

# DOCUMENT RESUME

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## ABSTRACT

This document describes a college-school system cooperative teacher education program of field experiences which was begun on the principle that a viable teacher education program must include early and continuing experiences with students in a school setting. It is indicated that this program, continuously evaluated and revised by a joint committee, featured a laboratory component in each education course which was carried out in a school setting. It is stated that these experiences were designed to facilitate the transition into student teaching. The document contains the following chapter divisions: Original Committee and Purposes; Involvement of School Administrative Personnel; Involvement of Student Representatives; Permanent Representation; Advisory Board; Identification of Courses Involved; Development of Philosophy and Rationale; Implementation of the Program; Role of Evaluation; and Role of the Course Coordination Committees (which includes descriptions of the field experience program in each education course). Also included are a consideration of the contribution of the program to teacher education at the university; various evaluation forms from the program; and "Guide to Field Experiences," a handbook used in the program as a guide for students, faculty, and school personnel. (JA)

ABSTRACT/INFORMATION FORM - 1974 DAA PROGRAM

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(Please note: This information will be the basis for the description of your DAA entry in the official DAA booklet given at the Annual Meeting and subsequently distributed widely.)

Please Type or Print:

Name of Program Submitted: Field Experiences Program at George Mason University

Institution (complete name): George Mason University

President: Vergil H. Dykstra

Campus Public Information Officer: Mr. William McDowell

Faculty Member Responsible for Program: Florence C. Shelton

Title of the Faculty Member: Director of Field Experiences and Student Teaching

Signature: Florence C. Shelton

Title: Director of Field Experiences Date: Nov. 12, 1973  
Asst. Professor of Education

Please describe in 150-200 words the program which you have entered in the 1974 AACTE Distinguished Achievement Awards. A sample is included below to give a general idea of the kinds of information we need. Your abstract will be the basis for reporting your entry in Excellence in Teacher Education. Please continue on back if extra space is needed.

SAMPLE: *Hypothetical Sample Description:* Recognizing the necessity for public school teachers to have a continuing education as well as realizing the need for continually updating the elementary science curriculum, the College of Saint Alphonsia Joseph, together with the school district of Stockton, New Hampshire, began in 1969 the Advance Learning for Science Teachers Program (ALSTP). The program, initially funded by a National Science Foundation grant, features a six-week summer institute during which members of the college staff instruct teachers throughout the school district. Also, 30 consultants from the college's science and education departments visit each of the elementary schools during the year. Featured in the six-week institute are effective ways to teach environmental studies, using the neighborhood as key resource. The program has had sufficient impact to project a similar one for secondary science teachers.

Based on the principle that a viable teacher education program must include early and continuing experiences with students in a school setting, George Mason University, together with the Alexandria and Falls Church City School Systems and Arlington, Fairfax, Loudoun and Prince William County School Systems, began in 1971 a cooperative program of Field Experiences. This program continuously evaluated and revised by a joint committee, features a laboratory component in each education course which is carried out in a school setting. Working together, the faculty and students of the University and school personnel developed the philosophy, objectives, and desirable activities to be carried out in conjunction with each course. A handbook, which contains guidance for all concerned, is provided faculty, students, and school personnel. Students are assigned to schools on a permanent basis and almost inevitably remain with the assigned school through the student teaching experience, although there are provisions for brief assignments in other settings. The

problem enables students to relate theory to practice, to determine if they are seriously interested in teaching and at what level, to develop confidence in their ability to function in an educative setting, and to appreciate the realities of the school setting. Because of these experiences, the transition into student teaching is facilitated and the student is able to function in a more efficient and sophisticated manner. Because of continuing contact with schools and the opportunity to demonstrate competence, the ability of the student to secure a position is enhanced. Further, it is believed that the nucleus for a Performance-Based Teacher Education Program has been formed.

Distinguished Achievement Awards

1974

American Association of Colleges for Teacher Education

Submitted by

Florence C. Shelton  
Director of Field Experiences  
George Mason University  
4400 University Drive  
Fairfax, Virginia 22030

ED 085348

FIELD EXPERIENCES PROGRAM

AT

GEORGE MASON UNIVERSITY

U.S. DEPARTMENT OF HEALTH,  
EDUCATION & WELFARE  
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## I. STATEMENT OF SUMMARY

In keeping with the concept of the laboratory approach to Teacher Education, the faculty of George Mason University is committed to an organized and sequential program of Field Experiences to complement and enhance the elementary and secondary Teacher Education Programs.

The program of Field Experiences, involving observation of and working with public school students under supervision in a school setting, has as its basic thrust the development on the part of the teacher education student of an understanding of the relationship between theory as taught in the university classroom and practice in the real world of the public school. The approach to providing experiences designed to involve the teacher education students in the public school environment has as its ultimate goal, that of enabling the student to move easily and without undue anxiety into the Student Teaching experience.

The development of the ever-evolving program represents a cooperative approach, involving teacher education students, public school teachers and administrative personnel, and University Faculty. More recently, personnel from the local Education Associations have become involved.

The field experiences program was initiated in the fall of 1970 when agreements were reached with four local school jurisdictions, Alexandria City, Fairfax, Loudoun, and Prince William Counties, to assign teacher education students on a long term basis to designated schools for field experiences and student teaching. Field experience requirements were largely left to the discretion of education course instructors with the student working out the requirements in the assigned school.

A number of difficulties developed in the informal type program stemming largely from the lack of mutual understanding among teacher education students, university faculty, and public school personnel. Because of these

problems a decision was reached to develop the program more formally and to provide guidance to all concerned regarding the requirements and procedures to be followed in carrying out the program.

To initiate formal development of the program Alexandria and Falls Church Cities, Arlington, Loudoun, and Prince William Counties were asked to send one administrative representative. Fairfax County, larger than all other jurisdictions was asked to send a representative from each of its four administrative areas. The representatives of the school divisions, plus two elected student representatives, a representative of the Student Education Association, the Director of Student Teaching and Field Experiences, and faculty representatives constituted the advisory board.

Students, selecting a representative from each education class, functioned as a sub-committee, ultimately providing input through representation on the Advisory Board.

Faculty, of course, served on the Advisory Board as a matter of individual choice. In addition, each faculty member involved in teaching basic teacher education courses was involved through the Course Coordination Committees which developed field experience requirements for individual courses.

The Field Experiences Advisory Board, in cooperation with Course Coordination Committees, has developed objectives to be met for each course, has developed suggested activities to be completed as a vehicle for meeting these objectives, and has decided upon a minimum number of clock hours



required. Administrative procedures and a guidebook have been developed.

In retrospect, it is believed that the following principles were considered in developing the program:

- (A) The program is organized in a sequential and meaningful manner.
- (B) The program is a continuous one, providing for many opportunities for further growth and for effectuating change. For example, it would seem that it "opens doors" for developing and implementing a performance based Teacher Education Program.
- (C) Involvement begins with the initial course in the Teacher Education Program and is developed sequentially to the conclusion of the program.
- (D) The program embraces the major psychological tenets upon which Teacher Education Programs should be predicated.
- (E) The program embraces the major philosophical tenets upon which Teacher Education Programs should be predicated.
- (F) The program combines theory as it is taught in the university with practice.
- (G) The program provides for theory reinforcement after the participation, as well as initially.
- (H) The program provides for an examination of different philosophies.
- (I) The program provides for a constructive analysis of activities.
- (J) The program is an ever-evolving one, and provision is made for constant evaluation and scrutiny, thus providing an organized plan for desired change.
- (K) The program provides for faculty planning (the complete faculty as well as the committee).
- (L) The program provides for student involvement in planning and in decision-making.
- (M) The program has the approval of school administrators and teachers and provides for planning and evaluation on their part.
- (N) The students are cognizant of the value of the program.

## II. EXPLANATION AND ANALYSIS

### A. DESCRIPTION AND DEVELOPMENT OF THE PROGRAM (Including Objectives)

### 1. Original Committee and Purposes

Although the concept of Field Experiences had been previously implemented, the inception of the program as it is organized today came in the fall semester of the 1971-72 academic year. The Field Experiences Faculty Committee, was appointed for the purposes of further developing the Field Experiences Program and of facilitating its incorporation into the Teacher Education Program in an optimally effective manner.

The following objectives were adopted in an effort to meet this charge:

- (A) To develop, in cooperation with individual Course Coordination Committees, the objectives and activities for each of the basic course in both the elementary and secondary programs.
- (B) To determine the proportion of Field Experience exercises for each course which should be course related, and which, if any, should be general in nature.
- (C) To recommend the procedure to be followed by school personnel and college instructors in evaluating Field Experiences.
- (D) To recommend procedures to be followed in maintaining a record of Field Experience exercises to be carried out by students.
- (E) To recommend the total number of hours of Field Experience exercises which should be required in each course.
- (F) To develop a guide to the Field Experience program for the 1972-73 academic year.

