

Field Experience Student Handbook

2013-2014

Table of Contents

Introduction	-	-	-	-	-	-	-	-	3
The Language of Field Experience-	-	-	-	-	-	-	-	-	4
Background of Learning through experience	-	-	-	-	-	-	-	-	5
Theory Behind Learning Through Experience	-	-	-	-	-	-	-	-	6
Application of Learning Through Experience	-	-	-	-	-	-	-	-	6
Service: The heart of Field Experience	-	-	-	-	-	-	-	-	7
Evaluation of Teaching Dispositions	-	-	-	-	-	-	-	-	7
Courses Requiring Field Experience	-	-	-	-	-	-	-	-	8
Setting up the Field Experience	-	-	-	-	-	-	-	-	9
Criminal Background Checks	-	-	-	-	-	-	-	-	11
Field Experience Requirements	-	-	-	-	-	-	-	-	11
Field Experience Assessment	-	-	-	-	-	-	-	-	12
Frequently Asked Questions	-	-	-	-	-	-	-	-	13
Appendix									
Partnership school sites									A
List of possible activities									B
Field Experience log									C

Education is not preparation for life; education is life itself.
John Dewey

For further information please contact:

Dee Cole Vodicka
Field Experience Coordinator
Sverdrup 3G
612-330-1546

Introduction

Welcome to the Augsburg College Education Department. As an education student you are entering one of the most rewarding and yet challenging professions. The goal of the faculty in the Education Department is to give you the best preparation there is so you become not only a highly effective and satisfied teacher, but also one who continually grows. As stated in the Education Department mission statement:

The mission of the Augsburg Education Department is to develop knowledgeable, responsive teachers committed to educating all learners in a diverse and changing world. Responsive, knowledgeable teachers understand the dynamic interaction among relationships, reflection and inquiry, diversity and equity, and leadership.

By actively engaging in a variety of classroom settings during your education coursework you will be given multiple opportunities to act on the mission of the department.

In order to accomplish this goal you will be exposed to many different approaches to teaching and learning. This will happen through your readings, discussions with your professors and other students, projects and papers in your coursework, and through experience in actual classroom settings. This is known as Field Experience.

Field Experience will give you a chance to reflect on many aspects of education. At the same time it is an opportunity to learn through serving. This is a major component of your greater field experience, for service is at the heart of the College mission which states;

*“Augsburg College educates students to be **informed citizens, thoughtful stewards, critical thinkers, and responsible leaders.***

*The Augsburg experience is supported by an **engaged community** that is committed to **intentional diversity** in its life and work. An Augsburg education is **defined by excellence** in the liberal arts and professional studies, guided by the **faith and values** of the Lutheran church, and shaped by its **urban and global settings.**”*

Augsburg’s Center of Service Work and Learning is highly respected both regionally and nationally. When you are doing your field experience, you are not only learning the skills needed to be a successful teacher, but you are also performing a tremendous service to the students and you are **engaged** in the community they live in.

Your field experience can be one of the more powerful learning opportunities you will have throughout your course work. It allows you to observe, serve and work in actual school settings. It is a place to give the concepts you are learning a reality check, and most important, it can give you the opportunity to reflect on what you are learning in your courses and how these concepts can be successfully applied in real classrooms.

This guide has been developed to help you make the most of your field experience, and to help you understand the policies, procedures and requirement of both the Augsburg College Education Department and the Board of Teaching of the State of Minnesota. This guide contains information on the background and philosophy of field experience, the procedures you need to follow and the forms you will need throughout your coursework prior to your student teaching.

The Language of Field Experience

To help faculty fully understand the field experience process and be able to consistently and appropriately use common terms we offer the following definitions:

Field Experience – This is the generic term used for formal experiences in schools that are attached to courses as a requirement for the course. These experiences are prior to student teaching. Field experience implies that there is a formal process that will include setting up a placement, developing a relationship with a classroom teacher and students, and includes a formal assessment process.

Service Learning – This is a term used when there is an intentional process that is meeting the needs of the classroom students and/or teachers in a classroom or specific needs of the community while enhancing the learning of the teacher candidate. Service learning is an integral part of the learning model used in field experience and will be incorporated strategically into various field experience expectations.

