

## WHAT TO DO WITH A FIELD EXPERIENCE CANDIDATE

We are so privileged to be working with you as a cooperating teacher and we appreciate all the work you do in the classroom. You are our eyes and ears as our candidates are in the field applying the knowledge from their college courses. We need you and value you.

Since you are our eyes and ears, please don't hesitate to contact the professor for the course (listed below). We realize you might be reluctant to "get the candidate in trouble," however, if we are not aware of a problem or concern, we cannot work with the candidates. We prefer to know about all problems and concerns early rather than when it might be too late to be able to influence the candidate.

Reasons to immediately contact the professor:

1. Candidate is late for a field experience
2. Candidate does not show for a field experience
3. Candidate is not dressed appropriately
  - a. No blue jeans
  - b. No t-shirts
  - c. No tennis shoes
  - d. No multiple earrings
  - e. No dirty/torn clothes
  - f. No short skirts
  - g. No shorts unless in a P.E. setting (shorts must be modest)
  - h. No spaghetti strap blouses
  - i. No low-cut blouses
  - j. No midriffs
4. Candidate is not helping in the classroom, showing initiative, ....

Here are some tips for working with candidates in your classroom.

1. Be positive and supportive. While sharing stories is valuable, we don't want to scare the new candidate out of teaching.
2. Be willing to let a candidate try a new teaching strategy. Be willing to reflect on the effectiveness of the new strategy.
3. Keep the relationship confidential.
4. Listen to the candidate's concerns. They may seem unimportant to you, but it may have taken a great deal of courage for the candidate to approach you with that concern.
5. Encourage candidates to reflect on their teaching. Ask them what they thought worked and what they might change next time.
6. In the beginning have tasks for them to do for you (work with a certain student, teach a certain lesson, ...). But let them know you expect them to show initiative – if they see something that needs done, you expect them to take the initiative and do it.

7. Ask them what their field experience requirements are and have a discussion how best to meet those requirements. If the candidate does not have those for you, please contact the professor for the course.

One of the most valuable ways you can influence the future teacher in your classroom is to discuss your teaching with them. Feel free to ask them questions and share your ideas with them. Below are some possible questions you might use.

Questions to discuss with candidates:

1. What do you teach and which strategies are most effective and engaging?
2. How do you share literature?
3. What suggestions do you have to get students with poor reading skills and no interest in school to work on research?
4. How do you handle inclusion with a class?
5. What are some of your best sources of help for lesson planning and instructional ideas?
6. In what ways do you collaborate with teachers?
7. How do you use technology?

#### Field Experience Professors

EDUC 210	Methods of Early Childhood	Dr. Sara Spruce	939-5139
EDUC 249	Educ & Dev Psyc	Dr. Connie Walker	939-5189
		Dr. Stan Tuttle	928-5430
EDUC 385	Middle & Sec Sch Methods	Dr. Connie Walker	939-5189
EDUC 320	Early Childhood LA/SS	Dr. Sara Spruce	939-5139
EDUC 330	Early Childhood Math/Sc	Dr. Dale Oswalt	939-5349
EDUC 340	Elem/Middle LA/SS	Dr. Marla Streit	939-5205
EDUC 342	Reading	Dr. Sara Spruce	939-5139
EDUC 350	Elem/Middle Math/Science	Dr. Dale Oswalt	939-5349
EDUC 359	Early Childhood Reading	Dr. Sara Spruce	939-5139
EDUC 367	Math & Mat PE Elem	Professor Gary Newsome	939-5120
EDUC 376	Teaching Diverse Pop	Professor Rosemary Bower	
		Professor Ruth Reynolds	
		Dr. Karen Lea	928-5429
PHED 370	Adaptive Phys. Ed	Dr. Brenda Patterson	939-5121