



**Bemidji State University**  
**Spring 2023**  
**Field Experience Fact Sheet**  
**ED 3100 Foundations of Education**  
**K-12 and 5-12 Majors**  
**Dr. Renae Spangler**

|   |   |
|---|---|
| <b>Course Name/Number</b>                             | ED 3100 Foundations   |
| <b>Number of Hours Required for Licensure</b>         | <b>K-12 and 5-12 Majors:</b> 25 hour minimum<br><br><b>Schedule:</b> Work with the host teachers to find a schedule that works for both the host and teacher candidate  |
| <b>Expectations of Teacher Candidate</b>              | <ul style="list-style-type: none"> <li>• All FE hours must be documented in SL&amp;L and be approved by the host teacher prior to receiving a grade in this course, per PELSB. Help your host teacher with this process as needed.</li> <li>• The teacher candidate will be in the assigned field experience classroom full-day Wednesdays unless an alternative schedule is needed due to course conflicts. The teacher candidate must advocate for this need.</li> <li>• Always be engaged in the classroom. Do not sit in the back of the room and just watch.</li> <li>• Ask the host teacher questions to better understand teacher thought process.</li> <li>• Take initiative and ask the host teacher for tasks such as assist the teacher in daily teaching duties. For example: planning, correcting, running small group stations, read alouds, walk students to other classes, etc. The more you are active in the classroom the more you will be equipped for teaching.</li> <li>• Notice differentiation, scaffolding, behavior management, classroom procedures, etc.</li> <li>• Complete an abridged EdTPA Task 1 assignment. The host teacher will walk the teacher candidate through their planning process.</li> </ul> |
| <b>Expectations of Teacher</b>                        | <ul style="list-style-type: none"> <li>• Mentor your student and be willing to share information about the resources and assessments used in your classroom.</li> <li>• Contact Renae Spangler if any concerns arise.</li> <li>• Students will have questions. Please mentor the students in response to these questions.</li> <li>• Complete a brief host teacher module (Per PELSB)</li> <li>• Complete a 3-minute online dispositions survey on the teacher candidate(s) at the end of the semester. Sample form on next page.</li> </ul>  |
| <b>Course Instructor(s) &amp; Contact Information</b> | Renae Spangler<br><a href="mailto:renae.spangler@bemidjistate.edu">renae.spangler@bemidjistate.edu</a><br>218-553-4487  |

For additional information contact:

Dr. Renae Spangler, Director of Campus Clinical Experiences, Associate Professor  
 Bemidji State University  
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Dear Host Teacher,

Below is the teacher candidate disposition form in which you will fill out on your teacher candidate at the end of the semester in SL&L. This assessment helps teach professionalism to the teacher candidates and allows the Clinical Office to catch and address any issues before the student moves to student teaching. This data will be utilized to improve student performance and to inform change in our field experience program. It should only take a few minutes to complete the form.

**This paper copy can be used to discuss dispositional issues with your field experience student.**

Thank you,  
*Department of Professional Education Faculty*  
Bemidji State University

Teacher Candidate's Name: \_\_\_\_\_ Semester/Year: \_\_\_\_\_  
School Name: \_\_\_\_\_ Grade Level(s): \_\_\_\_\_ Subject(s): \_\_\_\_\_

| Dedication/Responsibility   | Compassion   | Curiosity  | Integrity   |
|---|--|--|---|
| <ul style="list-style-type: none"><li>• Attendance</li><li>• Meets deadlines</li><li>• Participates in discussions/engaging with students</li><li>• Demonstrates willingness to give and receive help</li><li>• Dresses appropriately</li></ul> | <ul style="list-style-type: none"><li>• Listens thoughtfully and responds to students, faculty, peers, and cooperating teachers</li><li>• Shows concern and interest in others and follows through</li><li>• Empathetic</li><li>• Flexible</li><li>• Treats people equitably</li></ul> | <ul style="list-style-type: none"><li>• Takes initiative by asking questions</li><li>• Takes initiative by seeking out own resources and sharing with others</li><li>• Uses feedback to make adjustments for continuous improvement</li><li>• Reflects on learning</li><li>• Open to constructive criticism/critiquing</li></ul> | <ul style="list-style-type: none"><li>• Demonstrates academic and personal honesty</li><li>• Completes tasks agreed to/assigned</li><li>• Takes ownership and accepts responsibility</li><li>• Is earnest and sincere</li><li>• Demonstrates perseverance</li></ul> |
| For each category, please indicate which level the teacher candidate has demonstrated:  |  |  |   |
| <input type="checkbox"/> Exemplary (Majority)<br><input type="checkbox"/> Proficient (More than half)<br><input type="checkbox"/> Developing (Less than half)<br><input type="checkbox"/> Unsatisfactory (Few, if any)                          | <input type="checkbox"/> Exemplary (Majority)<br><input type="checkbox"/> Proficient (More than half)<br><input type="checkbox"/> Developing (Less than half)<br><input type="checkbox"/> Unsatisfactory (Few, if any)   | <input type="checkbox"/> Exemplary (Majority)<br><input type="checkbox"/> Proficient (More than half)<br><input type="checkbox"/> Developing (Less than half)<br><input type="checkbox"/> Unsatisfactory (Few, if any)   | <input type="checkbox"/> Exemplary (Majority)<br><input type="checkbox"/> Proficient (More than half)<br><input type="checkbox"/> Developing (Less than half)<br><input type="checkbox"/> Unsatisfactory (Few, if any)  |

If you marked Developing or Unsatisfactory for any category, please explain why: \_\_\_\_\_

If you have any additional concerns about this candidate's professionalism, please detail them on the back of this document.

Thank you very much for taking the time to work with our teacher candidates and for completing this disposition form.

Cooperating Teacher's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

For additional information contact:

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