

SECONDARY PROGRAM
FIELD EXPERIENCE (EPS 200)

**Secondary Program
Faculty of Education
University of Regina
2009-2010 Revision**

Introduction

This *Manual* is designed for use by cooperating teachers and secondary teacher education students who are part of the second year of the *Secondary Teacher Education Program* of the University of Regina. Some students are enrolled in only their second Education class. The class is titled EPS 200, "Principles and Practices of Teacher: Part I". Students will have completed EPS 100 (Introduction to Education). In EPS 100 they were "involved" in an elementary school classroom for seven half days but may have only taught one or two lessons.

EPS 200 concentrates on the development of basic teaching skills and strategies which are presented and modelled in class, practiced in an on-campus micro teaching laboratory and then practiced in a middle years classroom school placement. Students are in their school classroom nine to ten half days for one semester. They will take a further "Principles and Practices of Teaching" class (EPS 350) in the third year of their program. In this, they will have a high school field placement.

1. Goals of the Field Experience for EPS 200

The goals of the second year field experience of the Secondary Teacher Education Program are for each student to:

1. gain initial practice in selected teaching skills
2. gain further understanding and appreciation of the role of the school in society and the nature of services that the school provides
3. to develop further understanding of the value of diversity within the classroom, school, and community
4. to foster a collaborative commitment to preparing teachers who are knowledgeable and compassionate in their professional practice and who will be guided by a sense of social and ethical responsibility in relation to their students and the wider society
5. gain further understanding of the various aspects of the role of the classroom teacher, administrators and other actors in schooling
6. gain an understanding of the decision-making process used by the teacher in planning, implementing and evaluating instruction
7. gain an appreciation of, and practice in, the use of communication and interpersonal skills
8. obtain feedback from the practicing professional, which can help the student plan his/her own professional development
9. further think about the career choice of becoming a secondary teacher.

Other goals include:

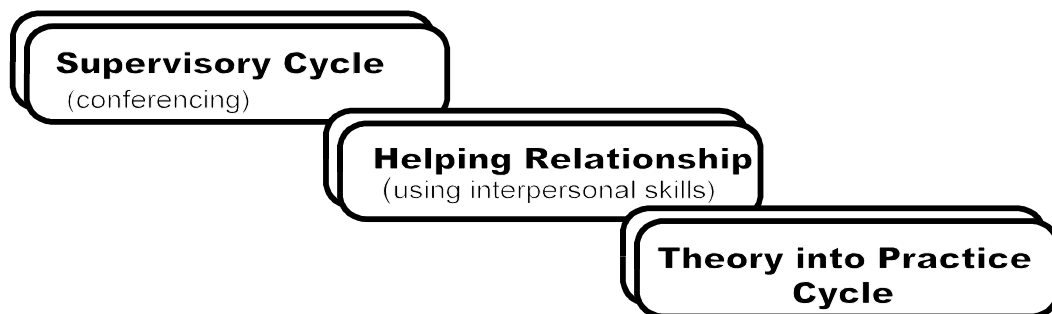
8. to provide members of the teaching profession the opportunity to play a significant role in the selection and development of prospective secondary teachers
9. to assist in the integration of theory with practice in the teacher education.

***"Students must not only KNOW ABOUT,
they must also be ABLE TO DO!"***

2. What is EPS 200? How does it Work?

Students are paired for the laboratory and school placements. In their micro teaching labs and school experiences, students are expected to use the **professional development process** (illustrated below). This involves a cycle of (a) pre-conference, (b) teach/observe and collect data, and (d) post-conference. As they follow this procedure, they are expected to use a "**helping relationship**" mode in their conferencing--using good interpersonal skills and descriptive, non-judgmental data collection and feedback. They alternate as "helper" and "helpee" as they conference lessons. The "helper" collects data, as agreed, during the "helpee's" lesson, and helps interpret the data. **Conferencing** deal with **two aspects**: (a) achievement of lesson objectives for pupil learning, and (b) achievement of the specific professional target by the practicing student teacher. *Cooperating teachers* are also involved in school pre and post-conferences as "helpers" providing written and verbal feedback.

The Professional Development Process



The *pre-conference* deals with the:

1. lesson topic, objectives, set development, closure, material and aids, and evaluation
2. target for professional growth, ways of achieving the target, and ways in which data will be collected.

The *post-conference* deals with the:

1. debriefing on whether or not lesson objectives were achieved
2. review of the target, presentation of data that were collected, analysis of data by the "helpee as supported by the "helper(s)", and decision by the "helpee" as to action for the future with respect to the professional target.

