Please print one copy of these directions and place in a 1 inch, 3-ring notebook with a divider page to separate each of the four parts.

**Part 1: Overall directions for the LIB S 300 Field Experiences**
2 Welcome (and contact information)
3 Introduction, Understanding what you need to do, Getting started,
4 Professionalism, How to get the most out of your field experience
5 Documenting and Verifying your Experiences

**Part 2: 20 hour Experience**
6 Specific Requirements
7 Sample Activity Log (20 hour Experience)
8 Classroom Research Paper (attach observation notes)

**FORMS**
9 Memo of Introduction (for Cooperating Teachers and Site Liaisons)
10 Student Information Sheet
11 LIB S 300 Early Field Experience Contract (20 hour Experience)
12-15 Activity Log (20 hour experience)
16 Classroom Activity Checklist (20 hour experience)
17 Evaluation and Verification of Hours Sheet (20 hour experience)

**Part 3: 10 hour Experience with Special Emphases**
18 Specific Requirements
8 Classroom Research Paper (attach observation notes)

**FORMS**
19 Activity Log

**Part 4: Completing the EFE Packet**

**FORMS**
20 Cover Sheet and Table of Contents for LIB S 300 EFE Packet
Part 1: Overall Directions for the LIB S 300 Field Experiences

Welcome

This guide has been created to direct student observations to particular aspects of classroom and school life. It serves as a source of information about the Early Field Experience (EFE) for students and schools. If you need additional copies of any of the pages (in order to provide needed information to schools or to complete the tasks required for submission), please make photocopies.

Laura Craig
School of Teacher Education
San Diego State University
E-mail: laura@tomandlauracraig.com

Sharon Bendall
Director of Liberal Studies
Division of Undergraduate Studies, Administration 103
San Diego State University
Phone Number: (619) 594-0597
To e-mail, use the e-mail button on the LIB S web site:
http://libst.sdsu.edu
Introduction

The LIB S 300 Early Field Experience is designed to further acquaint you with California public elementary schools. This packet provides guidelines for a set of directed experiences designed to help you learn more about the functions and activities in California public schools. It is expected that this experience will occur in grades K - 8 because these are the levels at which you are credentialed to teach when you attain your Multiple Subject Credential.

Understanding What You Need to Do

1. Carefully read the complete Early Field Experience Guide. Become familiar with all the parts and their purpose. You will be completing 20 hours of your field experience in one classroom with your first cooperating teacher. You will complete the other 10 hours of your field experience in a variety of settings and with more than one teacher.
2. Listen carefully to the advice your professor gives. He/she will help you understand the expectations for your field experience and give you advice on how to contact a school or specific teachers. Professors will guide student reflections and discussions regarding observations and experiences. The goal is to help students determine what they need to become effective teachers.

Instructors of LS 300 classes will establish contracts with each student regarding the observation/participation schedule for each classroom, location of experience, and due date of Early Field Experience write-ups. They will also monitor fulfillment of this contract.

Getting Started

1. As soon as possible, choose a public elementary school, preferably in the San Diego area.
2. Carefully, read the specific requirements at the beginning of Part 2 and Part 3 so you will be able to explain to the school secretary/site liaison/principal exactly what you are expected to do and what restrictions apply.
3. Contact the school office requesting an opportunity to have an early field experience at that site. If the school has a site liaison, inform him/her that you will need to do 20 hours with one cooperating teacher plus an additional ten hours of observations with other teachers. (The latter should be done at different schools).
4. Contact your “20 hour cooperating teacher” to set up a meeting time. (You will follow this same procedure when you arrange to do the 10 additional hours. See Part 3.)
5. Obtain a TB test and be prepared to show the results prior to working at the school site.
6. San Diego Unified Schools may require you to complete a clearance form.
7. You may not work with someone personally connected with you; you need to enlarge your experience!

Please note: you cannot receive a passing grade in LS 300 without completing the EFE.
Professionalism

1. Dress appropriately. You are a role model for the students and want to leave a positive professional impression with the staff.
2. Act professionally on the school site.
   * Check in and out at the front office every time you are at your school site.
3. Demonstrate commitment to scheduling agreements.
   * Communicate changes in schedule to teacher.
   * Be punctual. *(Arrive at least 15 minutes early!)*
4. Establish and maintain effective rapport with teacher
   * Respect and conform to the established classroom environment.
   * Have constant communication with the teacher and ask for feedback on your experience
5. Consistently relate to students in a professional manner.
   * Note you should not be left alone with the class.