Teacher Performance Assessment (edTPA) – This is the required formal assessment package that is now being used within student teaching. In order to help teacher candidates prepare for this, elements of the TPA may be incorporated into many of the field-service experience requirements.

Cluster Sites – These are P-12 Minneapolis and St. Paul schools who are partnered with Augsburg Education Department to develop deeper field service experiences to benefit teacher candidates, P-12 students and teachers, college faculty and the community. Student teachers and some field-service teacher candidates in methods courses are working closely with these sites. Cooperating teacher and teacher candidates use a collaborative co-teaching model during student teaching to enhance the learning opportunity of all students.

Partnership Schools- These are P-12 schools where there has been a long-term relationship and/or commitment with Augsburg College. This may involve cluster site schools, charter schools authorized by Augsburg or schools with which we have had a long standing working relationship

Charter Schools- These are P-12 public schools that are independent of a school district but are managed by the teachers, parents and community. Augsburg College is a recognized authorizer of five charter schools located in south Minneapolis. These schools are all considered formal partners of Augsburg College.

Teacher candidates- This refers to student teachers that are on the brink of being admitted to the profession.

Cooperating teacher- These are the classrooms teachers in the P–12 schools who host field-service candidates or student teachers.

Student Teaching – This is a culminating full time field-service experience in one or more P-12 schools. P-12 teachers and college supervisors mentor teacher candidates as they assume the responsibilities of a classroom teacher.

Background of learning through experience

While the concept of learning through experience predates human civilization, in modern times it was not until the early 20th century that the theory was articulated in regards to formal education. John Dewey, one of the leading educational philosophers of the 20th century, and often viewed as the “father of Experiential Education,” outlined the importance of experience in relation to learning. He published his small, yet powerful book “Experience in Education” in 1938. Dewey’s ideas, which centered on education and democracy, caused a great deal of dialogue, and influenced new research in the academic community. Unfortunately, his (and other academics) theory was not widely applied or practiced, and most formal schooling took place isolated from the real world. Outside of medical students completing a residency, or teachers completing student teaching (both at the end of their formal course training) real life experience rarely found its way into courses.

Through the latter half of the twentieth century, more research, along with theories on practical application, began to emerge that once again pointed out the importance of experience. Through the work of educators such as Paulo Friere, David Kolb, or psychologist Carl Rogers, as well as successful education programs such as Foxfire, Outward Bound, Project Discovery and 4-H programs in the schools, experience in learning became more widely accepted and practiced. By the 1980’s many college programs began to implement experience as part of their course requirements. Augsburg College has played a leading role in this area with well-established service learning programs, as well as having many courses that require experience in the field. **Today, the State of Minnesota requires that students entering the education profession spend time in K-12 classrooms in conjunction with their coursework and prior to their student teaching experience.** While it is sometimes challenging to actually set up a field experience, the learning opportunities it provides is invaluable.

At Augsburg College, service learning is also an integral part of the mission of the college, which places great emphasis on service to the community. This is reflected in the motto, “Education for Service,” and found directly in the mission statement. During a field experience, students are not only learning to become a highly effective teacher, but they are also performing a valuable service to the community. Field experience gives each education student the opportunity to make a real difference in the education and lives of the children they serve.



***Tell me, and I will forget.
Show me, and I may remember.
Involve me, and I will understand.***

Confucius quote (from around 450 BC)

Theory Behind Learning Through Experience

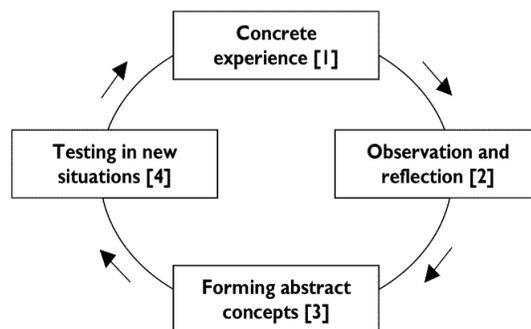
As mentioned previously, the modern theory of experience in education is largely based on the work of John Dewey. Dewey believed that the very nature of learning is directly tied to experience. He best articulated the idea that past experiences influence future experiences. He defined experience in neutral terms, not in terms of good or bad. All experiences, argued Dewey, “impact on one's future, for better or worse. Basically, cumulative experience either shuts one down or opens up one's access to possible future experiences.” (Dewey, 1936)

Later, psychologist Carl Rogers theorized that learning is facilitated when: (1) the student participates completely in the learning process and has control over its nature and direction, (2) it is primarily based upon direct confrontation with practical, social, personal or research problems, and (3) self-evaluation is the principal method of assessing progress or success. Rogers also emphasizes the importance of learning to learn and an openness to change. Roger's theory of learning evolved as part of the humanistic education movement (e.g., Patterson, 1973; Valett, 1977).