Members of the Committee were:

Mrs. Virginia Austin  
Dr. Jack Carroll  
Dr. William Martin  
Mrs. Florence Shelton, Chairman  
Dr. Donald Smith

## 2. Involvement of School Administrative Personnel

In considering the objectives very carefully, from the practical standpoint, in addition to the philosophical standpoint, it was deemed essential that administrative personnel be involved. This consideration was predicated on the fact that only in this manner could effective administrative procedures be effectuated. Furthermore, it was believed that only by involvement would the administrative personnel be fully aware of the ramifications involved, thus creating an optimal sense of awareness of the values of the program.

Moreover, credence was given to the consideration that only by involvement of classroom personnel could the program be fully accepted within the public schools, thus ultimately providing for viable experiences for the students. (This level of representation was adopted in May, 1972 for the 1972-73 academic year.)

Personnel representing the administration of the public schools during the first year of development include:

Alexandria City Schools - Mr. John DuVall  
Director of Personnel

Arlington County Schools - Mr. Floyd Gravitt  
Director of Elementary Personnel

Fairfax County - Administrative Area I  
Mr. Dave Magnuson  
Assistant Administrator

Administrative Area II  
Mr. John Clark  
Associate Principal for Instruction  
Thomas Jefferson High School

Fairfax County - Administrative Area III

Mrs. Esma Shield  
Elementary Supervisor

Administrative Area IV

Mrs. Edna Louise Flapan  
Supervisor of Elementary Education

Falls Church City Schools - Mrs. Mildred Gunnarson

Principal  
Mt. Daniel Elementary School

Loudoun County Schools - Mr. Leroy Davis

Principal, Sterling Elementary School

Prince William County Schools - Dr. Donald Warner

Principal  
Rippon Intermediate School

### 3. Involvement of Student Representatives

Again, both philosophical and practical factors were considered, insofar as involvement of the students is concerned. It is axiomatic that student participation in the planning of a program results in a more optimal program if only from the point of view of acceptance. In addition, the student's perspective is a different one and provides for optimal complementation. In order to constitute the student representation, a questionnaire was sent to students concerning the method of choice. The results indicated that 326 of 395 respondents favored the method of a Field Experiences Sub-Committee with official representation to the Field Experiences Advisory Board. It was decided that students in each organized basic education class would choose a representative to a Sub-Committee, which, in turn, would select its own Chairman and Faculty Adviser. From this Sub-Committee two students would be chosen for representation on the Field Experiences Advisory Board.

The two students chosen during the year of initial development were Mr. William Hawkins and Mrs. Mary Ann Peterson.

Student representation was increased for the 1972-73 academic year by the adoption of the idea that the Student Education Association should have a representative.

#### 4. Permanent Representation

Because of the view that the program should be a constantly evolving one, it was considered essential that a permanent Advisory Board be established. A Sub-Committee of Dr. Carroll and Dr. Martin presented the following to the Field Experiences Advisory Committee, which, in turn, referred it to the University Faculty for adoption.

<u>Organization</u>	<u>Number of Representatives</u>
George Mason University Department of Education Faculty	4 (of which the Director of Field Experiences shall be one, <u>ex officio</u> )
George Mason University Student Body - Department of Education	1 from Student Education Association 2 from Student Sub-Committee
Public Schools Cooperating With George Mason University (Administrative)	1 from Alexandria City Schools 1 from Arlington County Schools 4 from Fairfax County (one from each of the four Administrative Areas)
	1 from Falls Church City Schools 1 from Prince William Co. Schools
Education Associations	1 from each of the six cooperating jurisdictions

### 5. Advisory Board

The Field Experiences Advisory Board, including the representatives from the University Faculty, administrative school personnel, teaching personnel, and students meets as a group two or three times a year. The groups that these individuals represent, supply information, feedback, et cetera as needed, or meet as needed. Each topic of concern or each recommendation made by an individual member is discussed by the entire group. Generally speaking, the resolution of major areas of endeavor is assigned to a Sub-Committee which submits a report to the entire group. Following due consideration and deliberation, a recommendation is made to the entire faculty of the Department of Education for consideration.



## 6. Identification of Courses Involved

Each of the basic Education Classes (as listed below) is involved on a permanent basis.

Education 201	Human Growth and Development
Education 202	Human Growth and Development
Education 301	Foundations of Education
Education 313	Educational Psychology
Education 401	Teaching Methods at Early Childhood Levels
Education 402	Teaching Methods in the Intermediate Grades
Education 403	Developmental Reading for Early Childhood Levels
Education 404	Developmental Reading in the Intermediate Grades
Education 407	Diagnostic Reading and Language Arts for Early Childhood Levels
Education 408	Diagnostic Reading and Language Arts in the Intermediate Grades
Education 416	Teaching Methods in the Secondary Schools
Education 419	Teaching of Science at Early Childhood Levels
Education 420	Teaching of Science in the Intermediate Grades
Education 421	Instructional Media

It should be pointed out that, in addition to these courses, other courses are involved on a request basis. Specifically, courses in Physical Education, in Elementary School Mathematics, and in Elementary School Music have participated.

## 7. Development of Philosophy and Rationale

A sub-committee composed of Mr. James Clark, representing the school jurisdiction, Dr. William Martin, representing the faculty, and Mrs. Mary Anne Peterson, representing the students, was given the responsibility to consider and investigate the underlying rationale and philosophy for the Field Experiences Program. This was to be effectuated in consideration of the tenets embraced by the American Association of Teacher Education, specifically the 1970 Guide to Professional Excellence in Clinical Experiences in Teacher Education.

After consideration by the Field Experiences Advisory Board, the statement was ultimately referred to the departmental faculty for consideration.

The resulting statement as it appears in The Guide to Field Experiences appears below:

We believe the field experiences - defined as observation or working with public school students, under supervision, in a school setting - is an integral part of the preparation of teachers. In line with this, we are agreed as a faculty to a program of continuous and increasingly professional clinical experiences which are to comprise a substantial proportion of the Teacher Education Program.

The overall goal of the field experience component of the total teacher preparation program is to help students learn to teach. We believe this goal can best be achieved through a working partnership between cooperating public school systems and George Mason University. We are committed to such a relationship.

In accord with this statement of philosophy, we adhere to the American Association of Teacher Education 1970 Guide to Professional Excellence in Clinical Experiences in Teacher Education and to the following specific guidelines:

1. Working, cooperative relationships between the public schools and George Mason University shall be implemented in an appropriate version.
2. Participation in field experiences shall begin in the sophomore year and shall be continuous.
3. Continuing analysis and modification of the program and its rationale will be implemented by Field Experience Committee and faculty.
4. The training of cooperating teachers and faculty shall constitute an important teaching emphasis of the George Mason University faculty.
5. The primary relationship between faculty and students (with regard to field experiences) will not be specifically for observation and evaluation, but rather to help students grow and mature.
6. Admission to the Teacher Education Program and Student Teaching shall be based on various pre-determined criteria which shall be established by and constantly reviewed by the George Mason University Faculty.
7. The Director of Field Experiences, George Mason University, will be responsible for the program and its mechanics.
8. The Office of the Director of Field Experiences shall assist any faculty member with regard to programs developed for operation and implementation in schools.
9. A guide will be made available to students, faculty, and public school personnel prior to the commencement of field experiences.
10. A handbook for student teaching shall be made available to students, faculty, and public school personnel well before student teaching begins.
11. Student teaching shall be a culminating, but not necessarily final, activity of the teacher preparation program.

12. State and national aid for cooperative efforts in teacher training shall be solicited and utilized as possible.
13. In-service training of George Mason University Faculty with regard to field experiences work shall be initiated and maintained.

## 8. Implementation of The Program

A sub-committee of Mrs. Virginia Austin, representing the University faculty and serving as Sub-Chairman, Mr. James Clark, representing Administration, Mr. Leroy Davis, representing Administration, and Mr. William Griffin, representing the students, was charged with the responsibility of preparing proposals for implementing the program. The proposal as finally adopted, and as appears in The Guide to Field Experiences appears below:

### Implementation

#### Responsibilities of George Mason University:

1. Divide the hours recommended into 30-hour blocks in order that a student, upon recommendation of the host school, would be given one academic credit for each block of hours spent in Field Experience.

i.e. 90 hours required of elementary education students

60 hours required of secondary education students

(80 hours required for students required to take Ed. 201 and Ed. 202.)

This system would include retroactive credit to the extent possible, and would allow transfer students an opportunity to participate in the program at the appropriate time without penalty. The hours earned would be applied toward the student's elective for graduation.

2. Set up objectives for the Field Experiences and also set up a list of activities providing a wide range and a degree of flexibility through which these objectives may be accomplished. Selection from these lists is to be made, hopefully, in cooperation with a representative of the University and by the host school and the student. The guiding principle is that all objectives be met before the student has completed his activities.
3. Make an effort to provide for coordinating activities as indirectly referred to in 2., e.g., the relationship of courses and field experiences.