How to get the most out of your field experience

At least once, try to observe for a full day. If you do, you will see how the teacher uses transitions from one activity to the next, including recess, lunch, and other necessary activities.

A weekly schedule with some visits in the morning and others in the afternoon is best (but not required) because you will observe and participate in different types of activities. In your 20 hour experience, try to observe different subjects--ideally reading/language arts and math, plus three of the following: history/social studies, science, art/music/drama, physical education, and/or a special event.
Documenting and Verifying your Experiences

1. **Activity Logs:** Every time you visit a classroom, you will record on the appropriate Activity Log the time you spend observing, doing administrative work, and participating plus what you did. Duplicate the activity log as needed. When you have completed a 20 hour Activity Log sheet, have your cooperating teacher initial the page totals; when you have completed the 10 hour Activity Log sheets, have your cooperating teacher sign it to verify your hours. Take detailed notes on what you observe, what you do, and how you react. This information will be necessary when writing your reflections.

2. **Classroom Activities Checklist:** In Part 2, you will find a form titled Classroom Activities Checklist. This form suggests types of activities you may complete and the maximum and minimum hours out of the 20 total you may spend on each. Discuss this list with your 20 hour cooperating teacher. Make notes beside the various activities as you do them. If you notice that you are always doing the same type of activity, ask your cooperating teacher how you might incorporate more variety. If you are accumulating too many hours of observation or administrative tasks, ask how you can gain more hours of participation. **Note that you may need to complete extra hours in order to accumulate the required 16 hours of participation.**

3. **Classroom Research Paper:** During the semester, you will be writing a 4-6 page classroom observation research paper (typed, double spaced). You will choose a focus question in which to ground your research. Possible topics will be shared and discussed in class. Data will be collected and analyzed from classroom observations. A literature review of 3-5 sources that aligns with your research topic needs to be included in your paper. The **Classroom Research Paper** must be included in the final EFE Packet.

**Prior to the end of each Experience**

1. Make certain your **Activity Logs** are completed. Check that your cooperating teacher initials each sheet for your 20 hour experience and each sheet for the 10 hour experience is signed (rather than initialed).
2. Have your 20 hour cooperating teacher complete your **Evaluation and Verification of Hours sheet**. Be certain both your signature and the teacher’s signature appear on the form.
3. (Optional) Ask your 20 hour cooperating teacher for a letter of recommendation. Normally, you will need two letters of recommendation when you later apply to a credential program.
Part 2: 20 hour Experience

Specific Requirements

Teacher:
The teacher who supervises this 20 hour experience will be called the “20 hour cooperating” teacher. He/she will be your initial contact and supervisor at your school site.
With your assigned cooperating teacher, discuss and plan your schedule and responsibilities as outlined in this Early Field Experience Guide:
* Using the Memo of Introduction as a guide, discuss the responsibilities of the teacher.
* Explain that you need to progress from initially observing to working one-on-one and in small groups to ultimately leading the whole class in at least one activity. Use the Classroom Activities Checklist as a guide.
* Using your Student Information Sheet or your resumé as a guide, describe your background and experience.
* Show how you will keep records on your Activity Log.
* Show the teacher a copy of your Evaluation and Verification of Hours sheet. Discuss the verification procedure, including the number of hours you need to complete.
* Check school dress code with your teacher.
Have your teacher complete and sign the Early Field Experience Contract. Give a photocopy to your Liberal Studies 300 instructor; keep the original for your final EFE Packet.

Timing and Location:
The 20 hours must be completed between the time you register for LS 300 and the deadline set by your LS 300 teacher, normally about 9-12 weeks after the beginning of the semester in which you take LS 300. The 20 hour field experience is normally done in San Diego County.

Type of classroom:
* This experience must be done in a classroom appropriate for a future Multiple Subject Credential, kindergarten through 5th grade (in a regular elementary school).
* The classroom must be in a public school (traditional, year-round, magnet, community, and charter are acceptable; no private schools or court schools). Special classrooms, such as bilingual or special education, may be chosen only for part of the 10 hour exploratory experience described below.
* As part of the 20 hours, you may attend a PTA or faculty meeting or assist at a school-wide event (e.g. Fall carnival). See the Classroom Activities Checklist for hour limitations.
* To the greatest extent possible, the students in the classroom you choose should represent California’s diverse student population. School Profiles for San Diego County schools are available at http://www.ed-data.K12.ca.us/ or check your school’s School Accountability Report Card (SARC) available on the school website.

