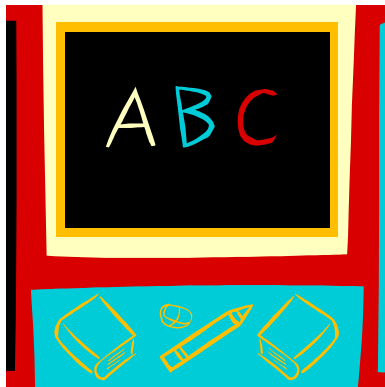


Idaho Comprehensive Literacy Field guide



Boise State University
College of Education

* Denotes that part of this activity is directly related to a class assignment in ED-LTCY 340.

Introduction

As part of your ED-LTCY 340 experience, you will spend thirty-six (36) hours over the course of the semester in a field experience. The majority of this time will be focused on learning how to teach reading in grades K-3. During this time, emphasis will be placed in the following areas:

- observation of students;
- assessment of students;
- planning for and implementing instructional activities with student; and
- reflection on classroom experiences.

You will be graded/evaluated on these areas and the evaluation completed by your Collaborating Teacher. While working in the schools, the expectation is that you will represent Boise State University in a professional role.

Professionalism

You have dual roles and responsibilities in the classroom(s) that you will be visiting:

1. Boise State University student
2. Novice teacher.

In the first role, your job is to gain the most from the experience(s) that you are provided. Every situation contains possibilities for learning, it is up to you to maximize what you take from the experience. Along these lines you will want to consider the following:

- What is going on in the classroom in terms of literacy learning and use?
- How does the classroom teacher create an environment and arrange for learning opportunities for his/her students?
- Do I like what I see occurring? Why or why not?
- How might I use or modify this activity or instructional approach so that it “fits” with my beliefs about literacy learning and teaching?

In the second role, you are to view yourself as a ‘teacher-in-training.’ This means that you will be expected to instruct and work with children. The field guide for block 3 provides a wealth of information about the types of activities that you might engage in while at the school; use it when you meet with your mentor teacher to plan the activities and experiences that you will have. There should be a connection between the information you are learning and reading about in the university class and the elementary school experiences you are having!

Keep in mind the following:

1. You are a guest in the school.
 - a. This means that the students of the school are the priority. This block is about providing **quality** experiences for all. You must prepare and plan to be ready to instruct and work with them.
2. You are responsible for learning/knowing the norms and standards of the teaching profession.
 - a. This means that your attire, language use, written communication, etc., should reflect the expectations of the teachers with whom you work this semester.

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Making Contact with the School

The Teacher Education Office will place you in a school. However, it is your responsibility once your placement has been made (i.e., you know the school in which you will be working) to contact the school to determine who your collaborating teacher will be. Once you know who your collaborating teacher is, you are responsible for writing him/her a letter of introduction that you will deliver along with a copy of this field guide your first week in the school. *Your letter of introduction must first be approved by your instructor.*

Sample Letter of Introduction

April 2, 2003

Dear (Name of Collaborating Teacher),

I am excited about the coming quarter and the opportunities that lie ahead. I look forward to working with you and learning from you and the students in your classroom. The purpose of this letter is to tell you a little bit about myself, express my strengths and experiences with literacy, and communicate to you what I hope to gain from this experience.

My name is _____ and this is my fifth year at Western Washington University. I am studying Interdisciplinary Child Development and will receive my Bachelor's of Art in Education next December. I plan to do my student teaching during the fall of 2003 in the greater Seattle area. Both of my parents have been in teaching for nearly thirty years, so I have been enveloped in the profession for some time. I frequently volunteered in my mother's Kindergarten, fourth, and fifth grade classrooms. There is definitely a difference in grade levels and it has been so wonderful to observe children at their different developmental levels. I am anxious to become more familiar with literacy in the first grade as I plan to do my student teaching in a first grade classroom. I have a great passion for reading and literacy and it is my hope that I can learn to play a significant role in literacy development for many students.

My pre-service education at Western Washington University has prepared me very well for approaching literacy in the classroom. This practicum experience is my opportunity to put into action, hopefully, all of the knowledge that I have acquired. I have experience with guided reading, miscue analyses, taking and analyzing running records, word studies, reader's theater, and the Primary Spelling Inventory. As I mentioned before, I have a great passion for reading and its importance in the classroom. I have spent the past four years collecting children's literature, and continue to do so, in order to build my classroom library. Through my love of reading and literacy, I hope to be able to excite my students and share with them the joy and importance of reading.

This is my final practicum before I begin my student teaching. Although this practicum is primarily focused on literacy, I hope to experience as much as possible about all aspects of classroom teaching in the coming weeks. I look forward to having the opportunity to improve upon my classroom management skills, as that is sometimes an area that lacks attention. I anticipate discovering different literacy assessment techniques in addition to literacy activities for a variety of ages. I would like to gain more literacy experience with children in small or large groups. Most of my experiences with children and literacy have been one-on-one. Lastly, I hope to gain knowledge and obtain advice about how to create a literacy program in my own classroom.

Thank you for enabling me to participate in this amazing learning opportunity. I am excited to meet you and your students. I look forward to learning from them and learning more about them. Each child is so individual, yet they all desire many of the same things. Children need to feel cared for, accepted, and respected. I am excited to form relationships and lead by example. I aspire to remain passionate about literacy and reading. If I'm not excited about it, students will know. Throughout this semester I will be available as much or as little as you would like. Again, thank you so much for dedicating yourself and your students to provide me with this valuable experience.

Sincerely,

*** Denotes that part of this activity is directly related to a class assignment in ED-LTCY 340.**

Calendar for Block 3 Field Experience

Week	Activity Description
Week 1	On Campus
Week 2	On Campus
Week 3	Field Placement Hours: Activity Selected from 15 Possibilities
Week 4	Field Placement Hours: Complete Activity Selected from 15 Possibilities
Week 5	Field Placement Hours: Complete Activity Selected from 15 Possibilities
Week 6	Field Placement Hours: Complete Activity Selected from 15 Possibilities Reflection #1 due on Wednesday (e-mail to Anne)
Week 7	Field Placement Hours: Complete Activity Selected from 15 Possibilities
Week 8	Field Placement Hours: Complete Activity Selected from 15 Possibilities Reflection #2 due on Wednesday (e-mail to Anne)
Week 9	Field Placement Hours: Complete Activity Selected from 15 Possibilities Copy of Log Due to ED-LTCY 340 Instructor by Friday
Week 10	Field Placement Hours: Complete Activity Selected from 15 Possibilities Reflection #3 due on Wednesday (e-mail to Anne)
Week 11	Field Placement Hours: Complete Activity Selected from 15 Possibilities Provide Evaluation Form to Collaborating Teacher
Week 12	Field Placement Hours: Complete Activity Selected from 15 Possibilities Reflection #4 due on Wednesday (e-mail to Anne)
Week 13	Field Placement Hours: Complete Activity Selected from 15 Possibilities Reflection #5 due on Wednesday (e-mail to Anne)
Week 14	Field Placement Hours: Activity Selected from 15 Possibilities
Week 15	On Campus Make-up any Field Placement Hours

** Denotes that part of this activity is directly related to a class assignment in ED-LTCY 340.*

Learning Activities

You will select and complete ten (**10**) out of the following fifteen (**15**) activities to undertake during your time in the classroom. The activities selected should be done so in cooperation with your collaborating teacher(s). Additionally, you will complete a “*Weekly Report and Reflection*” form *each week* to document your progress and work in the school/classroom.

Activity 1: Literacy Assessments

Your task is to understand plans for data collection and use at the classroom, building, and district levels. Work with your collaborating teacher to determine the role that assessment plays in guiding instruction by answering the following questions.

1. What assessment information does the classroom teacher collect? In other words, which assessments does he/she use in the classroom?
 1. What information do these assessments provide in terms of children’s developing understandings of literacy?
 2. How often does the teacher administer these assessments?
 3. Provide an example of an assessment that your collaborating teacher uses.
2. What are assessments that are administered in the classroom that are mandated by building, district and/or the state?
 - a. What types of information do these provide the teacher?
 - b. How is this information utilized?
 - c. How often are these administered?

Activity 2: Instructional Approaches (Reading to Children)

Your task is to plan for and implement a read aloud with the children in the class. This may occur in small groups or with the class as a whole. The four purposes of modeling are to demonstrate: fluent reading, how to use reading strategies (i.e., predicting, monitoring, revising, etc.), the procedure for a new reading activity, and how reading and other skills work (Tompkins, 2003).