4. Require that a log of activities be kept by the student to be submitted at regular intervals to the appropriate faculty member. This log is to be signed at the completion of each semester by an appropriate member of the public school faculty wherein the student is assigned.

Responsibility of the Host School:

1. Carefully consider how many college students it can effectively work with in a year's time, and submit information to the Director's office.
2. Develop a corps of teachers who would then work with these students for their entire Field Experience program, climaxing in their Student Teaching in the same setting, if at all possible.

Advantages:

1. The Student:
  - a. Becomes more thoroughly familiar with the operation of a school by being able to participate in many activities, whereas now he is basically only an observer.
  - b. Gets to know a group of teachers well and is able to participate in the instructional process.
  - c. Is able to get to know and work with pupils in small group situations.
  - d. Can be observed and encouraged so that a more effective evaluation could be made before the student begins student teaching.
2. The Host School:
  - a. Receives a viable contribution to the learning environment by virtue of the fact that the student would become involved with pupils in learning situations, rather than being only an observer.
  - b. Has a more viable and inclusive list of criteria for the assigning of cooperating teachers.
  - c. Selects teachers who would be more involved and interested in the results.

### 9. Role of Evaluation

A sub-committee consisting of Dr. Donald R. Warner, Chairman, and representing Administrative Personnel, Dr. Esma Shields, representing Administrative Personnel, Mrs. Mildred Gunnarson, representing a local Education Association, and Mrs. Mary Anne Peterson, representing the students, was charged with making a recommendation on the public school's role in the evaluation of Field Experience students. At the time of the inception and during the developmental stages of the program, it was generally felt that the local school should not evaluate the students who are in the Field Experiences program prior to Student Teaching. In order to adequately evaluate a student's personal and professional characteristics would require a program similar to the Student Teaching Program in regard to the time element, having a Cooperating Teacher, and performing duties and responsibilities. The student should have the opportunity to get involved in the teaching-learning situation and to seek an informal evaluation by the individual within the school with whom he has the most contact. If, in the event, a student proves unsatisfactory in any respect, the administration will notify in writing the Director of Field Experiences, at which time appropriate counseling and/or other action is to be taken.

In several instances, contact has been made regarding unsatisfactory performance. In each case, appropriate action has been taken.

Further, it might be pointed out that a few principals have written a narrative type of evaluation for students involved. Some involved in the program have expressed the view that perhaps we need to take a new look at the question of evaluation this year.

Evaluation Procedures, insofar as the grade is concerned are based on both the quantitative and qualitative aspects. Criteria as listed in the Guide to Field Experiences, are listed below:

1. The Department of Education Faculty member in whose class the student is enrolled is responsible for assigning the final grade.
2. The Field Experience portion of the grade is based on the ability and responsibility to meet the objectives and activities of each course.
3. A log of activities, recording each visit to the school, will be required of each student. Upon completion of the program, one copy of the log is to be presented to the office of the host school and one to the instructor of the course. The latter will become a part of the permanent record.

(Attached find the copy of the log)



## FIELD EXPERIENCE LOG

Name of Student \_\_\_\_\_ Assigned School \_\_\_\_\_

Semester \_\_\_\_\_ Year \_\_\_\_\_ Education \_\_\_\_\_ College Inst. \_\_\_\_\_

Date	Arrival Time	Departure Time	Length of Visit	Type of Activity

Education \_\_\_\_\_

Instructor \_\_\_\_\_

Date	Arrival Time	Departure Time	Length of Visit	Type of Activity

Signature of Student: \_\_\_\_\_  
 (Under the Honor Code)

This log records approximately the amount of time that this student has spent in Field Experiences. (Hours for all courses taken during any term must be recorded on one (1) sheet.)

\_\_\_\_\_  
 School Official

#### 10. Role of the Course Coordination Committees

The members of the Faculty teaching a specific course constitute the Course Coordination Committees. Each of these Committees prepared a syllabus, insofar as Field Experiences are concerned, for each course. The syllabus delineates the number of hours required, the objectives to be met via field experiences, and suggested activities. The following is an outline of the objectives and suggested activities for each course in the Field Experience Program.

It is to be noted that instructors of the courses will make specific assignments to the students which relate to the materials discussed in class, and the activities provided in field experience.

Education 201: Human Growth and Development

Education 202: Human Growth and Development

Field Experience Requirement: 10 hours each course

Objectives:

1. To become aware of the physical, emotional, intellectual and social components of development.
2. To become cognizant of the interrelatedness and interdependence of the component aspects of this highly complex process.
3. To become familiar with the vital role the environment plays in development.
4. To become familiar with the "norms" of the various areas of development at successive age levels.
5. To become cognizant of the child's need for love, affection, and attention in order to develop mentally, socially, emotionally, and physically.
6. To become familiar with the importance of the child's age concept, sense of identity, and level of aspiration as determinants and consequences of his level and rate of development.
7. To become familiar with the longitudinal approach to the study of the individual.

Suggested Activities:

1. Observe a wide range of age levels, having as the major objective a comparison of physical, intellectual, emotional and social development.
2. Participate in whatever learning situations the school staff feels appropriate.
3. Additional activities for 202 should include gathering information for a case study.

Education 301: Foundations of Education

Field Experience Requirement: 10 hours

Objectives:

It is hoped that cooperating schools will be able to provide some experiences that will assist in helping the student accomplish the following objectives:

The student should gain insight into:

1. The responsibilities of teachers to pupils
2. Parents and the community
3. The school administration and organization
4. Relationships among members of the school staff
5. Time and effort involved in preparation for instruction
6. Nature and characteristics of the community
7. Nature of the profession

Suggested Activities:

In terms of what is available, what the student can handle, and the time available for the experience, the following list should suggest specific activities that the school can provide the student in order to accomplish the Field Experience Objectives listed above.

1. Observation of teachers working with students, parents, and other members of the staff.
2. Actual participation in the instructional program in some manner.
3. Observation and possible participation in playground activities, lunchroom, extra-curricular activities, etc.
4. Attendance at meetings involving parents, faculty, etc.
5. To have access to and to become acquainted with the kinds of reports for which the school is responsible.

6. To provide opportunities to talk with members of the staff to inquire into purposes of various school activities.

Education 313: Educational Psychology

Field Experience Requirement      10 Hours

Objectives:

Field Experience is included in this course to provide the student with opportunities to observe and identify:

1. Individual differences in children
2. Physical, social, emotional, and mental characteristics of various age-level groups
3. Learning theories in operation
4. Techniques of motivation
5. Methods of classroom control
6. Teaching techniques designed to facilitate individual growth and development

and to become acquainted with:

7. The strengths and weaknesses of various instructional methods and techniques.
8. Some of the professional responsibilities of the teacher which extend outside the classroom.
9. Good evaluation techniques in operation.

Suggested Activities:

1. To meet the second objective, students should be provided an opportunity to:
  - a. Observe and participate in teacher planning session.
  - b. Observe grouping for specific purposes.
  - c. Observe the enrichment of curriculum for individual students.
  - d. Observe the selection and utilization of materials for a variety of ability levels.
  - e. Observe the manner in which a non-threatening learning environment is established.

- f. Observe the manner in which each student is made to feel important and how each student is helped toward self-actualization.
- g. Observe the manner in which good motivational and control techniques are used in the classroom.
- h. Observe children in a variety of activities and at various levels.
- i. Observe the teacher working with large groups and small groups.

Education 401: Teaching Methods at Early Childhood Levels

Education 402: Teaching Methods in the Intermediate Grades

Field Experience Requirement      15 hours each course

Objectives:

1. To become familiar with the organizational approaches of instruction in the school.
2. To become familiar with available resources within the library or the educational resources center.
3. To become familiar with approaches for developing curriculum and the role of the teacher in these processes.
4. To become familiar with the procedures and techniques used in providing for individual differences and to observe and participate in some of these procedures.
5. To gain insight into the changing role of the elementary teacher in the modern elementary school.

Suggested Activities:

1. Observe and participate if possible in a self-contained classroom, or in team teaching and/or in a classroom in which a specialist is teaching and/or special classes.
2. Visit the library and the school media center. Determine what resources are available for instructional purposes and observe some being used.
3. Attend a faculty meeting or team planning meeting and observe how the problems discussed are handled.
4. Attend an in-service education meeting and determine how in-service education contributes to teacher competence.
5. Assist in the instruction of individuals and small groups.
6. Observe two teaching situations, paying particular attention to how methods are used in providing for individual differences among pupils.
7. Make a chart, graph, or bulletin board for the teacher's and children's use.



8. If possible, plan to go on a field trip with the children in connection with subject being studied.
9. Attend a function such as a play, a book fair, a carnival, etc., that is school planned.
10. Have the opportunity to observe the opening of a class and one day watch the closing day activities.
11. See a teacher present a portion of a unit in social studies.
12. Become acquainted with the role of the Principal and the supervising staff in the school.
13. Recommend to the school that they may supplement the above list with any other appropriate activities that would help the student accomplish these objectives.

