

**Field Experience
Education Department**

**Keystone College
La Plume, Pennsylvania**

Revised September 2020

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Introduction

For students pursuing a degree in education, or students pursuing accelerated certification, field experiences are required each semester.

The Education Department targets the development of skilled individuals who can utilize best practices for planning and preparing environments in every classroom.

Field Experiences is under the guidance of a cooperating teacher and a college supervisor and builds a solid foundation of development for all certifications.

The supervised observation and participation takes place during the Education Programs seven semesters and serves as the foundation for the two seven week student teaching placements in the student's final semester.

The information found in Field Experience serves as a guide for students to review, reflect, and self-evaluate as their field responsibilities increase.

Mission:

Keystone College opens doors to rewarding careers in a student-centered environment that teaches students to think, communicate, create, and problem-solve effectively within a diverse, ever changing world.

Vision:

Keystone College strives to transform lives and the region by inspiring and empowering students to live in a diverse community where responsibility, integrity, mutual respect, and life-long learning flourish.

Statement

Keystone College reserves the right to change any provisions or requirements of the Education Field Experiences at any time within a student's term of enrollment.

***STUDENTS MUST PROVIDE THEIR OWN
TRANSPORTATION TO FIELD PLACEMENTS**

Field Work

Field Work is an integral part of the education program at Keystone College. Each field experience provides students with opportunities to experience a classroom, observe and work with a teacher, support staff, and to observe and interact with children in the learning environment.

Every education class for the Bachelor of Science Education Degrees listed below requires mandatory field work for every education course each semester.

- Accelerated Certification
- Early Childhood Education
- Special Education
- Early Childhood Education/Special Education
- Middle Level Language Arts
- Middle Level Social Studies
- Teaching: Art Education
- Teaching: Math Education

All Education courses require field work. Information can be found on the Keystone College Education Department Webpage. You can get there from Keystone's homepage by clicking:

- Academics
- Majors
- Education
- Learn more about Field Experience and Student Teaching

You can also follow the link below:

<https://www.keystone.edu/academics/majors/education/field-experience-and-studentteaching/>

Clearances

- Clearances needed:
 - FBI - 1 or 2
 - Child Abuse
 - Negative TB Test
 - Criminal History
- All clearances must be current through the fall and spring semester.
- All clearances must be renewed each year.
- Once you have current clearances, please submit them to Director of Field & Student Teaching.
- Then, submit an online request for a field placement using the online application on the same webpage.
- Please remember that once you have submitted a request it will be sent, **BUT** only if all four clearances are current.
- If you are doing your field work at the Keystone College Children's Center, a Head Start center, or any other children's center you must obtain the FBI clearance that is issued by the Department of Human Services.

<https://www.keystone.edu/academics/majors/education/field-experience-and-studentteaching/>

Registering for a Section of Field

For full time students, the Department of Education (PDE) requires **190** documented field hours prior to the student teaching semester. Undergraduate students must complete **3** hours per week and **30** hours per semester.

For accelerated students, the Department of Education (PDE) requires **150** documented field hours prior to the student teaching semester. Accelerated students must complete **3** hours per week and **21** hours per semester.

To register for a section of field go to:

<https://www.keystone.edu/academics/majors/education/field-experience-and-studentteaching/>

EDUC 1710 - First Semester students & Transfer students

EDUC 1715 - Second Semester

EDUC 1720 - Third Semester

EDUC 1725 - Fourth Semester

EDUC 1730 - Fifth Semester

EDUC 1735 - Sixth Semester

EDUC 1740 - Seventh Semester

EDUC 1745 - as needed

EDUC 1750 - as needed

EDUC 1755 - as needed

*A section of field must appear on your transcript each semester.

Students should register for fall field placements during advising in March and spring field placements during advising in October.

Advising

During your advising appointment with your advisor:

- Register for your classes
- Request for a section of field
- Send a field placement request
 - You will be notified of your field placement and your field supervisor through your Keystone email

Field Grade is Pass/Fail

The week before Final Exams, a completed Education Field Hours Documentation Form (Attachment A) must be submitted to the Field Coordinator.