1. Select a book that you will read aloud to the students with the assistance of your collaborating teacher.
2. Which of the four purposes for modeling/reading aloud are you addressing? Why?
3. Part of this process is using the method of *Thinking Aloud*. How will/did you make your thoughts visible to the children as you read this story?

Activity 3: Instructional Approaches (Interactive Writing)

Your task is to plan for and implement an interactive writing lesson with a group of students. In this approach, students and the teacher create a text and “share the pen” to write on chart paper. There are four purposes for interactive writing: “to practice reading and writing high-frequency words, to teach and practice phonics and spelling skills, to successfully read and write texts children could not do independently, (and) to have children share their reading and writing expertise with classmates” (Tompkins, 2003, p.18).

1. With the assistance of your collaborating teacher, select a small group of children with whom you will work on this task.
2. How will you begin to have a conversation that will enable you and this group of children to decide upon what it is you will write?
3. What is your role in the processes of constructing the message to be written and the actual writing of it? In other words, what did you do?
4. Provide a sample of this writing.

Activity 4: Instructional Approaches (Developing Fluency)

Rasinski (2000) defines fluency as the ability to read effectively, and states that it involves three components: reading rate, word recognition, and prosody. Your task in this activity is to design and implement an activity that will promote fluency. Some instructional activities that you might consider are: Readers theater, choral reading, antiphonal reading, repeated readings, etc.

1. With the assistance of your collaborating teacher, determine how you will accomplish this task. In other words, will you work on developing fluency in small groups or with the whole group of students?
2. Will you choose one of these instructional activities or another? Why did you select this activity?
3. What did you notice about the children as they were reading? In other words, was there a change in the way the children sounded as they read aloud?

***Activity 5: Word Study (Phonics)**

Phonics is the relationship between the sounds in spoken language and the spelling patterns that are used to represent these. An idea central to phonic instruction is that of spelling or word patterning. One wants to focus more on the spelling patterns simply because in English, graphemes (i.e., letter or letter combinations) do not have one-to-one correspondence with phonemes (i.e., sounds). Your task in this activity is to implement the lesson plan that you constructed and received feedback on in EDUC 340 with a group of students.

1. Meet and work with your collaborating teacher to determine on what aspects of phonics instruction you will be working. This should occur prior to your writing of the lesson plan for EDUC 340.
2. Present your plan to your collaborating teacher a week prior to your implementation of the lesson for feedback or further revision.
3. Implement your lesson.
4. What connection to real reading and writing did you make?
5. How did you provide or allow for individual differences in this lesson?
6. What do the students with whom you worked now understand about phonics? How do you know?

***Activity 6: Word Study (Orthography)**

Spelling (orthography) plays an integral part in helping children to “break the code” of our writing system. To be as inclusive as possible, spelling programs should teach spelling strategies, match students levels of understandings regarding spelling development (see Bear, Invernizzi, Templeton, Johnston, 2000), provide instruction on spelling concepts and skills, connect with reading and writing daily, and require that students learn to spell high-frequency words (Tompkins, 2003). Your task in this activity is to implement the lesson plan that you constructed and received feedback on in EDUC 340 with a group of students.

1. Meet and work with your collaborating teacher to determine on what aspects of spelling (orthography) instruction you will be working. This should occur prior to your writing of the lesson plan for EDUC 340.
2. Present your plan to your collaborating teacher a week prior to your implementation of the lesson for feedback or further revision.
3. Implement your lesson.
4. What connection to real reading and writing did you make?
5. How did you provide or allow for individual differences in this lesson?
6. What do the students with whom you worked now understand about orthography? How do you know?

***Activity 7: Word Study (Morphology)**

Word study related to the meanings of words and how they impact the message of texts is an integral part of literacy. As children learn to explore a wide range of information about words and make connections between words and concepts, they are enhancing their developing understandings for the texts in which they encounter them. In essence, word study related to morphology is an exercise in developing a fuller understanding for texts. Your task in this activity is to implement the lesson plan that you constructed and received feedback on in EDUC 340 with a group of students.