Education 403: Developmental Reading for Early Childhood Levels

Education 404: Developmental Reading in Intermediate Grades

Field Experience Requirement                      10 hours each course

Objectives:

1. To help students gain a knowledge of the reading and language arts skills in the communication process.
2. To help students recognize the relationship of instruction at each level to maturational levels of children for selection of appropriate material.
3. To help students learn about the methods and materials used in reading and language arts.
4. To help students to plan and implement activities embodied in reading and language arts.
5. To help students realize that reading is an integral feature of the entire school program.

Suggested Activities:

1. Conduct observations (in more than 1 grade level) of elementary children and their teachers in the reading and/or language arts periods at a particular school.
2. Work with individual students or with small groups as competency permits.
3. Investigate the resources available (i.e. commercial material) and demonstrate the use of one kit/program.
4. Demonstrate a knowledge/understanding of the sequence of reading and language arts skills.
5. Justify the utilization of the various methods in a reading and language arts program.
6. Make a comparison of the developmental reading and language arts skills between a minimum of 2 loads, example: Grade 1 & 4 or 2 & 6 level 1 & 6 or 2 & 5.
7. Do plan mini-lesson/activity on one of the reading/language arts skills.
8. Observe a remedial reading teacher during her teaching periods.

Education 407: Diagnostic Reading and Language Arts for  
Early Childhood Levels

Education 408: Diagnostic Reading and Language Arts in the  
Intermediate Grades

Field Experience Requirement                      15 hours each course

Objectives:

1. To help students become acquainted with diagnostic instruments and interpretation of test results for each level.
2. To enable students to diagnose and utilize remedial methods with a child or a group of children in a reading and language arts program.
3. To give students practice in implementation of the differentiated instruction and techniques used in reading program for each level.
4. To help students become acquainted and gain a knowledge of the sequence of reading and language arts skill (communication skills).
5. To help students to plan a series of lessons to meet children's needs in proficiency of structural and word analysis skills at each level.
6. To prepare students to teach the penmanship skills (manuscript and cursive writing).
7. To enable students to become acquainted with bibliotherapy poetry and other enrichment materials.
8. To help students become familiar with the wide variety of material available to meet specific situations (high interest low difficulty books, basal reading programs and kits).

Suggested Activities:

1. Student will observe the teaching or reading by a teacher/teachers conducting a remedial/corrective reading program.
2. Students will observe the teaching of reading by a teacher/teachers conduction developmental reading programs.
3. It is suggested that students will spend time observing the teaching of reading and language arts in more than one grade level; thereby being familiar with the sequence of reading and language arts skills. (i.e. K-3, 4-7).

4. Students will teach reading/language arts to a child or small group that need specific help.
5. It is suggested that students will teach reading/language arts to a large group.
6. Students will demonstrate proficiency in penmanship skills.
7. Student should observe and if possible teach lessons in creative writing, spelling, handwriting, grammar, etc.
8. Students should become familiar with the school's instruments for diagnosing reading difficulties and the remediation procedures.

Education 416: Teaching Methods in the Secondary Schools

Field Experience Requirement                      10 hours

Objectives:

1. To meet and get to know public school persons who will be involved with the student teaching experience, including other students.
2. To become acquainted with the policies and procedures of the cooperating school and of the teacher(s) with whom student teaching will be done.
3. To become familiar with the learning resources available to the assigned school and classroom(s) to which assigned.
4. To become acquainted with the teaching style(s) of the cooperating teacher(s).
5. To initiate the development of instructional sequences for those students to be taught and to begin identification of and planning for those to be taught.

Suggested Activities:

1. Employ criteria to assist in gaining familiarity with the overall operation of the school.
2. Visit with the cooperating teacher(s) regarding the upcoming student teaching sequence.
3. Do some preliminary planning for instructional sequence to be taught.
4. Conduct observations of students and teachers, as appropriate. This may include analysis of student records in the guidance office.
5. Work with individual students and small groups as competency for such work is attained.

Education 419: Teaching of Science at Early Childhood LevelsEducation 420: Teaching of Science in the Intermediate Grades

Field Experience Requirement

10 hours each course

Objectives:

1. To utilize the discovery technique.
2. To employ the inquiry method.
3. To observe investigative attitudes and functional understanding of concepts in science.
4. To develop an inquisitive attitude and to use rational procedures for decision making.
5. To work with open-minded (open-ended) investigation.

Suggested Activities:

1. Observe the teaching of science by a teacher or teachers. (If possible, a portion of this observation should be in the class the student will work with as a student teacher or intern).
2. Investigate the resources which will be available to you in teaching science. (A portion of this time should be spent in the library).
3. Discuss with your cooperating teacher the units with which you will be involved in student teaching. Plan how you will integrate science instruction into these units.
4. Assist your cooperating teacher or other teachers in the teaching of science. Your activities should include the preparation of materials, assisting in demonstrations, helping individuals, or any other activity which your cooperating teacher feels would be useful.
5. Discuss the units and other materials you are developing for student teaching or the internship with your cooperating teacher. Revise these materials as necessary. Visit the school media center and determine what materials can be obtained to assist in teaching. Learn the lead times involved in securing films and other materials.

6. You are encouraged to become very actively involved with the school to which you are assigned for student teaching or the internship to the end that at the end of this course you can make a smooth transition to the student teaching or internship experience.

Education 421: Instructional Media

Field Experience Requirement          10 hours

Objectives:

1. To become familiar with the instructional media center of the school in which student teaching or the internship experience will be carried out.
2. To preview and evaluate instructional materials in the media center related to the teaching area.
3. To observe the use of instructional media in the classes which will be taught during student teaching or the internship.
4. To gain experience in the operation of audiovisual equipment.
5. To plan for the use of instructional media in the units and other instructional resources developed in Education 416.
6. To produce materials such as overhead transparencies, charts, graphs, slides, ditto masters, etc., as a part of the units you will be teaching.
7. To become familiar with the physical facilities related to the utilization of instructional media.

Suggested Activities:

1. Visit the instructional media center of the school for the purpose of becoming acquainted with the audio-visual coordinator. Determine what audio-visual materials are available within the school, what resources are available within the school division, and what resources are available within the school division, and what resources are available from state and other sources.
2. Preview the instructional materials related to your teaching area. Select and evaluate A-V materials that you could use during the student teaching or the internship experience.
3. Assist the A-V coordinator in his administrative tasks. Determine the procedures and lead-times involved in obtaining materials from available sources.



4. Learn to operate any items of A-V equipment in the school with which you need to develop competence.
5. Operate A-V equipment for classroom instruction. This could be carried out, if possible, in the classes you will be teaching as a student teacher or intern.
6. Examine the physical facilities in the school related to instructional media. Notice screen placement and natural light controls.
7. In consultation with your cooperating teachers, develop the requirements for instructional media in the units and other instructional resources being developed in preparation for student teaching or the internship.
8. Using equipment available in the school, produce instructional materials such as overhead transparencies, graphs, charts, dry mounts, ditto copies, mimeograph copies, etc.; needed as part of the units or other instructional resources you are developing for use in student teaching or the internship.
9. Procedures

The same Sub-Committee (No. 9) was charged with looking at procedures in placement. The Procedures as adapted are as follows:

#### Procedures for Assigning Student

The following procedures will be utilized in assigning field experience students:

1. The Director of Field Experiences visits each education class as soon as possible after the beginning of the fall and spring semesters and summer terms, in order to explain the field experience program and collect data upon which to base the assignment of students to public schools for field experience. Every student in an education class will be assigned to a public school for field experiences.
2. Students will fill out a Field Experiences Personal Data Card in duplicate. A copy of this card will be furnished to the school to which the student is assigned.
3. Based on data collected, the Director will make tentative assignments and forward these assignments to the school systems for approval. Included will be an updated list of students presently assigned to each school for field experiences.
4. Upon approval of the assignment lists by the school systems, students will be notified through the Field Experience Office of their assigned school and the arrangements for making their initial visit.

5. The initial visit to the school at the beginning of each semester will be in a group for an orientation meeting with the Principal or his representative. All students, including those who have been assigned to the same school in previous semesters, must attend the group orientation. After this first meeting, students are free to work out their hourly commitments with the educational personnel with whom they are assigned.
6. The number of students assigned to a particular school or school system will be limited so that no school or school system is overloaded. Because of this requirement, students may not always be assigned to the school, area, or school system of first choice.
7. All contact with the schools must be initiated through the Director of Field Experiences. Students are not to contact a school directly for any college-authorized pre-professional experience.

### 11. The Guide to Field Experiences

A Sub-Committee of Dr. Donald Smith, Chairman and representing the University Faculty, Mr. Floyd Gravitt, Mr. John DuVall, Mr. Dave Magnuson, and Mrs. Edna Flapan, representing Administrative Personnel, was charged with the responsibility of compiling the Guide after appropriate actions have been taken.

Following the developmental year, the Faculty serving on the Field Experiences Committee has assumed the responsibility for revising the Guidebook.