- P/F is determined by
 - the completed Education Field Hours Documentation Form
 - input from the class instructors/professors
 - when students began their placements and submitted their clearances

Navigating Field

Once you are notified of your placement:

1. Please call the school and ask to speak to your cooperating teacher. If not available, leave a message. If you do not hear from the cooperating teachers within two days, call the school, tell the secretary that you have been approved to observe in _____'s classroom and the day and time that you will be there.
2. Notify your field supervisor of the day and time you will be observing. Also, notify them that you have to teach a lesson. Do this as soon as you have made arrangements.
3. Tell your cooperating teacher within the first two weeks of the semester that you need to teach a lesson or lessons so they can plan time for that.
4. As soon as you have a date from your cooperating teacher, notify your field supervisor of the date to see if it works for him/her.
5. Please be sure your professor/instructor reviews and approves your lesson plan at least one week before teaching it. The expectation is that there may need to be revisions since meeting with your instructor is a formative assessment of your lesson.
6. Please let your cooperating teacher review the final draft of the lesson plan, not just your idea for a lesson.
7. After you teach your lesson, please ask your cooperating teacher if he/she has any feedback for you.
8. Please be sure to arrive at your placement on time and get your documentation form signed each time you are there.
9. Please remember to bring a copy of your current clearances to the classroom each time you observe.
10. Ask your cooperating teacher their preferred means of contact (cell phone, school phone, email).

11. If you are unable to attend observation, notify both your cooperating teacher and your field supervisor as soon as possible.
12. Please remember if you are a full-time student, you need to observe a minimum of 30 hours per semester.
13. If you are a part time student or accelerated student, you need to observe a minimum of 21 hours per semester.
14. Prior to student teaching, full time students need a total of 190 observation hours.
15. Prior to student teaching, accelerated students need a total of 150 observation hours.
16. At the end of each semester, your documentation sheet needs to be submitted to Director of Field & Student Teaching in order to pass your field course.
17. Please remember to use your Keystone email only for school business. All emails go through your Keystone email address.

Levels of Field

Level I - Observation

Minimum of 40 hours for Field Experience I and II

Education students begin their field work as observers.

As learners, prospective teachers must understand the roles of observation and active participation. It is important to be objective and non judgmental in all recording and reporting.

Level II - Initial Experience

The observer's role will change from one of observer to an active participant candidate who works under the teacher's supervision with a small group of students. Activities can include reading, math & other subject experiences, tutoring children, etc.

Level III - Pre-Student Teaching

Minimum of 150 hours for Field Experience III

Students will be expected to engage in increasingly complex learning experiences. This is the beginning of student teaching in which candidates teach small groups of students.

Field Experiences III for Pre-Student Teaching Candidates takes place over five semesters. In each of the semesters, Pre-Student Teaching Candidates are expected to meet with the cooperating teacher, discuss curriculum, and coordinate their classroom assignments with the curriculum of the cooperating teacher for the student.

It is expected that at this level Pre-Student Teaching Candidates will interact with small groups of students using methodologies and strategies introduced and practiced in course work. At the Field Experience III stage, the Pre-Student Teaching Candidate will be required to write a lesson plan for a whole class presentation. This lesson will be supervised by a college instructor. Coordination of the lesson presentation will be under the supervision of the classroom teacher as well.

Level IV - Student Teaching

The time span for student teaching is 14 weeks.

Field Assignments

Field Assignments are mandatory requirements for each education course.

Guidelines to Prepare for Field Work:

- Complete paperwork
 - Clearances
 - Request
 - Register for a Section of Field
 - Check Keystone email for placement
 - Contact School
 - Email your supervisor
- Know the purpose of the assignment
 - If uncertain of assignment, ask your professor/instructor for clarification before making a field visit
- Share the Field Assignment with your cooperating teacher

Teaching a Lesson in a Field Placement

- Notify your field supervisor at the *beginning* of the semester that you will be teaching a lesson in your field placement.
- With your instructor and cooperating teaching, select an appropriate topic for a standards-based lesson.
- After consulting with your cooperating teaching, select a date for your lesson.
- Notify your field supervisor *as soon as possible* of the date. If there is a change of date, notify your field supervisor as soon as you know.
- At least one week prior to teaching the lesson, conference with your instructor to review the lesson. The lesson for review, while a draft, should be typed and contain all parts of the lesson - objective, matched to correct standard, anticipatory set, procedure, closure. No one can teach a lesson without having it reviewed by the instructor. Your supervisor will ask if the instructor has reviewed your lesson.
- Please share with your cooperating teaching what you will be doing.
- On the day of your lesson, plan to arrive a few minutes early in case there is a change in schedule.
- All materials, technology, etc should be prepared ahead of time.
- You should have two copies of your lesson plan - one for you and one for your field supervisor.
- You will conference with your field supervisor after the lesson.
- When you have the opportunity, ask your cooperating teacher if he/she has any suggestions or feedback for you.

