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**Introductory Field Experience Information Packet**

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.
* Once placement is assigned/confirmed, teacher candidates will complete the Introductory Field Experience Workbook of observation questions to be included with their Gate 2 application submission.

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| **TEACHER CANDIDATE & PLACEMENT INFORMATION** | | |
| **Teacher Candidate’s Name** | |  |
| **Teacher Candidate’s LU ID** | |  |
| **Endorsement Area** | |  |
| **Placement School** | |  |
| **City, State of Placement School** | |  |
| **Teacher Name** | |  |
| **Teacher Email** | |  |
| **Grade/Subject** | |  |
| **Practicum Dates** | |  |
| **OBSERVATION: Respond to each question below with at least 5-7 sentences each.** | | |
| 1. Describe the physical properties of the school. Attach a picture with this document. | |  |
| 2. Describe the room in which the field experience was performed. | |  |
| 3. Describe the students in three areas: | | a. Physical:  b. Academic:  c. Social/emotional: |
| 4. Make a five minute anecdotal record of one student. (List every activity in that five-minute time segment.) | |  |
| 5. Describe three lessons that you observed. What was studied? What texts/materials were used? What technology was incorporated? What assignments were completed? | | a. Lesson 1:  b. Lesson 2:  c. Lesson 3: |
| 6. Describe teaching strategies you observed to be particularly effective. (Student interests incorporated, questioning techniques, special work with individuals, use of technology, reinforcements used, etc.) | |  |
| 7. Describe teacher-student relationships that appear to be positive and supportive. What cues did the teacher give to tell the students that they are accepted and liked? How was motivation used? What appeared to encourage positive feelings about the subject matter? | |  |
| 8. Name and explain the specific happenings that have given you a positive outlook on teaching. | |  |
| 9. List questions or concerns you may have about teaching. | |  |
| **TEACHER COMPETENCY ASSESSMENT (TCA): Relate your observations to the TCAs. What did you observe in your practicum when the host teacher was teaching? Each response should be at least 3-5 sentences.** Note: When you complete your student teaching field experience at the end of your senior year, you will be evaluated on these same teacher competencies by your assigned cooperating teacher and university supervisor. You will also be required to start collecting items for each competency for your portfolio as you proceed through the teacher licensure program. | | |
| **A1** | **General and Professional Knowledge** |  |
| **A2** | **Content Knowledge** |  |
| **B3** | **Communication** |  |
| **B4** | **Planning** |  |
| **B5** | **Curriculum** |  |
| **B6** | **Diversity** |  |
| **B7** | **Classroom Management** |  |
| **B8** | **Assessment** |  |
| **B9** | **Technology and Resources** |  |
| **B10** | **Impact on Student Learning** |  |
| **C11** | **Human Relations** |  |
| **C12** | **Professionalism** |  |
| **SCRIP Dispositions: Relate your observations to SCRIP. What did you observe in your practicum when the host teacher was teaching? Each response should be at least 3-5 sentences.** Note: You will be evaluated on your SCRIP dispositions throughout your teacher licensure program. | | |
| **S** | **Social Responsibility:**  Belief that all students can learn and provision of needs so all students will learn |  |
| **C** | **Commitment:**  Work Ethic |  |
| **R** | **Reflective Practice:**  Viewing personal teaching skills for continuous improvement |  |
| **I** | **Integrity:**  Acts in a moral and ethical manner |  |
| **P** | **Professionalism:**  Dress, speech, demeanor, interactions with others, etc. |  |
| **CONCEPTUAL FRAMEWORK: Write an explanation of the conceptual framework. Describe a “successful candidate” in Liberty University’s Teacher Education Program. Response should be at least 5-7 sentences.** | | |
| Conceptual graphic | |  |