**CONFIRMATION OF FIRST VISIT FORM**

***You must complete one form for EACH Boyce College class regardless of cooperating teacher or placement.***

***Each form must be signed by your cooperating teacher before your placement will be finalized in LiveText.***

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Student Last Name Student First Name ID Number Course ID Required FE Hours

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Cooperating Teacher Last Name Cooperating Teacher First Name Cooperating Teacher Email Address

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Field Experience Placement School Grade

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature of Cooperating Teacher Date

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **In this field experience classroom how many students are in each category?** | | | | | | | | | | | | |
| **Boys** | **Girls** | **ELL: English Language Learners** | **SLD: Specific Learning Disabilities** | | **ADHD: Attention Deficit Hyperactive Disorder** | | **CD: Communication Disorder** | | **LD: Language Disorder** | **ED: Emotional Disorder** | **BD: Behavior Disorder** | **MD: Mental Disorder** |
|  |  |  |  | |  | |  | |  |  |  |  |
| American Indian or Alaska Native | Asian | Black or African American, non Hispanic | | Native Hawaiian or other Pacific Islander | | Hispanic or Latino | | White, non Hispanic | Two or more races | | | Race/ethnicity unknown |
|  |  |  | |  | |  | |  |  | | |  |

During your First Visit the Cooperating Teacher and the Boyce student must watch the 7 min video located at our website, <http://www.boycecollege.com/academics/programs-of-study/teacher-education-program/field-experience/>

**SCHEDULE**

Schedule the day and time that field experience hours will be completed each week. You must set a consistent schedule for the whole semester, arriving every week at the same day and time.

An example of an acceptable schedule would be:

*I will complete my field experience hours in your Classroom every- Monday from 10:00 am to 11:00 am, beginning September 1* *and ending November 10th.*

*I will complete my field experience hours in your classroom every \_\_\_\_\_\_\_\_\_\_*

***DAY***

*From \_\_\_\_\_\_\_\_\_ to \_\_\_\_\_\_\_\_\_\_ beginning \_\_\_\_\_\_\_\_ and ending \_\_\_\_\_\_\_\_\_\_\_\_*

***TIME TIME DAY DAY***

**TO THE STUDENT:** *Two (2) copies of this form are to be downloaded and printed out.* One completed form should be given to your course instructor following the first field experience visit and one completed form must be left with your cooperating teacher. This must be no later than 2 weeks following the confirmation of the assignment of the Field Experience school and cooperating teacher.

By signing this form you understand and YOU WILL RECEIVE A FAILING GRADE IN THE COURSE as a result of not completing your field experience hours during this designated time without prior approval from your professor and cooperating teacher.  
  
**TO THE COOPERATING TEACHER**: If you ever have any questions regarding placement expectations or this student please contact Dr. Melissa Tucker ([mrtucker@sbts.edu](mailto:mrtucker@sbts.edu)) or 502-897-4820. If you have any questions regarding LIVETEXT, please contact Mackenzie Miller ([mlmiller@sbts.edu](mailto:mlmiller@sbts.edu)) or 502-897-4695.   
  
Boyce College desires that this time in the classroom is a profitable one for the student and a helpful time for the teachers. If you have any suggestions or comments, please contact us so that we might better assist you.

* **Assessments Completed by Cooperating Teacher**

IF the teacher candidates are teaching the lesson(s), the cooperating teacher will evaluate the lesson using these rubrics located on LiveText.

* Lesson Analysis Rubric
* Lesson Plan Evaluation
* Lesson Assessment (EPP)

IF the teacher candidates are teaching a lesson, after the field experience hours, the cooperating teacher will evaluate the overall work using the Teacher Candidate Evaluation Form located on LiveText.

* Teacher Candidate Evaluation Rev. 1.4

This evaluation is completed by the cooperating teacher for those students who ONLY observe while in the classroom.

* Service Evaluation Rev. 1.5

Following the field experience the cooperating teacher will consider the recent teacher candidate’s performance and complete a google document form sent via email providing valuable suggestions for program/preparation improvement.

* EPP Program Review and Feedback
* **Approve the hours of your teacher candidates on LiveText.**
* **Various activities teacher candidates can complete within the Field Experience classroom.** 
  1. One on one teaching
  2. Small group teaching
  3. Assessing students
  4. Reading groups
  5. Math groups
  6. Mini lessons for the entire class
  7. Observe classroom procedures (ED200)
  8. Be an active participant in the classroom
  9. Assist a struggling student
  10. Teach small group lessons
  11. Grade work (ED200)
  12. Monitor group activities
  13. Appropriately challenge, support and include students from diverse backgrounds and with various abilities in your general education classroom. students with exceptional learning needs (e.g., students with disabilities, English language learners, student at-risk, gifted and talented
  14. Shared reading
  15. Guided reading
  16. Teaching a 3-5 day unit (ED330 and ED410)
  17. Learn how to effectively teach mathematics, social studies, science, etc.
  18. “Try out” and evaluate a new teaching idea or activity
  19. Examine practices in designing curriculum (ED200)
  20. Develop assessments that promote powerful learning