

**UNIVERSITY OF OREGON  
COLLEGE OF EDUCATION  
DEPARTMENT OF EDUCATION STUDIES**

# **2023 EDUCATIONAL FOUNDATIONS FIELD EXPERIENCE HANDBOOK**

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## **1. PURPOSE OF THE EDUCATIONAL FOUNDATIONS FIELD EXPERIENCE**

The purpose of the Educational Foundations field experience is to provide a contextual experience for understanding the sociocultural framework within the theories and research addressed in Educational Foundations courses. Educational Foundations field experience sites include classrooms, organizations, and undergraduate research.

## **2. FIELD EXPERIENCE COURSES**

During the 3<sup>rd</sup> year of the major, you will enroll in two one-credit field experiences as a co-registered requirement for EDST 332 Learning, Teaching, Assessment I (Winter) and EDST 333 Learning, Teaching, Assessment II (Spring). Each field credit is 30 hours of assisting in your field placement.

**Winter** EDST 338 (1 credit, 30 hours in the field) (Co-registered with EDST 332; Pre-requisite: EDST 331)

**Spring** EDST 339 (1 credit, 30 hours in the field) (Co-registered with EDST 333; Pre-requisite: EDST 332)

Your 60 hours total of EdF field experience completed in the 3<sup>rd</sup> year of the major, as well as your 30 hours of volunteering with K-12 youth completed in the 1<sup>st</sup> or 2<sup>nd</sup> year of the major\*, will provide you with more than the typically required hours of experience with youth for applying to a graduate licensure program.

**\*NOTE:** Due to COVID-19, the 30 hours of volunteering with K-12 youth completed during the 1<sup>st</sup> or 2<sup>nd</sup> year of the major is waived for 2019-2020, 2021-2022 and 2022-2023.

## **3. FIELD EXPERIENCE LOCATIONS**

- **Classrooms** (Vaccination requirements vary) For this location, the site is a K-5 classroom in a local elementary school. A classroom host teacher may provide a field experience student with directions/support to facilitate an activity for small groups during a lesson featuring stations. Or, a classroom host teacher may set up time for the field experience student to provide academic support to an individual student.
- **Organizations** (Vaccination requirements vary): A wide variety of sites offer a range of ways for field experience students to support families and students in the community. For example, an organization host at Kidsports may provide a field experience student with directions/support to facilitate a movement activity for small groups in after-school programming. Or, the organization host at YMCA will set up time for the field experience student to provide academic support to an individual student or small groups of students.
- **Undergraduate Research** (Required Vaccination): Field experience student supports faculty who are in the midst of research projects. This is an opportunity for a field experience student to be actively engaged in the full cycle of research.
- **Employment** (Vaccination requirements vary): Field experience students already working in professional settings that serve K-5 students may apply their employment hours to their field experience. Students in pre-K educational settings should check with Puja Clifford ([pujac@uoregon.edu](mailto:pujac@uoregon.edu)) to determine if their employment fulfills requirements.

#### **4. FIELD EXPERIENCE COORDINATOR ROLE**

Puja Clifford ([pujac@uoregon.edu](mailto:pujac@uoregon.edu)) is the EdF field experience coordinator and instructor of all EdF field experience credits (EDST 338 and EDST 339). As the EdF field experience coordinator, Puja's responsibilities include: overseeing the process for Educational Foundations students to sign up for field experiences; communicating expectations for field experience with students; communicating expectations with host teachers, organization hosts, and faculty contacts; serving as a point of contact to host teachers, organization hosts, and faculty contacts for questions or concerns related to field experience students; following up and supporting students who are not meeting field experience expectations; and ensuring students submit documentation to confirm completion of field experience hours. Puja is available to meet with EdF students via phone, Zoom or in person.

