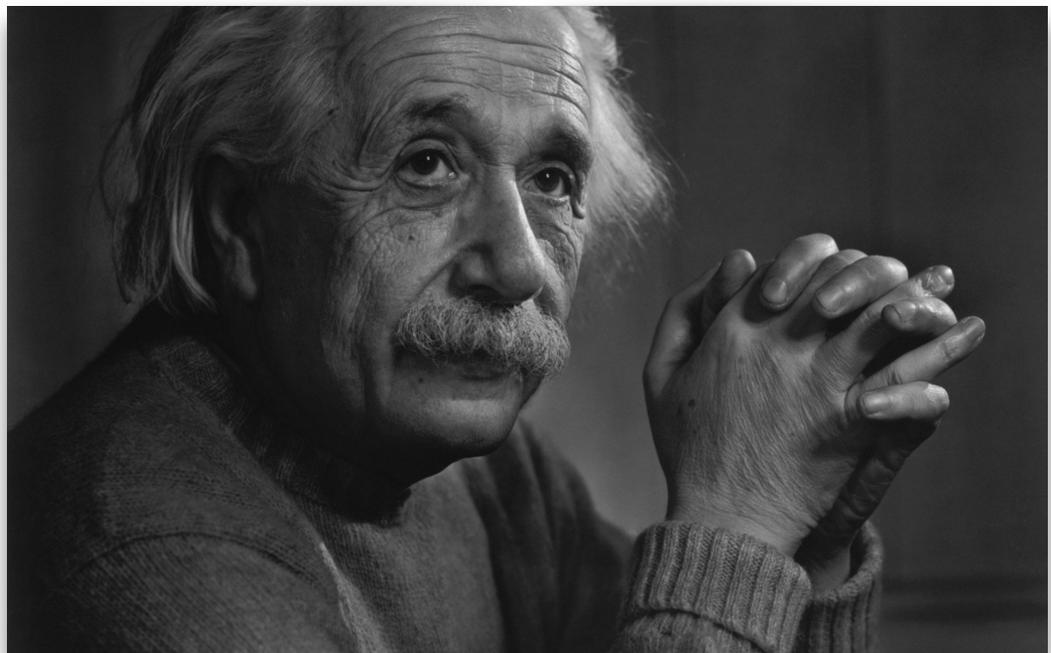




EASTERN
GATEWAY
COMMUNITY
COLLEGE

FIELD EXPERIENCE HANDBOOK

For Teacher Education Students



“It is the supreme art of the teacher
to awaken joy in creative expression
and knowledge”

~ Albert Einstein

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FIELD EXPERIENCE OVERVIEW

INTRODUCTION:

Becoming a teacher is a noble, challenging, rewarding and respectable career. The administration and faculty of the teacher education department of Eastern Gateway Community College (EGCC) are honored that you have chosen us to take this journey with you, as you pursue your professional goals. This handbook is designed to assist pre-service teachers during field observations which are required for specific education courses at EGCC and also covers frequently asked questions, choosing an observation site, making contact with the school, maintaining professionalism and completing important paperwork.

Note: It is the students' responsibility to find and secure a location for their field experience.

PURPOSE:

The field experience program is designed to provide students the opportunity to gain professional insights and practical teaching experience through observation, planning, and practice under the guidance of an experienced teacher and direction of an EGCC instructor. Throughout the experience, the pre-professional educator will have the opportunity to observe invaluable components of the profession that will include some of the following:

- Various teaching methods and strategies
- Classroom management
- Teacher and student interactions
- Pedagogical techniques
- Roles and responsibilities of teachers
- Maintaining safe and supportive environments
- Communicating and collaborating with teachers, families, and other professionals
- Professional and ethical practices
- Classroom design
- Diversity among learners
- Integration of developmentally appropriate use of technology

REQUIRED HOURS:

A total of three hundred (300) observation/field experience hours are required to complete the Teacher Education program at EGCC.

Observation/field experience hours are required in the following courses:

EDU202 - 40 hours
ECE107 - 40 hours
EDU207 - 220 hours

TYPICAL ACTIVITIES:

Each individual course will have specific requirements for you to complete during the field experience.

- Observing
- Interviewing
- Maintaining log sheet
- Reflection journals
- Recording teaching demonstrations

**The required three hundred (300) observation/field experience hours are a mandatory component of the Prekindergarten Care & Education (AAS) pathway at EGCC, as approved by the state of Ohio. Students who successfully complete the program, will be eligible for the Ohio Educational Paraprofessional/Early Childhood Associate License. Students residing outside of Ohio should check with their state*

department of education as to how their coursework will apply to certificates or licensure in their respective state of residence.

