

**Office of Field and Clinical Experiences  
Anderson Center, Suite 254**

**Early Field Experiences Welcome Letter**

Dear Student:

Congratulations on entering this phase in your professional preparation! You will be completing early field experiences for all applicable courses in which you are enrolled. Early Field Experiences (EFE) are a great opportunity for you to experience good teaching as you observe a fully-licensed teacher who will serve as your mentor and Cooperating Teacher. I encourage you to take full advantage of this experience to learn as much as possible about the teaching profession. Please carefully review the full content of this packet and all EFE publications for important information about early field experiences. You have many steps to complete in the process, so **READ** all directives!

**Application Process**

To apply for your field experience placement, your Course Instructor will give you the information with the link to the field placement website. Go to that link and follow all of the directions to make application. Your instructor will also discuss your field assignment, how it is be graded, and the requirements of your attendance. If your instructor has already secured the placement site for your class, indicate that on your application.

**Placement and School Visitation Process**

Only the Office of Field and Clinical Experiences (OFCE) will make and confirm your placement in collaboration with your Course Instructor and syllabus guidelines. Once placement is confirmed, the OFCE will communicate your placement and background check instructions to you via Rams email. At this point, you will send the sample email included in this packet to your placement contact person. Then download the Early Field Experience Welcome Packet from the Early Field Experiences (EFE) webpage on the Office of Field and Clinical Experiences website. **READ** the handbook, also.

**Signing/Submitting Log Sheet**

Students are responsible for obtaining the Cooperating Teacher's signature during each visit to the school or field experience site. At the end of the semester, students will submit **original** log sheets to the appropriate Course Instructor who will factor this information into the course grade. The Course Instructor will subsequently sign and retain all log sheets as part of course documents. Students are advised to make copies of their log sheets **before** submitting **originals** to their Course Instructors.

**Evaluation of Field Experiences**

Cooperating Teachers will complete an evaluation of students placed in their classrooms once students complete their school visits. Submit your evaluation to your Course Instructor, who will send them to the OFCE.

Once more, congratulations on reaching this stage in your professional preparation! Do not hesitate to contact me if I may be of additional assistance to you.

Have a wonderful and successful semester!

## Sample Email to Send to Cooperating Teacher

**To:** \_\_\_\_\_  
(Type name of your Cooperating Teacher; Type name of Course Instructor)

**Cc:** Dr. Fran Oates via email at: oatesfr@wssu.edu

**Date:** \_\_\_\_\_

**Subject:** Field Experience Assignment

Greetings!

I have been assigned to your school to do my field experience. I have read the requirements in the WSSU Field Handbook and I have completed the background check information on the WSFCS Volunteer's website.

Please send me a return email with the days and times I may come to introduce myself and to bring a copy of my assignment. Thank you for hosting me. I look forward to coming and working under your supervision.

**Student's Signature** \_\_\_\_\_

(First Name, Middle Initial, Last Name)

**WINSTON-SALEM STATE UNIVERSITY**  
**SCHOOL OF EDUCATION AND HUMAN PERFORMANCE**

**FIELD EXPERIENCE LOG SHEET INSTRUCTIONS**

Field experience hours are required for Teacher Licensure in all education programs. Log sheets should be completed by the student and signed by a Cooperating Teacher or Supervisor during each visit to an appropriate site. *Completed log sheets should be signed and submitted to the Field Experience Course Instructor upon completion of the field experience.*

Student Name: \_\_\_\_\_ Student Banner #: \_\_\_\_\_

Program: \_\_\_\_\_ Course # & Section \_\_\_\_\_

Course Name: \_\_\_\_\_

Total Field Experience hours for this course: \_\_\_\_\_

Advisor: \_\_\_\_\_

Semester: (Circle One) Fall          Spring          Summer          Year \_\_\_\_\_

Instructor Signature: \_\_\_\_\_

**Important Note:** All original forms must be submitted to the course instructor by the student following syllabi instructions. Log sheets will be retained by the course instructor as part of course records. Students are strongly encouraged to retain their own copies of all log sheets prior to submitting them to course instructors.



