### Bemidji State University
Fall 2023
Field Experience Fact Sheet
ED 3100 Foundations of Education
K-6 Elementary Education Majors
Dr. Renae Spangler

**Students: Give a Fact Sheet to each of your cooperating teachers.**

<table>
<thead>
<tr>
<th>Course Name/Number</th>
<th>ED 3100 Foundations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Hours Required for Licensure</td>
<td>Elementary Teacher candidates will complete <strong>full-day (Wednesdays)</strong> field experience. Any missing days will be made up on Fridays since there are no ED courses that day. ED 3100 should be taken in conjunction with ED 3201.</td>
</tr>
</tbody>
</table>

**Expectations of Teacher Candidate**
- All FE hours must be documented in SL&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.
- 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.
- Always be engaged in the classroom. Do not sit in the back of the room and just watch.
- Ask the host teacher questions to better understand teacher thought process.
- 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.
- Notice differentiation, scaffolding, behavior management, classroom procedures, etc.
- Complete an abridged EdTPA Task 1 assignment. The host teacher will walk the teacher candidate through their planning process.

**Expectations of Teacher**
- Mentor your student and be willing to share information about the resources and assessments used in your classroom.
- Contact Renae Spangler if any concerns arise.
- Students will have questions. Please mentor the students in response to these questions.
- Complete a brief host teacher module (Per PELSB)
- Complete a 3-minute online dispositions survey on the teacher candidate(s) at the end of the semester. Sample form on next page.

**Course Instructor(s) & Contact Information**

<table>
<thead>
<tr>
<th>Course Instructor(s) &amp; Contact Information</th>
<th>Renae Spangler</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><a href="mailto:renae.spangler@bemidjistate.edu">renae.spangler@bemidjistate.edu</a></td>
</tr>
<tr>
<td></td>
<td>218-553-4487</td>
</tr>
</tbody>
</table>

For additional information contact: teachingclinicals@bemidjistate.edu
Dear Field Experience Cooperating Teacher:

Below is the teacher candidate disposition form with which you will evaluate your teacher candidate during their participation in field experience. This allows us to catch and address any issues before the teacher candidate begins student teaching. This data will also be utilized to improve teacher candidate performance and to inform change in our field experience program. It should only take a few minutes to complete the form.

This form is now completed in SL&L. This paper copy is for your reference and can be used to guide discussions of dispositional issues with your field experience student.

Thank you,
Office of Teacher Education
Bemidji State University

Teacher Candidate’s Name: ___________________________  Semester/Year: ___________________________
School Name: ___________________________  Grade Level(s): ___________________________
Subject(s): ___________________________

<table>
<thead>
<tr>
<th>Dedication/Responsibility</th>
<th>Compassion</th>
<th>Curiosity</th>
<th>Integrity</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Attendance</td>
<td>• Listens thoughtfully and responds to students, faculty, peers, and cooperating teachers</td>
<td>• Takes initiative by asking questions</td>
<td>• Demonstrates academic and personal honesty</td>
</tr>
<tr>
<td>• Meets deadlines</td>
<td>• Shows concern and interest in others and follows through</td>
<td>• Takes initiative by seeking out own resources and sharing with others</td>
<td>• Completes tasks agreed to/assigned</td>
</tr>
<tr>
<td>• Participates in discussions/engaging with students</td>
<td>• Empathetic</td>
<td>• Uses feedback to make adjustments for continuous improvement</td>
<td>• Takes ownership and accepts responsibility</td>
</tr>
<tr>
<td>• Demonstrates willingness to give and receive help</td>
<td>• Flexible</td>
<td>• Reflects on learning</td>
<td>• Is earnest and sincere</td>
</tr>
<tr>
<td>• Dresses appropriately</td>
<td>• Treats people equitably</td>
<td>• Open to constructive criticism/critiquing</td>
<td>• Demonstrates perseverance</td>
</tr>
</tbody>
</table>

For each category, please indicate which level the teacher candidate has demonstrated:

- [ ] Exemplary (Majority)
- [ ] Proficient (More than half)
- [ ] Developing (Less than half)
- [ ] 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: ___________________________

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