David Kolb further developed the theory and developed the most widely used model called the Experiential Learning Cycle. The Experiential Learning Cycle is a model for understanding how the process of learning works. They are distinct from other models of learning, such as behavioral models or social learning models, in two notable ways:

- * Experiential Learning Cycles treat the learner's subjective experience as of critical importance in the learning process.
- * Experiential Learning Cycles are continual, and experience continues to build on the foundation.

The Experiential Learning Cycle is commonly used to help structure experience-based training and education programs. This model suggests that a participant has a **Concrete Experience**, followed by **Reflective Observation**, then the formation of **Abstract Conceptualizations** before finally conducting **Active Experimentation** to test out the newly developed principles. The cycle can be seen in the following model:



Application of Learning Through Experience

One of the primary concepts in this model is the act of reflection. When a learner has an experience, it is important to reflect on that experience in the context of previous experiences and acquired knowledge. A learner can then apply that experience to a new learning

situation and move on to new experiences, which are then influenced by new knowledge. This is a continual process. How can this be practically applied to your field experience and the course you are taking?

When you first enter the classroom, you will naturally look around and observe the physical environment as well as the students that are in that environment. If it is similar to what you have experienced before, you will probably be more comfortable. If it is very different from what you have experienced you will probably feel more anxious. It is important to recognize these reactions and where they come from. After your initial introduction to a classroom setting, it is important to reflect on these initial reactions, either through a journal, through discussion in your course with the professor and other students, or even through an on line dialogue. It is also important to incorporate what you are learning in your course readings, lectures, discussions or projects. You can then take these concepts back to the classroom, and based on your previous experience, either incorporate the new concepts into a lesson or modify them in accordance to the reality of the classroom you are in. This will provide the foundation for a new experience that will then have need for reflection. This is the continual process you should use as you go through all of your field experiences

Service: The heart of your Field Experience

While learning through your experience in the classroom is a primary piece of many courses, it is important that you also consider the service you provide by working with students as part of that learning process as well. In order to make your field experience complete it is important to consider the needs of the students, the class, the teacher, and the school in which you are working. It is therefore important that you take time to observe the classroom environment; look at what those needs might be, discuss those with your cooperating teacher and then incorporate those needs into your time spent in the classroom. When you are journaling about your experience in the classroom (as many courses will require) you should include these needs as well as the skills, passions, and resources you have to help meet these needs. If a course assignment requires you to design and deliver a lesson to a group of students in a class room, please discuss this with your cooperating teacher in the context of meeting the current needs of the students as well as how this will fit in with what the students are currently learning.

Evaluation and Teaching Dispositions

While your academic work may show what you know in regards to content and pedagogy, the purpose of the field experience goes beyond just academic knowledge. Field experience provides a chance to practice what you know but it also gives the opportunity for you to learn and reflect on your own personal dispositions as a professional. Dispositions are the qualities that you as a person possess that are not taught in the academic setting. These dispositions include but are not limited to the following:

1. Professional Dispositions – Appropriate time management, professional behavior, dress & communication; accurately self-evaluates; seeks & integrates advice and feedback; provides positive role modeling & mentoring of children/youth; provides constructive input, collaboration & resources within educational community; focuses attention on the learning needs of students

2. Personal Dispositions Within & Beyond School -Enthusiasm, empathy, patience and responsiveness; initiative & personal responsibility for actions; demonstrating academic quality & integrity; flexible and critical thinking when solving problems; organizes and follows through with short and long term plans; communicates respectfully; welcomes differing perspectives

3. Building Relationships with Students, Parents, Colleagues and Community-members

/ Motivates Learning - Sees the importance of building responsive relationships with and motivating all students; believes in and acts upon the belief that all students can learn; develops positive class environments & relationships with students, colleagues, families and larger community; demonstrates cultural sensitivity to the needs of diverse learners;

4. Dispositions toward Knowledge & Learning- Incorporates critical thinking and self- directed learning as a means to meet student learning needs; develops psychologically, socially and physically safe learning environments; encourages diverse perspectives in meeting student needs; Uses students' strengths as a basis for growth, and their errors as an opportunity for learning; encourages many modes of communication in the classroom; uses assessment as a means to identify student strengths, promote growth, and guide instruction & values student collaboration in support of learning.