## 12. Actions Taken Following Initial Development

- (A) Since the requirement for Field Experiences has as one of its primary purposes the relating of theory to practice, all students, even those who have taught, are required to fulfill the requirement.
- (B) A decision has been made to incorporate statements into the advisory manual and into the catalog indicating that, in consideration of Field Experiences, more than two courses represent an overload.
- (C) One Log Form should incorporate hours for each Education Course taken.
- (D) One orientation session each semester should be held in the local school for Field Experiences. Appropriate personnel from George Mason University should plan the orientation session in cooperation with the local school administration.
- (E) Granting of Credit.

Based on the results of questionnaires distributed to students in regard to the question of compensatory time or credit, the faculty elected to work toward granting of credit by the College Curriculum Council. During the spring of 1973, the Council voted to grant credit on the basis of one semester hour for 30 clock hours spent in viable activities. This is predicated on a maximum of 4 hours of credit. The student earns this credit (without grade) by substantiating the fact that he has met the requirements in hours.

The following is an excerpt from the 1973-74 Catalog:

Ed. 444: Directed Field Experience (1).

Prerequisite: Permission of Director of Field Experience.

Provides an administrative means for students taking professional education courses to be given credit for field experience activities conducted in conjunction with education courses. Courses with field experience activities include Education 201, 202, 313, 401, 402, 403, 404, 407, 408, 416, 419, 420, and 421. Registration must be concurrent with or subsequent to registration for courses requiring field experiences. One semester hour of credit is given for each 30 hours of field experiences successfully completed. May be repeated three times. Credit is without grade.

Further, field experience activities may be incorporated with theory by virtue of Independent Study. The Catalog Description is as follows:

Ed. 440: Independent Study in Education (2 or 3)

Prerequisite: Admission to Teacher Education Program and permission of Department Chairman. By arrangement. Various subjects principally by directed study, discussion, and research. Among the subject areas in Education are: Elementary Science; Reading; The Slow Learner; Mathematics; English; Social Science; Arts and Crafts; Health; Secondary Science; Language Arts; Child Growth and Development; Culturally Deprived; Social Foundations; Music; Learning Disabilities; Guidance; and the Mentally Retarded.

B. Evaluation in Procedures and Data

By informal means, the Field Experiences Advisory Board and the University Faculty involved constantly examine the current status.

One of the tasks during the current academic year is to develop a questionnaire for evaluation by students.

Each school is being visited during this academic year in which an evaluation of the program is being made by the school administrator.

A copy of these forms appears below:

## FIELD EXPERIENCE INTERVIEW FORM

Tel. No. - 323-2434

PRINCIPAL \_\_\_\_\_ DATE \_\_\_\_\_  
SCHOOL \_\_\_\_\_ TIME \_\_\_\_\_

1. What would you consider to be an optimal number of Field Experience students for your school?  
\_\_\_\_\_ students
  - a. Would this involve an increase in the number of students presently assigned to your school?    yes \_\_\_\_\_ no \_\_\_\_\_
  - b. Would you like to have the number of students assigned remain the same as it is presently?    yes \_\_\_\_\_ no \_\_\_\_\_
2. If the central administration approves, would you have objections to continuing indefinitely each Field Experience student's assignment to your school until the public school or the University wishes to terminate the relationship for a particular student? (If such a proposition is approved, it is to be understood that Field Experience assignments would be re-negotiated with any school which secures a new principal).
  - a. Would you prefer an assignment of Field Experience students in September which would remain in effect during the entire school year?    yes \_\_\_\_\_ no \_\_\_\_\_
  - b. Would you prefer an assignment of Field Experience students by semester, as has been the practice?    yes \_\_\_\_\_ no \_\_\_\_\_
3. May we mention to the Central Administration your views concerning the most effective means of assigning Field Experience students?  
yes \_\_\_\_\_ no \_\_\_\_\_
4. What are the strengths of the Field Experience program in your school?
5. What are the weaknesses of the Field Experience program in your school?

## FIELD EXPERIENCE INTERVIEW FORM

(Continued)

6. What suggestions would you make for improving the Field Experiences program?
  - a. How best do you feel students who are quite unsuitable for teaching can be counseled and guided to other career choices?
  - b. What procedures do you favor for counseling students who have problems which might hamper their careers as teachers, but who seem to have adequate potential for the profession?
7. Please share with us what you feel to be the most edifying experiences the students have enjoyed?
8. Some evaluation in the Pre-Student Teaching Student is desirable. Should every student be evaluated, or should only very negative or very positive comments be provided to the Field Experience Office? State any other views about evaluation.
9. The Office of Field Experiences is very much interested in establishing optimal rapport with the schools. Please state whether you feel comfortable in calling the Office in the event of a request or a problem.
10. Please make any other comments you desire.



C. Budget and Personnel Involved

At present, the Director of Student Teaching and Field Experiences is assigned 1/2 Administrative Load, 1/4 Advising Load, and 1/4 Teaching Load. In addition, an Assistant has been appointed, devoting 1/2 time to the same activities. Thus the equivalent of one individual is assigned to fulfill all responsibilities of the Student Teaching-Field Experiences Office. Based on the average University salary of \$12,775.00, this represents a total expenditure for salary for meeting all functions of the Office as \$12,775.00. Because of the many functions involved, it is difficult to justify a given percentage of that figure for Field Experiences (exclusive of Student Teaching). It would seem reasonable, however, to arbitrarily use half that figure, or \$ 6,387.50.

During each of the first two years of operation, operating expenses (paper, postage, printing, etc.) is estimated to be \$600.00 annually. Expenditures for mileage for visits to the schools is estimated to be approximately \$300.00 annually.

Envisioned at some future date is the use of additional personnel to be used for the purpose of directly supervising activities of the students and for more effective coordination. However, this represents a long-range expectation.

### III. CONTRIBUTIONS TO TEACHER EDUCATION

Contributions of the Field Experiences Program  
to Teacher Education at George Mason University

Perhaps the most poignant way to underscore salient contributions of the Field Experiences Program at George Mason is to focus on a little known innovation - University of Wisconsin's "directed teaching" approach to the preparation of teachers. By 1919 University of Wisconsin had developed a teacher education program which many observers felt realized the essence of John Dewey's "laboratory experience" concept. College seniors were assigned to high school classrooms functioning according to reflective thought processes, pupil-teacher planning techniques, and the project method. In each classroom the college senior participated in activities as any other student, and his leadership function emerged naturally in the course of performing investigations relevant to problems under consideration by class members. This arrangement was deliberately designed to encourage self-evaluation and to spur review and analysis of relevant subject matter, psychology, and methods. Only as the college senior performed in his role of student effectively was he permitted to plan and manage classroom learning experiences. In such a situation the novice teacher could function adequately only according to the amount of respect for demonstrated ability which he had earned from youngsters and according to the level of mature understanding he displayed for student personalities. As described by H. L. Miller, Wisconsin's "directed teaching" at least approached the ideal of institutionalizing a true laboratory experience.<sup>1</sup>

Indeed, by using the classroom as a laboratory Dewey hoped to overcome two burning problems: the wide gap between "an enthusiastic devotion to certain principles of lofty theory in the abstract" to which little heed is actually paid in practice and the failure of most teachers to move beyond an ability to command superficial attention from students toward capacity as "an inspirer and director of soul-life."<sup>2</sup> Only those students who used classroom observation as a means of spurring them to deeper preparation in subject matter, psychology, and the history of education were likely to become teachers with enough insight and expertise to inspire true learning among youngsters. In Dewey's view, only students who had been through such a laboratory experience would be likely to bridge the gap between lofty ideals and classroom practice. By contrast, placing a student in an apprenticeship situation before his insight concerning teaching had matured created so much pressure for keeping order and discovering practical techniques to enforce external attention that potential for becoming a superb guide to reflective thought processes might be forever blocked.<sup>3</sup>

Just as was the case with Wisconsin's "directed teaching", George Mason's Field Experiences Program is an attempt to use the public school classroom as a laboratory. From the time students begin field experiences as sophomores, they are encouraged to view classrooms as planes of interaction where the most recent theoretical learnings are marshalled to create the most stimulating teaching techniques possible. Not only are students spurred to push theory into practice during their field experiences, but they also develop competencies necessary for teaching and thus bolster their confidence as prospective professional educators. Such efforts at competency-building have usually provided the impetus for self-evaluation and for

constructing a philosophy of teaching which is naturally concomitant with the student's personality. In addition to performing many of the idealistic functions of the laboratory experience, as Dewey envisioned it, George Mason's Field Experiences Program has proven an indubitably practical vehicle for preparing students to student teach, for career counseling, and for enhancing job opportunities.

First, as a stimulant for having students push theory into practice, the continuous and sequential organization of George Mason's Field Experiences Program avoids pitfalls of the compressed "sink-or-swim" arrangement almost inevitable in institutions which rely most heavily on student teaching for producing professional educators. In student teaching programs which are compressed into brief periods, and where there is no other laboratory experience component in the teacher education sequence, there is not time for mature reflection upon and analysis of teaching styles and their supporting theories. Beginning field experiences with students who are sophomores and continuing the process through student teaching help to avoid the stigma and ill-effects of what Dewey called "apprenticeship".