#### **5. CORE COURSE INSTRUCTOR ROLE**

Dr. Matt Graham, the instructor of EDST 332 LTA I (Winter) and EDST 333 LTA II (Spring), will integrate core course concepts with the field experience through discussions, assignments or projects. It might be helpful to think of the field experience as a "text" or a "lab" for the core class.

#### **6. EdF FIELD STUDENT ROLE**

Educational Foundations students will exhibit professionalism, initiative, and communication at all times for their field experiences. Because the undergraduate Educational Foundations major is not a teacher licensure program, students are not required to design lessons, but they are encouraged to eagerly assist and initiate their involvement with the youth and others whom their field site serves. The main purpose of the field experience for the co-registered course is for the UO student to assist at their field site in order to discuss and understand concepts from their UO course, and relate the field experience to assignments. Additionally, the field student's role is to develop a professional reputation for either a future teaching career or other human service career. The field student's professional role also builds a reputation for the Educational Foundations program and its community educational partners.

#### **7. WHY IS THIS COURSE IMPORTANT?**

1. Your field experience provides a real-world contextual experience so that you can better observe and connect your core course concepts in an educational setting.
2. Your field experience is a professional placement that is to be taken with your commitment and daily initiative. Each time that you initiate, engage, and assist the children, youth, or families at your field site, you are building your professional reputation, as well as building the reputation for the Educational Foundations program. All field experience placements are to be treated as vital, integral components of the EdF major in preparation for a future career in education or other human service careers.
3. The EdF field experience is to be taken seriously as a professional job and not as an optional volunteer position.

4. Also, a positive, professional field experience can lead to a positive, professional letter of recommendation from your organization coordinator or host teacher. Graduate teaching licensure programs require letters of recommendation from your recent field experience, work, or volunteering with children.

## **8. LEARNING OUTCOMES & CAREER PREPARATION**

1. Through your field experience observations and assistance, you will be discussing in your core course how your contextual experience relates to the core concepts.
2. With each progressive field experience, you will develop your professionalism, initiative, and communication with your host, the youth you assist, and the school/organization staff and families, as you continue to understand the academic and socio-emotional needs within each youth's cultural context in the educational setting.
3. While you are developing your professional skills, it is also clear that our EdF major is not a teaching licensure program. However, our EdF major fully prepares you to apply to a teaching licensure program. Our EdF field experience allows you to assist under the direction of your organization host, and it does not endorse you as a full-time teacher until you receive your teaching license from a graduate teacher licensure program, such as UOTeach.

## **9. HOW DO I RECEIVE A "PASS" FOR THIS FIELD CREDIT?**

By Wednesday of Finals Week, submit the following:

- ✓ completed [Hours Log](#) documenting 30 field hours, with all needed signatures. If the Hours Log is turned in late or does not have the required 30 field hours, the field student will receive an Incomplete. After the needed field hours are completed, the Incomplete will then be changed to a Pass. Submit on Community Canvas.
- ✓ Thank You Note (winter term) or Reflection (spring term). Submit on Community Canvas. For the Thank You Note, also deliver to your host.

*Submitted by host, not student, but required for passing:*

- ✓ Host evaluation. Submitted by the field experience host via Qualtrics. The evaluation indicates the EdF student meets or exceeds expectation in the field. Not meeting field professional expectations (see below) will result in a No Pass grade for the field credit. The field student will then need to take the same field credit again in a different term or possibly the next academic year.

## **10. ABSENCES AND ILLNESS**

If you experience any symptoms of illness, please stay home. Contact your organization host to inform them that you will not attend. Also contact Puja Clifford.

### **Checklist for Illness/Absences:**

- Feeling sick? Don't go to your placement.
- Contact your host **promptly** to let them know you will not be able to attend.
- Contact Puja Clifford ([pujac@uoregon.edu](mailto:pujac@uoregon.edu)).