Volunteer versus Paid Work:
* You may use volunteer or paid aide work; however, if you use paid aide work, you can only use time spent doing the activities required. See the list of activities on the Classroom Activities Checklist.
* Short-term aides (those who rotate between several classrooms) must accumulate all 20 hours in one classroom with their first cooperating teacher.
Sample Activity Log (20 hour Experience)

Use this log as a HANDWRITTEN or TYPED journal to track the dates, times, and one-line descriptions of your experiences.

* Record the time in minutes spent on each activity.
* Describe what you did for each major activity.
* Record the daily total in hours and minutes.

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<td>9/22/04</td>
<td>8:30-8:50</td>
<td>20</td>
<td></td>
<td></td>
<td>Observed opening activities and procedures</td>
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<tr>
<td>9:00</td>
<td>8:50-9:30</td>
<td></td>
<td>40</td>
<td></td>
<td>Helped small group do math lesson. Working on fractions.</td>
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<tr>
<td>9:30</td>
<td>9:30-9:45</td>
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<td>15</td>
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<td>Helped supervise recess.</td>
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<td>9:45</td>
<td>9:45-10:45</td>
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<td></td>
<td>Observed research topic of choice (classroom management strategies).</td>
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<td>1 hr 20 min</td>
<td>15min</td>
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<td>9/24/04</td>
<td>8:50-9:30</td>
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<td>Helped Juanita and Billy with fractions.</td>
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<td>9/29/04</td>
<td>8:30-8:40</td>
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<td>Helped children get settled for opening activities</td>
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<td>8:40-9:00</td>
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<td>Observed research topic of choice (classroom management strategies).</td>
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<td>9:00-9:30</td>
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<td></td>
<td>Helped Juanita and Billy work with the manipulatives</td>
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<td>9:30-9:45</td>
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<td>During recess, prepared materials for Friday art lesson.</td>
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<td>9:45-10:30</td>
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<td>Read part of Charlotte’s Web to the class. Discuss themes.</td>
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<td>10:30-11:00</td>
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<td>20 min</td>
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<td>1 hr 55 min</td>
<td>Helped children write paragraphs about Wilbur.</td>
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Teacher’s Initials: SC
Classroom Research Paper

During the semester, you will be writing a 4-6 page classroom observation research paper (typed, double spaced). You will choose a focus question in which to ground your research. Possible topics and questions will be shared and discussed in class. Data will be collected and analyzed from classroom observations. A literature review of 3-5 sources that aligns with your research topic needs to be included in your paper. The Classroom Research Paper must be included in the final EFE Report.

1. **Research Question**: Choose a research topic that interests you. Why did you choose this topic? How do you expect this topic to help you with your teaching? How is this topic relevant in classrooms today? What questions do you have about this topic? Do you have bias that might affect researching this topic? Be sure to pose this inquiry topic as a question in the first paragraph of your research paper.

2. **Methodology**: Provide the context for your research. Describe the school, classrooms, teachers and students. Remember to spend 20 hours in K-5 classrooms and 10 hours in 6-8 classrooms. Describe how you collected your data. (Be prepared to attach your observation notes to the end of research paper).

3. **Data Analysis**: Analyze the data you have collected. What does the evidence tell you? What patterns do you see? What observations stand alone? Include a graph or chart to represent your findings.

4. **Review of the Literature**: Tie your classroom observations and collected data to research in the field. Choose 3-5 sources that discuss your chosen topic. Summarize the research.

5. **Classroom Application**: Based on what you learned from your observations and research, how will this affect your future classroom?

Your Classroom Research Paper should be organized using the following headings:

- Research Question
- Methodology
- Data Analysis
- Review of the Literature
- Classroom Application
Memo of Introduction for LIB S 300 Field Experience

Note to student: Show and discuss this page with your cooperating teacher

To: Cooperating Teachers and Site Liaison/Principal
From: The School of Teacher Education

The California State University system requires an early field experience of thirty classroom hours for students interested in teaching as a career. The intent of this requirement is to be certain that, prior to committing to a year of professional preparation, the candidates know something about the world of schools and how they operate. During this experience, the university student serves as a classroom volunteer while completing a set of university expectations.

The school’s role in the early field experience is as follows:

Site Liaison or Principal
- Select cooperating teacher(s) for the first 20 hour and the 10 hour field experiences.
- Communicate Early Field Experience requirements to cooperating teacher(s).
- Keep lines of communication open between the school and university.

20 hour Cooperating Teacher
At the beginning--
- Become familiar with the requirements for Early Field Experience by meeting with the student.
- Review the expectations on the Classroom Activities Checklist and on the Evaluation and Verification Sheet with the student prior to the start of the field experience.
- Sign the Early Field Experience Contract.
During the experience--
- Provide guidance and suggestions so that the student can become a careful observer and work effectively with the children.
- Verify student experiences by initialing the bottom of each Activity Log sheet.
At the end--
- Complete and sign the Evaluation and Verification of Hours sheet.

