Preprofessional Field Experience
First Visit Checklist

Name of Preprofessional Student

Name/Address of School

School Telephone

Name of Cooperating Teacher

Home Telephone

(Home Telephone for Supervisor Exchanged with Cooperating Teacher)

Name of Principal

Name of Supervisor/Department Chair

Availability of Cooperating Teacher (Teacher’s Daily Schedule e.g., Prep Period/Duty Period)

Meeting: Cooperating Teacher, Preprofessional Field Experience Student and University Supervisor/Clinical Instructor

The first visit is for each party to get to know each other and to set expectations. It is suggested that the handbook, A Guide to Professional Laboratory Experiences II: Preprofessional Field Experience, be read. The first visit will be a general orientation for all concerned and will provide a basis for concerns that may arise and to establish points of clarification.

Planning
- The lesson plan for each class for each day the student teaches should be completed on the lesson plan form provided in Appendix M in the Preprofessional Field Experience Handbook or on the form provided by the school/supervisor.
- All lesson plans (minimum of eight) and other materials which the student distributes as part of the course should be kept in chronological order in large loose-leaf binder.
- A copy of all lesson plans must be available for the university supervisor/clinical instructor when he/she observes the student. The cooperating teacher and supervisor will refer to these plans while conducting the observation.
- The cooperating teacher must approve and sign all lesson plans.
- A Mini-Teacher Work Sample will be completed during the field experience. This includes the processes of: Learning Goals, Assessment Plan, design for Instruction and Instructional Decision-Making.
- Journal entries are to be kept daily and may be used as part of the student’s Teacher Work Sample Portfolio.
- The student should collect materials throughout the experience which may become part of the student’s Teacher Work Sample Portfolio.

Supervision
- The first visit will be to establish expectations. The student’s Emergency Information/Policy Response Form will be collected at this time and forwarded to the TPC.
• All other visits will be for observational purposes.
• A minimum number of visits will occur dependent upon the student’s program. A Narrative Observation Form will be completed at each of these visits. One formal evaluation will be completed by the cooperating teacher and the university supervisor/clinical instructor at the end of the semester and at least one formal observation will occur prior to your evaluation.
• A post-conference will occur after each formal and informal review sessions and will be used to discuss your lesson in terms of:
  o What worked and why did it work?
  o What didn’t work and why?
  o What could be done differently?
These areas should also be discussed in your daily reflective journal entries. The purpose of the post-conference is to develop more effective techniques through recommendations and self-evaluation. Accepting constructive criticism in a positive way is the first step in becoming a more effective teacher.
• Time records should be kept.
• Problems should immediately be brought to the attention of the university supervisor/clinical instructor by the preprofessional student and/or cooperating teacher.

Student Schedule
• The student is to follow the cooperating teacher’s curriculum and time schedule.
• The student is to follow the school district’s calendar, not the university’s calendar.
• If the student must be absent from the field site, he/she must notify the cooperating teacher AND the university supervisor/clinical instructor.
• A student who is absent from the field, must make up the time. The cooperating teacher and the supervisor will decide how best to do this.

Timelines
• Review the handbook, A Guide for Professional Laboratory Experiences II – Preprofessional Field Experience, prior to the first meeting.
• Review the cooperating teachers handbook(s) to become familiar with school policies and procedures. This should occur prior to the end of the third week.
• By the end of the third week:
  o Begin working with individual students
  o Begin working with small group activities
  o Begin teaching the entire class
• Sometime after the end of the fifth week, a formal observation with a post-conference will occur.
• No more than 10 days before the end of the semester, a formal observation and evaluation with a post-conference will occur.

This checklist is the basis of the first narrative observation report. A copy of this checklist must accompany the Narrative Observation Form and be signed by the preprofessional student and cooperating teacher, in addition to the university supervisor/clinical instructor.

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<th>University Supervisor/Clinical Instructor Signature</th>
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<tbody>
<tr>
<td>Preprofessional Student Signature</td>
<td>Date</td>
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<tr>
<td>Cooperating Teacher Signature</td>
<td>Date</td>
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