



Field Experience Handbook  
GED 7875: Teaching in the Secondary School  
Master of Arts in Teaching  
Graduate School of Education  
Hamline University

Dear Cooperating Teacher,

On behalf of Hamline's Graduate School of Education, we would like to thank you for supporting the future teachers who are just about to join our profession. These pre-service teachers are enrolled in the Master of Arts in Teaching (MAT) Program, an initial teaching license program for working adults. Most MAT students have worked in other professions and bring a wealth of life experiences with them into the school. However, most MAT students have not taught in the classroom and are excited about gaining teaching experience with real students through this opportunity!

Since most students enrolled in "GED 7875: Teaching in the Secondary School" will be student teaching in the next semester, we ask that micro-teachers be challenged to:

- Design and implement two lessons (that fit with YOUR curriculum goals);
- Learn about and assist with other teaching responsibilities; and
- Receive constructive feedback on their lesson plan prior to teaching, and following each lesson taught. A final evaluation form will summarize the micro-teacher's growth.

During the first visit, students should:

- Observe;
- Work with you to find specific dates and times for the entire 30-hour field experience including two micro-teaching lessons. **We hope it will work out for the micro-teacher to teach one lesson during approximately week 10, and one lesson during week 12** of Hamline's semester, so s/he has plenty of time to learn and practice teaching skills in the Hamline classroom first. However, we know this is an ideal that may not work in your classroom. We recommend that the micro-teacher visit the classroom at least twice to get to know the students and the teacher's style before micro-teaching.

Thanks again for your willingness to mentor future teachers from Hamline! If you have questions or suggestions regarding this field experience, please do not hesitate to contact me.

Sincerely,

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## **Shared Vision of the Professional Education Program Hamline University**

The Professional Education Program at Hamline is committed to developing teachers-leaders who:

### **Promote Equity in Schools and Society**

- \* Understand the role education has played and plays in shaping society
- \* Value all children and youth inclusive of race, class, gender, exceptionality, home language, or, or other social, physical, or cultural characteristics
- \* Utilize social and cultural backgrounds and the variety of ways individuals learn to enhance teaching and learning
- \* Act as agents of change in their classrooms, schools and communities

### **Build Communities of Teachers and Learners**

- \* Construct supportive communities with learners and colleagues
- \* Recognize teaching and learning is a social and cultural process
- \* Create physically and psychologically welcoming environments that foster positive self-worth

### **Construct Knowledge**

- \* Understand that bodies of knowledge are constructed and interpreted
- \* Transfer theoretical, foundational and pedagogical knowledge to practice intentionally
- \* Use best practice, including technology, in the construction of learning

### **Practice Thoughtful Inquiry and Reflection**

- \* Reflect on practice to improve teaching and learning
  - Research issues related to educational practice and theory
  - Use practice as a basis for more in-depth study

## **Contact Information**

Hamline Micro-Teacher's Name and Phone:

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Cooperating Teacher's Name, School and Phone:

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## **GED 7875 Micro-Teaching Expectations**

### **Expectations of Hamline Students AKA "micro-teachers"**

- Meet with Cooperating Teacher and agree on a schedule which includes 30 hours including the two lessons—preferably week 10 and 12 of HU's semester.
- Be punctual or early for each visit. Dress appropriately.
- If you are ill or have an emergency, contact your cooperating teacher ASAP.
- Assist with small groups, attendance and other general teaching responsibilities.
- Get to know the students.
- Gain instructional ideas from the Cooperating Teacher—verbally and through observation.
- Prepare well and teach two lesson plans. Submit lesson plans AT LEAST two days in advance to the Cooperating Teacher for approval. Lesson Plan Format attached.
- Ask your Cooperating Teacher for some feedback following each lesson.
- Request the Final Evaluation form from your Cooperating Teacher.
- At the end of the field experience, complete Field Experience Reflections.
- Discuss questions or concerns with the Hamline Supervisor immediately.

### **Expectations of the Cooperating Teachers**

- Provide a 30-hour opportunity for a pre-service teacher to assist with in-class teaching responsibilities and actually teach two lessons that fit with YOUR curriculum (preferably week 10 and week 12 of HU's semester).
- Offer feedback on the pre-service teacher's lesson plans two days before they are taught.
- Provide feedback following each lesson taught.
- Complete a Final Evaluation reflecting upon strengths, growth and suggestions for the pre-service teacher based on this experience.
- Discuss questions or concerns with the Hamline Supervisor immediately.
- Optional: E-mail the Hamline Professor about ways to improve the field experience.

### **Expectations of University Instructor**

- Prepare micro-teachers for lesson planning and micro-teaching.
- Support micro-teachers and Cooperating Teachers.

## **Sample Micro-Teaching Schedule**

<i>Week of-</i>	<i>Suggested Activity for this Week</i>
<b>Oct 10</b>	Student contacts Cooperating Teacher—arranges first day
<b>Oct 17</b>	5 hours- Assists and sets up schedule with Cooperating Teacher
<b>Oct 24</b>	
<b>Oct 31</b>	5 hours - Assists with teaching responsibilities.
<b>Nov 7</b>	
<b>Nov 14</b>	5 hours - Assists with teaching responsibilities. Shows lesson plan to Coop.
<b>Nov 21</b>	5 hours - Assists, TEACHES LESSON #1, Gets feedback from Cooperating Teacher.
<b>Nov 28</b>	5 hours - Assists with teaching responsibilities. Shows lesson plan to Coop.
<b>Dec 5</b>	5 hours - Assists, TEACHES LESSON #2. Gets feedback from Cooperating Teacher. Says Goodbye and Thanks. If possible, observes a peer's lesson.

**In addition to micro-teaching, other field experience activities might include:**

- Presenting opening routines
- Taking attendance
- Working with small groups of students
- Grading papers
- Recording students' grades
- Collecting materials



**Thanks Again Cooperating Teachers  
--for opening your classroom to future teachers!**

**Lesson Plan Title<sup>1</sup>**

(Day ? of 20 period Unit entitled ----)

Designer Name:

Date:

Subject/Grade/ELL Level:

Class Length:

**Planning Stage**

*Lesson Outcomes (aka Objectives)*

*ELL Teachers must also include language objectives.*

*Today's Assessments*

*Teaching Strategies Employed:*

*Provisions for Individual Differences in this lesson as needed by this class.*

*Instructional Management Goal for the Day*

*Materials Needed:* (books, posters, transition tool, etc.)

*Special Arrangements:* (extra chairs, technology, room arrangement, etc.)

**Directions for students who finish early:**

**References:** (For assistance See <http://thewritdirection.net/apa.htm#refs>)  
Author, I. (year). *Title: But only the first letters are upper-case.* New York, NY:  
Publisher.

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<sup>1</sup> Student Teachers are required to script the first five minutes of the first ten lessons in EACH school. We also suggest scripting the directions for any multiple step activity or directions --and a visual to help the students. After the first ten lessons in each placement AND when the Cooperating Teacher and University Supervisor think you are ready, you will have the option to script or not. Continue giving your Cooperating Teacher your lesson plans two days in advance throughout your placement.

[Form updated 11.19.04.]

