SUMMARY OF FIELD EXPERIENCE REQUIREMENTS

All Field Experiences Connected to Courses
- Each program has designated a minimum number of field experience hours that are required as part of designated program courses. These range from 100 - 200 depending on program.
- All instructors, including adjuncts, who teach courses with field hours must develop field experience assignments as part of the course that are included and detailed in the syllabus.
- Instructors are not required to set up field experiences or observe in school, but can if they wish.
- Teacher candidates must complete field experience hours as part of the course requirements--NO EXCEPTIONS. Instructors must give an INCOMPLETE to teacher candidates who do not complete the field experience assignment or hours during the quarter, because hours that are not completed in the context of a course assignment will not count toward the required hours.
- In addition to the designated, required hours, assignments in other courses will occasionally require contact with students and schools. Further, teacher candidates can be strongly encouraged to complete additional hours independently for personal development.
- Any instructor concerned about a teacher candidate’s field experience performance in any course can complete an online evaluation. Similarly any instructor can complete an online evaluation to make note of a teacher candidate’s exemplary performance. Evaluations of 1 or 2 will be flagged for review by the Dir. of the Academic Support Center, who will evaluate the issue, and if needed, collaborate with faculty to design and intervention plan. Please note: Online evaluations can be viewed by the students.

Design of Field Experiences in Courses
- The Field Experience structure is designed to prepare teacher candidates in stages for student teaching. Instructors should design field assignments to reflect the level of experience designated for the course:
  - Introductory courses -Level I --tutoring, assisting, small groups, assessment activities
  - Methods courses -Level II --teaching a lesson to large or small group
  - Student teaching -Level III --assuming all teaching responsibilities
- Field Experiences must be a substantive percent of the total course assignments and grade. Grading of field experience assignment should be based on (1) teacher candidate work products (reflection papers, journals, projects) and (2) cooperating teacher feedback and/or (3) direct observation in the field (if applicable).
- Field Experiences must be designed so teacher candidates have meaningful interaction with students in classrooms—Observation alone is not acceptable even at Level I.
- Field Experiences must be supervised by an Illinois certified teacher (except infant/toddler programs) Professional development activities (Great Books) museum visits, or programs that do not have a certified teacher do not meet field experience requirements.
- Field Experiences must be designed to provide candidates with a quality experience and a compelling reason to put time and effort into the activity.

Formal Evaluation of Teacher Candidate Performance in 3 Designated Courses in Each Program
- In each program, three specific courses have been identified as evaluation points. In these three courses the instructor must enter an on-line field experience evaluation for each teacher candidate at the end of the course. These three evaluations are now called “Field Experience Evaluations for Student Teaching” and serve as (take the place of) recommendations for entry into student teaching. All instructors,
including adjuncts, who teach any one of the three courses that require field experience evaluations, must submit them in the Field Experience Documentation System (FEDS).

- Instructors who are in the field with their teacher candidates may complete the field experience evaluation based on their own observation of teacher candidate performance.

- Instructors who are not in the field with their teacher candidates should base the field experience evaluation on teacher candidate work products and feedback from cooperating teachers. To facilitate this interaction with cooperating teachers, instructor should:
  - Provide teacher candidates with a letter that informs the cooperating teacher about course requirements and requests they complete a brief performance evaluation.
  - Require submission of contact information for cooperating teachers early in the quarter so the instructor can make contact with the school at least once (phone/e-mail) asking to be informed of any problems or concerns.

- Instructors that do not observe in the field should provide their teacher candidates with a copy of the cooperating teacher feedback form (found in the Faculty Guide to Field Experience) or construct a personalized feedback tool that collects the data needed to complete the on-line evaluation.

- Note: Because these evaluations automatically serve as the recommendations for student teaching, teacher candidates no longer need to solicit instructors for recommendations. However, teacher candidates receiving a poor field evaluation will need to request an additional evaluation from an instructor in another course that has hours assigned.

**Evaluation of Teacher Candidate Performance in All Other Courses with Field Experiences**

- NO on-line evaluation needs to be submitted.

- It is recommended that instructors base evaluation of teacher candidate field performance on work products and cooperating teacher feedback, factoring these into the grading of the field experience assignment. However, cooperating teacher feedback, though strongly recommended, is not required and is not used outside of the course. Instructors may use a self-designed feedback form tailored to their course content or the general form found in the Faculty Guide to Field Experience.

- Instructor may wish to require that teacher candidates complete a log of their hours which the cooperating teacher signs. However, this is internal to the course requirements to be used only as a factor in grading field experience assignments.

**Documentation of Field Experiences on FEDS**

- Teacher candidates are still responsible for entering specific information about each field experience on the Field Experience Documentation System (FEDS) (school name, grade level, # of hours, etc.).

- Instructors in any of the courses with field experiences have the option to employ the “reflection” feature of FEDS by instructing teacher candidates to enter their field reflections on-line.

- Because a teacher candidate cannot receive a letter grade in a course without completing the field experience hours, the letter grade verifies that the teacher candidate has completed the field experience hours required of the course. Therefore:
  - Teacher candidates do not have to print out or submit the FEDS summary sheet.
  - Instructor and/or cooperating teachers do not have to sign the FEDS summary sheet.
  - Nothing has to be turned in to the Student Teaching Office.

For more details, see the FIELD EXPERIENCE GUIDE FOR INSTRUCTORS, contact departmental assistants, or look online at: http://education.depaul.edu/html/faculty/index.asp.