



West Texas A&M
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DEPARTMENT OF EDUCATION

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REFLECTIVE



Methods Field Service Candidate Handbook

Fall 2019

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Method Courses

Elementary Math Methods

Elementary Science Methods

Integrated ELA/SS Methods

ESL Methods

Bilingual Methods

Secondary Methods I & II

Special Education Methods

Faculty:

Dr. Teri Bingham

Dr. Regina C. Rodriguez

Dr. Bridget Whaley

Dr. Adam Weiss

Dr. Francis Goode

Dr. Elsa Diego-Medrano

Dr. Elizabeth Garcia

Important: The official method of communication is through Buff E-mail and WTClass. We encourage you to check your buff e-mail several times a week and to read official e-mails thoroughly.

WT candidates must attend the *mandatory methods orientation meeting* to receive a methods placement for Fall 2019.

Policies for Methods Candidates

Attendance: Attendance to every class meeting is extremely important as methods and strategies for teaching will be modeled during class sessions. This is a field-based course so your experiences in the schools with students will be invaluable to your learning and understanding of teaching each content area. Although missing class is sometimes unavoidable, it is important that you attend on a regular basis. Regular, active participation is essential to satisfactory master the course content in all of your methods classes.

Methods TExES Testing Absentee Policy: Students are required to attend their methods courses. **An absence due to testing will not be excused!** Plan accordingly when choosing your test dates and locations.

Cell Phone Policy: Ringing cell phones and text messaging cause disruption and loss of instructional time. Please turn off all cell phones during class and during your field-based operations. In addition, many area schools have a no cell phone policy. **Do not use your cell phone** during class or at your field-based site. Violations of this policy could result in absences or being pulled out of the field based portion of the program.

Dress Code Policy: When on the field-based campus you are expected to dress professionally. If you are inappropriately dressed, you will be asked to go home and change. You will be counted absent for the class time you miss.

Email communication for methods courses. Candidates are required to use their WT email addresses for communications. NO personal email address will be used. You must **open** your WT email at least once per month to keep your account active. Call IT services if you are having problems with your WT class or Buff e-mail. If professors get your mail bounced back you are not in compliance and the issue must be taken care of by YOU.

Academic Integrity: It is the responsibility of candidates and instructors to maintain academic integrity at WTAMU by refusing to participate in or tolerate academic dishonesty or any behavior that prevents University representatives or candidates from effectively furthering the mission of the University as stated in the mission statement. Any act that hinders WTAMU from maintaining the integrity of the University's academic mission shall be treated as a serious offense against the community as a whole. It is both the right and responsibility of every member of the community to read, understand and enforce the guidelines set forth for maintaining WTAMU's academic integrity. Violations of academic integrity include but are not limited to: **plagiarism, fabrication of information**, improperly acquiring information, inappropriate **multiple submission** of the same work and working with another person or persons on any assignment or examination unless expressly permitted to do so by the respective faculty member's guidelines.

A complete statement regarding scholastic dishonesty can be found in the Student Code of Life at <http://www.wtamu.edu/administrative/ss/code/appendix1.htm>

Professional Responsibilities in Professional Learning Community Schools (PLCs)

Welcome to the beginning of your professional year as a teacher candidate at West Texas A&M University. You are beginning the final preparation courses and experiences for teacher certification. As you approach a much larger commitment to field experience, there are some important aspects of being immersed in a school environment that you need to know about and fully understand.

Confidentiality

The relationship between you as a visitor/teacher candidate and the school you are visiting demands *a great deal of trust*. Many times you will be asked to bring examples into the methods classrooms of situations that you have seen or experienced. At those times, we will ask you to treat these situations with the utmost confidentiality and not use the real names of any students or teachers involved. Names of teachers and students should also not be used in writing. Use “the teacher” or “the student” instead.

The PLC program allows school administrators to choose cooperating teachers they feel will be good mentors for you. Though rare, you may see events in the classrooms that you do not agree with or that do not fit your personal teaching style. These situations are not to be discussed with your classmates, other teachers at the campus, neighbors, relatives, or even spouses. DO NOT participate in “lounge gossip”.

If you see something that you consider to be a serious or even illegal concern, please discuss this with The Director of Teacher Preparation and/or the Director of Field Placements. They will then handle the matter with the administrators of the school.