DEFINITION OF TERMS/ROLES

Pre-Professionals/Pre-Service Teachers/Teacher Candidates:

EGCC students enrolled in teacher education classes who seek an associate degree or desire to transfer to a teacher education program at a four-year college or university.

Pre-Professionals' Roles and Responsibilities:

- Meet background check requirements
- Read course and field experience requirements thoroughly
- Make contact with appropriate individual who is responsible for placements
- Be punctual
- Follow all school rules at the location
- Dress professionally
- Inform cooperating/mentor teacher regarding absences from scheduled visits

Background Checks:

- The school district/campus or location in which students complete their external field experiences will require a background check before they are allowed to enter the school building or classroom
- All students in an education course requiring field experience must comply with the school district/educational site's background check policy
- **Note:** If students have doubts that they may not pass the background check, they must speak with the course instructor and/or the ISD/school campus coordinator in charge of student observations.

College Contact:

- College Instructor/Professor responsible for evaluating documentation of field experience hours
- Provides copy of log sheet
- College Instructor/Professor teaching courses identified as field based courses

Coordinating/Cooperating/Mentor Teacher:

A classroom teacher at the field experience site that should enable the pre-professional educator to meet the college course requirements and provide necessary documentation. The pre-professional educator must provide the Cooperating/Mentor Teacher with necessary paperwork regarding requirements in a timely manner.

Field Experience Assignments:

Field assignments that pertain to the observations made at the students' chosen

school/educational site. Assignments/activities are defined in the respective course syllabus. Deadlines for submitted assignments and log sheets will be provided by the instructor.

PROFESSIONAL STANDARDS FOR FIELD EXPERIENCES

During field observations, pre-service teachers are representing both themselves and Eastern Gateway Community College. Often, students make professional connections during their fieldwork that later lead to job placement .

For this reason, it is essential that physical appearance and conduct are professional at all times. Students should view observations as informal interviews.

DRESS CODE GUIDELINES

When completing fieldwork hours, pre-service teachers should maintain a neat appearance . Clothing must be modest, clean and in good condition . Dress in a way that is consistent with the attire of teachers and administrators in the school . Refer to the assigned school district's dress code policy.

CELL PHONE GUIDELINES

When visiting schools to complete fieldwork hours, cell phones should be turned off and kept out of sight. It is unprofessional to use a cell phone in any way while in a classroom observation.

STUDENT AND TEACHER CONFIDENTIALITY GUIDELINES

While completing fieldwork, pre-service teachers should take caution with sensitive information about students and teachers. Federal law requires that this information be handled carefully and that students are guaranteed basic privacy rights.

Any references to a pupil made in class discussions, presentations or fieldwork reports should not include their first or last name or other identifying characteristics. Do not discuss a pupil's disabilities, academic or behavior problems with fellow students, friends or family.

When writing journals for class assignments, constructive criticism is appropriate; however, be mindful of addressing issues in writing. It is best to keep anything negative about a situation as mental notes. If a situation arises where the appropriateness of sharing or providing information is uncertain, consult with the instructor.

FIELD EXPERIENCE OBSERVATION TIPS

As you are in and out of the classroom setting, be sure to observe the following:

- Various instructional strategies
- Multiple perspectives
- Classroom management
- Cultural sensitivity
- Use of time
- Student engagement/success
- Objectives/expectations
- Motivation/praise
- Active teaching (facilitation)
- Critical-thinking/problem solving
- Delivery of lesson
- Questioning strategies/inquiry
- Relevancy of lesson
- Different learning styles addressed
- Student participation
- Assessments
- Conducive learning environment
- Pacing/sequencing

Keep a record of the date, grade, subject and examples of each observation.

Example: Good Classroom Management

- Furniture was arranged so students could move from place to place without disturbing other students. - Mrs. Johnson's Pre-K Class
- Students who had behavior issues were seated close to the teacher. Math - 2nd grade
- Teacher corrected inappropriate behavior. Reading Circle - 1st grade
- Motivation/Praise "Good Job! That is an excellent answer." Science - Kindergarten

POSSIBLE NOTES

Make notes about each observation with the following questions in mind. Course assignments may include other questions in a reflection journal. Refer to your instructor's guidance.

