

## RESPONSIBILITIES OF THE COOPERATING TEACHER

- Model effective teaching strategies.
- Assist in targeting strategies and activities (based on student needs) that are appropriate for the development of the reading lesson plan for the following week.
- Provide feedback (oral and written) to assist the Wartburg student in identifying strengths and areas of focus for improvement. Feel free to write comments on weekly plans; your comments are valuable and insightful.
- Provide support and guidance for the development of classroom management strategies appropriate for your students.
- Sign the weekly time-log sheet and initial the lesson plan.
- Complete the midterm and final evaluation forms, share them with the student, and send them with the student to the Education Department.
- Contact the Education Department immediately if any questions, concerns, or problems arise.

## MIDTERM AND FINAL EVALUATIONS

This field experience requires the completion of a midterm and final evaluation of the student's work in your classroom. The following statements are rated on a five-point scale with an opportunity for written responses below. The beginning practitioner:

- Arrives on time, prepared and ready to teach. (VIIC)
- Dresses, talks, and interacts with respect for the profession, the teacher, and the students. (IXC, IIC)
- Develops appropriate lesson plans with clear objectives. (IVB1-3)
- Implements lessons according to plans. (VA)
- Activates prior knowledge and encourages active student engagement. (IVB)
- Creates a positive atmosphere for teaching and learning. (VIA)

- Uses informal assessment strategies to assess and/or facilitate student learning. (VIIB)
- Elicits a positive response from others. (VIIC)
- Improves based on teacher feedback and reflection. (VIIB)
- Reflects on teaching strengths and weaknesses. (VIIB)
- Shows promise for being an effective and reflective teacher. (VA)
- Leads and serves within the classroom. (VIIC)

## THANK YOU

Thank you for agreeing to host a field experience student for ED385 Field Experience: Elementary School Reading.

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Student name

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Student phone

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Student email address

will be joining your class for the reading field experience during Fall Term.

The teaching of reading is a rapidly changing and extremely important curriculum area. Being able to synthesize and apply the theory, research and knowledge gained in the college classroom into a practical setting with elementary students will be an invaluable experience for the Wartburg student.

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 385 Field Experience: Elementary School Reading

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.



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# NCATE

The Standard of Excellence  
in Teacher Preparation

# Field Experience: Elementary School Reading

## ED 385 FIELD EXPERIENCE: ELEMENTARY SCHOOL READING

*to accompany the course*

## ED 321 READING IN THE ELEMENTARY SCHOOL

This experience is taken during the junior year and is required of all elementary education majors. For Wartburg students, the goals of this experience include the following:

- Observe the teaching of reading.
- Design weekly reading lessons.
- Teach reading to the class and/or small groups using a variety of effective teaching strategies and materials.

Each week, the Wartburg student will spend approximately one hour in your classroom. This field experience requires a total of **15 hours** in the elementary classroom. The first week will be spent observing students and the teaching of reading in your classroom. During each successive week the Wartburg student will be developing lesson plans and teaching reading to the whole class and small groups. Based on the five essential components of reading — phonemic awareness, phonics, fluency, vocabulary, comprehension — and the strategies presented in the college classroom, the student will discuss ideas for potential lesson plans and activities. However, if these activities will not meet the needs of your students, adjustments can be made and activities changed. Open communication and collaboration will be the keys to successful experiences for your students and the Wartburg student.

In many instances this may be the first opportunity for our students to develop rapport with a group of students and to experience classroom management. Your guidance and support will play an important role in the Wartburg student's success.

## SEQUENCE OF READING FIELD EXPERIENCE LESSONS

1. Visit and observe in a classroom.
2. Introduce a children's literature selection using a book box, read the selection, and develop an appropriate extending activity.
3. Teach a lesson from a reading program/basal reading series using a teacher's manual.
4. Teach a shared reading lesson and phonemic awareness or appropriate skill based on the reading.
5. Teach a guided reading lesson and appropriate skill based on the reading.
6. Teach a phonics or structural analysis skill with direct instruction that is linked to the reading of text.
7. Teach a *making words* lesson.
8. Teach a vocabulary strategy linked to the reading of text.
9. Teach a comprehension strategy linked to the reading of text.
10. Administer a running record (collaborate with the teacher to identify a student and appropriate reading selection.)
11. Collaborate with the teacher to identify a student and plan future lessons.

## PROGRAM EVALUATION

The Education Department is dedicated to providing high-quality teaching and learning experiences for preservice teachers. As part of our program evaluation, a college professor will be scheduling a time to observe the reading field experience student teach reading and talk with the cooperating teacher. The purpose is to provide data from the field on the performance of Wartburg students. We sincerely appreciate your willingness to work with Wartburg students and faculty. You and your students provide experience and opportunities that cannot be replicated in the college classroom. Thank you!

## 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 each week 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 for your teacher to sign.

### BE PROFESSIONAL

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