Interactions

We are guests in the classrooms of the campuses involved in the WTAMU-School partnerships. Please remember at all times you are still learning about teaching and need to be attentive to the advice/instruction of your cooperating teacher or principal. Keep personal opinions to yourself. You need to show initiative in the cooperating teacher’s classroom whenever possible. Participate in school activities when possible. Maintain strong, professional relationships with your cooperating teacher and campus administrator at all times.

Infractions

Candidates acting in an *unprofessional manner* may receive an infraction. This is a written statement in CRAFT that lists the infraction and which disposition the candidate did not follow. Candidates will receive an email that contains the infraction; candidates should read the infraction and write a response. The infraction becomes part of the candidate’s permanent record. Two infractions or more may cause a disciplinary hearing or dismissal from the Educator Preparation Program.

Professional Dress

You are entering a professional environment when you enter a school. Schools have dress codes and therefore you must make sure that your dress is appropriate for the classroom. If you are in doubt about wearing certain clothing, our suggestion to you is “Don’t wear it”.

You need to look professional at all times when visiting any school campus while you are methods and student teaching candidates. Sweats, jeans, flip-flops, hats, and tennis shoes are NOT allowed on any field-based campus. Even if the teachers at that school wear them, you are not allowed to wear them. If you are placed in a PE class you may wear appropriate PE attire that is approved by your campus administration.

Follow the dress code and expectations of your campus. Candidates are expected to wear dress pants or slacks only (no cargo pants or denim pants). If your campus approves it, on Fridays you may wear a shirt with the school name and logo. You may dress appropriately for field trips.

Be cautious about the following topics listed below as you prepare for your campus visits. These were common occurrences that have been brought up in the past:

Hygiene

- Remember to bathe regularly
- Use deodorant
- Wash your hair

Tattoos

- Cover all visible tattoos (they are distracting to students and take away from instruction)

Piercings

- Remove all visible piercings with the exception of 1-2 pairs of earrings
- This includes nose, eyebrow, lip, cheek, chin, or tongue piercings
- This also includes gauges of any sort.

Short Skirts

- Be sure your skirt is long enough to sit down comfortably
- If you cannot sit down without tugging your skirt down, it is TOO short

Flip Flops

- Flip Flops are **NEVER** professional and they are not allowed during methods on the school based campuses
- Flip Flops are defined as a shoe with two straps held on to the foot with one strap between the toes or that the big toe goes through. High-heeled flip flops are still flip flops! Do not wear them!

Tennis/Sport Shoes

- Tennis/sport shoes are not professional! Do not wear them on any campus!
- Velcro tennis/sport shoes are still tennis/sport shoes. Do NOT wear them!
- TOMS are okay to wear, as are Sperry’s and Bobs.
- SES candidates should check with their building administrator, SES department, or WT’s certification office for footwear requirements.

Timeliness & Absences

Candidates MUST be on time for both methods classes and for classroom experiences. Tardiness reflects poorly on your professionalism and our educator preparation program.

If you have made a commitment to be at your placement *then you be there*. In extreme cases that you are unable to make it, promptly call the school to leave a message for your cooperating teacher AND email or text your cooperating teacher. *We take absences very seriously*, and no-shows show a lack of professionalism for both you and our program.

General Responsibility

Each candidate is responsible for planning lessons and teaching them during the field-based component of the program. Remember that you may have the responsibility of teaching the class on some days and you should make sure to meet that responsibility fully. If you are going to miss your methods class, email your instructor. If you are going to miss your scheduled PLC visit follow the specific school protocol for communicating.

Professional Sound Judgement

- Tobacco products and firearms are ILLEGAL on public school campuses (remove guns from gun racks)
- Be careful in the teacher's lounge, be social and professional. Do not speak negatively about students or other faculty members. Someone is always listening.
- Cell phones are **not** allowed—no texting in back of the room. We recommend you leave your cell phone out of sight in your car.
- Please make arrangements for your personal children during your methods classes or PLC campus visit (do not bring them with you).
- Communicate professionally at all times with your campus teachers and follow through on your commitments.

The above statements are very important for you to understand. Failure to adhere to any part of these responsibilities may result in you being reprimanded and even asked to leave the preparation program. You must remember that you are no longer “just” education candidates. You are pre-service teachers with new responsibilities and goals.

Dr. Garcia, Mr. Antunez, and all of your professors are very willing to help you during this time. If you have questions or concerns about the overall program, please feel free to talk with us. During this semester, you will be learning about teaching and the teaching environment like never before. We hope you enjoy this semester.

