

University of Minnesota Crookston
Teacher Education Unit
Field Experiences Requirements: Observational and Practicum

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Field experiences play a critical component in the preparation and continuing development of teacher candidates in the content, pedagogical knowledge, skills, and dispositions. At UMC, the teacher candidates' field experiences are frequent, begin early and continue throughout their licensure program. All candidates are engaged in two different levels of field experiences prior to student teaching. Each field experience provides candidates with different levels of responsibilities and opportunities to apply, integrate and demonstrate content knowledge and pedagogical knowledge, skills, and dispositions.

Observational experiences: Candidates observe and actively participate in a variety of early childhood education programs and school-based settings of different age and grade levels.

Practicum experiences: Candidates observe, practice, and demonstrate best practices through planning and implementing a variety of activities/lesson plans and unit planning; assessments; and collaborate with colleagues, professional staff and parents. Cooperating teachers and course faculty/university supervisor will share supervision responsibilities and evaluation.

Field Experience Requirements:

Teacher candidates must complete a minimum of 100 field experience hours prior to student teaching that includes:

- a. at least 60 field experience hours that are aligned to the scope and content of the licensure field sought;
- b. experience with students who differ in race, ethnicity, home language, and socioeconomic status;
- c. experience with students with a range of exceptionalities, including students on an individualized education plan.

Disposition: Practicum Form (attached)

TEACHER EDUCATION DISPOSITION APPRAISAL: Practicum level field experiences
DIRECTIONS: Please CHECK appropriate course box below; write and sign names in 3rd column below.

<input type="checkbox"/> AGED 3003 Supervised Agricultural Education <input type="checkbox"/> ECE 3420 Nurturing & Collaborative Relationships for Infants & Toddlers – 3 credit option <input type="checkbox"/> ECE 3410 Learning Environments for Infants & Toddlers <input type="checkbox"/> ECE 4700 Creative Arts & Language Arts <input type="checkbox"/> ECE 4702 Mathematics, Social Studies & Sciences <input type="checkbox"/> ED 2877 Social Studies in Elementary Education <input type="checkbox"/> ED 2878 Science in Elementary Education	<input type="checkbox"/> ED 3034 Methods of WBL <input type="checkbox"/> ED 3301 Creating Meaning...Literature & the Arts <input type="checkbox"/> ED 3600 Classroom Mgmt. in Middle/High School <input type="checkbox"/> ED 3800 Elementary Ed Classroom Experiences – with ED 3201 Reading and Language Arts I <input type="checkbox"/> ED 3800 Elementary Ed Classroom Experiences – with ED 3870 Mathematics in Elementary Ed. <input type="checkbox"/> ED 3202 Reading and Language Arts II <input type="checkbox"/> ENED 3004 Methods of teaching CA & L <input type="checkbox"/> Other:	Teacher Candidate/UMC Student: _____ write Completed by: <input type="checkbox"/> Course Instructor _____ sign <input type="checkbox"/> Classroom Teacher at placement site _____ sign
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DIRECTIONS: Please CIRCLE appropriate frequency.

RESPONSIBILITY: ACCEPTS RESPONSIBILITY FOR PERSONAL ACTIONS, DECISIONS, EFFORTS, and OUTCOMES.											
Dependability				Dependability				Preparedness			
Arrives for class on time & regularly attends				Makes prior arrangement when absence is essential				Prioritizes work based upon established goals			
Rarely	Occasionally	Usually	Consistently	Rarely	Occasionally	Usually	Consistently	Rarely	Occasionally	Usually	Consistently
EMOTIONAL MATURITY: DEMONSTRATES SITUATIONAL APPROPRIATE BEHAVIOR.											
Emotional control				Emotional control				Adaptability			
Uses appropriate non-verbal and verbal expressions				Displays composure and steady emotional temperament				Demonstrates curiosity, creativity, & flexibility regarding processes, tasks, & content			
Rarely	Occasionally	Usually	Consistently	Rarely	Occasionally	Usually	Consistently	Rarely	Occasionally	Usually	Consistently
VALUES LEARNING: DEMONSTRATES A RESPECT FOR and is SERIOUS about KNOWLEDGE ACQUISITION and is PASSIONATE ABOUT INCREASING ONE'S COMPETENCE.											
Initiative						Effort					
Shows initiative in lab/class						Stays focused during lab/class					
Rarely	Occasionally	Usually	Consistently	Rarely	Occasionally	Usually	Consistently				
RESPECT: VALUES and DEMONSTRATES CONSIDERATION and REGARD FOR ONESELF and OTHERS.						INTEGRITY: DEMONSTRATES TRUTHFULNESS, TRUSTWORTHINESS and PROFESSIONAL BEHAVIOR.					
Open-mindedness						Professionalism					
Receptive to feedback from others						Professional demeanor in dress and attitude					
Rarely	Occasionally	Usually	Consistently	Rarely	Occasionally	Usually	Consistently				

COMMENTS:

