

Field Experience Assignment

Please complete contact information and sign one copy of this agreement and give to your cooperating teacher. The other is for your records.

Student & Course Information

Student Name: **Susie Student (J123456)**

Course Title: **EDPS210 Educational Psychology (CRN: 1234)**

Professor:

Student Contact Information

Primary Phone Contact

() _____
Area Code

Alternate Phone Contact

() _____
Area Code

Student email address _____
Please write legibly.

Assignment Information

School: **Seward Elementary School**

Teacher : **Mrs. Jones**

Location: **Seward, NE** Grade(s) : **4** Subject: **Literacy**

Time : **8:20 AM – 9:30 AM** Days : **MWF**

Beginning Date: **Jan. 17, 2012** Concluding Date: **April 20, 2012**

Assigned by **Dr. Bernard Tonjes, Dir. of Field Experiences** (402) 643-7480 (Bernard.tonjes@cune.edu)

Statement of Agreement

As a student at Concordia University-Nebraska participating in a classroom field experience, I agree to the following:

- To give my cooperating teacher ADVANCE NOTICE BY PHONE (*or in person*) if I am to be absent.
- To DRESS and ACT in a PROFESSIONAL manner whenever I am with the students.
- To COMMUNICATE REGULARLY with my cooperating teacher regarding my classroom duties and responsibilities.
- To maintain a standard of PUBLIC BEHAVIOR consistent with community expectations for professional educators.

Signature of Teacher Aide

Date Assigned

Date Printed: April 4, 2012

See REVERSE SIDE for details regarding each CONCORDIA course.

EDPS210: Educational Psychology

Students are usually freshmen or sophomores in their first significant classroom experience. The options available for them are wide open. They can spend time in observation or they can help the teacher with administrative and organizational projects or they can work with students one-to-one or in small groups. Those which demonstrate a high level of skill may even be invited to do a whole-class presentation at the teacher's option. If something is a routine part of a teacher's duty, it can be included in the aide's duties.

EDUC332: Early Childhood Education Curriculum and Methodology

Senior students in teams of at least two will develop and implement a project with preschool or kindergarten children. The purpose of this practicum is for students to practice pedagogic skills that support motivation and learning. Concordia students should share their observations and planning with the teacher so that productive interaction follows. In addition to the standard evaluation, the teacher will also complete an evaluation of the project. Teachers should be familiar with NE Early Learning Guidelines.

EDUC333: Primary Education and Literacy Development

Students enrolled in this course typically have junior standing in the education program. They are to teach two lessons that connect literacy to the subject area being taught at the time of their aiding experience. They will submit for your approval a lesson plan prior to teaching the lesson. Good teachers develop the ability to simultaneously use observations of their students to plan for growth and development of the whole child. Therefore, a portion of their time will also be spent using a check-list to take note of the primary child's spiritual, physical, aesthetic, social, cognitive, and emotional development.

EDUC424: Teaching Diverse Learners

Students will become familiar with students from a range of different cultural groups and/or socioeconomic backgrounds. Students from Concordia should have a hands-on experience for this aiding assignment. They may be involved by tutoring students one-on-one, working with small groups, joining them in their general education classes, accompanying them to lunch or recess to observe peer interaction or practice with functional skills, teaching a small lesson, etc. Students should be actively involved.

PSY324: Psychology of Exceptionality

Students will become familiar with how the special education classroom and program are run in the school that they visit. Students will benefit from exposure to students with different types of disabilities and will gain a greater level of comfort in working with them. It is essential that students become familiar with IEPs and have a first-hand opportunity to see how they are actually implemented in the classroom. Concordia students may be involved by tutoring students one-on-one, working with small groups, joining them in their general education classes, accompanying them to lunch or recess to observe peer interaction or practice with functional skills, teaching a small lesson, etc. Students should be actively involved.

HHP 291: Foundations of Human Performance

Students are education majors who likely have had a prior classroom experience. They can be expected to observe the teacher looking specifically for management and instructional techniques and activities. To the extent that it is possible, they can be asked to work with special needs students in adapting classroom activities to foster student success. Students can work one-to-one, lead small (or large) groups at the teacher's option and assist with assessment and other management activities.

HHP 364/365: PE Methods

Students will develop a level of comfort working in a gymnasium/open classroom environment and identify and practice managerial skills for successful learning. Students will learn techniques for engaging students and motivating them to perform physical activities. Students can be expected to observe, assist in leading activities as directed and to plan class activities at the teacher's option.