- All lesson presentations in the field should be completed before Final Exam week, so plan accordingly.

Example Lesson Plan Assignment for ECE Math/Science/Social Studies Methods:

Students will write 5 lesson plans using the SAS format for at least three different standard areas and five different grade levels, K-4th Grade. Students have had experiences with preschool curriculum in previous courses.

For example, in Math, students may choose to write a lesson plan for Geometry, Measurement, or Algebra.

In Social Studies, students may write a lesson plan for History, Geography, or Economics.

In Science, students may write a lesson plan for Biology, Physical Science, or Ecology.

Each lesson plan must be for a different grade level.

The purpose of this assignment is to provide students with the experience of planning instruction for as many grade levels and content areas as possible within their certification area.

Observation Requirements/Attire

The following requirements have always been in effect. However, to clarify acceptable behavior and attire for education students, everyone is receiving a copy of the policy. There are no exceptions to any part of the policy. We are very grateful to area schools that welcome Keystone students and it is important to display professionalism at all times. Adherence is required in order for students to pass their section of Field Observation each semester.

- When you arrive at the school, please sign in at the office. If your observation begins at 9am, you should arrive a few minutes early to sign in so that you arrive to the classroom on time.
- If you are unable to attend observation, email both your supervisor and your cooperating teacher.
- Remember to sign out when leaving the school.
- Students should come to their observation site clean, with their hair combed and clean clothes that have been pressed.
- Students should visit the restroom prior to observing to eliminate disruptions and leaving the classroom unnecessarily.
- Bring only what is necessary to the classroom. Leave extra belongings and anything not needed in the car.
- Cell phones should be turned off and not displayed.
- At no time during the observation should students use a cell phone or other electronic device.
- Gum chewing is not allowed.
- When you are in the classroom, you are encouraged to interact with the students and provide assistance, as needed to the teacher. It is your responsibility to offer assistance to your cooperating teacher every time you observe.

- You should not be doing any homework or studying during your observation time.

Attire for Men:

- Solid colored slacks, socks, and shoes. If you are in a preschool, sneakers can be worn.
- Collared polo or dress shirts tucked into slacks with a belt.
- Tie is optional for secondary students.
- No jeans or sweats of any kind.
- No tee shirts and no writing of any kind on clothing.
- No visible tattoos or piercings.

Attire for Women:

- Solid colored slacks, socks, and shoes.
- Dress or skirts can be worn if the length is just above the knee.
- No open toed shoes. If you are in a preschool, sneakers can be worn.
- No leggings or tights.
- Tops, sweaters, or blouses should show no cleavage and no midriff.
- No tank tops, jeans, or sweats of any kind.
- No tee shirts and no writing of any kind on clothing.
- No visible tattoos or piercings other than pierced ears.

In addition, due to the large number of allergies present in the classroom, no perfume or aftershave would be worn.

Supervisors will be given a copy of this policy and asked to report any student that is not adhering to the policy.

Ethical Behavior

Great care must be taken by students to conduct themselves with integrity. Ethical behavior and professional conduct, both during and after field visitation, is expected. It is important that students remember that, as professionals, information secured about classroom learners is not to be shared outside the classroom. **What is seen and heard in the classroom is to be kept *confidential*.**

Keystone College students are guests who are allowed into classrooms to obtain the necessary skills to be prepared as future educators. No details about any teacher or students should be shared outside of a Keystone course. When information is discussed in a course, total anonymity of the school, teacher, and students must be maintained.

Under no circumstances should there be any discussion of or contact with any student or teacher on any social media.

I understand a violation of this policy will result in the termination of field observation or student teaching placements.

I further understand that if I am terminated from field experience or student teaching, I may not be able to continue in field experiences or student teaching.

