664)
  + Teacher candidates choosing to complete a local placement will be able to sign-up for offered placements at a designated time. This information will be shared with the EDUC 125/EDUC 220/EDUC 221 courses.
  + Teacher candidates choosing to complete an external placement must carefully review the placement procedures. Requests should be submitted *early* in the semester.
* Purchase a red Liberty University School of Education lanyard badge to be used for all field experiences throughout the teacher candidate’s program. The badge can be purchased at the front desk in the School of Education for $5.00.
* Paperwork to be completed:
  + Clearances (see above)
  + Placement Request (see above)
  + Introductory Field Experience Workbook
  + Introductory Field Experience Attendance Log (signed by host teacher)
  + Introductory Field Experience Evaluation (completed by host teacher)

# Practicum Description

The Introductory Field Experience is a 30-hour practicum that is required for entrance into the Teacher Licensure Program. The 30-hours must be completed in five consecutive days. Documentation of the practicum is submitted in partial fulfillment of the Gate 2 Application. The practicum is typically associated with EDUC 125, but it does not necessarily have to be completed the same semester the teacher candidate is registered for EDUC 125.

The prime times for completing the Introductory Field Experience are Winter Breaks, Spring Breaks, and at the end of the K-12 academic calendar (mid- to late May).

# Requesting Placement

Placement procedures can be reviewed at <http://www.liberty.edu/academics/education/teacher/index.cfm?PID=25664>. It is *preferred* that all education students, living outside of the Central Virginia area, seek placement in their hometown. Liberty University recruits local school systems to assist in numerous mid and upper level field experiences, the School of Education prefers the Introductory Field Experience to be completed externally in a school within the teacher candidate’s hometown. This will also help to support the diversity of practicum placements throughout a teacher’s candidates programs.

* Local Placement: Should the teacher candidate opt to complete placement in the area identified as local (see above website), the teacher candidate will be placed at Liberty Christian Academy (LCA) through a partnership placement process. Other private school options may be available. The teacher candidate is responsible for signing up for the available placement as instructed in EDUC 125/EDUC 220/EDUC 221.
  + Placement times for local placement are typically limited to Winter Breaks and two weeks in mid- to late May.
* External Placement: The teacher candidate should review the placement procedures for external school systems (see above website) and begin placement discussions immediately.
  + If the desired school system is identified on the above website, the teacher candidate should request placement through the External Field Office *early* in the semester using the External Request Form found on the website. Please keep in mind that many of the external school systems have requesting deadlines. Should the teacher candidate miss the requesting deadline, a different school system will need to be used.
  + If the teacher candidate desires a school system not identified on the above website, the teacher candidate is responsible for contacting the school system to discuss arrangements for placement. A sample letter can be found later in the Information Packet.
    - Initial contact should be made via telephone, letter, or email and should address the administration office or the principal of the school. The teacher candidate may then be redirected to the appropriate contact of the school for placement procedures.
    - Initial contact should be made *well in advance,* no less than one month prior to the desired start date.

# Placement Guidelines

* The teacher candidate should communicate with the assigned host teacher and set up an initial meeting prior to the start of the practicum, if possible. At this meeting, the teacher candidate should present a hard copy of the practicum documents (evaluation, log, requirements, etc.). It is suggested to request a telephone number and/or email contact for the host teacher. The teacher candidate and host teacher should discuss all practicum requirements. The teacher candidate should also ask for details pertaining to parking and sign-in at the school building.
  + Be certain to establish a specific start date and time.
  + Ask about parking location, sign-in procedures, dress code, lunch procedures, etc.
  + Share a copy of the Personal Data Sheet (found with the host teacher. This will allow the host teacher to contact the teacher candidate to make any further changes or schedules.
* Attendance: The teacher candidate is required to be in attendance every day of the scheduled practicum. On the first day of the practicum, the teacher candidate should arrive a few minutes early to ensure there is time to adjust to sign-in procedures. Tardiness is not acceptable for practicum hours.
  + The teacher candidate is required to fulfill no less than 30 hours of practicum experience in five consecutive days as assigned by the host teacher.
  + Daily attendance log should be maintained. Host teacher is required to sign the completed log when all 30 hours have been documented.
* Professional Dress: The teacher candidate is required to be in professional dress for the entire length of the practicum experience. Professional dress includes:
  + dress pants or modest skirt (no shorts, jeans, athletic wear\*, etc.; skirt length should be at least to the knee),
  + dress shirt (no t-shirts or tight fitting blouses; midriff must be covered during),
  + dress shoes (no sneakers or flip-flops),
  + modest jewelry is allowed and appropriate earrings are allowed for ladies only (besides ear piercings, no piercings of any type (nose, tongue, brow, lip, etc.) are permitted),
  + and please make sure hair styles are well groomed and appropriate in appearance.
  + Thank you for setting a good impression of Liberty University’s pre-service professional candidates. More specifics concerning appropriate dress code may be found in the Teacher Education Handbook ([www.liberty.edu/uguide](http://www.liberty.edu/uguide)).
  + \*Note: Kinesiology candidates may, when appropriate, wear athletic gear if they are assigned to a physical education placement.
* Token of Appreciation: On the last day of the practicum, it is highly recommended (although not required) that you give the host teacher a hand-written note of appreciation for opening up their classroom. A small token gift of appreciation (such as a memo pad, pack of markers, small potted plant, etc.) would also be appropriate to express gratitude.