Should you have any questions, please contact:
Laura Craig SDSU Instructor: laura@tomandlauracraig.com

Thank you for your willingness to allow our student to learn first hand about the world of teaching and children.
Student Information Sheet

Note to student: You will need two copies of this sheet: one for your cooperating teacher and another for the completed Early Field Experience Guide. You may choose to use your resumé in lieu of this form.

Student name:

Address:

Phone:

In case of emergency, notify:

Educational background, including academic major and academic area of greatest expertise:

Experiences working with children or youth, including ED 200 field experience:

Areas you think you could teach especially well:

Personal interests (hobbies, family, travel, etc.):

Other important background information:
LIB S 300 Early Field Experience Contract (20 hour Experience)

Instructions to student: Complete this form during your initial interview with your 20 hour cooperating teacher. Make a photocopy of the completed form to give to your LIB S 300 instructor.

School: ______________________________________________________________

District: ______________________________________________________________________________

Address: ______________________________________________________________________________

_____________________________________________________________________________________

Zip Code: ______________________________________________________________________________

Phone: ______________________________________________________________________________

Principal/Site liaison: ____________________________________________________________________

Cooperating Teacher: __________________ Grade Level: ______________

E-mail address: _________________________________________________________________________

Type of Classroom/Special Features of Placement:
_____________________________________________________________________________________

Beginning date: ___________________________ Ending date: _____________________________

Schedule for 20 hours of observation and participation:

Student name: ____________________________ Date: ____________
Printed ____________________ Signature ____________________

Teacher name: ____________________________ Date: ____________
Printed ____________________ Signature ____________________
**Activity Log (20 hour Experience)** (make additional copies as needed)

Use this log as a HANDWRITTEN or TYPED journal to track the dates, times, and one-line descriptions of your experiences.

* Record the time in minutes spent on each activity.
* Describe what you did for each major activity.
* Record the daily total in hours and minutes.

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Activity Log (20 hour Experience) (make additional copies as needed)

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Observing: 3 hours maximum
Administrative Tasks: 2 hours maximum
Participation: 15 hours minimum

ACTIVITY

Page totals

Teacher’s Initials:

13
Activity Log (20 hour Experience) (make additional copies as needed)

Use this log as a HANDWRITTEN or TYPED journal to track the dates, times, and one-line descriptions of your experiences.
* Record the time in minutes spent on each activity.
* Describe what you did for each major activity.
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ACTIVITY

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Teacher’s Initials:

Observing: 3 hours maximum
Administrative Tasks: 2 hours maximum
Participation: 15 hours minimum
Activity Log (20 hour Experience) (make additional copies as needed)

Use this log as a HANDWRITTEN or TYPED journal to track the dates, times, and one-line descriptions of your experiences.
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Teacher’s Initials:
Classroom Activities Checklist (20 hour Experience)

Note to student: Ask your cooperating teacher to help you incorporate as many of the following experiences as possible. Put a check in front of all the activities you complete. You are encouraged to make brief notes about your experiences beside each category.

Observations
A maximum of 3 hours may be spent on observations. If more hours are spent observing, they may be recorded but may not be counted toward the required 20 hours.

___Observations (this should include observations related to your research topic)
___Attendance at:
   Faculty meeting: date ____________ hours ____________
   PTA meeting: date ____________ hours ____________
   School Assembly: date ____________ hours ____________

Administrative Tasks
A maximum of 2 hours may be spent on administrative tasks.

___Correct papers.
___Duplicate materials.
___Make bulletin board.
___Helped supervise recess.

Classroom Participation
A minimum of 16 hours must be spent on helping students.

I. One-on-One Activities  At least one is required.
   ___Tutor.
   ___Assist individuals during work time.
   ___Help with computer work.
   ___Other (include explanation).

II. Small Group Activities  At least one is required.
   ___Tutor 2-6 students.
   ___Assist students at learning centers, stations, or activities.
   ___Listen to students read.
   ___Implement teacher-designed lesson in a subject area
   ___Other (include explanation).

III. Whole Group Activities  At least one is desirable. (Ask your teacher to suggest an appropriate activity.)
   ___Read to Class
   ___Conduct Opening Exercises
   ___Implement a teacher-designed lesson in a subject area
   ___Junior Achievement
   ___Other (include explanation).

