

EVERGREEN

THE EVERGREEN STATE COLLEGE

**Master in Teaching Program
Field Experience and Assessment**
The Evergreen State College
2700 Evergreen Parkway N.W. , SEM2 E3134
Olympia, Washington 98505
(360) 867-6573

October 2007

Dear Principal & Cooperating Teacher-Mentor,

Thank you for your willingness to share your time, talents, and expertise with our teacher candidates. Field experience is an essential component of our teacher education program as it provides the meaningful context for our students to apply and understand recently acquired teaching methods and strategies.

Our students are in their first year of a two-year Master in Teaching program. They are currently observing in an elementary school, a middle school, and a high school. Their classroom observations have been guided by topics being studied in the program.

Beginning January 10th for 3 weeks, our teacher candidates will focus on observing. They will also schedule conversations with other school personnel and observe in other special purpose classrooms, e.g. library, media center, special needs classroom, ESL pullout.

On January 31st, our teacher candidates are prepared to work with students 1:1 or in small groups as per your direction and curricular needs. The more opportunities for direct teaching or tutoring; the greater value of the field experience. They will also be required to complete assignments that will connect the program topics and field experience.

Each preservice teacher has been assigned to work with a cooperating teacher-mentor and will be at your site on the following Thursdays:

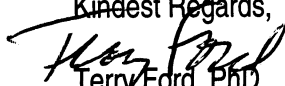
Jan. 10	Feb. 7	Mar. 6	Apr. 3	May 1	May 29
Jan. 17	Feb. 14	Mar. 13	Apr. 10	May 8	June 5
Jan. 24	Feb. 21	Mar. 20	Apr. 17	May 15	
Jan. 31	Feb. 28		Apr. 24	May 22	

We understand that these dates may conflict with your scheduled breaks, in which case our students would come the following date listed.

Finally, in addition to the Thursdays in your building, we would like our students to work with their cooperating teacher-mentor to teach at least one if not two 3 day consecutive lessons in April or May to the whole class. The cooperating teacher-mentor will select the lessons and dates. The dates selected may vary from the schedule listed above.

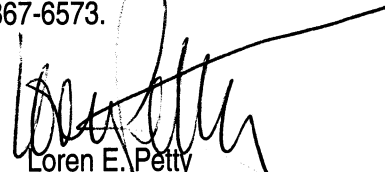
Once again, thank you for graciously supporting the field experiences and greatly enhancing the development of our preservice teachers. If you have any questions please contact Loren Petty at (360) 867-6573.

Kindest Regards,


Terry Ford, PhD
Faculty

George Freeman, PhD
Faculty

Masao Sugiyama, PhD
Faculty


Loren E. Petty
Field Experience

Winter and Spring Quarter Classroom Observation/Participation

Overview and Summary

By the end of Fall Quarter each of you will have spent nine weeks systematically observing in a suburban elementary school, a rural middle school and an urban high school. You may have seen between 6 to 9 different classrooms, and 6 to 9 different teachers at work. You had the opportunity to observe in groups of three, keep field journals, and have rich discussions about your observations, as well as discussions in evening Field Seminars.

During the Winter and Spring Quarters of 2008, you will have an opportunity to focus your observations in one classroom at a grade level and in a subject matter in which you will be endorsed to teach. You and your classmates will be spread out across the Puget Sound areas near where you live; hence, you will not have an observation partner.

Winter Quarter Classroom Observation/Participation

Beginning the week of January 10th, you will begin observing in your assigned classroom. For the first three weeks of the quarter you will use your observation guides from Fall Quarter. Week One you will stay in the classroom for a full day, making observations and getting to know the feel of the teacher's full school day. In weeks 2, and 3, you will observe in the mornings and, in the afternoons, you will schedule conversations with other school personnel and observe in other special purpose classrooms, e.g. library, media center, special needs classroom, ESL pullout. In weeks 4 through 10 you will need to do two things. You need to collaborate with the teacher to find ways to work with individual students or small groups during your weekly day in the classroom. Also, you will be asked to carry out particular tasks and assignments by your grade-band instructor. If you are observing in elementary classrooms, you may be able to help the teacher with reading or math groups, or work with a student who is working with an Individual Education Plan (IEP). You may be able to help grade papers and/or try to develop a rubric for student projects, read student portfolios, etc. Working with the teacher, it may be possible for you to design a "one shot" lesson on a topic that you and the teacher agree upon.

Because you will no longer be required to meet with your triads after observations, your stay each day should be from the start of school until the end of your teacher's last class. Since classrooms are so varied, try to work out the best possible learning experience that will be useful to you, to the teacher and the school. The goal for this quarter is to develop an awareness of the school community, its resources, grade level and subject matter expectations, professional expectations of teachers, and knowledge of the diverse needs of the students in the classroom you're observing.

Spring Quarter Classroom Observation/Participation

By the Spring Quarter, while you are working on your curriculum units and master's project, you will continue observing/participating in your field assignment one full day a week. You will have become familiar with the students, the classroom, the teacher and the school. You'll continue to work with individual students or small groups in the classroom as well as take a more active role in teaching. We would like you to have at least two "micro-teaching" opportunities of a three day lesson for the whole class. Working in collaboration with the teacher and the goals for the class, identify a concept that you would like to teach. Students working on an elementary endorsement must teach lessons in either reading or math. You need to pre-assess the students' knowledge about that concept; design lesson(s) using your pre-assessment; teach the lesson(s); and assess (post-assessment) whether the students learned what you thought you were teaching. Your micro-teaching must be videotaped, analyzed and shared with your field seminar leader.