When pairs of student teachers arrive at the school, they will normally be prepared to teach a lesson or lesson segment as pre-arranged with the Cooperating Teacher. Each student teacher should observe and collect feedback data on the other student's lesson.

3. Roles of Student Teachers and Cooperating Teachers

(a) Role of the Student Teacher

1. Observe the operation of the placement school and follow its conventions.
2. Obtain an updated and complete criminal record check (CRC) in advance of the field placement
3. Contact the cooperating teacher at least one week prior to the first scheduled visit and to do so in a professional manner
4. Contact the cooperating teacher to determine the lesson to be taught in the next school visit
5. Plan lesson thoroughly.
6. Teach a lesson each week.
7. Present (and explain if appropriate) the data collection (observation) guide to the cooperating teacher.
8. Participate in pre and post-conference for his/her own lesson with the placement partner and cooperating teacher.
9. Participate in pre and post-conferences and collect data for his/her placement partner in collaboration with the cooperating teacher.
10. Be helpful to the cooperating teacher.
11. Observe the way the cooperating teacher carries out professional duties.

(b) Role of the Cooperating Teacher

1. Negotiate with the pre-intern and assign a lesson each week.
2. Preconference lessons, as reasonable, with the student teachers.
3. Post-conference with student teachers to discuss the students analysis and self evaluation, and as appropriate, add observations and comments.
4. Permit the student teacher to participate, as appropriate, in the operation of the classroom.
5. At the end of the semester, complete the evaluation document on the progress of the students--EPS 200 Field Experience Profile and Cooperating Teacher's Report (at end of manual).

4. Professional Targets/Data Collection Instruments/Lesson Plan/Profile

It is important that students demonstrate a preparedness to teach. They are expected to create detailed lesson plans as well as construct professional targets for each lesson. The following are examples of data collection (observation) sheets: Verbal and Nonverbal Communication Skills, Providing Set and Closure, Giving Directions, Basic Management Skills, Handling Minor Disruptions, Varying Presentation, Question Distribution, Questioning Steps, Prompts/Probes/Redirects, Questioning Levels, Concept Teaching, Teaching a Skill (Deductively/Inductively), Elements of Teaching a Skill, Explaining, Demonstrating, Recognizing/addressing inequitable classroom routines, using culturally responsive classroom pedagogy and management strategies, integrating diverse knowledge and perspective into lessons, centering treaty education.

Students are required to record their professional targets on the sheet provided.

EPS 200 Field Experience Profile and Cooperating Teacher's Report

Name of student: _____ EPS Section: _____
 Cooperating Teacher: _____ School/Grade: _____
 Date: _____

For each criteria, please check the box that best describes the pre-intern's performance at this time.

	Yes	No	Not Rated
LEARNING TO PLAN			
<i>Evidence of:</i>			
understanding and becoming familiar with the curriculum for the applicable grade(s)			
making a detailed lesson plan (with its component parts) that will engage children in active learning			
thinking through all phases of the lesson plan and "rehearsing" how to interact with the students			
planning for differentiated learning opportunities, the integration of diverse knowledge, & centering of Treaty education			
selecting an area of concern regarding professional growth and making a detailed plan that will ensure gradual improvement in that area			
understanding how sequential lessons are linked			
LEARNING TO TEACH			
<i>Evidence of:</i>			
observing a teacher working with students and making inferences about what is being taught, what is being learned, and what constitutes the culture of the classroom			
implementing a written lesson plan			
developing the ability to use specific instructional skills and strategies			
effectively utilizes Instructional Technology & Multiple Media forms			
observing children while teaching			
developing a "with-it-ness" attitude in dealing with unexpected issues			
LEARNING TO REVIEW, REFLECT & SELF-EVALUATE			
<i>Evidence of:</i>			
discussing strengths and weaknesses of a teaching experience in a balanced way			
describing classroom activities, after the fact			
considering both the actions of the pre-interns and responses of the children			
interpreting descriptive data (feedback) and describing development			
making plans for future improvements in professional practice			
considers planning, teaching, & reviewing in relation to diversity within the classroom, school & community			
LEARNING TO RELATE			
<i>Evidence of:</i>			
relating to other teachers (including pre-interns) in a professional manner			
relating to students in a respectful way using age-appropriate language and concepts			
fostering a climate of care for individuals and local/global contexts			

Cooperating Teacher Comments

Student's Comments (required)

Cooperating Teacher Signature: _____

EPS 200 Instructor Signature: _____

Student Signature: _____

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