Placements

Dr. Garcia and Mr. Antunez will make the field placements. Please do **NOT** contact any representatives from the schools of your choice. There is a system in place by the districts, and it works much better when we use the system and not go around it. You will complete your placement application during this orientation.

Observation Hours will be conducted in your placements or in field-based experiences as indicated within Methods courses by professors.

Candidate Responsibilities in the Field

- assigned to one school for methods and clinical teaching
 - final clinical teaching placement based on successful completion of methods field service and approval from campus administrator coordinated by Mr. Antunez
- observe, plan, and implement instruction
- teach at least 2 lessons to small groups
- teach at least 1 lesson to whole class
- communicate with principal, teachers, and school staff
- become part of the learning community

Background Checks

Background checks are required for all candidates at all campuses, every semester. Each district has a different method for conducting background checks. Please check with Mr. Antunez or Dr. Garcia if you are unsure how to complete your background check and need assistance.

Important: If you have not completed a background check, you cannot start your experience!

Education Badges

Method candidates are expected to wear a WT 'Education Badge' when visiting their school campus. You may get an official 'Education Badge' at the Buffalo Gold Card office in the JBK. The cost is \$3 for the card. The badge may be used for your clinical teaching experience in the future. Please use a lanyard to wear and display your ID when visiting your campus.

Field Experience: Requirements

Each candidate is required to complete **40 hours** of field experience during their methods semester.

Placements: Candidates will fill out request form indicating top two choices for placement.

- WT cannot guarantee candidates will receive their first choice, but every effort will be made to place candidates in one of their requested placements.

When: All placements will be finalized within two weeks of Methods Orientation.

How: The Office of Teacher Preparation will work with local schools and districts to secure placements; candidates should not seek their own placements.

Schedule: When candidates receive placements, contact school principal for classroom teacher information. Contact classroom teacher to set an observation schedule.

Absences: If you become ill or experience an emergency, contact the classroom teacher to let him/her know that you will not be able to make it for observations that day and request to reschedule.

Regarding your field experience, you have six responsibilities after you are placed.

1. Give the letter to your cooperating teacher. This is a handout you will receive at the orientation. Have your cooperating teacher initial the **checklist** items as you complete them. Your copy is included below in this handbook.
2. Each time you visit **log** your hours and get your cooperating teacher's signature on the log sheet.
3. Towards the end of your hours have your cooperating teacher complete an **evaluation**.
4. After you have completed your 40 hours, make a **copy** of your log sheet for your records, and turn the original to the Office of Teacher Preparation
5. Write a **reflection** that connects your WT coursework to what you observed in methods. Note this is an assignment in some methods courses.
6. **Turn in a copy of your log, checklist, evaluation, and reflection** to the WT Fall 2019 Methods Community Group by Friday, December 6 at 5:00 P.M. **(Original logs, must be turned in to the office for your file)**

Methods Paperwork

Throughout your observations, you will need to work towards completing the following paperwork. This will be available on the community group link.

Please submit this paperwork to the WT Fall 2019 Methods Community Group dropbox by **Friday, December 6th, 2019.**

- Final Log of 40 Observation Hours (Make sure each day is signed)
- Methods Checklist page of field-based campus activities
- Cooperating Teacher Evaluation
- Final Reflective Essay (See Appendix A for an example)
- Printed score reports for PPR and Content exam (submit to OM 413)

Please keep a copy for your records.

You will want to plan and begin your field service observations as soon as you are placed. Promptly contact your cooperating teacher within a week of receiving your placement and schedule a time to meet.

Make every effort to do some observations every week so that you can use the experiences in class. Please do NOT wait to contact your cooperating teacher or begin your field experiences.

Please refer to Observation chart in Appendix to help you plan to successfully complete your 40 hours of observation.

Final Reflection essay

You are required to complete specific tasks in your placement. After you complete all 40 hours, you will need to write an overall reflection that explores the connection between what you learned in the Educator Preparation Program at WTAMU and your field observations. *Follow the chart and the sample in the appendices.*

Fall 2019 Methods Community Group-WT Class

- On BlackBoard, look in your community groups
- Password: **TeachersRock!**
- This is where you will find resources, forms, information, and dropboxes to turn in your paper work

TEXES Examination Preparation Resources

1. Pearson Testing Company: <http://www.tx.nesinc.com/>
 - Free test preparation manuals with sample questions and preparation tips
2. TExES Certification Exam Review for Teachers or T-Cert:
<https://pact.tarleton.edu/TCERT>
 - Free online test preparation modules for A&M system school candidates
3. Department of Education homepage, www.wtamu.edu/education
 - Click on the TExES preparation resource link to download page with full page of resource links for each examination.

