

***EARLY
FIELD EXPERIENCE
GUIDE***

MULTIPLE SUBJECT TEACHING CREDENTIAL

Or

SINGLE SUBJECT TEACHING CREDENTIAL

(CIRCLE THE TITLE OF THE CREDENTIAL YOU ARE APPLYING FOR)

NAME

**SCHOOL OF TEACHER EDUCATION
SAN DIEGO STATE UNIVERSITY**

Edited by
Rochelle Treger
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Instructions for Observing/Volunteering in a Public School Classroom

The Early Field Experience is designed to provide you with enough information to make a decision about whether a career in teaching is suitable for you. This experience will help you understand the dynamics of teaching in a public school setting and assist you in focusing your educational goals. It is expected that this experience will occur in either **Grades K-6**, if you are applying for the **Multiple Subject Program**; and in **Grades 7-12, within your subject area**, if you are applying for the **Single Subject Program**.

You may use as your total 30 hours of experience in one or two classrooms with credentialed teachers. Substitute teaching is acceptable as is tutoring under the auspices of a credentialed teacher. All experiences need to be accomplished in a public school during regular school hours.

Please note: Submit this entire guide with your School of Teacher Education program application. Your program application will not be accepted without all pages of this completed document. Staple Guide contents together prior to submission.

Getting Started

Contact the site liaison, usually the principal's secretary, at a local public school and introduce yourself as a prospective applicant to the teacher credential program at SDSU. You may provide the site liaison with the attached memo of introduction. If you are making your initial contact by e-mail, please put, "SDSU – Future Teacher," in the subject line.

Observer Etiquette

- Show and discuss the attached memo of introduction with the school site liaison and teacher with whom you are completing this experience.
- Please dress appropriately.

Memo of Introduction

Note to volunteer: Show and discuss this page with each teacher with whom you are completing your 30 hours.

To: Teachers and Site Liaison/Principal

From: The School of Teacher Education, San Diego State University

The California State University system requires an early field experience for volunteers interested in teaching as a career. The intent of this requirement is to be certain that, prior to committing to a year of professional preparation, the candidates know something about the world of schools and how they operate. During this experience, the candidate serves as a classroom volunteer while completing a set of university expectations.

The school's role in the early field experience is as follows:

Site Liaison or Principal

- Select teacher(s) for the 30-hour field experience(s), no more than **two** classrooms.
- Communicate the early field experience requirements to the teacher(s).

Teachers

- Become familiar with the requirements for the early field experience by meeting with the volunteer.
- Establish a schedule for the 30 hours of participation.
- Provide guidance and suggestions so that the volunteer can become a careful observer and work effectively with the students.
- Sign and complete the Early Field Experience Verification Form.

Should you have any questions, please contact:

Early Field Experience Coordinator

Rochelle Treger

619.594.0514

rtreger@mail.sdsu.edu

Applicant Information Sheet

Credential (multiple or single subject)_____

Subject Area (only for secondary level)_____

1. Name:

2. Address:

Phone:

E-mail:

3. In case of emergency, notify:

4. Educational background, including university academic major(s) and academic area of greatest expertise:

5. Experiences working with children or youth:

6. Personal interests, skills and other important background information:

**EARLY FIELD EXPERIENCE
VERIFICATION FORM**

School of Teacher Education
San Diego State University

Multiple Subject and Single Subject Credential Programs

The School of Teacher Education requires that applicants for the Multiple and Single Subject Credential Programs document a minimum of 30 hours of direct experience in a U.S. public classroom setting within the past four years. This form may be duplicated for each experience. (You may use substitute teaching or classroom tutoring if you have proper verification such as pay stubs or written verification from a credentialed teacher.)

Educational objective (please check one): Multiple Subject _____ Single Subject _____

Last name of applicant (please print) First name (please print) Date

The person named above has completed _____ hours of experience with students K-6 _____ 7-12 _____
(please check one)
under my supervision, during the period from _____ to _____.
beginning date ending date

Number of students: _____ Elementary grade level or Single Subject area: _____

Name of school: _____ District: _____

Types of activities in which the applicant participated:

Major strengths or skills observed which would predict teaching success: (List and comment)

Signature of Authorized Personnel

Position or Title

School Name

Telephone Number and/or E-mail Address

EARLY FIELD EXPERIENCE
Classroom Reflections

The purpose of this essay is for you to reflect upon your recent classroom observations. Write a 4-5 page response (typed, double-spaced). For each question below, please number the question and give two to three specific examples so that your reader can appreciate why the experience was valuable to you as a future teacher.

Questions	Possible topics and/or approaches *Include those topics and/or approaches, which are relevant to your situation. *If you wish, include others of your own choosing.
1. What did you learn about schools during your observations?	Describe the school where you volunteered/observed (high school, etc.; traditional, charter, etc.); school calendar (traditional, year round, etc.). What types of interactions did you observe between adults and students at the school? Did the school climate support effective learning? Why or why not?
2. What have you learned about students and student learning from this experience?	Describe instances where students seemed particularly engaged or excited about learning. What did the teacher do to facilitate those behaviors? What about the lesson/lessons captivated the students? What surprised you the most about the students you observed? About the class you observed?
3. What does it take to be a successful teacher?	Describe some of the qualities and/or teaching strategies of the teacher you observed. Explain why these qualities and/or teaching strategies helped to make the teacher effective. Describe how, if at all, your beliefs about what it means to be an effective teacher have changed due to your observations.

Scoring Sheet

Note to credential candidate: Dr. Treger fills in this Scoring Sheet after she reads this document

	4	3	2	1
Technical aspects: writing ability, organization, and attention to details	___strong with few errors	___clear communication, but may contain minimal errors	___poorly written, and/or confusing	___may be incomplete
Quality of classroom reflections essays	___thorough and substantive with supporting information	___complete and clearly communicate ideas	___includes main points, only briefly stated	___minimal substance
Total for each column:	_____	_____	_____	_____

$$\text{Average score} = \text{Total} = \frac{\quad}{2} =$$