I have come to the frightening conclusion. I am the decisive element in the classroom. It is my personal approach that creates the climate. It is my daily mood that makes the weather. As a teacher I possess tremendous power to make a child’s life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humor, hurt or heal. In all situations it is my response that decides whether a crisis will be escalated or deescalated, and a child humanized or dehumanized.

Between Teacher and Child, Dr. Hiam Ginott

All children can learn. It is where the student enters, the size of the learning set and the pace of instruction which varies and must be adjusted to form an instructional match for the student. Basic Principle of the Instructional Support Process

Introduction
The Education Department at Moravian College continually examines the teacher preparation programs, experiences, and courses so that our students benefit from and are exposed to the most current, proactive teaching approaches in education. The purpose of the Early Field Experience Program is to provide students with appropriate classroom experiences during the beginning stages of their course work. These experiences are meant to assist the students determine if teaching is an appropriate career choice.

Roles and Responsibilities of the Early Field Experience Student
The early field experience is an opportunity for you to become familiar with classroom teaching and responsibilities while still being given extensive support and direction. I encourage you to take full advantage of this opportunity. Integration of technology in the curriculum to support academic standards. Detailed explanations of your roles and responsibilities are outlined in the handbook. It is your responsibility to carefully read the handbook. If you have any questions, please do not hesitate to ask me.
Activities
1. Journal entries: 10 points each
In order to become more aware of basic issues which impact the teaching profession, you will be required to write weekly journals in the areas listed below. The journals must be word processed using 12 point print, dated, and at least a page in length. The journals must be kept in a folder. Email or deliver the journals to my office on the designated Tuesday by 4:00 PM. If you have any questions, please do not hesitate to contact me. I look forward to discussing these topics as well as other pertinent issues with you.

Journal Topics:
10/6/05: technology in the classroom
10/20/05: classroom management techniques
10/27/05: different learning styles and how they are addressed
11/3/05: interview with the principal
11/10/05: support services available in the school
11/17/05: standards in the classroom
12/1/05: parents and their roles in the school

2. Self Reflective Paper: 15 points Due: 12/8/05
A self reflective paper is the culminating activity. This paper is meant to give you an opportunity to reflect on your experience as a whole. It should include, but not be limited to areas in which you feel you have grown as a potential teacher, belief systems which may have changed, and questions which you want to further address. The paper must be word processed using 12 point print.

The use of correct spelling, punctuation, and grammar is expected in all written assignments.

Work handed in late will result in a reduction of your grade.
Journal entry: one point per day
Self Reflective Paper: three points per day

3. Cooperating Teacher’s Evaluation: 15 points
A portion of your final grade will be determined by your cooperating teacher’s evaluation. The cooperating teacher is to share the final evaluation with the student prior to sending it to me.

EVALUATION POLICY
Your performance in all areas will be graded in accordance with Moravian College’s standards of academic achievement. As stated in the Student Handbook, the grades of A and A- “are given for achievement of the highest caliber. They reflect independent work, original thinking, and the ability to acquire and effectively use knowledge.” Please refer to the Student Handbook pages 44-48 for further clarification. It is the instructor’s purview to apply qualitative
judgment in determining grades for an assignment and for the course. Students can expect to work 4 to 6 hours per week outside of class preparing for this course. If you have any questions concerning your grades, please see me immediately.

**Grade Conversions:**

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>94 - 100</td>
<td>A</td>
</tr>
<tr>
<td>90 - 93</td>
<td>A-</td>
</tr>
<tr>
<td>87 - 89</td>
<td>B+</td>
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<tr>
<td>84 - 86</td>
<td>B</td>
</tr>
<tr>
<td>80 - 83</td>
<td>B-</td>
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<tr>
<td>77 - 79</td>
<td>C+</td>
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<tr>
<td>74 - 76</td>
<td>C</td>
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<tr>
<td>70 - 73</td>
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<tr>
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</tr>
<tr>
<td>0 - 59</td>
<td>F</td>
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</tbody>
</table>

**Accommodation:**

Any student who wishes to disclose a disability and request accommodations under the Americans with Disabilities Act (ADA) for this course first **MUST** meet with either Mrs. Laurie Roth in the Office of Learning Services (for learning disabilities and/or ADHD) or Dr. Ronald Kline in the Counseling Center (for all other disabilities).

**Academic Honesty:**

The Moravian College policy on academic honesty will be followed. Please refer to the Student Handbook pages 52-57.