Such persons [products of apprenticeship programs] seem to know how to teach, but they are not students of teaching. Even though they go on studying books of pedagogy, reading teachers' journals, attending teachers institutes, etc., yet the root of the matter is not in them, unless they continue to be students of subject matter and students of mind-activity. Unless a teacher is such a student he may continue to improve in the mechanics of school management, but he cannot grow as a teacher, an inspirer and director of soul-life.<sup>4</sup>

Secondly, competency-building in skill areas necessary for effective teaching occurs naturally and without the pressures for a "good grade" and a "good recommendation" which seem inevitable when a brief period of student teaching is the major "practical" component of teacher education. Students may tutor several pupils or design a variety of small group activities and engage in truly deliberative self-evaluation and analysis of their techniques' effectiveness. As in the Wisconsin program, this approach to field experiences means that the prospective teacher's leadership function emerges naturally and that successful teaching is directly related to the amount of respect for demonstrated ability which has been earned from pupils.

Thirdly, the sequential and continuous nature of George Mason's Field Experiences Program helps bolster the prospective teacher's self-confidence as a developing professional educator. After all, perhaps the best way to assure failure in student teaching might be to curtail a student's use of the classroom as a laboratory until the official period of student teaching begins. Indeed, if a student has not previously been permitted to promote his own competencies for teaching, he may be so awed by the pressure for immediate performance that he finds the necessary self-confidence for success completely lacking. If a prospective teacher does not view himself as competent, then he may be unable to manage any of the challenges he will face during student teaching.

Fourthly, continuous encouragement to view the classroom as laboratory, beginning with the sophomore year, can lead to a mature effort to formulate and implement a philosophy of teaching which is a natural extension of the student's personality. As students acquire greater depth in philosophical

and social foundations of education during their sequence of course work, a framework may be established for the analysis of teaching styles which students observe in the public schools. Students, as part of the process of examining their personal philosophical position, might profitably select teaching techniques which complement their personalities and which might be incorporated into their own teaching styles.

In addition to the more theoretical functions that laboratory experiences perform there is certainly no lack of prosaic and practical benefits which the Field Experiences Program has yielded - not the least of which is "taking the edge off" student teachers' anxieties. Those who move into George Mason's student teaching program seem quite confident of their potential for success, perhaps not only because of their previous background in classrooms but also because the Field Experiences Program has formed the basis for realistic counseling. Students see the duties of teachers first hand and participate in those duties; hence, youngsters generally decide early in their college career whether teaching is really the profession in which they want to invest their lives.

In view of the oversupply of teachers, especially in secondary schools, youngsters who are seriously considering a career in public education welcome the opportunity to establish a sterling professional image in the schools as early as possible. Students assigned to a school for field experiences as sophomores usually continue to work with that school through their period of student teaching, if they wish. Such a set-up offers the advantage of knowing well a group of professionals who have the power to open for the prospective educator that most sought-after realm - a classroom which belongs only to the teacher and his students.

In summary, George Mason University's Field Experiences Program is an attempt to realize the theoretical and practical benefits inherent in Dewey's concept of the classroom as laboratory. We have endeavored to capitalize upon advantages of the pace-setting Wisconsin idea of "directed teaching" by making the laboratory experience continuous with the prospective teacher's entire sequence of university instruction.



Notes:

<sup>1</sup>H. L. Miller, "The University of Wisconsin Plan for the Preparation of High School Teachers," Eighteenth Yearbook of the National Society for the Study of Education, Pt. I (Madison: University of Wisconsin Press, 1919) pp. 11-40.

<sup>2</sup>John Dewey, "The Relation of Theory to Practice in Education," in Teacher Education in America, ed. by Merle L. Borrowman (New York: Teachers' College Press, 1965), pp. 150-151.

<sup>3</sup>Ibid., pp. 148-155.

<sup>4</sup>Ibid., p. 151.

IV. ABSTRACT/INFORMATION FORM

## ABSTRACT/INFORMATION FORM - 1974 DAA PROGRAM

Name of Program Submitted: Field Experiences Program at George Mason University

Institution: George Mason University

President: Vergil H. Dykstra

Campus Public Information Officer: Mr. William McDowell

Faculty Member Responsible for Program: Florence C. Shelton

Title of the Faculty Member: Director of Field Experiences and Student Teaching

Signature: Florence C. Shelton

Title: Director of Field Experiences      Date: November 12, 1973  
Asst. Professor of Education

Based on the principle that a viable teacher education program must include early and continuing experiences with students in a school setting, George Mason University, together with the Alexandria and Falls Church City School Systems and Arlington, Fairfax, Loudoun and Prince William County School Systems, began in 1971 a cooperative program, of Field Experiences. This program continuously evaluated and revised by a joint committee, features a laboratory component in each education course which is carried out in a school setting. Working together, the faculty and students of the University and school personnel developed the philosophy, objectives, and desirable activities to be carried out in conjunction with each course. A handbook, which contains guidance for all concerned, is provided faculty, students, and school personnel. Students are assigned to schools on a permanent basis and almost inevitably remain with the assigned school through the student teaching experience, although there are provisions for brief assignments in other settings. The program enables students to relate theory to practice, to determine if they are seriously interested in teaching and at what level, to develop confidence in their ability to function in an educative setting, and to appreciate the realities of the school setting. Because of these experiences, the transition into student teaching is facilitated and the student is able to function in a more efficient and sophisticated manner. Because of continuing contact with schools and the opportunity to demonstrate competence, the ability of the student to secure a position is enhanced. Further, it is believed that the nucleus for a Performance-Based Teacher Education Program has been formed.

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FIELD EXPERIENCES

DEPARTMENT of EDUCATION

College of  
Professional Studies

DEPARTMENT OF EDUCATION

GUIDE TO FIELD EXPERIENCES

COLLEGE OF PROFESSIONAL STUDIES

GEORGE MASON UNIVERSITY

Fairfax, Virginia

1973-1974

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## Chapter 1

### Introduction

#### Purpose

The purpose of this pamphlet is to provide prospective student teachers and cooperating teachers with a guide for the conduct of field experiences. It serves the following specific purposes:

1. As a policy guide to programs, policies and ideas relating to student field experiences in the public schools.
2. As a reference for the host school and Cooperating Teacher participating in the conduct of field experiences.
3. As a reference for the student in relation to requirements in the field experiences.
4. As a guide in the development of competence leading to the student teaching or internship experience.
5. As a means of providing the student with an opportunity to integrate academic preparation with the professional demands of actual situations.
6. As a means of enabling the college faculty to more effectively cooperate with the school divisions and schools in carrying out the program of field experiences.

#### Agreements with Public School Systems

George Mason University has agreements relating to Field Experiences and Student Teaching with the following public school systems:

1. Alexandria City Schools
2. Arlington County Schools
3. Fairfax County Schools
4. Falls Church City Schools
5. Loudoun County Schools
6. Prince William County Schools

### Laboratory Approach to Teacher Education

The basic thrust of the laboratory approach to Teacher Education is to stress the relation between theory as taught in the university and practice which is in the real world of the public school classroom. The laboratory experience provides for ten or fifteen hours of field experience within each three semester hour professional education course. It is planned that the laboratory approach will accomplish the following:

1. Enable the student to move gradually from observation and activities to the actual teaching experience.
2. Involve the teacher education students in the public school environment from the beginning of the professional education program.
3. Provide a more enriched teacher preparation program.

### Philosophy

We believe that field experiences - defined as observation or working with public school students, under supervision, in a school setting is an integral part of the preparation of teachers. In line with this, we are agreed as a faculty to a program of continuous and increasingly professional clinical experiences which are to comprise a substantial proportion of the teacher preparation program.

The overall goal of the field experience component of the total teacher preparation program is to help students learn to teach. We believe this goal can best be achieved through a working partnership between cooperating public school systems and George Mason University. We are committed to such a relationship.

In accord with this statement of philosophy, we adhere to the American Association of Teacher Education 1970 Guide to Professional Excellence in Clinical Experiences in Teacher Education and to the following specific guidelines:

1. Working, cooperative relationships between the public schools and George Mason University shall be implemented in an appropriate version.
2. Field experiences shall begin in the sophomore year and be continuous.
3. Continuing analysis and modification of the program and its rationale will be implemented by Field Experience Committee and faculty.
4. The training of cooperating teachers and faculty shall constitute an important teaching emphasis of the George Mason faculty.

