The course, Introduction to Elementary Education, includes a two-hour per week field experience. The teacher candidate in this course will observe, practice, collect artifacts, and reflect on the school culture and relate it to the goal of becoming a K-8th classroom teacher in a diverse setting.

PURPOSE: (1) To assist and observe teaching and learning in a public school setting. (2) To practice professional expectations and behavior in a school setting. (3) To plan, teach, video, and evaluate one lesson in the school setting.

Each teacher candidate is to keep a journal of his or her experiences. After each visitation, the teacher candidate will enter reflections in a journal related to: teacher’s role, learner’s role, teaching strategies, behavior management techniques, physical environment, diversity, collaboration, and technology. Journal is handed in and checked weekly.

HOURS: You are expected to be in the classroom for 2 consecutive hours per week. See calendar below for beginning and ending dates. Anytime missed must be noted on the contract and made up before the end of the semester. Students do not need to make up time when the school district is not in session. UMD Break is March 15 - 19. Winterquist School District Breaks are February 13 and 16; April 5 - 9.

My Work Times are:

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After the teaching experience...

The teacher candidate has completed the teaching of the lesson satisfactorily.
The teacher candidate has completed the days listed above satisfactorily.

CLASSROOM TEACHER SIGNATURE: DATE:

*** During and after the experience, teachers may be contacted by phone about the progress of the student. They will be asked about student dispositions, performance and professionalism. UMD instructor and TA’s may observe UMD teacher candidates in the school setting. After the experience, the classroom teacher will complete a short evaluation form related to teacher candidate’s performance.
PRACTICUM ASSIGNMENTS FOR ELED1010

Students will complete each of the following assignments for a grade. Papers/Projects must have a typed cover sheet and be stapled together. See “Minimum Requirements” in syllabus.

Week of...

☐ **DUE February 9:** (1) Make a drawing/floor plan of the classroom. Label the parts. **OR** (2) Take 4-6 photos of the classroom. Organize photographs on 8½ X 11 sheets of paper. Label the photographs (printed/manuscript or typed).

☐ **February 13 and 16; No School for Esko. Plan ahead.**

☐ **DUE February 16:** In writing, describe the teacher’s management/behavior plan for the classroom (i.e., possible sources: interview and/or observe the teacher; UMD class presentation; and collect artifacts). One page of descriptive writing with attached artifact(s) (ex: handout to parents, poster, recording forms, parts of a handbook, etc…).

☐ **DUE February 23:** Ask your teacher if you can peruse (flip through) the mathematics program (curriculum), including instructional guide and student materials. Write a **two-page review** of the mathematics program (ex: What is the scope and sequence (objectives/themes will learn by the end of the year) of the program?). What teaching suggestions are included for the teacher? What are the topics students will be learning about? What are the materials included in the program? What are some sample activities? How does the teacher feel about the program (advantages/disadvantages or other)? Be sure to include the title of the program and year it was published. If you like, you can attach artifacts, like a list of objectives or sample lessons. If you are not in a regular classroom, check with a classroom teacher in your building for the curriculum.

☐ **DUE March 1:** Ask your teacher if you can peruse (flip through) the reading program (curriculum), including instructional guide and student materials. Write a **two-page review** of the reading program (ex: What is the scope and sequence (objectives/themes will learn by the end of the year) of the program?). What teaching suggestions are included for the teacher? What are the topics students will be learning about? What are the materials included in the program? What are some sample activities? How does the teacher feel about the program (advantages/disadvantages or other)? Be sure to include the title of the program and year it was published. If you like, you can attach artifacts, like a list of objectives or sample lessons. If you are not in a regular classroom, check with a classroom teacher in your building for the curriculum.

☐ **SPRING BREAK March 15 – 19. Plan ahead.**

☐ **DUE March 22:** Make an appointment (not more than ½ hour) with a regular education teacher, special education teacher, OR a child in your school. Prior to the interview, type a questionnaire with a list of 6 (minimum) questions. Record your answers on your questionnaire. Please use neat manuscript or cursive for recording the responses. **Please do not use actual names.** On the back of the last page, using no more five sentences, tell one thing you learned from the interview.

☐ **DUE March 27:** Write a one-page to 1 1/2 page review of the kinds of diversity you see in the classroom. Reflect on at least three of the types of diversity you observed. As a source for “kinds of diversity”, use the list from the Education Department’s Learner Sensitive Model.

☐ **DUE March 29 - April 23:** Plan, teach, video-tape, and evaluate an approximately 30 minute lesson in your classroom. The classroom teacher will assign the lesson topic. The lesson plan must be written and checked by the teacher prior to the presentation. A peer can assist in the video-taping/photographing of the lesson. You need to check with the teacher about taping and photographing the students.

☐ **No School for Esko April 5 - 9. Plan ahead.**

**April 26 is the Teaching Extravaganza at UMD in the Ballroom for Lincoln, Nettleton, and Esko.**

***School site interviews: **Lincoln, May 13; Nettleton, May 14; and Hermantown, May 11.**