

## CI 401 Early Field Experience Activities

Field experience hours are an integral component of the C&I teacher education courses. The purpose of Early Field Experiences is to help students gain multiple perspectives of teaching, learning, and the school community and to gain experience in working with students. **UIUC students need to be involved in the classroom, not only observe.** Following is a list of required activities and suggested activities for the field experience. The individual content area instructor and cooperating teacher(s) will be able to further define these activities.

### Required:

*Teach Part of a Lesson Planned by the Cooperating Teacher* - Students should teach part of a lesson designed by the cooperating teacher such as a warm up, guided practice, instructional activity, etc.

*Plan and Teach/Co-Teach a Minimum of 2 Lessons* - Early field students must plan, teach, and reflect on at least two lessons. These lessons could involve a whole group or a small group of students. The cooperating teacher should complete an observation form for each lesson.

*Administrative Tasks* - Students should take attendance and assist with beginning class administrative tasks such as passing back papers, collecting homework, grading a variety of work, etc. Though copying and grading papers are administrative activities, these activities should be kept to a minimum.

*Observing Team and/or Individual Planning Sessions* - Students should sit in on planning sessions to get a firsthand understanding of how intra- and interdisciplinary curriculum is developed.

### Suggested:

*Tutoring Students One-on-One* - Activities could include helping students to make up assignments, working with struggling readers, or conferencing with students on written assignments, either with the same or a different student each week.

*Facilitating Small Groups* - Students may facilitate small group activities and/or discussions as directed by the cooperating teacher.

*Classroom Observation* - Possible assignments include analyzing patterns of student-teacher and student-student interaction, mapping classroom seating arrangements, and observing specific instructional strategies.

*Observing Classes Outside of the Content Area with Cooperating Teacher Guidance and Approval* - Students may ask to observe outside their subject area in order to observe how an individual student or group of students behave, to observe how interdisciplinary teaching "works," or to observe how students use skills such as literacy or mathematics in areas outside content areas in which they are taught.

*Visiting the School Library, Computer Lab, Cafeteria, etc.* - Students may visit non-classroom school spaces to observe how students interact with each other and staff outside classroom settings, and to develop a better understanding of the role of these spaces in the total educational program of the school.

*Observing an Extracurricular Activity* - Students may observe how students and teachers interact with each other outside formal, but educational, classroom settings.

*Interviewing Students* - With the written consent of both **PARENTS** and teachers, students may be interviewed individually or in groups, but may NOT be audio or videotaped. Teachers and/or administrators **MUST** review all interview questions prior to the interview. Interview topics must focus on general questions asking for students' general likes and dislikes about school subjects and activities.

*Interviewing School Faculty (Other Teachers, Administrators, or Support Staff)* - Assignments might include interviewing school personnel about their professional routines, about their views on specific curricular and instructional approaches, and about their approaches to classroom management, extracurricular supervision, and interdisciplinary planning.

Revised 2/11