1. Meet and work with your collaborating teacher to determine on what aspects of morphology you will be working. This should occur prior to your writing of the lesson plan for EDUC 340.
2. Present your plan to your collaborating teacher a week prior to your implementation of the lesson for feedback or further revision.
3. Implement your lesson.
4. What connection to real reading and writing did you make?
5. How did you provide or allow for individual differences in this lesson?
6. What do the students with whom you worked now understand about meaning of words? How do you know?

Activity 8: Directed Observation (Whole Group Literacy Instruction)

Directed observations are often used to guide the observer in the examination of specific aspects of instruction or activity. Your task in this observation is to determine “What’s going on here in terms of literacy instruction?” You will look for indicators of student engagement and understanding as the teacher instructs. In particular, you will look for the following information and provide examples from the setting that highlight/represent incidents of literacy instruction and how this occurs:

1. What is the focus of the instruction? How was this determined?
2. What type of interaction(s) do you see (i.e., teacher-directed, social groupings, etc.)?
3. Create a seating chart of the children. At five-minute intervals, starting with the onset of the lesson, make a mark on the chart to indicate where the teacher is in relation to the students.
4. Using the same chart as above, place a tally next to a child’s name when he/she is participating in the instruction. What are examples of this participation (i.e., what counts as participation in this classroom)?
5. What is it that the children understand now about literacy that they did not prior to this lesson? How do you know?

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Activity 9: Directed Observation (Whole Group Instruction on Teaching for Comprehension)

Directed observations are often used to guide the observer in the examination of specific aspects of instruction or activity. Your task in this observation is to determine “What’s going on here in terms of instruction for children’s understanding?” You will look for indicators of student engagement and understanding as the teacher instructs. In particular, you will look for the following information and provide examples from the setting that highlight/represent incidents of literacy instruction and how this occurs:

1. What aspect of comprehension is the teacher targeting? How/why was this selected?
2. What is the instructional sequence that he/she undertakes (i.e., what happens first, second, next, etc.)?
3. How are students involved in this process? Are all students engaged? How do you know?
4. What do you observe in terms of student behavior following this instruction that indicates that the students have a better understanding of texts now?

*Activity 10: Qualitative Spelling Inventory

Young children’s spelling is a window into their developing understandings of print and its conventions. Spelling errors are predictable and change in predictable ways over time. Your task is to administer a qualitative spelling inventory to a child or group of children.

1. Meet with your collaborating teacher to determine which children with whom you will work.
2. Administer the Qualitative Spelling Inventory found in your textbook *Words Their Way*.
3. Using the error analysis, determine the stage of spelling development for each child.
4. We know that groupings for instruction should be flexible and dynamic (i.e., they should change as children’s understandings change). Who would you place together for instruction in spelling? Why?
5. What are two activities that you might recommend for use with these students?
6. Share these results with your collaborating teacher.

Activity 11: Instructional Approach (Making Words Lesson)

An instructional technique that has been used to help children become sensitive to the patterns found in words is Making Words (Cunningham & Cunningham, 1992). In this technique, children are given some letters and use these letters to make words. Your task is to actually conduct a Making Words lesson.

1. Meet with your collaborating teacher to determine the instructional format for how you will implement this lesson (i.e., whole group or small group).
2. Decide upon a “secret” word (i.e., a word that can be made using all of the letters). Using the letters from the “secret word,” decide upon 10-15 words that can be made.
3. Decide the order in which you will make these words (i.e., beginning with the short words and building to larger words). Write these words on index cards that will be used in the sorting phase of the lesson.
4. As children make words with their letter cards, choose one child to come and make it in the pocket chart for all to see.
5. Once all of the words are made, lead the children in sorting the words for patterns.

Questions to consider:

6. What did the children gain from this experience in making words? In other words, what are their new understandings of spelling or patterning in words?
7. How do you know?

Activity 12: Classroom Visit and Observation (ESL/SLL Program)

The numbers of learners who have a home language different than that used in school are increasing. To best meet the needs of all learners, we need to be aware of instruction that is occurring in supplement to that which we provide in our classroom. One way of accomplishing this is to visit an English as a Second Language classroom to actually observe students, modes of instruction utilized, and the interactions between teacher and students and among students.

1. With the assistance of your collaborating teacher, arrange for an opportunity to visit an ESL classroom or program.
2. As you observe the classroom determine the following:
 - a. What is the focus of the lesson? How was this determined?
 - b. Are you acquainted with any of the students in the class and do you notice these students interacting differently with the teacher or other students?
 - c. What does the student gain and or miss by being pulled out of their other class?

