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. The following suggestions are guidelines which may be adjusted to coordinate with the needs of your cooperating teacher’s classroom. Read the information carefully and then ask your cooperating teacher or me any questions you might have. The purpose of the early field experience is to help you decide if you wish
to pursue a career in teaching. I want this to be a rewarding experience and will assist you in any way that I can.

You are expected to:
- Attend and participate in biweekly meetings.
- Attend your early field experience from 2/7/05 to 4/29/05 for a minimum of 40 hours.
- Send a letter of introduction to your cooperating teacher prior to starting the experience.
- Complete the attendance sheet on a daily basis. The attendance sheet must be in the possession of your cooperating teacher throughout the experience.
- Call the cooperating teacher and the Education Department office (610-861.1473) in the morning before 8:00am if you will be missing school. If the cooperating teacher prefers to be called at home, you should make the necessary arrangements. You are required to make up any time missed. (An unexcused absence will have a significant impact on the final grade and may result in a failing grade.)
- E-mail Mrs. Modjadidi two days in advance of any changes in your schedule.
- Follow the Moravian College Dress and Conduct Code.
- Address all personnel as Ms. Smith, Mr. Jones, Mrs. Brown etc.
- Follow school procedures for signing in/out, parking, and wearing visitor badges, etc.
- Introduce yourself to the principal, secretaries, custodians and other support staff.
- Share the course syllabus and handbook with your cooperating teacher during the first week of the experience.
- Assist the cooperating teacher with classroom activities.
- Work with individual students and small groups.

You will discuss the following items with your cooperating teacher:
- The cooperating teacher’s philosophy of teaching.
- Classroom and school policies and procedures regarding discipline, signing in/out, parking, fire drills, snow days, lock downs etc.
- Classroom curriculum, assessment, management, record keeping, etc.
- Classroom support services and special programs.
- Integration of technology in the curriculum to support academic standards.

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, dated and at least a page in length. The journals must be kept in a folder. Deliver the folders 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:**
2/15: technology in the classroom  
2/22: standards in the classroom  
3/1: classroom management techniques  
3/15: different learning styles and how they are addressed  
3/22: interview with the principal  
3/29: support services available in the school  
4/12: parents and their roles in the school

**2. Self Reflective Paper: 15 points Due: 4/21/05**
A self reflective paper is the culminating activity. This paper is meant to give you an opportunity to reflect on the experience as a whole. It should include but not be limited to areas 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.

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 encouraged to share the final evaluation with the student prior to sending it to me.

**EVALUATION:**
Your performance in all areas will be graded in accordance with Moravian College’s standards of academic achievement. The Moravian College policy on academic honesty will be followed. Please refer to the Student Handbook 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.

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**Accommodation:**
Students with disabilities who believe they may need accommodations in this class are encouraged to contact the Learning Services Office as soon as possible to enhance the likelihood that such accommodations are implemented in a timely fashion.