# Documentation

All documentation pertaining to the Introductory Field Experience will be submitted by the teacher candidate as part of the teacher candidate’s Gate 2 Application. Be sure to save all files and documents. Some documents will need to be scanned and attached. The following completed forms will be required:

* Introductory Field Experience Workbook
* Introductory Field Experience Attendance Log (completed by the teacher candidate; signed by the host teacher)
* Introductory Field Experience Evaluation (completed by the host teacher)

# Sample Inquiry Letter

Date

Contact Name

Address

City, State Zip Code

Dear \_\_\_\_\_\_\_\_:

Hello! I am a freshman education student at Liberty University. To proceed in my program, I must complete an initial 30-hour field experience requirement, and I would appreciate the opportunity to undertake this assignment in your school. My preference would be a placement in \_(grade, subject)\_, but I will be glad to accept whatever option is available.

The intent of my requirement is to be better acquainted with the day to day responsibilities of a practicing teacher. I would like to shadow a teacher, observe the classroom environment, and assist students with instructional tasks when appropriate. I am requesting approval for five consecutive days within the following time period \_(dates)\_.

Please indicate your approval of my request by contacting me using the information provided below. Email is my preferred mode of communication because this will allow me to have digital and written confirmation of your approval.

Thank you for your assistance in my training to become an effective educator.

With much gratitude,

((provide signature for formal letter))

Print Name

Address

Telephone Number

Email Address

# Personal Data Sheet

This document is intended to serve as a point of contact between the host teacher and the teacher candidate. The teacher candidate is expected to complete this form and give to the host teacher. Also, request the teacher’s and school’s contact information (telephone numbers and/or email addresses) in the case of emergency regarding absence during practicum. Teacher candidate should provide their Liberty University email address.

|  |  |
| --- | --- |
| **TEACHER CANDIDATE INFORMATION** | |
| **Teacher Candidate** |  |
| **Telephone Number** |  |
| **LU Email Address** |  |
| **University** | Liberty University |
| **University Address** | 1971 University Boulevard  Lynchburg, VA 24502 |
| **Educational Interests (subject area, grade levels, etc.)** |  |
| **Experiences**  **(any previous experiences that would be relevant to professional development)** |  |

# Placement Letter

The teacher candidate can use the letter below to provide the host teacher with a list of expectations and introduction to the practicum hours.

****

1971 University Boulevard Lynchburg, VA 24502

434-582-2445

Dear Educator:

An important part of the Teacher Licensure Program at Liberty University is the Introductory Field Experience, which is required of every teacher candidate. This 30-hour (5 full-day) experience is usually completed in the teacher candidate’s hometown school or locality. We have found that an experience in the schools in the early part of the Licensure Program solidifies the teacher candidates’ professional goals, keeps the teacher candidates in contact with the schools, and provides an opportunity for school personnel to meet the teacher candidates we are educating at Liberty University.

WE HIGHLY VALUE whatever exposure to teaching and the schools that you allow our teacher candidate to experience. WE THANK YOU in advance for your willingness to work with a teacher candidate by giving input into his/her professional preparation.

There are two papers to be completed by you and returned to the teacher candidate. They are:

1. An **attendance log** which will list the days and hours spent in the school setting. The candidate fills this out, and you should sign it confirming that the attendance and hours listed are accurate.
2. An **evaluation form**. You will solely fill out this evaluation which assesses the performance of the candidate.

The teacher candidate has been instructed to be on time, conduct himself/herself in a professional manner, perform all assigned duties, notify the school in the event of a need to be absent, and abide by all school rules.

The teacher candidate may observe your teaching, help individuals or small groups, correct papers, assist in decorating a bulletin board, observe other teachers who may have a special group, and generally be involved in the educational setting in any appropriate capacity. Because this is the *initial* practicum in the program, he/she is not expected to assume full teaching responsibilities in this placement.

The teacher candidate has an observation workbook to complete that is meant to help him /her reflect on the learning and experiences that are taking place in the practicum. You are encouraged to examine the workbook so you will be familiar with what the teacher candidate is expected to observe and write.

At the end of the 30-hour experience, please fill out the two requested forms (described above) and return them directly to the teacher candidate. The teacher candidate will then be responsible to scan these documents and submit them electronically to be reviewed and documented at LU.

Please call the School of Education at (434) 582-2445 if there is a question or concern you may have regarding the teacher candidate or the program.