When you complete you field experience you will be required to have your cooperating teacher evaluate you as a professional. There is an evaluation form and log of hours provided in the appendix of this handbook (these can also be found on line at the department website) for you to give to your cooperating teacher. The process for this evaluation is given on page 12 of this handbook. If any of your evaluations come back with numbers below 3's, you may be asked to meet with your advisor or go through the Communication of Concerns process.

Courses Requiring Field Experience

While not every education course at Augsburg College requires field experience, many courses do. If you are entering the elementary education field you will be required to complete a total of 100 to 130 hours of field experience, depending on your middle school and kindergarten courses, if you are entering the field of special education, you must complete 135 hours (plus hours for elementary methods), and if you are entering the secondary or K-12 education field you will be required to complete at least 100 hours. In most cases this will mean 20 hours of Field experience in the courses that have that requirement. The following list of education courses have a field experience requirement attached to them. Each instructor will have specific course requirements that will tie together classroom learning, text information, and field experience observations, experiences, and/or interviews.

Education Core Classes – EDC

EDC 200 / 522– Orientation to Education in an Urban Setting (20 hours required in an urban school; Minneapolis, St. Paul, or Rochester)

EDC 310 / 533 – Learning and Development in an Educational Setting (20 hours) These hours may be filled in any K – 12 classroom as well as a variety of other alternative education settings.**EDC 410 /**

544 – The Special Needs Learner (20 hours) These hours must be served in a classroom setting where students with special needs are being served.

Elementary Education – EED

All of the hours in these courses must be served in classrooms that are appropriate to the course.

EED 325 / 525 and EED 326 – K-6 Literacy methods (20 hours of Field experience with supervision. Day students must register concurrently for EED 326)

EED 336 – Advanced Literacy Methods (.5)
EED 350 – K-6 Methods: Mathematics (10 hours)
EED 360 – K-6 Methods: Science (10 hours) - These two courses are often taken concurrently and the same school setting may be used for both
EED 380 – Kindergarten Methods .5 course (10 hours required for students pursuing initial licensure, and 20 hours for those seeking an endorsement to a 1 – 6 elementary license.)

Secondary Education – ESE

ESE 300 – Reading/Writing in the content area (20 hours)
ESE 310 – 5-12 Methods; Social Studies (20 hours)
ESE 311 – Middle School Methods: Social studies .5 course (20 hours)
ESE 325 - Creative Learning Environments (20 hours)
ESE 330 - 5-12 Methods: Mathematics (20 hours)
ESE 331 – Middle School Methods: Mathematics (20 hours)
ESE 340 – 5-12 Methods: Science (20 hours)
ESE 341 – Middle school Methods: Science (20 hours)
ESE 350 – 5-12 Methods: Literature and Reading (20 hours)
ESE 360 – K-12 Methods: Visual Arts (20 hours)
ESE 370 – K-12 Methods: Music (20 hours)

Physical Education

HPE 324 - K-6 PE Games and Activities (.5 course)
HPE 334 - 7-12 Sport Skills and Activities (.5 course)
HPE 335 - Outdoor Education (.5 course)
HPE 365 - Physical Education Methods (K-6)
HPE 368 - Physical Education Methods (7-12)
HPE 390 - Instructional Methods and Materials in Health Education

Special Education – SPE

All of the hours must be complete in Level I – III classrooms appropriate to the grade-level content of the course. Experience must be obtained at each grade level: elementary, middle, and secondary, and with students from the disability areas of EBD, LD, DCD, ASD, and OHD.