Forms

**Keystone College
Education Field Hours Documentation Form**

Student Name: _____ **ID#** _____

Semester: _____ **Year:** _____

School: _____ **Teacher:** _____ **Grade:** _____

Day and time of observation:

Week	Date	Time	Cooperating Teacher's Signature
Week 1			
Week 2			
Week 3			
Week 4			
Week 5			
Week 6			
Week 7			
Week 8			
Week 9			
Week 10			
Week 11			
Week 12			
Week 13			
Week 14			
Week 15			

Total Hours: _____

- Students may not begin observation without current clearances.
- Students must contact the classroom teacher and their supervisor once the field placement has been secured to indicate the date observation will begin.
- If you are unable to observe on your scheduled day, please contact your Keystone Field Supervisor.
- Students must use this form for each observation visit.
- Keep the duplicate copy for your records.
- Completion of Observation Field Assignment is necessary for passing this course.
- The student must have the classroom teacher sign the observation form during each observation.
- Submit this form prior to the end of the semester as an email attachment to the Director of Field & Student Teaching

KEYSTONE COLLEGE

FIELD OBSERVATION, PARTICIPATION, AND CONFERENCE FORM

The observation of a field student serves as a tangible basis for discussing the increasing responsibilities students assume in the classroom. This form is to be completed for each faculty observation of a field student and shared with the classroom teacher and the student.

Student: _____ Date: _____ Time: _____

Subject: _____ Grade: _____ Cooperating School: _____

Classroom Teacher: _____ Faculty Observer: _____

Describe the responsibilities and activities in which the student engages.

Domain 1. Planning and Preparation

- Observer role only
- Took responsibility for _____
- Actively participated in _____

Domain 2. The classroom Environment (respect, rapport, management)

- Observer role only
- Took responsibility for _____
- Actively participated in _____

Domain 3. Instruction (communication, questioning, engaging students, flexibility)

- Observer role only
- Took responsibility for _____
- Actively participated in _____

4. Professional Responsibilities (reflecting on teaching, records, profession development)

- Observer role only
- Took responsibility for _____
- Actively participated in _____

Additional Comments:

Name: _____ Position: _____

Keystone College
OBSERVATION/EVALUATION REPORT

Individual Observed: _____

Date: _____

Observer: _____

Time: _____

School: _____

Grade/Class: _____

School Year: _____

Semester: One _____ Two _____

Category I: Planning and Preparation – Through their knowledge of content and pedagogy skills in planning and preparation, teachers make plans and set goals based on the content to be learned, their knowledge of students and their instructional context. Category I reviews: Knowledge of Content and Pedagogy, Knowledge of Pennsylvania Academic Standards, Knowledge of Students, Selecting Instructional Goals, Designing Coherent Instruction, Assessing Student Learning, Knowledge of Resources, Materials and Technology. (Emphasis is on plans and standards)

What I Saw/Heard

Affirmations, Suggestions, Comments

Category II: Classroom Environment – Teachers establish and maintain a purposeful and equitable environment for learning, in which students feel safe, valued, and respected by instituting routines and by setting clear expectations for student behavior. Category II reviews: Teacher Interaction with Students, Establishment of a Learning Environment, Student Instruction. (Emphasis is on safety, value, and respect)

What I Saw/Heard

Affirmations, Suggestions, Comments

Category III: Instructional Delivery – Teachers, through their knowledge of content and their pedagogy and skill in delivering instruction and engage students in learning by using a variety of instructional strategies. Category III addresses: Communication, Questioning and Discussion Techniques, Engaging Students in Learning, Providing Feedback, Demonstrating Flexibility and Responsiveness. (Emphasis is on student engagement)

What I Saw/Heard

Affirmations, Suggestions, Comments

Category IV: Professionalism: Professionalism is demonstrated through qualities that characterize a professional person in aspects that occur in and beyond the classroom/building. **Category IV reviews:** Maintaining Clear and Accurate Records, Communication with Families and Students, Contributing to School and District, Developing Professionalism. (Emphasis is on code of conduct, attendance, punctuality, and attire)

What I Saw/Heard

Affirmations, Suggestions, Comments

COMMENTS:

OVERALL RECOMMENDATIONS:

EVALUATION:

Signature acknowledges receipt of the observation write-up.

Signature of Evaluator

Date

Signature of Individual Observed/Evaluated

Date

Adapted from Form PDE 430 and Tunkhannock Area School District

4/27/11

SA EDUCATION DIVISION/FORMS/ Observation-Evaluation-Recap-Form.doc



One College Green, P.O. Box 50, Le Pott, Pennsylvania 18440-0050



Feedback from Cooperating Teacher

Thank you for accepting a Keystone observer into your classroom. To better prepare our students for entering the education profession we ask you to complete this rubric and place it in the envelope provided. This can be done following the completion of the student's last observation. If you have any questions or concerns regarding this form or our observers, please contact me at 570-945-8514, or at joe.hogan@keystone.edu.