5. The primary relationship between faculty and students (with regard to field experiences) will not be specifically for observation and evaluation, but rather to help students grow and mature.
6. Admission to the Teacher Education Program and Student Teaching shall be based on various pre-determined criteria which shall be established by and constantly reviewed by the George Mason University Faculty.
7. The Director of Field Experiences, George Mason University, will be responsible for the program and its mechanics.
8. The office of the Director of Field Experiences shall assist any faculty member with regard to programs developed for operation and implementation in schools.
9. A guide will be made available to students, faculty, and public school personnel prior to the commencement of field experiences.
10. A handbook for student teaching shall be made available to students, faculty, and public school personnel well before student teaching begins.
11. Student teaching shall be a culmination, but not necessarily final, activity of the teacher preparation program.
12. State and national aid, and cooperation in teacher training shall be solicited and utilized as possible.
13. In-service training of George Mason University faculty with regard to field experience work shall be initiated and maintained.

#### Implementation

##### Responsibilities of George Mason University:

1. Divide the hours recommended into 30-hour blocks in order that a student, upon recommendation of the host school, would be given one academic credit for each block of hours spent in Field Experience.
  - i.e. 90 hours required of elementary education students  
60 hours required of secondary education students  
(80 hours required for students required to take Ed. 201 and Ed. 202.)

This system would include retroactive credit to the extent possible, and would allow transfer students an opportunity to participate in the program at the appropriate time without penalty. The hours earned would be applied toward the student's elective requirement for graduation.

2. Set up objectives for the Field Experiences and also set up a list of activities providing a wide range and a degree of flexibility through which these objectives may be accomplished. Selection from these lists is to be made, hopefully, in cooperation with a representative of the University and by the host school and the student. The guiding principle is that all objectives be met before the student has completed his activities.
3. Make an effort to provide for coordinating activities as indirectly referred to in 2., e.g., the relationship of courses and field experiences.
4. Require that a log of activities be kept by the student to be submitted at regular intervals to the appropriate faculty member. This log to be signed at the completion of each semester by an appropriate member of the public school faculty where the student is assigned.

#### Responsibility of the Host School:

1. Carefully consider how many college students it can effectively work with in a year's time, and submit information to the Director's office.
2. Develop a corps of teachers who would then work with these students for their entire Field Experience program, climaxing in their Student Teaching in the same setting, if at all possible.

#### Advantages:

1. The Student:
  - a. Becomes more thoroughly familiar with the operation of a school by being able to participate in many activities, whereas now he is basically only an observer.
  - b. Gets to know a group of teachers well and be able to participate in the instructional process.
  - c. Is able to get to know and work with pupils in small group situations.
  - d. Can be observed and encouraged so that a more effective evaluation could be made before the student begins student teaching.

## 2. The Host School:

- a. Receives a viable contribution to the learning environment by virtue of the fact that the student would become involved with pupils in learning situations, rather than being only an observer.
- b. Has a more viable and inclusive list of criteria for the assigning of cooperating teachers.
- c. Selects teacher who would be more involved and interested in the results.

## Chapter 2

### ADMINISTRATION OF FIELD EXPERIENCES

#### Procedures for Assigning Student

The following procedures will be utilized in assigning field experience students:

1. The director of Field Experiences visits each education class as soon as possible after the beginning of the fall and spring semesters and summer terms, in order to explain the field experience program and collect data upon which to base the assignment of students to public schools for field experience. Every student in an education class will be assigned to a public school for field experiences.
2. Students will fill out a Field Experience Personal Data Card in duplicate. A copy of this card will be furnished to the school to which the student is assigned.
3. Based on data collected, the Director will make tentative assignments and forward these assignments to the school systems for approval. Included will be an updated list of students presently assigned to each school for field experiences. (Appendix A)
4. Upon approval of the assignment lists by the school systems, students will be notified through the Field Experience Office of their assigned school and the arrangements for making their initial visit.
5. The initial visit to the school at the beginning of each semester will be in a group for an orientation meeting with the Principal or his representative. All students, including those who have been assigned to the same school in previous semesters, must attend the group orientation. After this first meeting, students are free to work out their hourly commitments with the educational personnel with whom they are assigned.
6. The number of students assigned to a particular school or school system will be limited so that no school or school system is overloaded. Because of this requirement, students may not always be assigned to the school, area, or school system of first choice.

7. All contacts with the schools must be initiated through the Director of Field Experiences. Students are not to contact a school directly for any college-authorized pre-professional experience.

#### Evaluation Procedures

The following procedures will be utilized in evaluation of field experience students.

1. The Department of Education Faculty member in whose class the student is enrolled is responsible for assigning the final grade.
2. The field experience portion of the grade is based on the ability and responsibility to meet the objectives and activities of each course.
3. A log of activities, recording each visit to the school, will be required of each student. Upon completion of the program, one copy of the log is to be presented to the office of the host school, and one to the instructor of the course. The latter will become a part of your permanent record.  
(Appendix B)

## Chapter 3

### Field Experience for Each Course

The following is an outline of the objectives and suggested activities for each course in the Field Experience Program.

It is to be noted that instructors of the courses will make specific assignments to the students which relate to the materials discussed in class, and the activities provided in field experience.



Education 201:    Human Growth and Development  
Education 202:    Human Growth and Development

Field Experience Requirement: 10 hours each course

Objectives:

1. To become aware of the physical, emotional, intellectual and social components of development.
2. To become cognizant of the interrelatedness and interdependence of the component aspects of this highly complex process.
3. To become familiar with the vital role the environment plays in development.
4. To become familiar with the 'norms' of the various areas of development at successive age levels.
5. To become cognizant of the child's need for love, affection, and attention in order to develop mentally, socially, emotionally, and physically.
6. To become familiar with the importance of the child's age concept, sense of identity, and level of aspiration as determinants and consequences of his level and rate of development.
7. To become familiar with the longitudinal approach to the study of the individual.

Suggested Activities:

1. Observe a wide range of age levels, having as the major objective a comparison of physical, intellectual, emotional and social development.
2. Participate in whatever learning situations the school staff feels appropriate.
3. Additional activities for 202 should include gathering information for a case study.

Education 301: Foundations of Education

Field Experience Requirement: 10 hours

Objectives:

It is hoped that cooperating schools will be able to provide some experiences that will assist in helping the student accomplish the following objectives:

The student should gain insight into:

1. the responsibilities of teachers to pupils
2. parents and the community
3. the school administration and organization
4. relationships among members of the school staff
5. time and effort involved in preparation for instruction
6. nature and characteristics of the community
7. nature of the profession

Suggested Activities:

In terms of what is available, what the student can handle, and the time available for the experience, the following list should suggest specific activities that the school can provide the student in order to accomplish the Field Experience Objectives listed above.

1. Observe teachers working with students, parents and other members of the staff.
2. Actual participation in the instructional program in some manner.
3. Observation and possible participation in playground activities, lunchroom, extra-curricular activities, etc.
4. Attendance at meetings involving parents, faculty, etc.
5. To have access to and become acquainted with the kinds of reports for which the school is responsible.
6. To provide opportunities to talk with members of the staff to inquire into purposes of various school activities.

Education 313: Educational Psychology

Field Experience Requirement 10 hours

Objectives:

Field Experience is included in this course to provide the student with opportunities to observe and identify

1. individual differences in children
2. physical, social, emotional, and mental characteristics of various age-level groups
3. learning theories in operation
4. techniques of motivation
5. methods of classroom control
6. teaching techniques designed to facilitate individual growth and development

and to become acquainted with:

7. the strengths and weaknesses of various instructional methods and techniques
8. some of the professional responsibilities of a teacher which extend outside the classroom
9. good evaluation techniques in operation

Suggested Activities:

1. To meet the second objective, students should be provided an opportunity to
  - a. Observe and participate in teacher planning sessions.
  - b. Observe grouping for specific purposes.
  - c. Observe the enrichment of curriculum for individual students.
  - d. Observe the selection and utilization of materials for a variety of ability levels.
  - e. Observe the manner in which a non-threatening learning environment is established.
  - f. Observe the manner in which each student is made to feel important and how each student is helped toward self-actualization.
  - g. Observe the manner in which good motivational and control techniques are used in the classroom.

- h. Observe children in a variety of activities and at various levels.
- i. Observe the teacher working with large groups and small groups.

Education 401: Teaching Methods at Early Childhood Levels  
Education 402: Teaching Methods in the Intermediate Grades

Field Experience Requirement 15 hours each course

Objectives:

1. To become familiar with the organizational approaches of instruction in the school.
2. To become familiar with available resources within the library or the educational resources center.
3. To become familiar with approaches for developing curriculum and the role of the teacher in these processes.
4. To become familiar with the procedures and techniques used in providing for individual differences and to observe and participate in some of these procedures.
5. To gain insight into the changing role of the elementary teacher in the modern elementary school.

Suggested Activities:

1. Observe and participate if possible in a self-contained classroom, or in team teaching and/or in a classroom in which a specialist is teaching and/or special classes.
2. Visit the library and the school media center. Determine what resources are available for instructional purposes and observe some being used.
3. Attend a faculty meeting or team planning meeting and observe how the problems discussed are handled.
4. Attend an in-service education meeting and determine how in-service education contributes to teacher competence.
5. Assist in the instruction of individuals and small groups.
6. Observe two teaching situations, paying particular attention to how methods are used in providing for individual differences among pupils.
7. Make a chart, graph or bulletin board for the teacher's and children's use.

