

## Field/Service Hours

The field experience hours in this course are designated to provide different kinds of learning opportunities for you. The service learning hours are designed to offer you an opportunity to establish an ongoing relationship with a child or small group of children in a community learning experience. You will learn about cultural and community-based knowledge and develop new relational skills in this experience. The field hours in the school and community are designed to offer the Regis student a concrete understanding of the theories around school and community involvement and funds of knowledge. Your field experience contract and log must be complete and submitted and signed by your field site teacher and course instructor in order to pass this course.

### Field Experience Overview

Learning Topic	Outcomes	HOURS	Related Field Experience Task
1 - Introduction	#1	1.5 hours	Field Experience: Initial Visit Describe your field placement, is it in a rural, urban, or suburban school, is it a self-contained classroom, a blend, an open classroom, multi-age center, or a team-teaching situation? Describe your first impression and experiences while conducting your observation. Be ready to discuss and report on your first visit. 1.5 points
2 – Teaching and Learning (Classroom Management and Environment)	#2	2 hours	Field Experience: Learning environment Observe two different settings for one hour each. As you observe take notes on the physical environment. You will focus on the following: A. Welcoming/ orderly environment/evidence of rules, routines, and rituals B. Space for independent/small group C. Materials organized and labeled/ vocabulary age/subject appropriate D. Materials easily accessible to students E. Well supplied with books/organization of books F. Print and visuals to read the room/ reflect was is valued 2 points
3 – Content Knowledge	#3	1.5 hours	Field Experience: Content Knowledge Choose a content area that you are interested in learning more about. Observe a lesson (in the content area) at two different grade levels. Take notes on similarities and differences. What evidence of content knowledge is evident in the teachers planning/delivery of instruction, as well as questioning/assessing? 1.5 points
4 – Planning and Assessment	#4	2 hours	Field Experience - Assessment 1 hour. Interview teachers who administer formative and summative assessments. Gather information on how these assessments influence planning and teaching. Collect a sample and/or watch as a formative or summative assessment is given to student(s). 1 point  1 hour. Compile a list noting what evidence of planning you see during your classroom observation. Include evidence of the teacher's planning for content, formative assessments, planning for specific instructional strategies, and planning for differences. 1 point
5 – Teaching and Learning (Instructional Strategies)	#5	2 hours	Field Experience – Instruction 1 hour. Create a list of possible instructional approaches and strategies that you would see in a classroom (elementary, secondary, special population). Visit two different classrooms (grade level, content, etc...) and look for strategies/approaches implemented. 1 point  1 hour. Describe some of the rituals and routines that the teacher uses to structure the learning, evaluate the success and/or appropriateness according to grade level, type of learner, differentiated instruction, and content. 1 point
6 – Professionalism	#6	1 Hour	Field Experience – Professional Development Attend a professional learning opportunity at a school site. This might be a team planning meeting, a coaching session, or whole group professional learning. Be sure to capture the agenda and new learning that occurred as a result of this opportunity. 1 point
7 – Jesuit Themes and Regis Mission Including Social Justice	#7	X	NA
8 – Conclusion and Reflection	#1 - 7	X	NA