EDC 410/544 - The Special Needs Learner (20 hours).
EDC 331 - Organizing Practicum in Public Achievement (40 hours)
SPE 410/510 - Implementation of Assessment & Strategies (15 hours)
SPE 415/515 – Academic Strategies: Theory to Practice (30 hours)
SPE 425/525 – Transition & Community (15 hours)
SPE 430/530 – Instructional & Behavioral Practices (15 hours)

Setting up your Field Experience

It is important to get your field experience school and classroom set up as early as possible into your course. If you know that you have an upcoming course that will require a field experience you may want to set it up prior to the first day of class, but it must be in an appropriate setting. Getting your field experience going can sometime be frustrating, as it requires communication with a variety of different people, who are often quite busy, and as a student you are probably very busy yourself.

First, you will want to make sure that a placement is appropriate, which means that you are identifying a field experience site that matches the course you are taking. If you are in an elementary course you will want to be in an elementary school. If you are in a secondary course you will want to be in a secondary setting, with an emphasis on middle schools. If your course is a methods course in social studies you will want to be working in a social studies classroom. Special education courses may require specific grade levels.

Second, you should identify a district you would like to complete your Field Experience in and stick with that.

Third, when ever possible, it is best to set up your field experience in a complex urban and/or diverse school. This not only exposes you to the possibilities and challenges diverse student groups offer, but is also fitting with the mission of Augsburg College in serving the needs of diverse communities. **In the case of EDC 200, the placement must be in a school that has a population that is diverse (less than 50% of any one ethnic group and more than 30% free and reduced lunch** This information can be found at the **Minnesota Department of Education Website** at (this information is unavailable at this time). **Click on the school and then click on demographics.**

Finally, you must follow the proper procedures for setting up and registering your field experience site. This will require you to fill out the site registration form found at the following website contact at <http://tinyurl.com/Augfield09>

This information will be added to the database that is used to track your progress through out your time as an education student. This registration will ask you for demographic information which can be found at: <http://education.state.mn.us/MDEAnalytics/Reports.jsp>

To set up you field experience, please follow these procedures:

1. Determine the type of site you need in accordance to the course you are taking.
2. Identify several schools that are located in an area that will fit your needs, both in terms of the course and your convenience. A list of Augsburg's partner schools is found in appendix **A**. While these are the recommended sites, you may also choose a school not on the list, except for St. Paul School district. If you are continuing to have a problem finding a site, please contact the Field Experience coordinator in the education office. The contact information is located at the beginning of this manual.
3. Contact the main office of the school and ask for the volunteer coordinator or the appropriate person to talk to. Explain your needs, making sure to mention any specific requirements for your course such as teacher interviews or actually teaching a lesson. Ask if they know of a teacher that would be willing to work with you. If they say they will call back in several days, give them time, but if you do not hear back in two days, try to contact them again. If after a second try, they do not respond you may want to try another school. Remember that schools are very busy places and sometimes it takes patience.
4. When a teacher / classroom is identified, contact that teacher directly (the cooperating teacher) and set up a time to discuss your needs in terms of course requirements, your availability and a schedule that will work for both you and the cooperating teacher. This can be difficult for people who work full time and are attending school. If this is the case, you may have to take a bit of time off from work to complete this requirement.

5. Your professor should provide an introduction letter including the field experience. This letter will introduce you and the course requirements and what the cooperating teacher can expect. Please ask your professor for this letter prior to your first meeting with the host teacher.
6. When your placement and schedule has been secured, please complete the field experience site registration form found at the following web address: <http://tinyurl.com/aug> . **This should be completed no later than the end of the second week of your course.** Please include all of the information that is asked on the form, as this is vital for our records and to contact the schools where we have students. For information including student demographics, you can go to the following website: <http://w20.education.state.mn.us/MDEAnalytics/> click on **What type of student is enrolled.** From there you can find individual school information.

Criminal Background Checks

Almost every school district and school now require a criminal background check for anybody who will be in a school, including Volunteers, Field Experience students and Student Teachers. Unfortunately most districts have their own policies and most background checks do not cross over to other districts. St. Paul and Minneapolis both have different requirements. Since many students complete their Field Experience in Minneapolis or St. Paul, the forms are found at the department website at <http://www.augsburg.edu/home/education/service/index.html>. Please be completely honest with what you report, as if you do not and a small incident comes up you will likely be denied the opportunity to work in the district. You may consider completing all of the required hours in the same district to avoid having to repeat criminal background checks.

Field Experience Requirements

While the nature of your field experience will be different from course to course, or as a result from working with different students in a variety of different settings, there are commonalities in regards to department expectations. This section will cover the overall expectations, policies and procedures as defined by the Augsburg College Education Department.