- Fill out the “Absences and Make-Up Hours” log. Set up a plan to make up the hours missed:
  - Option 1: Make up the hours at your placement site. Record the make-up hours in the hours log (reverse side). Highlight the added hours for the host and Puja to see when reviewing the log.
  - Option 2: Listen to one of the following podcasts: [Cult of Pedagogy](#) , [Teaching to Thrive](#) or [Heinemann Podcast](#). Count the number of hours in your log based on the length of each episode. Record the make-up hours and a summary of your learning in the time log below. Indicate what podcast you selected, the title of the podcast, and three takeaways you want to remember.
  - Option 3: [Learning for Justice](#) has self-guided professional development resources. Explore any of the topics of interest to you to make up the missed hours. Record the make-up hours and a summary of your learning in the time log below. Indicate what resources you explored and three takeaways you want to remember.

## **11. HOW TO SUCCEED IN THE FIELD EXPERIENCE**

A successful field experience is mutually beneficial: the field experience student gains experience to contextualize and better understand the theories and concepts in their undergraduate courses, and the host organization is positively impacted by the experience. A successful field experience will prepare the EdF student for the next steps in their career. The field experience student can think of their success in three different areas: **communication**, **initiative**, and **professionalism**.

### ***COMMUNICATION:***

#### **Initial Contact with Host**

- After the Field Experience Coordinator emails the field experience roster, all Educational Foundations students will email or phone the organization’s contact person before the first week of term.
- When a student communicates by phone or email, the student will use professional language that represents the UO Education Studies department. The student will communicate that they are a field experience student with the UO Educational Foundations program, and they are looking forward to their experience at their site, as well as any information regarding the student’s schedule. (\*Please make sure all written communication is edited for correct spelling and mechanics. Also address the host teacher by their name, and not “Hey, \_\_\_.”)
- Ask if the organization needs any other forms filled out. Some organizations have their own background check and other requirements. Most of these requirements should be communicated in advance on the Community Canvas site descriptions.

#### **Negotiating and Committing to Field Experience Hours**

- For many sites, the schedule will already be known and set. For other sites, the student and host will negotiate a schedule together.

- The field experience student should keep in mind that they are a guest of that organization, and the student should be as flexible as their own schedule will allow. It is professional to be open to a negotiated schedule that meets the needs of the classroom or setting. It is unprofessional and unacceptable to front load all field hours at the beginning or end of the term in order to have free weeks during the term.
- Once a schedule is agreed upon, the student is responsible for adhering to that schedule, unless otherwise requested by the host teacher. The student needs to ask if there are any holidays or no-school days during the scheduled time, and it is the student's responsibility to make up the hours.
- In case of inclement weather: The field student will be in communication with their host teacher regarding weather that prevents them from safely going to the field site. The field student will also look at the district's website for school closures. If a field experience time is missed due to the weather, the field student will contact the host teacher before the scheduled field time and work out a mutual time with the host teacher to make up the required hours.
- If a student is ill or has a personal emergency, the student must communicate with the host teacher BEFORE the scheduled time of arrival, and the student must arrange a time to make up the hours. Students may not miss their field experience hours due to academic load or personal trips. If a student does not communicate with the host teacher regarding absences, or if the absences were other than illness or personal emergency, the student will not pass the field experience. Refer to the section "Absences and Illnesses" for detailed information about the protocol for documenting and making up absences.
- If the student does not have transportation, they should inquire about the local bus stops or if a similar schedule can be worked out for carpooling with another field experience student at that site.

### **Field Experience Concerns**

When there are field experience questions or concerns, the Educational Foundations student is encouraged to communicate directly with their organization host and/or with Puja Clifford ([pujac@uoregon.edu](mailto:pujac@uoregon.edu)).

### ***INITIATIVE:***

#### **Take Initiative in All Field Responsibilities**

- Take intellectual risks and try out new ideas and positions, while being flexible and cooperative in working with others.
- In order for the field student to understand the field's contextual experience for understanding the socio-cultural framework within the theories and research in your core EdF courses and to develop your assisting skills, field students will initiate their involvement in the educational setting.
- This means, for each day at the field site, the field student will ask the host how they may best assist with the needs of the youth.