- What are the methods of instruction—lecture, collaborative work, writing workshop, etc.?
- How well does the teacher use class time (i.e. ratio of instructional methods, pacing, etc.)?
- How does the teacher accommodate special needs and the variety of student learning styles?
- How does the teacher manage transitions?
- How does the teacher integrate today's discussion with prior and subsequent topics?
- Does the teacher demonstrate familiarity with course material?
- Does the teacher diversify content?
- What types of assessments are used?
- How does the teacher appropriately integrate the use of technology?
- Describe the professional conduct of the teacher (i.e. uses of authority, language, appearance, attitude towards students, attitude towards subject matter) .
- Describe the teacher's relationship with students in the class (i.e. stance, comments, tone, responses directed to individual students, attitude towards,

collaborative work).

PLACEMENT PROCEDURES

STEP 1 - BCI/FBI BACKGROUND CHECK

Students needing to complete field experience/observation hours must have a current (less than one year old), completed BCI/FBI background check on file with the office of the dean of Health, Sciences & Public Service. Dean's office. If you have any questions about whether or not your BCI/FBI background check is current and has been submitted, you can reach out to Maggie Jackson - mjackson@egcc.edu.

Background checks can be submitted to the Teacher Education Program Director at the following address:

Attention: Dr. James Hilton, Teacher Ed. Program Director
Eastern Gateway Community College
110 John Scott Highway
Steubenville, OH 43952

Be proactive in checking with your local law enforcement agency on how to obtain a background report for your state.

Students should ensure that their current background check is on file prior to the start of a course that requires observation/field experience hours. The official *Teacher Education Background Check Form* can be found in the appendix of this handbook.

STEP 2 - SELECTING YOUR LOCATION

Observation and field experiences must be completed in a classroom setting that has been approved by an EGCC Teacher Education course instructor. These settings may include: a public or private school classroom setting, private child care center, licensed church-based child care, registered family child care home, licensed group home, corporate child care, Head Start, public school child development, or inclusive care program. *The EGCC Teacher Education Program Director has the final word on approving any field experience/observation location that does not meet the guidelines above.*

As with your BCI/FBI background check, you will want to be proactive in reaching out to your potential location before the start of your course. It is the students responsibility to secure a location for the completion of their field experience hours. It is a proactive approach to have a second location in mind, in the event that your first location declines or is not approved by your course instructor. If you find that you are not able to complete the required observation hours or complete the other required assignments, you must select another location and have it approved by your course

instructor.

Students are permitted to observe at their work site, but it must be in a different classroom. Students are not permitted to observe a family member or a subordinate (for example, if they are a director of a preschool or daycare). Should you have any questions about whether or not your location is acceptable, please contact your instructor as soon as possible.

STEP 3 - COMPLETING THE FIELD EXPERIENCE

- If students have personal scheduling issues, they must be proactive in finding opportunities for completing field-based observations. This may include requesting personal vacation time from an employer. The completion of the required field experience hours is not negotiable. Students who do not complete the required number of observation hours will automatically fail the class.
- When going to a school, take a picture ID (driver's license) for every visit. Follow all procedures set forth by the location as well as the classroom in which you are visiting.
- Remember that you are guest in the classroom. Do not overstep your role and contradict the classroom teacher.
- Never be alone with a student.
- A written reflection is required for each observation. The reflection is to be completed on the reflection format form provided in the course content. *A copy of this form is also provided in the appendix of this handbook.*
- Observation hours are to be documented on the proper forms. Completed observation hours are to be signed by the cooperating teacher after each observation. These forms will be provided to the student by the course instructor. *A copy of this form is also provided in the appendix of this handbook.*
- Observation forms and reflections should be uploaded to the student portfolio to be reviewed at the end of the student's program. More information about how to upload items to your portfolio will be provided in the course content.
- Be sure to have your cooperating teacher complete the Field Experience Evaluation Form and return to this to you (signed by the cooperating teacher) to submit to your course instructor before the end of your class. *A copy of this form is also provided in the appendix of this handbook.*



“Education is the most powerful weapon which you can use to change the world.” ~ Nelson Mandela

PROFESSIONAL COMMUNICATIONS

Conducting field experience is a great way for teacher candidates to make a lasting positive impression among potential employers. To make the best first impression, Eastern Gateway Community College pre-service teachers will demonstrate the highest level of professional ethics in communicating with those at their location sites. Whether communicating in writing (e.g., email), in person, or via phone, professionalism will be maintained at all times.