Required Hours

Check very carefully with your professor whether your course requires 10, 15, 20, or 30 hours of field experience. As mentioned previously, most courses have 20 hours attached to them. **You are required to complete your hours during the term of your course.** This is very important, as your coursework will provide the context in to which you are to apply your field experience. It is important to begin the field experience as close as you can to your first class, with a goal of completing it no later than three weeks before the end of the term. Since field experience is a Board of Teaching as well as an Augsburg College requirement, you will not be allowed to waive the field experience hours.

EDC 200 - Orientation to Education in an Urban Setting

EDC 200 is the foundation education course all students thinking of going into the education field are required to take. **In the case of EDC 200, the placement must be in a school that has a population that is diverse (less than 50% of Caucasian students as well as more than 40% free and reduced lunch).** This information can be found at the Minnesota

Department of Education Website at: (Due to a change in the web site, this information is unavailable at this time). **Click on the school and then click on demographics. All students are required to complete 20 hours of service in urban schools which means it is has a number of complex issues to work with. This includes meeting the needs of students from a multitude of cultures and language groups, students who deal with poverty or stressful home environments in their lives and students who have a wide range of learning styles.** In most cases, fulltime day students, will be serving in one school, as arranged by the professor. WEC students may not be serving in the same schools, but they will still be required to serve in a school that is both diverse and complex.

Classroom Conduct

At all times you must remember that you are entering a profession with well-established standards, and your conduct and behavior should reflect that of a professional. This means that you should demonstrate proper dress, (business casual, no t-shirts, jeans, or shorts, etc.) the use of respectful language and gestures, and showing up during the time you have arranged. **It is extremely important to stick to your commitment.** If you are going to be late or absent, please notify your cooperating teacher immediately. Often, the students and the teacher are relying on you. Please turn off cell phones prior to entering a school, and do not bring food, beverages, or other inappropriate things, (including pocket knives) to a classroom. Remember that you not only represent yourself in that classroom, but are also a representative of Augsburg College

Active Participation vs. Passive Observation

One of the most important aspects of your field experience is to be active in the classroom. While you may want to simply observe the classroom and the students the first few hours you begin your field experience, you should plan on interacting with students through most of your time. There are a wide variety of activities you can do, and in many cases your course professor will give them to you. You will also need to discuss how you can best carry out these activities with the cooperating teacher. At the same time you should not be involved with discipline of the students you are working with, and you are not permitted to view student records. You should never be completely alone with a student. You will find a wide range of possible activities listed in appendix **B** of this guide.

Field Experience Assessment

Evaluating and assessing the field experience is a crucial part of the course in several regards. First, it will allow you to receive feedback on your time in the classroom allowing you to reflect on the experience and grow from it. Second, it may play a role in your overall grade in the course. Third, it is an education department requirement that a **teacher dispositions assessment** of each field experience be kept in your permanent file. A complete set of assessment forms are required before you can move on to student teach, or before licensure is granted.

Assessments will come in two forms. The first is the assessment that is given to you by your professor. This may be in the form of a written journal that will be collected, or a reflective paper written at the end of the experience, or it may be the preparation and delivery of a lesson to a small group of students.

You will also be required to keep a log of your activities during your field experience. A copy of this log is found in appendix **C**. There are many other types of activities and assessment tools that your professor may require. These should be outlined in your course syllabus.

The second assessment is the assessment form that is required by the education department. This assessment may be tied to your final course grade and must be completed before a grade will be submitted. This assessment has specific goals, which you will set in the context of your course. Before you begin your Field Experience you should share a copy of the assessment form with the cooperating teacher. This will allow the cooperating teacher the opportunity to understand your goals as well as what they are looking for when you complete your Field Experience. When you complete your field experience, you must give this form to your cooperating teacher. A copy of these forms is found on the Augsburg Education Web Site – Field Experience and Service Learning section. Please fill in the top of the form and then give it to the cooperating teacher who will complete it. Whenever possible it is beneficial to schedule a few minutes with your cooperating teacher to discuss your performance with you, giving you valuable feedback. When your cooperating teacher has completed the assessment they should sign the assessment form and the log of activities and place them in a plain envelope. **The envelope should then be sealed and signed by the cooperating teacher along the back sealed edge of the envelope flap.**

You must then turn the sealed envelope into your professor no later than the last class. **If it is not turned in before the last class you will risk getting an incomplete for your grade.**

Your professor will then turn in all of the assessment forms to the education department where they will be checked off in the database and then filed in your permanent file. Getting this assessment form to your professor in a timely manor is crucial, as this form is necessary for you to do your student teaching or to complete your licensure. It is your responsibility to make sure your cooperating teacher receives and completes the assessment form and process. A nice plate of brownies often works well, and might be a nice thank you gesture for allowing you to work in their classroom.

