

# **Pre-professional Public School Classroom Experience**

EDUC 2204 Introduction to Education



DEPARTMENT OF EDUCATION

FALL SEMESTER 2009



Fall Semester 2009

Dear Colleague:

Thank you so much for agreeing to serve with us in the professional preparation of next generation's teachers. As I think we would all agree, this is a high calling that requires a partnership of teacher educators and classroom teachers.

This packet contains:

- letter of introduction
- roles and expectation of 1) Classroom Mentor 2) Young Harris College Education Student and 3) Young Harris College Education Professor
- Observation Checklist
- log of classroom visits by Young Harris College education student/candidate
- evaluation form for Classroom Mentor
- reaction form for Young Harris College Education Student

As a secondary science teacher for many years in addition to my work in post secondary education, I value the collaborative experience of both the theorist of 'best practice' and the practical everyday experience of 'life in the real world.' In my opinion, this combination of experiences is absolutely essential if we are to adequately prepare our future generations of teachers to meet the needs and challenges of a dynamic, ever-changing public school classroom.

I will be in touch and available via email or phone throughout the mentoring experience and hope to come by and meet with you and colleagues at your school to discuss any issues, questions, or concerns you may have. I am available by phone at 706-233-7377 and by e-mail at [bcbrown@yhc.edu](mailto:bcbrown@yhc.edu).

Again, thanks so much for working with us in this important endeavor.

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**EDUC 2204 Introduction to Education**  
**Fall 2009**  
**Public School Classroom Pre-professional Experience**

**Expectations:**

**Young Harris College Student:**

1. Meet for ten (10) hours (between September 1, 2009 and November 31, 2009) in the classroom with the public school teacher. This schedule will be determined by the classroom teacher and student. The student understands that if he/she cannot make a scheduled meeting that the classroom teacher is to be notified and appropriate plans for making up the missed work will be made at the earliest convenience.
2. Have a Criminal Records Check and proof of liability insurance on file.
3. Display appropriate professional dress. (meet same expectations as per employed classroom teacher)
4. Serve in role as observer as expected by classroom teacher during classroom visit.
5. Use the experience to produce a knowledge base for class discussions and assignments (philosophy of education).
6. Keep an up to date log of visits
7. Keep an up to date reflective journal of the experiences

**Standard 7: Confidential Information** - An educator should comply with state and federal laws and local school board/governing board policies relating to the confidentiality of student and personnel records, standardized test material and other information covered by confidentiality agreements. Unethical conduct includes but is not limited to:

1. sharing of confidential information concerning student academic and disciplinary records, personal confidences, health and medical information, family status and/or income, and assessment/testing results unless disclosure is required by law;
2. sharing of confidential information restricted by state or federal law;
3. violation of confidentiality agreements related to standardized testing including copying or teaching identified test items, publishing or distributing test items or answers, discussing test items, violating local school system or state directions for the use of tests or test items, etc.;
4. violation of other confidentiality agreements required by state or local policy.

**Public School Classroom Mentor/Teacher:**

1. Serve as mentor for the student during the ten (10) hours of visits for topics relating to development of classroom assignments and participation.
2. Provide experiences to acquaint student with everyday workings of a public school classroom. The visits should occur over enough time and in a variety of settings for the student to get a good variety of the many 'moods' of a public school classroom.
3. YHC students will have photo ID, Criminal Records Check, and liability insurance so they may serve as 'aide' to work directly with students as classroom teacher sees fit.
4. If possible, at least one of the scheduled visits for the Young Harris College student could be during a teacher/mentor's planning period to discuss and give guidance on various associated aspects of professionalism. Included would be the school's policies on safety, 'special populations,' testing and accountability, etc.

**Young Harris College EDUC 2204 Instructor:**

1. Use the public school classroom experience to build an appropriate Educational Philosophy.
2. Be available to both students and mentor/teachers to insure a smooth implementation and completion of the experience.