WRITTEN COMMUNICATION

Email is one of the most widely used form of written communication in the world. However, when used carelessly, email etiquette expert, Lindsay Silberman (2010), warns email behavior can “sabotage your reputation both personally and professionally.” To help cultivate professional email etiquette, pre-service teachers will adhere to the following email guidelines when communicating with prospective school district personnel:

- Greet email recipient.** Always begin an email with a professional and respectful greeting.
- Briefly provide a background and the purpose for the email.** The student should introduce himself. State: name, school attending, and the purpose . Also, include a preference of when to begin observations. This way the recipient knows that the request is time sensitive. Do not assume that the recipient will know this information.
- Do not forget the subject line.** The subject line is a very important email feature. Do not click send without including an appropriate subject line. For example, an appropriate subject line could be Teacher Observation Schedule.
- Close with salutation and contact information.** Make sure to close the email in a professional manner followed by the student’s signature and contact information . Examples for closing the email include:

Thank you,
[Your Name]
[Your Phone Number]

Sincerely,
[Your Name]
[Your Phone Number]

Regards,
[Your Name]
[Your Phone Number]

- Proofread before sending.** Before sending, check the email for typos, word omissions, inadvertent word additions, such as “the” or “an.” It is also important to proofread for proper grammar usage.

****Proofreading Tip: Read email aloud or recruit a friend or family member to read the email before sending.***

Dear Mrs. Jones:

My name is Sara Lassiter, and I attend Eastern Gateway Community College.

I am currently enrolled in EDU202, Classroom Management, and am required to complete 40 field experience/observation hours in a classroom setting.

I would like to complete those hours at your school if possible. Would this be something that you could accommodate?

My BCI/FBI background check is current and I am able to provide you with a copy. I can also bring in information from my course work that will provide your with more information about what I am required to observe during the 40 hours.

I thank you for your time and consideration of my request. I look forward to hearing your decision

Sincerely,

(student signature)

Sara Lassiter
412-555-5555
slassiter4124@student.egcc.edu

Email/letter example

*If students are uncertain whether the email is sufficiently professional, they may consult with the course instructor.

IN-PERSON COMMUNICATION

Communicating with school officials in person or face-to-face provide teacher candidates with a valuable opportunity to make a lasting positive impression, possibly for a future position. To cultivate professional in- person communication, teacher candidates will adhere to the following guidelines:

- **Make eye contact.** Looking at individuals sends a message of self-confidence and focus.
- **Smile.** Nonverbal communication can be more persuasive than the words. Put on a pleasant and approachable smile.
- **Introduction.** Always begin with a professional greeting followed with a name and the purpose for the visit . Example: “Good morning, I am LaToya Lewis . I am a teacher candidate at Eastern Gateway Community College. How are you today?”
- **Extend a hand.** While greeting in person, provide a firm handshake to the official. The handshake is a nonverbal behavior that conveys self-confidence and professionalism.

- **Share the purpose of the visit.**
- **End with a Thank You.** At the conclusion of the visit, always thank the person for their time and help.

PHONE COMMUNICATION

When communicating via phone, tone of voice is very important . To cultivate professional communication behavior, teacher candidates will adhere to the following guidelines:

Formal introduction. Begin with a professional greeting followed by name, title and the purpose for your call. Example: “Good morning, my name is Shawn Rodriguez. I am a teacher candidate at Eastern Gateway Community College.” Then state the purpose of the phone call.

- **Name of the official.** Always write down the name of individuals speaking in the event that more information is needed in the future and/or follow-up calls.
- **End the call with a Thank You.** Before the phone conversation ends, remember to thank the person for their time and assistance.

Whether teacher candidates are communicating via email, in person, or via phone, each mode of communication can either enhance or diminish one’s professionalism as an aspiring teacher. Teacher candidates are expected to maintain the highest level of professional communication during all encounters.

Make every impression count!

LICENSURE CODE OF PROFESSIONAL CONDUCT FOR OHIO EDUCATORS

As Eastern Gateway Community College's central campus location is in Ohio, it is the expectation that our faculty and graduates adhere to the state of Ohio's code of professional conduct for educators. For more information on the specifics of these expectations, please visit the following link.