Variety of experiences

It is a fine balance between getting to know a group of students in a single classroom while at the same time working with a variety of cooperating teachers and witnessing different approaches and philosophies. Although not a rule, it is recommended that you do stay within one school district, and stick with two different schools. This will help you become more familiar with the learning environments as well as help avoid different districts policies in areas such as background checks.

Frequently Asked Questions

1. What if I already work in a school building, can I use that as my site?

As long as you are working in an appropriate (compatible to the course you are taking) classroom that is overseen by a licensed teacher, you can work in that school. It is not a good idea to be overseen by a friend as this may compromise the feedback you are given.

2. How do I register my field experience school?

This is easy. Just go to the following Survey website: <http://tinyurl.com/Augfield09> ; fill out the survey form. All of the starred numbers must be filled out. You must fill out a separate form for every class you take. If you are volunteering in a classroom that has multiple teachers, please choose one as the primary teacher.

3. What if I am not able to find a school that works around my work schedule?

Field experience is a course requirement and must be completed during the term of your course. There are many different schools with a wide variety of schedules, so try to find a school that starts early or stays open later. If you are unable to do this, you may have to take time off from your work to fulfill the field experience requirement.

4. I already spent time in a classroom last year assisting and tutoring students. Can I use that as field experience for a course this year?

You must complete the field experience requirement during the term of the course you are taking. This is important as the field experience relates directly to the topics and content of the course you are taking.

5. I am currently taking several other courses that have field experience requirements. Can I combine that into one field experience?

You must fulfill a separate requirement for each class. If you are taking 3 classes that have 20 hours of field experience requirements each, you must complete a total of 60 hours. You may want to rethink your schedule, especially if you work full time. You could work in the same school, but it would probably have to be with the appropriate teachers related to the course contents. This would be especially true in the secondary settings.

6. I am confused and need further help understanding the whole field experience. Where do I go for help?

If you are confused about the **course requirements**, please see your syllabus and talk to your **professor**.

If you are confused about your **schedule** and how you will work all your courses out in regards to field experience, please refer to the College and Education Department catalog and talk to your **advisor**.

If you have further questions about field experience requirements or you want further help in finding a site, please email **Dee Cole Vodicka** in the education department at vodicka@augsborg.edu.

If you need a **form or a copy of your past field experience assessments**, please contact **Cheryl Sticha** in the Education Department at 612-330-1130.

If you have questions regarding **student teaching**, please contact **Barbara West**

If you are licensing in a General Education field: westb@augsborg.edu or **Dee Cole Vodicka** if you are licensing in Special Education: vodicka@augsborg.edu

7. Where can I find copies of this handbook or the required forms? You can find copies of each form in the education department form file located in the office hallway or they can be found at: <http://www.augsburg.edu/home/education/service/index.html>

Appendix

Primary Field Placement Partnership Schools

Minneapolis Cluster Sites

(Please contact Augsburg Liaison, if listed)

LAKE NOKOMIS – WENONAH (Pre-K – 2)

Contact Augsburg Liaison: Jennifer Niedzielski

niedziel@augzburg.edu

5625 – 23rd Ave. S.

Minneapolis, MN 55417

612-668-5040

LAKE NOKOMIS – KEEWAYDIN (3 – 8)

Contact Augsburg Liaison: Barbara West

westb@augzburg.edu

5209 – 30th Ave. S.

Minneapolis, MN 55417

612-668-4670

Other Minneapolis District Schools

SANFORD MIDDLE SCHOOL

3524 42nd Ave. South

Minneapolis 55406

612-668-4900

MARCY OPEN (K-8)

Contact: Sidney Orchard

415 Fourth Avenue S.E.

Minneapolis, MN 55414

612-668-1020

SEWARD MONTESSORI SCHOOL (K-8)

Contact: Mary DeLander

2309 28th Ave. S.

