

## Field Experience Requirements ED 308

### Introduction

All teacher candidates from the University of Alabama in Huntsville (UAH) are required to participate in Field Experiences at your assigned School as part of their course work. For Part I of your assignment for Educational Psychology, the teacher candidates are required to

- Complete a minimum of 20-hours of tutoring/mentoring
- Spend *ten consecutive weeks* of your field experience working with a study buddy student (this can be a student with any academic, social/emotional, or behavior challenge, can be a gifted student, or a student the teacher feels needs additional support academically, socially/emotionally, or behaviorally).
- Support the teachers by tutoring/working with *(an identified student or small group of students with a focus on one student) two* hours each week *(one hour two days a week)*. For a total of **20** hours.
- Observe the selected student while participating in the student's classroom and over time (in consultation with the co-operating classroom teacher) develop a plan for helping the student.
- You will complete a case study on this student identifying their developmental, social and emotional issues and developing a plan to work with that student.
- Keep a dated record of time in the classroom and have field experience teacher(s) sign and/or initial this form. **You also have to sign in each day on the form which is provided by the School.**
- Write *two* reflective journal entries (See the next page for details)

As guest at the school, please follow the school policies with regard to parking and checking in and out at the main office. Carry appropriate identification (UAH Student ID), and follow school policies for professional dress and conduct.

Expected outcomes and corresponding Teacher Candidate Competencies are described below.

- You should be able to exercise reflective thinking by relating various perspectives that are represented by theorists to yourself as a learner and a prospective teacher. (Professionalism)
- You should be able to discuss and apply the various concepts learned in class and recognize examples in everyday learning and instructional practice. (Pedagogical Expert)
- You will demonstrate how one can create a learning environment where all students can learn. (Diversity)
- You will complete the required field experience. (Professionalism)
- You will develop effective communication skills to work with students and other teachers. (Communication)

### Dated Log of Observations

The time logs for observations are located on TK20. You are required to keep a dated record of your time in the classroom and have your field experience teacher(s) sign and/or initial this form. You will be expected to submit a printed signed copy that will be uploaded onto CANVAS and report your hours on TK20. Due: **(November 27, 2017)**

*Note: There is another sign in sheet at the School. Each day you will need to sign in at the office when you arrive at the school to complete your field experiences. This is the record that we will check in the event that your hours need to be verified. If you do not log in at the office the hours for that day do not count.*

## **Reflective Journals**

You are expected to reflect on your field experiences. Becoming reflective is about **making meaning** from experiences. Your reflections should be written in ways that go beyond just retelling. **Connect concepts and themes you learn from this class to your tutoring experience and observations.** Webster's dictionary defines *reflect* as "to think seriously; contemplate; ponder." I hope that through this exercise you will become a thoughtful individual who assumes responsibility for your own learning and evaluates the merits and shortcomings of your products and performances.

- For this assignment, 2 journal entries are required (**45 points each**). The first one is due on **October 9, 2017 online by 2:00 p.m.** The second one is due on **November 6, 2017 online by 2:00 p.m.** You will lose 10% **per day each day** your journal entry is late beginning at **2:01 p.m.** Each journal entry should use correct APA format. Your first journal entry should be at least five pages but no more than six pages and your second should be seven no more than ten pages. This does not include the cover page or your references.
- Each journal entry should demonstrate your knowledge of your student and the theories that have been discussed in class to date. Theoretical connections are key to demonstrating your knowledge and for effective reflection.
- **Reflective Journal one must include but is not limited to:**
  1. Who is your study buddy student? (demographics, background, learning style, etc)
  2. What have you observed about him/her in and out of the classroom? (interactions with teachers, peers, you, response to instruction etc.)
  3. What stage of cognitive development (Piaget) do you think your study buddy is in? Explain why you think this
  4. What is your study buddy student's academic (according to Piaget, Vygotsky, Information Processing, and/or Metacognition), personal /social (Erikson and/or Bandura) and moral (Kohlberg and/or Piaget) emotional (Piaget, Erikson, Vygotsky) stage? Explain why you think so?
  5. What challenges have you identified with this students' academics, social/emotional or behavior?
- **Reflective Journal two must include but is not limited to:**
  1. What changes have been identified with your study buddy student (academically, socially/emotionally, or behaviorally)? Explain these, based on theory
  2. What challenges have you faced working with him/her? Explain
  3. What strategies have you employed? Have they worked? Explain. Discuss why you chose these strategies. Connect to the theories discussed in your classes
  4. How have you helped your study buddy student to improve?
  5. What strategies did you use that were most beneficial? Provide detail and examples.
  6. How have you incorporated strategies and theories from the class? From your outside readings and other block-one classes?