Activity 13: Classroom Visit and Observation (Different School/Classroom)

Jonathan Kozol (1991) states that within some districts and between others, resources and educational opportunities vary greatly. The purpose of this activity is to determine some of the disparities between classrooms and schools.

1. With the assistance of your collaborating teacher, arrange for an opportunity (i.e., a formal visit) to spend a day in another classroom or school within the school district.
On your visit:
2. Take note of and compare resources available. How are these similar to and/or different from those of your “home” school?
3. What educational materials are available and how are they utilized?
4. What are the environments of the classrooms?
5. Describe the workspace of the teachers. How is this space utilized?

Activity 14: Instructional Approach (Implementing a Lesson from a Reading Program)

In certain schools, programs of reading (e.g., Read Naturally, Open Court Phonics, etc., but **not Accelerated Reader**) have been adopted and are implemented in the classrooms. These programs are often accompanied by protocol that is used by the instructor to put into practice their form of literacy instruction. You may select to implement **one** such lesson for fulfilling the requirements of EDUC 360.

Activity 15: Optional Activities Derived from Classroom Instruction

These are examples of other literacy instruction that occur in the classroom. You will need consent from the instructor of EDUC 360 to use these activities as part of the requirements for this course. When presenting these learning opportunities, be sure to highlight the aspects of literacy that are addressed, the connection it has to early literacy learning, and provide an idea for how you will/might share and support these experiences.

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ED-LTCY 340 Field Experience- Reflection Guidelines

Here are the particulars regarding the reflection process:

Six reflections will be due during the semester, the course calendar details deadlines. Your field guide gives fifteen suggested activities. Feel free to submit more than six reflections.

A blank reflection page can be found in the *Course Information* folder on Blackboard. It is important to use this format. Please use Microsoft Word when writing your reflection. Any other format shall not be accepted, nor shall hard copies be accepted. Once you have completed your reflection, please email to me at the following address: agregory@boisestate.edu. Reflections are due according to your block three calendar; please post no later than 10pm by the deadline. Late reflections will be noted and downgraded one letter grade per day. Reflections submitted more than one week late will not be accepted.

Reflections should be detailed and comprehensive. Go beyond just simply describing your task. Look deeply and *reflectively* at how you accomplished your task. I am looking for introspection. I will respond to your reflection, you might be asked to rethink a reflection, if it does not meet criteria.

Reflections should pay close attention to spelling, grammar, and punctuation rules of Standard English.

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Projects

Student Profiles/Assessing students in literacy

For this project you will create a case or literacy profile of two learners in your classroom. This project is designed to coordinate learning between your coursework and your field placement. The student profiles are one of the major projects in 340 and are worth 10 points.

With your mentoring teacher choose, two students who are performing differently in literacy. For example, one who is a struggling in literacy and one who is doing well. This is designed to give you experience with learning differences among children that you will meet in your own classrooms.

You will use three modes of assessment for each student: observation, interview, and use of an assessment tool. From these you will ascertain students' literacy dispositions or backgrounds and their literacy strengths and needs.

Observation: Understanding the child in context.

1. Closely observe the child's reading/writing experiences in school. Observe the child during formal literacy instruction and activities and informally as well. Does s/he participate actively? Is s/he engaged? Does s/he complete all assignments? Does s/he seek help when needed? What kind of books the s/he chooses to read independently. Does the students seem engaged in silent reading. **Keep anecdotal records of what you observe.**
2. Observe your students reading aloud and/or observe their written work. Ask to make copies if possible. Cross out names and put in pseudonyms on all student work.

Interviews/talking with students

1. Get to know the child better. Talk with him/her informally about interests, hobbies, things s/he is doing/like to do at schools, etc.
2. Complete a structured interview with your students. The purpose of the interview is to find out more about each student's interests and attitudes towards reading/writing. Introduce yourself and explain to the child that you are here to learn about how kids learn to read and write and what they like to read and write about. Tell the child that you would like to spend some time with him/her talking about reading and writing and doing some activities together.
3. Attached to this page are some possible interview questions. Adjust the questions (both in amount and content) to fit with the students you are working with. You may have your own questions to ask as well.