Mpls. MN 55406

612-668-4950

SOUTH HIGH SCHOOL

3131-19th Avenue South

Minneapolis, MN 55407

Ph: 612-290-4534

SULLIVAN COMMUNICATION CENTER (K-8)

3100 East 28th Street

Minneapolis, MN 55406

612-668-5000

St. Paul Cluster Sites

(Please contact Augsburg Liaison, if listed)

CAPITOL HILL MAGNET (1 – 8)

Contact Augsburg Liaison: Dee Cole

Vodicka vodicka@augzburg.edu

560 Concordia Ave.

St. Paul, MN 55103

651-325-2500

COMO PARK ELEMENTARY (Pre-K – 5)

Contact Augsburg Liaison: Barb Short

short@augzburg.edu

780 Wheelock Parkway

St. Paul, MN 55117

651-293-8820

COMO PARK HIGH SCHOOL

1540 E. Sixth St.

St. Paul, MN 55106

(651) 793-4700

RANDOLPH HEIGHTS (PreK-5)

Contact Augsburg Liaison: Greg

Krueger kruegerg@augzburg.edu

348 Hamline Ave

St. Paul, MN 55105

651-293-8780

Augsburg Authorized Charter Schools

AUGSBURG ACADEMY FOR HEALTH CAREERS (9-12)

504 Columbus Ave.
Minneapolis, MN 55404
612-333-1614
<http://www.afa.tc/>

LINCOLN INTERNATIONAL HIGH SCHOOL (9 – 12)

Contact: Loren Woodman
2123 Clinton Ave. South
Minneapolis, MN 55404
(612) 872-8690 ext. 114
<http://www.lincolnihs.org/>

EI COLEGIO (9-12)

Director: Norma Garcia
4137 Bloomington Ave. S.
Minneapolis, MN 55407
612-728-5728
www.el-colegio.org

CEDAR RIVERSIDE COMMUNITY SCHOOL (K-8)

Contact: Jennifer Weber
1610 S. 6th St. Suite 100
Minneapolis. MN 55454
Phone: 612-339-5767
<http://crcs-school.org/>

HIAWATHA LEADERSHIP ACADEMY (K-5)

Contact: Abby Snyder
3810 E 56th St
Minneapolis, MN 55417
6120987-5688
www.hiawathaacademies.org

Other Mpls Charter Schools

SOUTHSIDE FAMILY (K-8)

4500 Clinton Avenue South,
Minneapolis, MN 55419
(612) 872-8322

LIGHTHOUSE ACADEMY OF NATIONS

Contact: Harrison Bachman
2600 26TH Ave. S.
Minneapolis, MN 55406
612-722-2555

District web sites:

Minneapolis: www.mpls.k12.mn.us
St. Paul: www.stpaul.k12.mn.us
Robbinsdale: www.rdale.k12.mn.us
Bloomington:
www.bloomington.k12.mn.us/
Anoka - Hennepin:
www.anoka.k12.mn.us
Eden Prairie:
<https://www2.edenpr.org/wps/portal/>

**To find out more about a school
check the following web sites:**

<http://education.state.mn.us/MDEAnalytics/Data.jsp>

http://www.greatschools.net/modperl/browse_school/mn

Appendix B

Possible Activities for the Classroom

While this list is not exhaustive, it may provide you with some ideas of how to actively engage yourself with the students. Your course professor will also discuss with you the types of activities they will require in regards to the course.

1. Read a book with a group of students, stop and check word comprehension.
2. Help a small group of students develop and carry out a math project.
3. Assist a student with social studies problems.
4. Assist students in finding appropriate resources on the Internet.
5. Assist ELL students with English in regards to their homework.
6. Give feedback on student reports.
7. Assist students in designing a poster or bulletin board.
8. Help a group of students study for an upcoming test.
9. Help a student organize their work for an upcoming report.
10. Locate multiple resources for students.
11. Teach a small lesson of your own interest to a small group of students
12. Help the classroom teacher carry out an activity that requires several adults.
13. Design you own activity worksheet for the students.
14. Play team building games with the students
15. Help a student practice for an oral report