- Also, with the host's permission, the field student will also initiate supporting the youth with their activity or in positive reminders of classroom expectations.
- The field students may not only passively observe students. The field student will ask the host how to best support the youth during lessons or activities.

***PROFESSIONALISM:***

**Professionalism at the field site**

**Promptness in Attendance**

- Arrive on time, be prepared for, and stay for the duration of contracted hours. After the field experience schedule has been agreed upon, the field experience student must be prompt and reliable to the contracted scheduled time. \*If a schedule starts at 8 a.m., it is considered late if one arrives in the parking lot or online at 8 a.m. It is professionally considered "on time" if one arrives a few minutes early and is ready to go.
- If a field student arrives early, they cannot leave earlier than the contracted time frame, unless it was previously agreed upon by the host.

**Appropriate Dress**

- The field experience student is to ask about the expectations for dress for their organization.

**Other expectations of professionalism at the field site**

- Promote a culture of respect and professionalism. This should be reflected in all areas of the educational community, including phone and email communications, as well as personal interactions.
- The field experience student is to respect the building and classroom's/organization's behavior expectations. The student should ask the teacher about the organization-wide and classroom/group expectations, and should support those expectations as a professional. (For example, if children are to walk in the hallway, the field experience student should kindly remind children to walk if they are running. The field experience should also walk to model the expectation to students. Or if there is a protocol for students to take turns in speaking in an online setting, kindly remind children of those rules.)
- Put away cell phones, laptops, or other electronic devices during the contracted times at the field site. **It is unacceptable to be checking personal cell phones or emails or social media while being responsible for assisting the youth at the field site.**
- Field students are not allowed to take photos of the youth. For the children's safety, schools and educational organizations are to keep all student identification, information, and records confidential, including photos. Even if the families have given permission to use their child's photo, it is for the permission of that school's purposes only.
- If a field student wishes to officially interview the students for an EDST course assignment, they must provide a letter from their course instructor to the students' families and ask permission for the interviews.

- Field students will keep the names of all children, teachers, and staff confidential by using pseudonyms or code names if referring to your field site in a UO course assignment. Field students will not mention any student or staff names via texting or on any public or private social networking sites, blogs, discussion boards or chat rooms.

### **Professionalism in different contexts**

Keep in mind that there is a variety of sites and each site will have different expectations and definitions of professionalism. It is the responsibility of the EdF student to inquire about their supervisor's expectations for professionalism.

### **Academic professionalism**

#### **Academic integrity and honesty**

1. All documentation and signatures must be accurate and written and signed by the intended responsible person.
2. If any forgery or inaccurate field documentation occurs, the field student will receive a No Pass for the field credit.

#### **Responsible follow through**

- **Signing up for a field experience:** The EdF student is responsible for meeting all field experience sign-up deadlines.
- **Hourly log packet documentation:**
  - The Hours Log will be made available to the field students in their EDST 338 or 339 Community Canvas course site.
  - The Hours Log needs to be documented each time the student attends their site. The student is to briefly summarize their activities on the sheet, and the host teacher is to initial it regularly.
  - The field student will also record absences and make-up activities in the Hours Log.
  - The Hours Log is due on Community Canvas by the Wednesday of finals week.
  - Students need to save a copy of their Hours Log for their own records before submitting the required Hours Log and the Host's Evaluation.
- **Hourly log packet documentation:**
  - At the end of each term, you will submit a brief reflection of your experience and/or a thank you note to your host.
- **Host Teacher's Evaluation of Field Student**
  - Puja Clifford will send an evaluation to the organization host between Weeks 8 and 10. The field experience student is strongly encouraged to meet with the host to discuss the evaluation and to share any celebrations/concerns/observations from the field experience.