Use of an assessment tool:

1. Details and information for how to use the assessment tools will be discussed in your 340 course.
2. You will be required to do a word study/spelling assessment on your students. Details for this four options for this part of the assignment.
3. You also have some optional assessments you could do. Optional assessment tools include emergent literacy assessments (CAP, Alphabet knowledge, Phonological/phonemic awareness); running records, Informal reading inventories.

*** Denotes that part of this activity is directly related to a class assignment in ED-LTCY 340.**

Optional assessments are listed in the 340 field guide under *Learning Activities*. These will be discussed and modeled in the 340 classes.

In week 16 (12/4) you will peer review the rough drafts of the profiles with a classmate.

A narrative report of one page on each child as a reader/writer/speller based on your observations and interactions. Please use pseudonyms for these students. Your profile will include:

1. Information about the child's attitudes towards reading and on the child's experiences in required literacy activities gleaned from your observations and interviews.
2. A description of the students' **strengths** and weaknesses in reading based on analysis of your assessments. Be sure that you address issues of comprehension in both your students as best you can.
3. Your recommendations for instruction based on assessments.

Your final draft is due no later than December 6th. You will turn in:

1. A one-page profile on each student
2. Attach all record sheets. This is your "data" or proof for the conclusions you have made. As a teacher you will be held accountable for your instructional decisions based on assessment.
3. The final draft of your profiles will also include a one-page or so reflection of the **assessment processes** that you used. You have used observation/informal interactions, interviews, written products, and specific assessment tools such the qualitative spelling inventory to gather information on your learners.

Some **suggested** questions to ask yourself.

How did the information you gathered differ across the different types of assessment?
Were there any real surprises from using an assessment tool? Interviewing students?
How do you think you might use these modes of assessment in the future?
Which information was most useful to you in planning instruction? Did this vary from reading to writing?

Ideas for interviewing students on literacy.

Please adapt/adjust/reduce to work well with your students.

1. What is your favorite subject at school? What about reading? writing?
2. What kinds of books do you like to read/have read to you?
3. What is your favorite book? Author? Why?
4. How do you decide which books you'll read?
5. Do you like your teacher to read to you? If so, is there anything special that you'd like to hear?
6. Where is your favorite place to read? Why?
7. What is a good experience you've had with reading at school?
8. What is a negative experience you've had with reading at school?

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9. In general how do you feel about reading? Why?
10. Do you like to write? Why? What do you like to write about?
11. What do you really like about your writing?
12. When you are writing and having a problem what do you do?

Tips for interviewing.

1. Ask a couple of conversational questions before beginning. (e.g. How's third grade going for you so far this year?)
2. Let the student know exactly what you're going to do and why.
3. Let the student know that you're going to take notes and tell them why.
4. Use the prompts or naturally occurring questions to get more depth to student backgrounds and attitudes.

Assessment rubric for the final project:

	5	4	3	2	1	0
Profile 1/ Recommendations 5 points possible	Thorough, includes-strengths, weaknesses, recommendations match the profile	Thorough, includes-strengths, weaknesses, but recommendations do not match the profile	One of the required elements is missing/recomm endations t	More than one element is missing/recomm endations Way off base		missing
Profile 2/ Recommendations 5 points possible	Thorough, includes-strengths, weaknesses, recommendations match the profile	Thorough, includes-strengths, weaknesses, but recommendations do not match the profile	One of the required elements is missing			missing
Data attached 2 points possible	xxxxx	xxxxx	xxxxx	All data is present	Some of the data is present	No data attached
Reflection on assessment processes 3 points possible	xxxxx	xxxxx	Thoughtful, clear connections to assessment experiences, students' perspectives are discussed	Somewhat thoughtful		No reflection

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Guide for Collaborating Teachers

ED-LTCY 340

Dear Collaborating Teachers,

We at Boise State University thank you for your willingness to work with our student this quarter. We know from experience how busy you are implementing your own programs and meeting other responsibilities. You are greatly appreciated! We understand that this creates extra work for you and sincerely appreciate your willingness to share your expertise in supporting students' development at the early stages of their careers. Hopefully, this arrangement will prove to be a win-win situation for all of us – with teachers, children, and future teachers alike receiving positive rewards and benefits.