Testing & Remediation Policies

WTAMU's EPP has the following testing expectations for all candidates:

- Pass both practice and "official" TExES exams on the first attempt.
- If unsuccessful on the first attempt, candidates should remediate and follow a set remediation plan as prescribed by the Testing Coordinator.
- Turn in all test scores as soon as they are received—no longer than 45 days.
- Once receiving approval to take the "official" TExES exam, the candidate must take the exam within 90 days of approval or the approval will be voided, and the candidate must re-demonstrate readiness for the official exam.
- Take and pass all sections of a practice exam in 1-2 attempts within 90 days.
- Treat all practice exams like the "official" TExES exam.
- Study for all exams; never take one "just to see what happens."
- Once the student passes any TExES exam, s/he will need to turn in the official score report to OM 415. This will become a part of their EPP file.

Testing Policy Timeline:

PPR:

- Once enrolled in EPSY 3341, students will take a practice PPR test for the first attempt as the final exam. This test will be given free of charge to students in this course.
- If the student passes with an 80% or higher, s/he will be given approval for the "official" TExES exam and the student will have 90 days to take the TExES exam before the test approval expires and the student must re-demonstrate readiness.
- If the student does not pass the final exam/practice PPR with an 80% or higher in EPSY3341, s/he will need to remediate and seek assistance from WT's Testing Coordinator, Jennifer Denham.
- After remediation, the candidate will need to retest on the practice exam to attain an 80% with testing services and pay applicable fees.
- The student will then need to turn in the score report from testing services to attain "official" TExES exam approval.

Content Exam:

- Take the practice test when ready. If taking Methods courses the semester before Classroom Management, take the practice after 4 weeks of Methods courses. If taking Methods concurrently with Classroom Management, take and pass the practice content the semester before the Methods block.
- Candidates must seek approval from the Testing Coordinator, Jennifer Denham. Testing Services will be notified that the student has approval to take the practice test.
- If the student passes the practice test with an 80% or higher, s/he will be given approval for the “official” TExES exam and the student will have 90 days to take the TExES exam before the test approval expires and the student must re-demonstrate readiness.
- Receive “official” TExES approval for the content exam.
- If the student does not pass the final exam/practice Content Exam with an 80% or higher, s/he will need to remediate and seek assistance from WT’s Testing Coordinator, Jennifer Denham.
- After remediation, the candidate will need to retest on the practice exam to attain an 80% with testing services and pay applicable fees.
- The student will then need to turn in the score report from testing services to attain “official” TExES exam approval.
- Practice EC-6 or any other practice test that has multiple sections—all sections must be passed within 2 attempts and 90 days, or the candidate will need to remediate and then retest on all sections. Passed sections will only remain valid for 2 attempts within 90 days as candidates may not still be ready for previous sections passed.

Remediation:

- For any portion of a practice or TExES certification exam that a candidate fails, s/he will need to document 25 hours of remediation per section to receive approval for a 2nd attempt.
- Candidates will need to complete the test/section log provided by the Office of Teacher Preparation and Advising.
- After completing the remediation plan, candidates must contact the Testing/Remediation Coordinator and have the Remediation logs signed indicating readiness to pass all portions of the certification exam on the next attempt.
- If a candidate requires a 3rd attempt, 50 hours of remediation will be required—per section.
- Any attempts after 3 will require individual counseling by the Testing Coordinator or Director of Teacher Preparation and extensive remediation before a 4th or 5th attempt would be considered.

WTAMU Testing Coordinator and Remediation Specialist:

Ms. Jennifer Denham

E-Mail: jdenham@wtamu.edu

Phone: 806-651-2621

Clinical Teaching Application and Placements

Representatives from the Office of Teacher Preparation will visit your classes to discuss your clinical teaching application. Please submit this paperwork to Old Main 413. Copies of these forms will be provided and explained to candidates during this time.

This paperwork is due to Old Main 413 by October 1, 2019.