We at Liberty University want to express our GREAT APPRECIATION for allowing the teacher candidate access to your room and school. It will be an experience they will never forget, and will serve to motivate and enrich all other education classes.

With Much Gratitude,

The Liberty University School of Education

# SOELogo_jpgIntroductory Field Experience Evaluation

|  |  |  |  |
| --- | --- | --- | --- |
| **PLACEMENT INFORMATION** | | | |
| **Teacher Candidate** |  | **Placement Dates** |  |
| **Host School** |  | **School Phone** |  |
| **School Address** |  | **City/State/Zip** |  |
| **Host Teacher** |  | **Teacher Email** |  |
| **Grade Level(s)** |  | **Subject(s)** |  |

**Dear Host Teacher:** Please fill out the teacher candidate’s evaluation below by marking an “X” in the appropriate column. After you have completed the form, please return it to the teacher candidate. Thank you!

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **PERFORMANCE**  4 = Strongly Agree; 3 = Agree; 2 = Neither Agree or Disagree; 1 = Disagree; 0 = Strongly Disagree | | | | | | | | |
| **TCA** |  | | | **4** | **3** | **2** | **1** | **0** |
| INT-C12 | 1. The candidate regularly and promptly attended the placement. | | |  |  |  |  |  |
| INT-C12 | 1. The candidate demonstrated responsible behavior and professionalism. | | |  |  |  |  |  |
| INT-C12 | 1. The candidate dressed in a modest and professional manner, adhering to expectations outlined by the Liberty Way and the host school. | | |  |  |  |  |  |
| INT-C12 | 1. The candidate interacted appropriately with the host teacher and other colleagues and maintained good rapport. | | |  |  |  |  |  |
| INT-B7 | 1. The candidate interacted appropriately with students and maintained good rapport. | | |  |  |  |  |  |
| INT-B6 | 1. The candidate demonstrated the belief that all students can learn through positive interactions with students. | | |  |  |  |  |  |
| INT-C12 | 1. The candidate accepted constructive feedback in a professional manner. | | |  |  |  |  |  |
| **DISPOSITIONS**  4 = Strongly Agree; 3 = Agree; 2 = Neither Agree or Disagree; 1 = Disagree; 0 = Strongly Disagree | | | | | | | | |
| **TCA** |  | | | **4** | **3** | **2** | **1** | **0** |
| INT-B6 | 1. The candidate displayed a sense of **Social Responsibility** and the belief that all students can learn. | | |  |  |  |  |  |
| INT-C12 | 1. The candidate displayed a sense of **Commitment/Work Ethic**. | | |  |  |  |  |  |
| INT-C12 | 1. The candidate displayed a sense of **Reflective Practice**. | | |  |  |  |  |  |
| INT-C11 | 1. The candidate displayed **Integrity**. | | |  |  |  |  |  |
| INT-C12 | 1. The candidate displayed a sense of **Professionalism** in behavior and actions. | | |  |  |  |  |  |
| **SUMMATIVE**  4 = Strongly Agree; 3 = Agree; 2 = Neither Agree or Disagree; 1 = Disagree; 0 = Strongly Disagree | | | | | | | | |
| **TCA** |  | | | **4** | **3** | **2** | **1** | **0** |
| All | 1. The candidate possessed the essential knowledge, skills, and dispositions necessary to become an effective educational professional. | | |  |  |  |  |  |
| All | 1. The candidate is a good prospect to enter the profession of teaching. | | |  |  |  |  |  |
| **OPEN RESPONSE** | | | | | | | | |
| Teacher candidate duties included: | |  | | | | | | |
| What is most commendable about the teacher candidate? | |  | | | | | | |
| What knowledge, skills, or dispositions would you suggest the candidate to improve upon before the next field placements? | |  | | | | | | |
| Other Comments: | |  | | | | | | |
| **Host Teacher Signature:** | | | **Date:** | | | | | |

# Introductory Field Experience Attendance Log

|  |  |  |  |
| --- | --- | --- | --- |
| **PLACEMENT INFORMATION** | | | |
| **Teacher Candidate** |  | **Placement Dates** |  |
| **Host School** |  | **School Phone** |  |
| **School Address** |  | **City/State/Zip** |  |
| **Host Teacher** |  | **Teacher Email** |  |
| **Grade Level(s)** |  | **Subject(s)** |  |

**Teacher Candidate:** Update this log sheet daily as you are in attendance. Be certain to also total all of your hours.

**Host Teacher:** Please sign the log sheet to confirm that dates and times listed are correct. Please do not sign until a minimum of 30 hours are completed and log is updated in its entirety.

|  |  |  |  |
| --- | --- | --- | --- |
| **DATE** | **TIME IN** | **TIME OUT** | **DAILY TOTAL HOURS** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
| **TOTAL WEEKLY HOURS** | | |  |
| **Teacher Candidate Signature:** | | | **Date:** |
| **Host Teacher Signature:** | | | **Date:** |