

## EVALUATION

The following performance outcomes are matched to the Wartburg College Teacher Education knowledge base (note the numerical references). The following statements are rated on a five-point scale with an opportunity for written responses.

- Arrives on time, prepared and ready to teach. (VIIIIC)
- Dresses, talks, and interacts with respect for the profession, the teacher, and the student. (IXC, IIIC)
- Develops an appropriate lesson plan with clear objectives. (IVB)
- Implements lesson according to plan. (IVB1-3, VA)
- Reads or tells the story with appropriate volume and at an appropriate pace. (IA)
- Reads or tells story with appropriate expression and intonation; changes tone of voice to indicate different speakers if reading dialogue. (IA)
- Elicits a positive response from others. (VIIIIC)
- Shows promise for being an effective teacher and reflective teacher. (VA)

## THANK YOU

Thank you for agreeing to host a field experience student for ED210 Field Experience: Children's Literature.

---

Student name

---

Student phone

---

Student email address

will be joining your classroom this term for the field experience.

The reading aloud of quality literature has myriad personal and educational values for children. As literature becomes a significant component in the elementary curriculum, it is imperative that preservice teachers have opportunities to read aloud to children, to help children make connections with their personal lives, and to encourage children to respond to the literature in a variety of ways. This field experience is an important opportunity for Wartburg students to explore literature with children.

Thank you again for giving your time and talents to work with a Wartburg student. If you have any questions or concerns, please feel free to contact the Wartburg School Partnerships Coordinator at 319-352-8406.



### ED 210 Field Experience: Children's Literature

The mission of the Wartburg College Teacher Education Program is to develop the talents and abilities of students to become *effective* and *reflective* teachers in lives of service and leadership as an expression of their faith and learning.



# NCATE

The Standard of Excellence  
in Teacher Preparation

# Field Experience: Children's Literature

## **ED 210 FIELD EXPERIENCE: CHILDREN'S LITERATURE**

This three-hour field experience (planned for three successive weeks) is typically taken during the sophomore year and is required of all elementary education majors. For Wartburg students, the goals of this experience include the following:

- observe the students in the elementary classroom,
- design and teach a lesson based on a children's literature selection, including pre-reading, reading the story, post-reading, post-reading discussion, and engaging the children in an extension activity,
- design and teach a lesson based on a children's literature selection, including pre-reading; sharing the story without the use of the book (possibilities include using a flannel board, storytelling hat, roll story, string story, flip chart, etc.); post-reading, post-reading discussion; and engaging the children in an extension activity.

During the first visit to the classroom, the Wartburg students will come prepared to be introduced to the class and to share briefly about themselves. This will enable the preservice teachers to meet the elementary students and observe them in action in the classroom. Before leaving, the Wartburg students will discuss with you possibilities for the literature selection and extending activity for the development of their lesson, as well as the time and date of their return visit to teach the lesson.

In most instances, this will be the **first** opportunity for the Wartburg students to design and teach a lesson to a class of elementary children. The length of the lesson is always a concern for the preservice teachers. For many, it is difficult to estimate the length of the lesson.

Sharing your insight about the students, their interests, and your curriculum will be helpful as the Wartburg students design their lessons.

Whether the lesson is long or short, the goal is to develop an effective lesson that is developmentally appropriate. For each visit, the Wartburg students plan to spend one hour in the classroom. If the lesson does not take an hour, they will stay and observe or assist you for the remainder of the time. Your guidance and support is greatly appreciated and will play an important role in the Wartburg students' success.

## **RESPONSIBILITIES OF THE COOPERATING TEACHER**

- Introduce the Wartburg student to the elementary students.
- Discuss possible literature selections and extending activities that would be appropriate for your students.
- Provide feedback (oral and written) to assist the Wartburg student to identify strengths and areas of focus for improvement. Feel free to write comments on the lesson plans.
- Sign the time-log and initial the lesson plans.
- Complete a student evaluation following each literature experience.

- Contact the Education Department immediately if any questions, concerns, or problems arise.

## **RESPONSIBILITIES OF THE WARTBURG STUDENT**

### **BE PROMPT**

- Arrive on time.
- If you will be late or unable to attend the session, contact your teacher immediately.
- Notify the Education Department about your absence following the contact with the school

### **BE PREPARED**

- Come ready with materials and plans to teach the lesson in reading.
- Share the lesson plan with the teacher and have the teacher initial it.
- Teach the lesson.
- Receive feedback from your teacher regarding effectiveness. Encourage your teacher to note strengths and areas of focus for improvement on the lesson plan.
- Be ready to discuss possibilities for the lesson you will teach the following week.
- Fill out the time-log sheet; have your teacher sign the sheet.

### **BE PROFESSIONAL**

- As an educator, be professional in actions, language, and dress.