- Clinical Teaching Application
- Copy of current Log Sheet with Cooperating Teacher Information
 - (final log sheet of 40 hours with teacher evaluation due December 6)
- Résumé
- 3 Critical Thinking Questions
- 2 Passport Photos (can take at local CVS or Walgreens), if not submitted already

Placement Policies

Region 16 Area: The Office of Teacher Preparation will make Clinical Teacher placements within the Region 16 area schools and/or 110 miles of Canyon, Texas. The Office of Teacher Preparation field supervisors will conduct the supervision.

Out-of-Area: If a candidate requests to be placed outside of Region 16 and/or 110 miles of Canyon, then the candidate will be responsible for all supervision costs including observations and mileage; the fees must be paid 30 days prior to the Clinical Teaching start date, or the candidate will be moved to a Region 16 placement.

The projected cost for an out-of-area placement may be \$500. However, as WT searches for an outside the area Field Supervisor; this will be contracted on a case by case basis and supervision costs will be negotiated based on current rates in the placement district.

Methods/Clinical Teaching Testing Policy

The Educator Preparation Program at WTAMU requires that a candidate must **pass** both the content area TExES Certification Exam and the PPR Exam before clinical teaching.

Fall test scores must be submitted by **December 1, 2019** to be eligible for clinical teaching in the spring.

Spring test scores must be submitted by **June 1, 2020** to be eligible for clinical teaching in the fall.

Appendix A: Letter to Cooperating Teachers

Field Experience Requirements

Cooperating Teachers,

Thank you for supporting our Educator Preparation Program by working with a methods student. The field experience is a vital learning opportunity for our students. Below is a checklist for you to initial when each task has been accomplished by the WTAMU methods candidate. *If an item in the checklist does not pertain to your class it will not be required by the candidate.* Thank you for all your help!

Dr. Beth Garcia and Mr. Gilbert Antunez
Department of Education WTAMU

Initials of Cooperating Teacher

___ 1st opportunity to teach to or interact with a small group of students

___ 2nd opportunity to teach to or interact with a small group of students

___ Teach a lesson to the whole class for at least 15 minutes

___ Observe and discuss differentiated instruction

___ Observe and discuss classroom management strategies

___ Observe and discuss informal assessment techniques

___ Observe a formal assessment

___ Attend a PLC meeting

___ Discuss the cooperating teacher's lesson plan before or after instruction delivery

___ Plan a lesson together

Make a plan with your cooperating teacher to participate in and address each of the tasks on the '*Field Experience Requirements*' checklist. Keep this list handy. If your placement precludes you from completing a requirement, you will not need to do it.

Appendix C: Reflection essay

Section	Questions to Answer
Introduction	Sum up what you will write about.
Critical, Creative Curriculum Planning	<p>1. What concepts about curriculum planning did you glean from your education courses at WTAMU? (Choose one of the following.) <input type="checkbox"/></p> <p>Lesson planning (You can discuss different models, such as Madeline Hunter, SIOP, 5E, or you can speak more generally.)</p> <ul style="list-style-type: none"> • Use of TEKS and/or objectives • Planning for the big picture (lesson line, unit plans, or sequencing) • Integrating literacy skills across content areas • Professional Learning Communities/Planning Collaboratively • Pacing/Sequencing Lessons • Class Structure (mini-lessons, lecture, collaborative, stations) • Using technology to enhance learning <p>2. Describe a time when you observed curriculum planning with your cooperating teacher.</p> <p>3. Evaluate the effectiveness of the curriculum planning you observed.</p>
Consideration of Student Development	<p>1. What concepts about differentiated instruction and working with diverse learners did you learn in your education courses at WTAMU? (Choose one of the following.)</p> <ul style="list-style-type: none"> • ESL/ELL • Students in Special Education <input type="checkbox"/> Gifted Learners • Low-level readers and writers • Cultural Differences (including religion, ethnicity, and the like) <p>2. Describe a time when you observed differentiated instruction with your cooperating teacher.</p> <p>3. Evaluate the effectiveness of the differentiated instruction you observed.</p>
Conclusion	<p>1. Based on what you wrote for the previous sections, what are your strengths and weaknesses in each area?</p> <p>2. Describe professional goals for yourself for a) your clinical teaching semester; b) your first-year of teaching; c) your career</p>

Name
Buff ID

Teacher Education Program Reflection Essay Example

As my methods semester draws to a close, I am mentally preparing myself for clinical teaching by reflecting on the theories and practices that will benefit my future students. In this reflection, I share examples of knowledge gained from my courses at WTAMU and how that knowledge connects to my observations. Finally, I share goals for myself I wish to achieve throughout my teaching career.