School Events Participation
A maximum of 3 hours may be spent actively participating in a school event. (May count toward the 16 hr.)

___Working at a school event (i.e. Halloween carnival):
   event name ________________________ date ________ hours _________

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Revised 08/2015 LBC/KJ
Evaluation and Verification of Hours (20 hour Experience)

Students: When you have finished your 20 hours, have your cooperating teacher complete this evaluation and verification form.

* * * * * * * * * * * * * * * * * *
Teacher: For each of the following categories, please provide a comment.

Student’s reliability and professionalism (arrived as scheduled, was punctual, dressed appropriately)

Student’s sensitivity to others (children, staff), including sensitivity to cultural diversity

Student's willingness to learn (open to feedback, shows initiative)

Student’s communication skills (listening, speaking, and writing)

* * * * * * * * * * * * * * * * * *
____________________ has completed _____ hours of experience with students in grades K-5
Student’s name
under my supervision in the period ___________ to ____________.
beginning date ending date

Signature of teacher ______________________ Date ______________

Signature of student ______________________ Date ______________

School Name ___________________________ School Phone ______________

Teacher’s Name ___________________________ Teacher’s e-mail address ______________
please print
Part 3: 10 hour Experience with Special Emphases

Specific Requirements

Overview:
The intent of the 10 hour experience is for you to observe in additional classrooms in order to broaden your observational experience. You will be observing in grades 6-8 for this experience. You may visit multiple classrooms. You will center your observations on instruction related to the Liberal Studies focus you intend to choose or have already chosen (literacy, math or science).

Teacher:
Ask your 20 hour cooperating teacher, site liaison, or principal for suggestions/placements. Contact the suggested teachers via e-mail or phone to request a placement and discuss the specific foci of the nine-hour experience. Plan the best day(s) and time(s) to accomplish your goals.

Timing and Location:
The 10 hours must be completed between the time you register for LS 300 and the deadline set by your LS 300 teacher, normally about 9-12 weeks after the beginning of the semester in which you take LS 300. This 10 hour field experience is normally done in San Diego.

Type of classroom:
These experiences may be in multiple classrooms and must be in a different classroom from your 20 hour experience. It may be completed in the same school as your 20 hour experience or in different schools.

Allowed:
* Special education class or a classroom with special needs children mainstreamed in the classroom
* Bilingual or ESL classroom
* Deaf classroom (if you are doing ASL as your language)
* Special schools operated by the County Office of Education
* Middle school at grades six, seven, or eight
* Private school (lessons focusing on California content standard subjects only)

Not allowed:
* Preschool
* Grades K-5
* Before- and after-school programs
* High school
* Field experiences from other courses

Paid versus Volunteer Work:
The following paid activities may be used:
* Long-term teacher aide; i.e., someone who works in one middle school classroom
* Short-term teacher aide; i.e., someone who works in a variety of classrooms
**LS 300: Activity Log (10 hour Experience)** *(make additional copies as needed)*

Use this log as a HANDWRITTEN or TYPED journal to track the dates, times, and one-line descriptions of your experiences.
* Record the time in minutes spent on each activity.
* Describe what you did for each major activity.
* Record the daily total in hours and minutes.

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<thead>
<tr>
<th>Date</th>
<th>Time Span</th>
<th>Observing</th>
<th>Admin Tasks</th>
<th>Participating</th>
<th>ACTIVITY</th>
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Page totals

Teacher’s Signature:
Cover Sheet and Table of Contents—LIB S 300 EFE Report

Name: ______________________________
Date: ______________________________
LS 300 Instructor: _________________

Note to student:
1) Put your EFE sections in the order below.

2) Number your pages in the upper right-hand corner, and write the number of the appropriate page
   in the space provided in front of each entry below. (Handwritten numbers are fine.)

<table>
<thead>
<tr>
<th>PAGE</th>
<th>SECTION</th>
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</thead>
<tbody>
<tr>
<td>___</td>
<td>Cover Sheet and Table of Contents</td>
</tr>
</tbody>
</table>

For 20-hour Experience:
| ___  | Student Information Sheet |
| ___  | Field Experience Contract |
| ___  | Activity Logs (20 hour Experience) |
| ___  | Classroom Activities Checklist |
| ___  | Evaluation and Verification of Hours sheet |

For 10-hour Experiences:
| ___  | Activity Log |

For combined 20 and 10-hour experiences:
| ___  | Classroom Research Paper with notes attached |

MAKE A PHOTOCOPY OF YOUR COMPLETE EFE REPORT BEFORE YOU SUBMIT IT TO YOUR LIB S 300 INSTRUCTOR