**EDUC 2204 - Foundations of Education  
Observation Checklist**

- 1. After the CRC and proof of liability insurance are on record AND upon receiving field (school) placements from EDUC 2204 class instructor, begin with an e-mail to the teachers to introduce yourself and to request an initial meeting/observation. This meeting/observation should take place as soon as available with the classroom teacher.**
- 2. Students are to observe for a total of 10 hours (no more than 5 hours in one level or setting) in public schools during the semester and the following areas/settings are to be represented:**
  - elementary (PK-5)
  - middle grades (4-8)
  - secondary (6-12)
- 3. Dress professionally for all observations and wear your YHC ID (to be discussed in class) at all times.**
- 4. Always check in the main office before proceeding to your assigned classroom/teacher.**
- 5. Keep a journal summarizing the highlights of your observations, with special attention to teaching strategies, classroom management, student engagement/participation (on-task behavior), student assessment/evaluation (tests and other methods of assessment), and any other professional/instructional noteworthy points. An appropriate journal may be a spiral notebook containing the date, location, teacher, grade level and notations as mentioned above. Journals are best handwritten and completed from notes taken during the observation.**
- 6. Keep a record of your observations with the Field Observation Record Form (below) signed by you and your cooperating classroom teacher each time you visit and observe.**
- 7. Always maintain a professional demeanor during your visit/observation. NO distractions such as cell phones, text messaging, reading paper backs, etc.**
- 8. All observations should be completed by November 31, 2009.**
- 9. Observe confidentiality as outlined in EDUC 2204 class and outlined in *Code of Ethics* for Educators.**
- 10. Turn in your journal and Field Observation Form on \_\_\_\_\_ TBA \_\_\_\_\_.**

**Record of Public School Pre-professional Experience  
EDUC 2204 – Introduction to Education  
Log of Classroom Visits**

(between September 1, 2009 and November 31, 2009)

[All information must be completed]

Student Name \_\_\_\_\_

Semester Year \_\_\_\_\_ [ Fall\_\_\_\_\_ Spring\_\_\_\_\_ ]

Date	Start Time	Finish Time	School, Teacher and Grade level	Teacher's Signature	Total Time

**Honor Code:**

*“As a member of the student body of Young Harris College I understand that integrity is vital to the mission of the College, which is to foster the spiritual, ethical, and intellectual growth of every student. I pledge to adhere rigorously to honesty in all facets of academic and campus life and to abide unconditionally by the provisions of the Honor Code. If I violate this Code, I will accept the penalty that is duly imposed.”*

Student signature \_\_\_\_\_

Date \_\_\_\_\_

**Evaluation of Public School Pre-professional Experience**  
**EDUC 2204 – Introduction to Education**  
**Teacher/Mentor**

(Students – please provide the classroom teacher with a hard copy of this form at each visit. I will visit each school around the first of December and collect from the classroom teacher. *Dr. B*)

**Teacher/Mentor** \_\_\_\_\_

**YHC Student** \_\_\_\_\_

**School of observation** \_\_\_\_\_

**Subject** \_\_\_\_\_

**Grade Level** \_\_\_\_\_

**Semester Year** \_\_\_\_\_ [ Fall \_\_\_\_\_ Spring \_\_\_\_\_ ]

1. Did the student make proper arrangements (schedule) for the experience?  
Yes \_\_\_\_\_ No \_\_\_\_\_
  
2. Did the student maintain the schedule as agreed upon?  
Yes \_\_\_\_\_ No \_\_\_\_\_
  
3. Did the student meet your expectations for the observation?  
Yes \_\_\_\_\_ No \_\_\_\_\_
  
4. The student's rapport with students in your classroom was:  
Excellent \_\_\_\_\_ Good \_\_\_\_\_ Fair \_\_\_\_\_ Poor \_\_\_\_\_ Unacceptable \_\_\_\_\_
  
5. The student's dependability was:  
Excellent \_\_\_\_\_ Good \_\_\_\_\_ Fair \_\_\_\_\_ Poor \_\_\_\_\_ Unacceptable \_\_\_\_\_
  
6. The student's punctuality was:  
Excellent \_\_\_\_\_ Good \_\_\_\_\_ Fair \_\_\_\_\_ Poor \_\_\_\_\_ Unacceptable \_\_\_\_\_
  
7. The student's professional dress and appearance was:  
Excellent \_\_\_\_\_ Good \_\_\_\_\_ Fair \_\_\_\_\_ Poor \_\_\_\_\_ Unacceptable \_\_\_\_\_
  
8. The student's professional attitude was:  
Excellent \_\_\_\_\_ Good \_\_\_\_\_ Fair \_\_\_\_\_ Poor \_\_\_\_\_ Unacceptable \_\_\_\_\_

**Comments:** (use back as necessary)

Please provide feedback as to how the experience may be refined or modified to provide a more meaningful experience for the YHC Education Candidates

**Reaction of Public School Pre-professional Experience  
EDUC 2204 – Introduction to Education  
Young Harris College Education Candidate**

**Young Harris College Student** \_\_\_\_\_

**Semester Year** \_\_\_\_\_ [ Fall \_\_\_\_\_ Spring \_\_\_\_\_ ]

**Please use the space below to comment on the five (5) major areas of growth brought about by this experience:**

- 1.
  
- 2.
  
- 3.
  
- 4.
  
- 5.

**Please use the space below to comment on any areas that you wish you could have had more time to explore during the experience (use back as needed):**