



Lindsey Wilson College

Student Field Experience/ Reflections Guidelines



Overview

Field Experience hours for students:

- Field Experience hours for all students will be completed in person at school placements organized and assigned by LWC Placement Coordinator.
- Due dates are designated in your syllabus for each class.
- Formatting is universal and is outlined below. Reflections must be written in the correct format. Reflections in the incorrect format will be returned for revisions and points deducted.
- All students will receive placements from the LWC placement coordinator and will be accessible digitally within the [Field Placement Folder](#) (on google drive).
- A class period/lesson at a school is equivalent to an hour of field experience. Some schools have periods/classes which are shorter or longer than an exact hour.
 - If a period/class/lesson is *longer than an hour*, you should observe the entire length of the period. Do not arrive late or leave early.
 - If a period/class/lesson is *less than an hour*, you should utilize the additional time to review lesson plans, instructional materials, student products and other related items.

Reflection Requirements/Turning in Hours

Each instructor has created a [Google Share Drive](#) for your class. You will need to have a folder in the drive. In that drive, you will:

- Set up a folder within the shared drive with your name as the title (If not already established)
- Make a copy of the needed forms for your folder
 - Stage 1 & 2 Record of Field Experience Hours
- Complete the Field Experience Log for each hour/case completed and record the hours on the "[Stage 1 & 2 Record of Field Experience Hours](#)" form and in KFETS
- For each hour of field experience, upload a reflection (reflection must be complete, quality, formatted and named correctly - see example below)
- Upload a screenshot from KFETS of all hours saved in the folder (Record of Field Experience Hours, reflections, and hours documented in KFETS MUST MATCH or they will be returned to the student and points deducted).

Division Wide Timeline Guidelines

- End of Aug/Jan (Aug 31 for 2022) - Field Placements assigned (info emailed to/from students)
- Mid Sept/Feb (Sept 16 for 2022)- Students will have meet with their collaborating teacher at the school, reviewed expectations and turned in the agreement form
- By beginning of Oct/March (Oct 7 for 2022): Complete the first third of hours of field experience hours documented in Shared Google Drive and KFETS
- By the first week of Nov/April (Nov 4 for 2022) : Complete two thirds of field experience hours documented in Shared Google Drive and KFETS
- By the last week of Nov/April (Nov 25 for 2022): Complete all field experience hours documented in Shared Google Drive and KFETS

- NO CASE OBSERVATIONS ALLOWED AFTER or within the last week of classes -NO EXCEPTIONS... if you do not turn in all of your hours by this date, you will receive an INCOMPLETE or F for the course.

Student Field Experience Reflections Guidelines

- A one hour field experience of an **observation** shall include:
 - Some discussion with teacher about class/lesson/students
 - Critical read/review of corresponding *Instructional Materials*
 - Live observation/participation of a complete period of instruction
- For students in Stage 2 the individual instructors will make assignments to meet the needs of the class goals. Field Logs for these assignments will be specific and be a reflection on what you learned. Based on your course assignment, you will describe what you and the classroom teacher did and how students participated/responded to instruction. Include what you did during the class or tutoring experience.
- For Teaching Experiences (when the student candidate teaches): Include a copy of your lesson plan and all supporting materials. If you taught the teacher's lesson plan, include a copy and clearly state that it is not a lesson plan that you wrote. Include the following:
 - Kentucky Core Academic Standards and the Learning Targets
 - Classroom management strategies
 - Review previous lessons or material learned
 - Student grouping for learning Individual, small groups, whole class?
 - Reflect on instructional strategies used (teacher talk, reading, writing, graphic organizers, manipulatives, games, discussion, projects, etc.)
 - Questioning strategies
 - How instruction tied to real world application and to the lives of the students
 - Differentiation in instruction
 - Formative assessments
- A one-page reflection for each hour of field experience is required.
 - Size 12 font, double spaced, Times New Roman- yes, one page means a full page.
 - The expectation for each reflection is approximately one and a half pages - **the absolute minimum for a reflection is one full page**
- Label each page with name, date, and LWC course name (single spaced)
- Label each page - "Field Experience 12- Date - Teacher/Location", "Field Experience 13 - Date - Teacher/Location"
- Poorly formatted or incomplete reflections will be returned for revision.
- An example reflection will be shared in class/blackboard/google
- Students may, but are not limited to reflect on the following:
 - What is the instruction, topic, format of instruction, etc.
 - What is the format of each activity?
 - How is technology used effectively?
 - What did you learn and/or insights did you gain from reviewing the teacher commentary?
 - What did you learn and/or insights did you gain from reviewing the corresponding instructional materials?

- o Discuss the content of the class as it relates to this course (i.e. Reading and Writing in the Content Areas: How does the teacher incorporate reading and writing effectively in the lesson? Measurement & Assessment: Discuss the modes of assessment and how they relate to what you are learning in this course. Are these assessments effective, according to our learning?)
- o How are instructional plans modified for regular face-to-face instruction?
- o How is the teacher monitoring students?
- o What are your thoughts about this format of online learning?
- As you become more skilled at writing reflections on classroom field experiences, you should increase the quality and quantity of reflecting on what you observe. A reflection is not reporting what takes place in the classroom. Rather, a high quality reflection reflects on what is observed and comments on the quality, usability, key components, and observer's critical review of the instructional practices.
- Example field experience reflections are provided on the following pages.

Field Experience 1 - 8/18/21 - Mrs. Janet/Jones Middle School
Fundamentals EDUC 3403
Rhonda Mitchell

Today I observed in a sixth grade Reading Classroom. The learning target for the lesson was “Students will be able to cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.” In discussing the lesson plan Mrs. Janet shared much detail about the challenges of several students in the class. Upon learning how many special education students and ELL students are in the class, I was excited to see how she would modify instruction to specifically help these students. Her plan was to work with them individually and use some additional graphic organizers. I was able to preview the graphic organizer. I had not seen these specific graphic organizers before, but they looked as if they would be extremely helpful with the target students.

While observing the class, the teacher presented students with a video she created reviewing what informational text is and the different text features she wanted them to pay attention to. She had an article with photos, graphs, and text about the Coronavirus and asked students to read the text and text features. She then asked students to complete a quick write where she asked them questions about the purpose of the article. The teacher then asked students to determine what the central message was using text evidence and inferences to support their answer. She also had a Kahoot for students to do.

I think that the teacher chose an article that was appropriate for the age of the students and was meaningful because this is an issue that we are all dealing with today. If I were to do this lesson, I would consider adding an assignment where the students could write a reflective journal entry at the end of the lesson asking if they agree or disagree with the articles points and

perspectives and to share why they felt that way. I could use this as a formative assessment to see what students learned from the article and added to their own writing.

I really like the way that the teacher set up her classroom. She used color and Bitmojis as a way to increase interest and to engage all students. She used video, a current event article, graphic organizers, and a game to get students to learn about the standard she was teaching. If I were to do this with my students I would ask students to share their quick write answers with a partner allowing them to share and possibly revise their answers. I would then share a quality set of answers with the class to share/model for students. They could then do a self-assessment of the answers they and their partner completed.