Sincerely,

Joe Hogan
Field Supervisor

Observer's Name: _____ School: _____

Grade: _____ Cooperating Teacher: _____

OBSERVATION RUBRIC

	4 points	3 Points	2 Points	1 Point
Consistent Observations	Present at all observations	Missed one observation	Missed more than one observation	Missed more than half of observations
Punctual	Always punctual	Sometimes punctual	Rarely punctual	Never punctual
Appearance	Professional and appropriate appearance	Usually appropriate	Rarely appropriate	Inappropriate appearance
Communication with Teacher	Always notified teacher when absent; respectful	Did not always notify teacher when absent but respectful	Rarely notified teacher of absences	Did not notify teacher or disrespectful
Communication with Students	Always interacted positively; respectful	Sometimes needed reminders on how to interact with students	Often needed reminders on how to interact with students	Needs continual development in this area
Interaction with Students	Helpful; engaged with students	Somewhat helpful	Rarely interacted with students	Never interacted with students**

**If there were no opportunities to interact with students (a lecture class e.g.), then 4 points can be given.

Comments and suggestions:

Field Request

ATTACHMENT B

Keystone College
One College Green
La Plume, PA 18440

Field Experience Request for Placement

Student Name: _____ Major: _____

Request for Day: _____ Semester Fall (Aug-Dec) _____ Year _____
Time: _____ Spring (Jan-May) _____ Year _____

PDE Stages of Field Work

(Minimum of 40 hours for Field Experience I and II)

Field Experience I: Observation: _____

Field Experience II: Initial Experience: _____

Candidate works under teacher's supervision with a small group of children. Activities can include reading, math and other subject matter experiences, tutoring children etc.

(Minimum of 150 hours for Field Experience III)

Field Experience III: Pre-Student Teaching: _____

This is the beginning of student teaching in which candidates teach small groups of students in schools and early learning settings.

Field Experience IV: Student Teaching: _____

The time span for student teaching is 14 weeks

Educational Settings

Urban: _____ Suburban: _____ Rural: _____

Public School: _____ Private School: _____ Child Care: _____

Agency/Community Setting: _____

Request Accepted: _____ **Request Denied:** _____

School Name: _____

Classroom Teacher Assigned: _____ Grade Level: _____

Principal/Director: _____ Phone Number: _____

Field experience is required to fulfill coursework assignments.

Field experience occurs in a variety of settings to ensure that there are opportunities to interact with people from a variety of religious, ethnic, racial, and cultural backgrounds.

Please return to: Judy Sweeney, Field Coordinator, Keystone College, One College Green, La Plume, PA 18440

Phone: (570) 945-8477 Fax: (570) 945-8487

Associate Degree:

- _____ Early Childhood Education
- _____ Liberal Studies
- _____ Art Education

Bachelor's Degree:

- _____ Early Childhood Education
- _____ Early Childhood/Special Ed.
- Middle Level:**
- _____ Language Art (4-8)
- _____ Social Studies (4-8)
- _____ Art Education (K-12)
- _____ Math Education (7-12)
- _____ Social Studies Education (7-12)
- _____ Child & Society

Accelerated Certification:

- _____ Early Childhood Education
- _____ Early Childhood/Special Ed.
- Middle Level:**
- _____ Language Art (4-8)
- _____ Social Studies (4-8)
- _____ Art Education (K-12)
- _____ Math Education (7-12)
- _____ Social Studies Education (7-12)

Read-Aloud Assessment Checklist for EDUC 2125 ONLY

Student _____ Date _____

School _____ Grade _____ Teacher _____

Criteria	Observed ½ pt.	Not Observed 0 pts.	Comments:
Pre-Reading			
• Provides introduction to the read-aloud activity			
• Introduces title			
• Introduces author			
• Introduces illustrator			
• Sets purpose for listening			
• Builds background			
During Reading			
• Maintains eye contact			
• Reads fluently			
• Uses clear speech			
• Pronounces all words correctly			
• Uses adequate volume			
• Is familiar with book			
• Students are actively engaged			
After Reading			
• Discusses content of book			
• Asks questions			
• Retells story			
• Students are actively engaged			
Presentation Skills			
• Has good posture			
• Models professional attire			
• Ensures that students can clearly view pictures			

Field Supervisor _____

Total Points _____/10