<http://education.ohio.gov/Topics/Teaching/Educator-Conduct/Licensure-Code-of-Professional-Conduct-for-Ohio-Ed>

COMMUNICATION & SOCIAL MEDIA

The pre-service teacher should adhere to professional behavior. The following are important policies, concerning digital presence:

- Always use cell phones/text in compliance with local school policy.
- If your course requires you to record an instructional lesson, you must first get permission from the director/principal of your observation site.
- Do not take pictures of students. Follow all rules concerning confidentiality within the school/district.
- Facebook, Twitter, Instagram, Snapchat (all social media sites) posting or social networking during school hours is unacceptable; pre-service teachers are not permitted to friend students or parents. It is never permissible to post pictures or remarks regarding students, parents or faculty on social networking sites.
- Remember that pre-service teachers should not discuss personal life or any aspect of life that can call to behavior or personal ethics into question. This includes attention to any information that may have been posted on the Internet (i.e., Instagram, Facebook, Twitter, Snapchat, etc.) or an email address that could be detrimental to the teacher candidate's character.
- Please remember that anything posted online can be accessed by anyone. Be very careful about posting on Facebook and other social media that could be defined as unprofessional. Inappropriate and dubious postings will only serve to discredit the teacher candidate. If there is currently inappropriate material on Facebook or other social media, remove it before beginning field experiences. Teacher candidacy and future employment should be prioritized—not social media.

COURSES OFFERED AT EGCC

THAT INCLUDE FIELD EXPERIENCE/OBSERVATION HOURS

ECE107 Administration of Childcare Centers - 3 Credits

This course will focus on the development and administration of early childhood education programs. Best practice, quality programming, and program evaluation will be examined. Management and leadership skills addressed include: organizational management, leadership and advocacy, human relations, health and safety, staff management, family and community engagement, public relations and marketing, educational programming, assessments and evaluations, licensing/ accreditation requirements, and fiscal management. This course requires a records check through the Bureau of Criminal Investigation and Identification and FBI prior to acceptance into the program. 40 observation hours in an early childhood setting are required.

EDU202 Classroom Management: Issues and Trends - 3 Credits

This course explores classroom organization and management, including lesson and unit planning, effective teaching practices, and assessment of instruction. It also includes discipline, rules and procedures, parental involvement, classroom design, and effective use of technology. Students are expected to develop a classroom management plan they can use in their own classroom. This course requires a records check through the Bureau of Criminal Investigation and Identification and FBI prior to acceptance into the program. 40 hours of field experience are required.

EDU206 Classroom Practicum - 2 Credits

This practicum gives the prospective teacher the opportunity to work in a classroom setting at an off-campus site. The students will put into practice curriculum development methods and models of teaching strategies. The selection and sequence of content and learning activities should progress from more familiar deductive, teacher centered models to student centered models which stress inductive thinking, cooperative learning, modes of inquiry, problem-solving and creative thinking. This course will address the different learning styles and appropriate curriculum development. The practicum must be taken in conjunction with the seminar course. 220 hours of field experience/observation are required. This course requires a records check through the Bureau of Criminal Investigation and Identification and FBI prior to acceptance into the program.

FREQUENTLY ASKED QUESTIONS

I am taking two classes at the same time that require field experience/observation hours. Can I count the same fieldwork for both classes?

No. The requirements for field experiences/observation hours (expectations) are not the same from one class to the next. If you submit the same fieldwork log/hours for two different classes, you will receive an F in the course.

I took this class before and completed the field experience/observation hours but failed the course. Can I use fieldwork from the course I failed?

No. Field experience/observation hours must be completed during your enrollment in the course that requires those hours.

I have spent hundreds of hours working with children in schools and am already quite knowledgeable. Can I be excused from the field experience/observation hours?

Students who have prior experience in a classroom setting may be given credit towards the completion of their overall field experience/observation hours requirement. Those who wish to pursue this reduction in their overall field experience/observation hours requirement must adhere to the following criteria:

- Must be employed in a classroom setting for at least **three full years**. Their employment must be verified by the program director for Teacher Education prior to the start of the class that requires the field experience/observation hours.
- Students who wish to be granted credit must make their request to the program director for Teacher Education **prior** to the start of the class that requires the field experience/observation hours. **Requests will not be considered after the second week of the course.**
- Students will not be given credit in ECE107 unless they have previous, verifiable experience in a leadership capacity of an early childhood program. The verifiable experience must meet the following criteria: (1) The leadership experience must have been for a minimum of three full years, and (2) The leadership experience must have been at a licensed location. You will be required to provide a copy of the facilities license.
- **The maximum experience credit given will be half of the total hours required for the program, unless otherwise permitted by the Teacher Education program director**
- Should a student wish to apply their experience for full credit for the entire class, then they will be required to follow the EGCC guidelines and produce a portfolio for the Teacher Education program demonstrating they have met the Ohio teaching standards. Students wishing to pursue this option will need to reach out to the college admissions department for more information.

