**Focus of Field Practicum II**
This field experience is the second of three upper level sequential field practica that Early Childhood Education students are required to complete successfully prior to student teaching. In *Field Practicum I*, students focused on strategies used with individual children, including students with special needs. *Field Practicum II* will focus on classroom management strategies and on the development of an effective learning environment. Participating students will be meeting regularly on campus for a one-credit course to discuss the field placement experience.

**Practicum Calendar**
The field practicum generally begins during the fifth or sixth week of the college term and lasts for eight weeks. [Your school principal has received an information sheet containing the exact dates for the practicum this term.] Students will be required to be present in your classroom for one full day – either Thursday or Friday -- each week throughout the practicum period. They are not permitted to compact this time period. In the case of a student’s unavoidable absence, the student will be expected to make up the lost time at your convenience prior to the end of the term.

**Student’s Level in Teacher Education**
The students participating in this practicum are in the **second semester of their junior year**. This term they are enrolled in four methods courses: “Literacy in the Primary Grades,” “Integrating the Creative Arts,” “Mathematics Foundation,” and “Family and School Collaboration.” In their first practicum, the students were involved in a variety of activities in the classroom. They have had the opportunity to plan, teach, and receive feedback on at least two lessons, and they completed courses pertaining to the content areas of reading/language arts, science, the use of technology in the classroom, and assessment.

**Expectations for Students**
We have established expectations for the students based on their level of study in the Division. A sample evaluation form will be handed to the cooperating teacher informing them of those expectations. The cooperating teacher will also receive a list of assignments that the student must complete. The assignments reflect the student’s level of development and the Elementary Education methods courses in which the student is enrolled this term, including assignments for working with students with special needs in the regular classroom.

We expect students to exhibit professional conduct including maintenance of confidentiality in all areas. In addition to the sample evaluation form, we include the Division of Education Professional Ethics Statement and Recommendations for Professional Appearance that are distributed to students. *If at any time one of our students is not punctual, does not arrive at the assigned date, is not prepared for assigned lessons or activities, or acts in an unprofessional manner, please call Ms. Loretta Zerby (814-269-7008) and give her the necessary information. We will deal with the matter promptly.*

**Participating Teacher’s Role**
Please involve the student in as many ways as possible in your classroom, offer guidance that is consistent and frequent, and help the student to complete the required assignments. We also would like you to offer feedback on lessons that the student teaches and help the student to gain knowledge of classroom management strategies and the development of an effective learning environment. If it is not possible for the student to complete a required assignment in your classroom, please help him/her to make arrangements with another teacher in your building where the assignment can be accomplished.
Near the conclusion of the practicum, we will send an official copy of the evaluation form for this first practicum level and a return envelope. Please rate the student on each criterion and **provide written comments** clarifying your assessment. Written comments will be helpful to the student and to us as we guide the student appropriately in her/his development. Students who receive negative evaluations may be advised to seek another major. Therefore, your **candid and specific feedback** is crucial in this step of the teacher education program.

We greatly appreciate your collaboration with us in the professional preparation of future teachers. Your role is very important in this process. If we can assist you in any way regarding this experience, please feel free to contact us at any time.