8. If possible, plan to go on a field trip with the children in connection with subject being studied.
9. Attend a function such as a play, a book fair, a carnival, etc., school planned.
10. Have the opportunity to observe the opening of class and one day watch the closing day activities.
11. See a teacher present a portion of a unit in social studies.
12. Become acquainted with the role of the Principal and the supervising staff in the school.
13. Recommend to the school that they may supplement the above list with any other appropriate activities that would help the student accomplish these objectives.

Education 403: Developmental Reading for Early Childhood Levels  
Education 404: Developmental Reading in Intermediate Grades

Field Experience Requirement 10 Hours each course

Objectives:

1. To help students gain a knowledge of the reading and language arts skills in the communication process.
2. To help students recognize the relationship of instruction at each level to maturational levels of children for selection of appropriate material.
3. To help students learn about the methods and materials used in reading and the language arts.
4. To help students to plan and implement activities embodied in reading and language arts.
5. To help students realize that reading is an integral feature of the entire school program.

Suggested Activities:

1. Conduct observations (in more than 1 grade level) of elementary children and their teachers in the reading and/or language arts periods at a particular school.
2. Work with individual students or with small groups as competency permits.
3. Investigate the resources available (i.e. commercial material) and demonstrate the use of one kit/program.
4. Demonstrate a knowledge/understanding of the sequence of reading and language arts skills.
5. Justify the utilization of the various methods in a reading and language arts program.

6. Make a comparison of the developmental reading and language arts skills between a minimum of 2 loads, example: Grade 1 & 4 or 2 & 6 or level 1 & 6 or 2 & 5.
7. Do plan mini-lesson/activity on one of the reading/language arts skills.
8. Observe a remedial reading teacher during her teaching periods.



Education 407:    Diagnostic Reading and Language Arts for Early Childhood Levels

Education 408:    Diagnostic Reading and Language Arts in the Intermediate Grades

Field Experience Requirement    15 Hours each course

Objectives:

1. To help students become acquainted with diagnostic instruments and interpretation of test results for each level.
2. To enable students to diagnose and utilize remedial methods with a child or a group of children in a reading and language arts program.
3. To give students practice in implementation of the differentiated instruction and techniques used in reading program for each level.
4. To help students become acquainted and gain a knowledge of the sequence of reading and language arts skills (communication skills).
5. To help students to plan a series of lessons to meet children's needs in proficiency of structural and word analysis skills at each level.
6. To prepare students to teach the penmanship skills (manuscript and cursive writing).
7. To enable students to become acquainted with bibliotherapy poetry and other enrichment materials.
8. To help students become familiar with the wide variety of material available to meet specific situations (high interest low difficulty books, trade books, basal reading programs and kits).

Suggested Activities:

1. Student will observe the teaching of reading by a teacher/teachers conducting a remedial/corrective reading program.
2. Students will observe the teaching of reading by a teacher/teachers conducting developmental reading programs.
3. It is suggested that students will spend time observing the teaching of reading and language arts in more than one grade level; thereby being familiar with the sequence of reading and language arts skills. (i.e. K-3; 4-7).
4. Students will teach reading/language arts to a child or small group that need specific help.

5. It is suggested that students will teach reading/language arts to a large group.
6. Students will demonstrate proficiency in penmanship skills.
7. Student should observe and if possible teach lessons in creative writing, spelling, handwriting, grammar, etc.
8. Students should become familiar with the schools' instruments for diagnosing reading difficulties and the remediation procedures.

Education 416: Teaching Methods in the Secondary Schools

Field Experience Requirement 10 hours

Objectives:

1. To meet and get to know public school persons who will be involved with the student teaching experience, including other students.
2. To become acquainted with the policies and procedures of the cooperating school and of the teacher(s) with whom student teaching will be done.
3. To become familiar with the learning resources available in the assigned school and classroom(s) to which assigned.
4. To become acquainted with the teaching style(s) of the cooperating teacher(s).
5. To initiate the development of instructional sequences for those students to be taught and to begin identification of and planning for those to be taught.

Suggested Activities:

1. Employ criteria to assist in gaining familiarity with the overall operation of the school.
2. Visit with the cooperating teacher(s) regarding the upcoming student teaching sequence.
3. Do some preliminary planning for instructional sequence to be taught.
4. Conduct observations of students and teachers, as appropriate. This may include analysis of student records in the guidance office.
5. Work with individual students and small groups as competency for such work is attained.

Education 419: Teaching of Science at Early Childhood Levels  
Education 420: Teaching of Science in the Intermediate Grades

Field Experience Requirement 10 Hours each course

Objectives:

1. To utilize the discovery technique.
2. To employ the inquiry method.
3. To observe investigative attitudes and functional understanding of concepts in science.
4. To develop an inquisitive attitude and to use rational procedures for decision making.
5. To work with open-minded (open-ended) investigation.

Suggested Activities:

1. Observe the teaching of science by a teacher or teachers. (If possible, a portion of this observation should be in the class the student will work with as a student teacher or intern).
2. Investigate the resources which will be available to you in teaching science. (A portion of this time should be spent in the library).
3. Discuss with your cooperating teacher the units with which you will be involved in student teaching. Plan how you will integrate science instruction into these units.
4. Assist your cooperating teacher or other teachers in the teaching of science. Your activities should include the preparation of materials, assisting in demonstrations, helping individuals, or any other activity which your cooperating teacher feels would be useful.
5. Discuss the units and other materials you are developing for student teaching or the internship with your cooperating teacher. Revise these materials as necessary. Visit the school media center and determine what materials can be obtained to assist in teaching. Learn the lead times involved in securing films and other materials.
6. You are encouraged to become very actively involved with the school to which you are assigned for student teaching or the internship to the end that at the end of this course you can make a smooth transition to the student teaching or internship experience.

Education 421: Instructional Media

Field Experience Requirement 10 hours

Objectives:

1. To become familiar with the instructional media center of the school in which student teaching or the internship experience will be carried out.
2. To preview and evaluate instructional materials in the media center related to the teaching area.
3. To observe the use of instructional media in the classes which will be taught during student teaching or the internship.
4. To gain experience in the operation of audio-visual equipment.
5. To plan for the use of instructional media in the units and other instructional resources developed in Education 416.
6. To produce materials such as overhead transparencies, charts, graphs, slides, ditto masters, etc., as a part of the units you will be teaching.
7. To become familiar with the physical facilities related to the utilization of instructional media.

Suggested Activities:

1. Visit the instructional media center of the school for the purpose of becoming acquainted with the audio-visual coordinator. Determine what audio-visual materials are available within the school, what resources are available within the school division, and what resources are available from state and other sources.
2. Preview the instructional materials related to your teaching area. Select and evaluate A-V materials that you could use during the student teaching or the internship experience.
3. Assist the A-V coordinator in his administrative tasks. Determine the procedures and lead-times involved in obtaining materials from available sources.
4. Learn to operate any items of A-V equipment in the school with which you need to develop competence.
5. Operate A-V equipment for classroom instruction. This could be carried out, if possible, in the classes you will be teaching as a student teacher or intern.

6. Examine the physical facilities in the school related to instructional media. Notice screen placement and natural light controls.
7. In consultation with your cooperating teachers, develop the requirements for instructional media in the units and other instructional resources being developed in preparation for student teaching or the internship.
8. Using equipment available in the school, produce instructional materials such as overhead transparencies, graphs, charts, dry mounts, ditto copies, mimeograph copies, etc.; needed as part of the units or other instructional resources you are developing for use in student teaching or the internship.

## APPENDIX A

## GEORGE MASON UNIVERSITY

TEACHER EDUCATION STUDENTS FOR FIELD EXPERIENCES

Semester: \_\_\_\_\_ Year: \_\_\_\_\_

School: \_\_\_\_\_

Part I: Students Previously Assigned

The following is an up-to-date list of teacher education students previously assigned who will continue with field experiences.

NamesPart II: New Students Recommended for Assignment

The following students have not been previously assigned. Approval of these students for field experiences is requested as soon as possible.

Telephone: 323-2434

Names

## APPENDIX B

## FIELD EXPERIENCE LOG

Name of Student \_\_\_\_\_ Assigned School \_\_\_\_\_

Semester \_\_\_\_\_ Year \_\_\_\_\_ Education \_\_\_\_\_ College Inst. \_\_\_\_\_

Date	Arrival Time	Departure time	Length of Visit	Type of Activity

Education \_\_\_\_\_ Instructor \_\_\_\_\_

Date	Arrival Time	Departure Time	Length of Visit	Type of Activity

Signature of Student: \_\_\_\_\_  
(Under the Honor Code)

This log records approximately the amount of time that this student has spent in Field Experiences. (Hours for all courses taken during any term must be recorded on one (1) sheet.)

\_\_\_\_\_  
School Official