Each Student Apprentice is required to spend 50 clock hours of time across the semester devoted to fieldwork, of which 36 are to be spent at the field site. This field experience is meant to provide novice teacher with opportunities to learn how to teach literacy in elementary classrooms with an emphasis on small group instruction. This field experience is designed to augment the Comprehensive Literacy Course, EDUC 340. A portion of the classroom time should be devoted to repaying your hospitality by serving your school and classroom.

This field experience is meant to provide the pre-service teacher with opportunities for observation, instruction, and assessment. The following section of this field guide provides options for specific activities that the Apprentice may select to undertake as s/he participates in your classroom and school. In order to meet the requirements of the course, the Apprentice in your classroom will need to do the following:

1. **Observe literacy lessons.** The Apprentice should observe mentoring teachers modeling “best practices” for literacy instruction in order to learn how to engage students in learning activity. It may be helpful for you to explain what you’re doing and why you’re doing it to the Apprentice.
2. **Work with small instructional groups.** The Apprentice, with your guidance, will select different instructional activities to implement with small groups of children in your classroom. Specific attention and guidance will be needed in deciding with whom the Apprentice will conduct the activity and in determining the role of the activity in the elementary students’ developing literacy.
3. **Observe and conduct literacy assessments.** The Apprentice needs to learn about the literacy assessment of your classroom and school. The Apprentice will also need to engage in assessment activities. Your guidance in helping Apprentices select appropriate students will be needed.
4. **Reflect upon experiences.** Apprentices will be responsible for reflecting on and writing about her/his experiences at the school. These reflections will follow the format found at the end of this field guide.
5. **Serve the school by contributing to the needs of the host school.** Some time spent in the field experience should be devoted to repaying the school’s hospitality by helping out with such duties as lunch room, playground, library, individual tutoring, grading papers, making manipulatives, and working with students in areas other than literacy.
6. **Accounting for time/quality of participation.** The Apprentice’s attendance and participation in the field experience need to be documents. We ask your assistance in this effort. Three hours a week for twelve weeks, totaling 36 hours, are to be spent at your school (weeks 2 to 14 of the university semester.) Please sign in the appropriate places on the Apprentice’s Log Sheet each week. (Travel time cannot be counted towards the total. In addition please complete the short Evaluation Form for Apprentices at the back of this packet at the end of the field experience.

Again, thank you for your help. I hope that this program proves supportive and productive for you and your pupils.

Boise State University Field Experience Faculty

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Boise State University
College of Education

Evaluation Form for Apprentices
ED-LTCY 340 Field Experience

Thank you for providing an opportunity for a Boise State University Apprentice to work with students in your classroom. It is important for prospective teachers to have many opportunities to interact with elementary students. Your assistance in this valuable educational process is greatly appreciated. We need your perspective regarding the Apprentice's interactions with students.

Please complete the following form. Then either mail it along with the Apprentice's Log Sheet to Boise State University, c/o Dr. Anne Gregory, 1910 University Drive, Boise, ID 83725-1725, or give it to the Apprentice to forward to the course instructor.

Boise State Apprentice _____ Student No. _____

ED-LTCY 340 Field Experience Year/Sem. _____ School _____

Please circle an x in the appropriate column. Unacceptable Acceptable Proficient

Prepares and presents lessons well..... x.....xx

Assisted small group by tutoring x.....xx

Is dependable and punctual..... x.....xx

Communicates personal enthusiasm x.....xx

Is willing to cooperate and assist x.....xx

Works well with individual students..... x.....xx

Demonstrates initiative/self-motivation..... x.....xx

Presents a positive attitude..... x.....xx

Takes constructive criticism well..... x.....xx

Shows promise as a future teacher..... x.....xx

Comments: (You may use the back if you need more space.) _____

Total Hours Apprentice Completed _____ Collaborating Teacher's Name (Please print) _____

Collaborating Teacher Signature _____ Date _____

** Denotes that part of this activity is directly related to a class assignment in ED-LTCY 340.*

Resources

Bear, D., Invernizzi, M., Templeton, S., & Johnston, F. (2000). *Words Their Way*. Upper Saddle River, NJ: Merrill.

Kozol, J. (1991). *Savage Inequalities*. New York: Crown.

Rasinski, T.V., (2000). Speed does matter in reading. *The Reading Teacher*, 54, 146-151.

Tompkins, G.E., (2003). *Literacy for the 21st Century*. Upper Saddle River, NJ: Merrill.