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**Early Field Experiences Welcome Letter**

Dear Cooperating Teacher:

Greetings from the Office of Field and Clinical Experiences at Winston-Salem State University! I extend to you deep appreciation for your continuing mentorship of our teacher candidates. The educational experiences you provide are critical to building in teacher candidates the knowledge, skills, and professional dispositions set forth by the North Carolina Department of Public Instruction (NC DPI), the Council for the Accreditation of Educator Preparation (CAEP), and other specialized professional organizations.

Candidates completing course-related field experiences are in the beginning stages of acquiring what is expected of beginning teachers. Winston-Salem State University requires candidates to complete a variety of assignments designed to guide them in acquiring the necessary knowledge and skills linked to individual course objectives. Required assignments will vary, but may include the following: observation only, small group instruction, interviews with school personnel, case studies, tutoring, reflections (journaling), board meeting attendance, or similar activities. In addition to observing in classrooms during school visits, candidates are expected to interact with students and to engage in routine teaching-related activities, as you deem appropriate. Teacher candidates will provide you with a copy of related assignments from their instructors that includes the number of hours candidates are required to attend.

**Your Role as a Mentor/ Cooperating Teacher**

We ask that you introduce any teacher candidates assigned to your classroom to the students, and then assist the candidates in seeing themselves as professionals. We also ask that you complete a short evaluation of candidate attitude and professional dispositions toward the end of the experience. The candidate will give you a copy of the evaluation before their last visit. Please allow the candidate to complete the course assignments and to be engaged as appropriate.

**Suggested Activities for Teacher Candidates**

- Learning the routines of the classroom
- Working with students one-on-one or in small groups
- Assisting students with independent work
- Reading to students
- Assisting with grading papers

Please contact our office with any questions you may have regarding your role as a mentor to WSSU teacher candidates placed in your classroom.

Thank you and have a wonderful semester!

Office of Field and Clinical Experiences  
[oatesfr@wssu.edu](mailto:oatesfr@wssu.edu)

## APPENDIX C

### Evaluation of Early Field Experiences

#### Winston-Salem State University Teacher Education Program

#### Section I

Candidate: \_\_\_\_\_ Classification: (circle) F SO JR SR L/O

Instructor: \_\_\_\_\_ Course Name: \_\_\_\_\_ Course Prefix & # \_\_\_\_\_

Number of Field Experience hours you are required to complete: \_\_\_\_\_ Semester/Year \_\_\_\_\_

#### Section II. Profile of P-12 students in classroom in which teacher candidate is assigned

Number                  Percent                  Name of School

\_\_\_\_\_

Gender:                  Males    \_\_\_\_\_    \_\_\_\_\_

Grade Level(s)

3 = Proficient  
2 = Developing  
1 = Emerging

Section III	During field experience, the candidate...	P (3)	D (2)	E (1)	N/O (0)
<i>Demonstrates Leadership</i>	1. Demonstrates high ethical standards.				
	2. Presents a professional demeanor (dress, attitude, and communication).				
	3. Exhibits appropriate professional behaviors consistently (attendance, punctuality, acceptance of constructive criticism, etc.).				
	4. Exhibits a positive attitude toward teachers, families, and students.				
	5. Accepts responsibility for personal actions, decisions, efforts, and outcomes.				
	6. Demonstrates an understanding that there are multiple perspectives of teaching and learning.				
<i>Establishes Respectful Environment</i>	7. Demonstrates through interactions with others, speech, choices, etc., that diversity is an asset to the teaching and learning process.				
	8. Demonstrates respect for others and their beliefs, opinions, and ideas, even when different from his/her own.				
	9. Exhibits behaviors that reflect respect and appreciation for differences in students' abilities.				
	10. Promotes high expectations of achievement and success for all students in varied classroom situations and interactions.				
<i>Facilitates Learning</i>	11. Effectively uses standard written and oral English.				
	12. Speaks clearly and distinctly.				
	13. Provides helpful instruction and works collaboratively with others.				
<i>Reflects on Practice</i>	14. Engages in, initiates, and/or promotes activities that demonstrate an understanding of theory and practice.				
	15. Engages in conversations, asks questions, and makes inquiries, etc., in such a way that demonstrates that he/she reflects on teaching, student learning and effective assessment strategies.				

\_\_\_\_\_  
Name of Cooperating Teacher

\_\_\_\_\_  
Signature of Cooperating Teacher

\_\_\_\_\_  
Date