I have a CDA (Child Development Associate) Credential. Can I use that in place of my field experience hours requirement?

No. Only students who have prior verifiable classroom experience will be considered for a reduction in their field experience hours. Please review the prior Q & A (pg.14) for more information.

I don't know what grade level I want to teach. What should I do?

This is an excellent opportunity to explore the day-to-day realities of working as a teacher at different grade levels . You are free to conduct fieldwork at multiple grade levels. Please remember that while your coursework is focused on early childhood education, the theories and many of the classroom management strategies are applicable in other classroom settings.

Can I do field experiences/observation hours at several schools?

Yes. It may be helpful for you to get the perspective of teaching from several different schools. You also may choose to do all of your fieldwork at one school for a more in-depth experience. For all locations you choose, they (1) must be approved by your course instructor, (2) you must complete and submit an Appendix B form, and (3) each of your cooperating teachers must complete a *Field Experience Evaluation Form*.

I am not sure I can pass the background check. What should I do?

If you are certain that you will not pass the background check then you are encouraged to select another educational pathway at EGCC. If you are not sure a prior event will show up on your BCI/FBI background check, we encourage you to submit the paperwork for the security clearance and have the results sent to the college. If we find that you are not able to complete the field experience, we will notify you.

Is it alright for me to exchange contact information with the teacher?

Yes. Observing is great for creating connections with teachers/administrators.

Can I help out in the classroom?

While your primary job is an observer, there are assignments that will require you to teach children in some format. You will need to let a prospective cooperating teacher know this prior to the start of your field experience. Make sure you follow the guidelines for professional conduct given in this handbook. When possible and appropriate, take part in the activities of the classroom. Ask the teacher how you can be of assistance. If you are an active participant, you will maximize your learning experience.

May I observe a teacher I already know?

Yes. You will still need to go through the proper procedures for your school/district/location and get approval. Follow procedures for any field experiences and abide by the district/campus policies. **You may not observe a family member or a subordinate.**

How do I get started?

Read the information in the handbook thoroughly. Use the contact page to guide you. (1) Get in touch with the district you have chosen. (2) Complete the necessary paperwork. (3) Once approved, pre-service teachers will be given instructions on entering and exiting the schools. Most likely, there will be a sign-in and sign-out sheet to complete. Always bring a driver's license to the location. No person will be allowed into the school without proper ID. (4) Contact the schools individually and make arrangements. The earlier you begin the process, the quicker you can start your field experiences.

Is it alright for me to go to a school personally if I have not heard from them via email?

Yes. If you have not heard back from a school in regards to setting up an observation, you can take action by resending the email, or by making a phone call to the school. You can also go directly to the school. It is best to email and/or call, before visiting the school. They may want you to call the human resources department first. You must be proactive.

How many schools should I contact?

This will be up to you. Due to the volume of observers during the semester, it is in your best interest to contact two or more. The more varied experiences you can have, the better understanding you will have of the teaching profession.

Can I do more hours than required?

Absolutely! You will only receive credit, however, for the hours you are asked to complete.

What if I am 1 hour short of the required hours for my course?

You will not pass that course. Plan to complete the required hours for courses that have field experience/observation hour requirements.

I am enrolled in a course that requires me to record some component of the instructional environment (a lesson, for example). My site has a strict policy on not recording students. What should I do?

1. This is something you must ask about **before** the start of your observation/field experience requirement, so that you can make alternative arrangements.
2. If you do find yourself in this situation, reach out to your instructor immediately with a copy of the school district/location's policy. *Please note that reaching out to your course instructor during the week the assignment is due will not prohibit the instructor for deducting points for your lack of preparation.* Be proactive!
3. Any changes in this assignment must be approved by the Teacher Education program director.