Critical, Creative Curriculum Planning

During my methods courses, I was introduced to a variety of lesson plan formats that were designed to invoke effective teaching on a daily basis. Although I found most of them to be lengthy and not practical for daily use in the classroom (especially when I will have five or more subjects to plan each day), each format made me realize the scope of thought a single lesson plan requires. For example, the Madeline Hunter format expects a teacher to: introduce the concept to review previously taught material that would be relevant to students, provide an anticipatory set that focuses students on the topic at hand, write an objective, model, check for understanding, and provide guided and independent practice. The Hunter lesson plan template, like many of the others, is designed to encourage the student to connect each new topic to knowledge the student already has in order to begin scaffolding instruction. This, along with the modeling, guided practice, and independent practice, are indicative of Vygotsky's Zone of Proximal Development. This salient concept in the lesson plan formats is vitally important to students because scaffolding ensures the students' understanding is built through a series of phases, each one more independent than the previous one.

While watching my cooperating teacher deliver a social studies lesson, I realized just how important the concept of scaffolding was. For this lesson, the students were focusing on the reasons for writing the Declaration of Independence and the chosen activity was for the students to “popcorn” read out of the textbook. Each student read their way through a paragraph or two of the section we were working on, and then the teacher asked comprehension questions at the end. Very few students volunteered to answer, and the ones who did gave surface-level responses, indicating they did not really understand the information. If I were to teach this topic in the future, I would connect the information to the students by asking them to think about a “right” they currently have (i.e. texting) and ask how the students would feel if that “right” was taxed. This would start the connection to the new topic so students could build upon a solid foundation.

Consideration of Student Development

Some students need more scaffolding than others. For instance, in the classroom I observed, there was a student whose disability prevented him from understanding figurative language. He perceived phrases such as “it’s raining cats and dogs” literally. In my courses at WTAMU, I learned students in a special education program receive accommodations and modifications according to their Individualized Education Plan (IEP). For this student, the teacher would provide accommodations by “translating” figurative language into literal language, connecting the idea to something he was familiar with, and checking for understanding. This extra scaffolding provided the student with a means to processing the same information as his peers.

Conclusion

As I prepare myself for clinical teaching next semester, I realize I have a solid foundational knowledge of how students obtain and process new knowledge. My hope is that

during clinical teaching I will be able to refine my skills in scaffolding by learning what type of questions to ask a student and ways I can connect information to each individual student's life. I also hope to practice using writing terminology throughout the unit I am teaching so I can solidify my knowledge of each writing genre. Currently, I feel that not having a solid understanding of the writing genres and how to run a writers' conference are my weaknesses. After I make it through clinical teaching, my focus for my first year of teaching will be to practice methods that encourage students to be strong readers and writers all year long. This concept plays into my career-long desire to become an expert in merging reading and writing in content areas. With the knowledge I gained in the Educator Preparation Program at WTAMU and the practice I will get during clinical teaching, I am confident I will enter my first year of teaching with skills that will benefit my future students.

Appendix D: Suggested Methods Timeline

Chart 1: You will have 11 weeks to get your 40 hours of observation; below is a chart to suggest how you may obtain your hours while doing 4 hours a week.

Weeks Listed	Dates by week	Hours: <i>suggested to be complete in time period</i>
One	9/23 – 9/27	4
Two	9/30 – 10/4	4
Three	10/7 – 10/11	4
Four	10/14 – 10/18	4
Five	10/21 – 10/25	4
Six	10/28 – 11/1	4
Seven	11/4 – 11/8	4
Eight	11/11 – 11/15	4
Nine	11/18– 11/22	4
Ten	11/25 – 11/26	4
Eleven	12/2 – 12/6	*free week to go beyond 40 or make up any hours

Chart 2: You will have almost 3 months to complete your observation hours complete; the chart below is another view on how to keep yourself on pace to complete your hours.

Month (4 weeks)	Dates by Month	Hours: <i>suggested to be complete in time period</i>
First month	9/23 – 10/18	16
Second month	10/21 – 11/14	16
Third month	11/18 – 12/6	8

As stated before, you are now a professional (pre-service teacher). Please make a plan with your cooperating teacher to complete your field experience hours and requirements. Stay focus, work hard, and communicate with your methods professor, cooperative teacher, and our office this semester.

Have a great semester WT Education Buffs!