

GUIDELINES FOR FIELD EXPERIENCE CANDIDATES

1. **WAIT!** until you have been provided “official” placement by either the Director of Teacher Education (Practicum/Student Teaching) or your course instructor(s) (Short Fields) **before** contacting or visiting your assigned placement site.
2. Upon initial approval for school placement, **professionally** email your cooperating teacher introducing yourself and thanking them for their willingness to serve as your cooperating teacher. In addition, contact the school office to understand the process of visiting the school for the first time.
3. Once at the school, sign in and out of the principal’s office daily and wear a name badge or follow the sign in procedures provided to you by the cooperating teacher and/ or office staff.
4. Learn your students’ names as **quickly** as possible.
5. Familiarize yourself with the school policies for emergencies, fire drills, etc.
6. Keep your log, plan book, grade book and portfolio up-to-date. Have it available every day for review by cooperating teacher and university supervisor.
7. Familiarize yourself with available materials at school. Visit the library to peruse the available materials which can assist you in planning appropriate and engaging lessons for your students.
8. Learn how to keep necessary paperwork and prepare reports required of the teachers.
9. **Call** (do not email) your supervising teacher and university supervisor if you have to be absent.
10. Always follow an approved format for lesson planning. If there is not a required format for the school you have been assigned, use one of the approved formats learned in your education courses at Campbell.
11. Plan “engaging” lesson plans and activities for your students. Reflect upon how engaging these lessons are and incorporate engagement strategies learned throughout your program of study.
12. Clearly understand the definition of “teaching” as defined by the faculty within the Professional Education Department:

In order to classify as teaching hours, the lesson is planned by the candidate, **pre-approved prior to teaching by the cooperating teacher, delivered by the candidate** to the students either in small or large groups in the classroom or appropriate educational setting and is assessed and reflected upon by the candidate for possible improvements.

13. Have an organized discipline plan. Utilize the established classroom management plan; however, you may use other appropriate behavior management tools in order to experiment with your own classroom management preparedness.
14. Participate in teacher duties such as preparing bulletin boards, extra duty assignments, and extra-curricular activities.
15. Start a materials file for collecting useful materials for use later.
16. Make periodic self-evaluations using the evaluation guide.
17. Conference regularly with your supervising teacher.
18. Include your teacher assistant in your plans. (K-3)
19. Participate in parent conferences, P.T.A./P.T.O, and teacher’s meetings.
20. Work to develop a rapport with school staff, faculty, and students.
21. Set up times to observe other teachers during your last week of student teaching.
22. Attend job fairs and schedule interviews with prospective employers.
23. Complete all licensure forms **required** by the University Licensure Officer (Ms. Charity Tart).



Painting FUTURES With the ORANGE ADVANTAGE!