7. What have you learned about working with at-risk children?
8. What have you learned from this experience?
9. Describe what you've learned about the student you've observed and tutored.
10. What have you learned about yourself as a teacher candidate, student, and person in general?

### **Things to consider when writing reflective journals**

Now that you have new experiences and new knowledge; consider all of the following:

- Did you provide appropriate rationales / explanations to explain why you chose to do certain things (i.e. Why do you think this plan will work)?
- Did you examine if the classroom condition can help and why or why not?
- Did you examine if the support from the family and the community can help? Why or Why not?
- Make sure that you reflect on theories of development, learning, and motivation. (e.g. make sure that you justify and support your ideals with information from the text and other research).

**Note 1: Use pseudonyms in all of your writings to respect the rules of confidentiality regarding the students and teachers. Note 2: Turn in a copy of your time logs with your paper. Note 3: In the event that you do not complete the required hours you will lose all points in this section of your grade, and you will not be able to continue classes in the education department.**

**Rubric for ED 308 Educational Psychology**

**Reflective Journals for Study Buddy Field Experience**

<b>Criteria</b>	<b>Superior 4</b>	<b>Proficient 3</b>	<b>Basic 2</b>	<b>Needs Improvement /Unacceptable (1-0 points)</b>
<b>Reflection of Study Buddy</b>	Response demonstrates an in-depth reflection on the study buddy and connections to the theories, concepts, and/or strategies presented in the course materials to date. Interpretations are insightful and well supported by detailed theoretical foundations. Clear, detailed examples are provided.	Response demonstrates a general reflection of the study buddy and connections to the theories, concepts, and/or strategies presented in the course materials to date. Interpretations are supported. Appropriate examples are provided.	Response demonstrates a minimal reflection on the study buddy and connections to the theories, concepts, and/or strategies presented in the course materials to date. Interpretations are unsupported or supported with inaccurate connections. Examples, are not provided or are irrelevant.	Response demonstrates a lack of reflection on, or personalization of, the study buddy and the connections to the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are missing, inappropriate, and/or unsupported. Examples are not provided.
<b>Response to Required Questions</b>	Response includes all questions with exceptional detail. Exceeds all requirements indicated in the instructions. Each question or part of the assignment is addressed thoroughly.	Response includes all questions and meets all requirements indicated in the instructions. Each question or part of the assignment is addressed.	Response is missing 1-2 questions and /or some questions or parts of the questions are minimally addressed.	Response excludes essential components of the questions More than 2 questions and or parts of the questions are addressed inadequately, and/or not at all.
<b>Structure</b>	Writing is clear, concise, and well organized with excellent sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are no spelling, grammar, or syntax errors.	Writing is mostly clear, concise, and well organized with good sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are no more than two spelling, grammar, or syntax errors.	Writing is unclear and/or disorganized. Thoughts are not expressed in a logical manner. There are more than two spelling, grammar, or syntax errors.	Writing is unclear and disorganized. Thoughts ramble and make little sense. There are numerous spelling, grammar, or syntax errors throughout the response.
<b>APA</b>		Follows APA professional writing style of using 12-point Times New Roman/Arial font, 1-inch margins all around, correct APA headings Correct format of title page including running head, page numbers, correct page justification Correct use of in-text citations within paper according to APA; Correct APA reference page.	Follows APA professional writing style of using 12-point Times New Roman/Arial font. Format of title page including running head has 1-2 errors, page numbers, no more than 2 errors in the use of in-text citations within paper according to APA; Correct APA reference page	Failed to use correct APA professional writing style, title page has more than 2 errors, no reference page, no in-text citations.
<b>TOTAL</b>				_____/15 *45 = _____/45