IMPORTANT CONTACT INFORMATION

Gina Augustine - gAugustine@egcc.edu
Dean of Health, Sciences and Public Services

Dr. James Hilton - jhilton@egcc.edu
Teacher Education Program Director
(740) 264-5591 Ext. 1698

Maggie Jackson - mjackson@egcc.edu
Administrative Assistant
Health, Sciences and Public Services
(740) 264-5591 Ext. 1764

Technical Support - tshelp@egcc.edu

Registrar - registrar@egcc.edu

Career Development Center
Roxanne Bohach - rbohach@egcc.edu
Interim Director of Career Development
(330) 480-0726 Ext. 2102

Leanna Lulla - llulla@egcc.edu
Career Development Coordinator (Steubenville Campus/Online)
(740) 266-9650

Richard Zapp
Coordinator of Online Career Development
740-996-4130

WHO DO I CONTACT?

- **Background Check** — Maggie Jackson
- **Field Experience Placement/Questions** — Your Professor
- **Possibility of Experience-Credit to Reduce Field Experience Hours** — Dr. Hilton (*before* the end of Week 2 of your course)
- **On-site Observation/Field Experience Questions** — (on-site) Classroom Teacher & School Principal or Director
- **Assignments in your EDU202, ECE107, or EDU206 course** — Your Professor

APPENDIX



EASTERN GATEWAY COMMUNITY COLLEGE

BACKGROUND CHECK REQUEST FORM

TEACHER EDUCATION-EARLY CHILDHOOD EDUCATION

_____ is a student/potential student at Eastern Gateway Community College in the Teacher Education-Early Childhood Education Program.

The program requires both a BCI and FBI background check for students residing in the state of Ohio, **as well as a state level and FBI level background check for students outside of Ohio.** This is required to enroll in ECE107, EDU202, EDU206, and EDU207 courses and participate in observation hours.

Ohio BCI Reason Code: 3319 39B3

FBI Reason Code: NCPA/VCA

If you need assistance obtaining your FBI background check, please call their office at 304-625-5590 or online at <https://www.fbi.gov/services/cjis/identity-history-summary-checks>
Eastern Gateway has been approved by VECHS

Out of state students must check with their respective state's Department of Education, as well as their local police department to determine if any additional background checks are required other than the College required State/FBI background check.

<p>Students must present a valid driver's license or state issued ID at the time of fingerprinting</p>

Background Check results are to be sent directly by the agency to:

Eastern Gateway Community College
110 John Scott Highway
Steubenville OH 43952
Attn: Teacher Education Program Director

BILLING DISCLAIMER:

Student must cover the cost of the background checks.

Appendix B**Teacher Education
Planned Field Experience**

Course _____ Course Instructor _____

Student's Name _____

Address _____ City _____ State _____ Zip _____

Phone _____ E-Mail _____

I have agreed to participate in the planned field experience at the following school.

Address _____ City _____ State _____ Zip _____

Phone # _____

I will comply with all regulations that are stipulated by the school district where I will be conducting my planned field experience as well as the rules and regulations established by Eastern Gateway Community College.

Student Signature_____
Supervising Teacher Signature

Date _____

Principal _____

Principal's Signature _____



Teacher Education
Field Experience Log Sheet

Course _____ Course Instructor _____

Student's Name _____

Address _____ City _____ State _____ Zip _____

Phone _____ E-Mail _____

Observation Date _____ Time _____ # of Hours _____

School _____ City _____

Grade/Subject _____ Teacher _____

Involvement _____

Supervising Teacher's Signature _____

Observation Date _____ Time _____ # of Hours _____

School _____ City _____

Grade/Subject _____ Teacher _____

Involvement _____

Supervising Teacher's Signature _____

Observation Date _____ Time _____ # of Hours _____

School _____ City _____

Grade/Subject _____ Teacher _____

Involvement _____

Supervising Teacher's Signature _____



Teacher Education Reflection Journal

Name: _____ Date: _____

Grade Observed: _____

Teacher: _____

Description:

Analysis:

Reflection:

Field Experience Evaluation Form

Student Name: _____

School: _____

Cooperating Teacher Signature: _____

Grade: _____ Date: _____

	Outstanding	Good	Satisfactory
Shows enthusiasm for teaching			
Respects diversity of students			
Takes initiative to meet or exceed field requirements			
Dresses appropriately			
Attends and is punctual throughout field experience			
Accepts feedback and is responsive to suggestions			
Effectively works with peers, students, operating teacher and EGCC Instructor			
Demonstrates an reflective approach to teaching and learning			
Prepares thoroughly and consistently for all lessons and activities.			
Shows an interest in student beyond the classroom.			

Comments: _____
