Level 3

Handbook
Welcome to Level 3. You are nearing the end of your journey to become an elementary teacher. Soon you will be starting your student teaching, the last step before entering your own classroom. The goal of the Level 3 faculty is to give you knowledge and experience that will make you successful in our classroom and in your field placement. With this in mind we have developed some suggested guidelines for you.

We expect you to be present in class and arrive on time. Earlier in your academic career being on time may not have seemed that important but the habits you have today are likely to be the same habits you take into the classroom. If you find that you are continually tardy you should take it as a warning sign that you will have problems in teacher education and in your future classroom. No principal will accept you arriving constantly late for school. We realize that sometimes weather and exceptional traffic problems may make it impossible for you to arrive on time. This will be very rare.

On occasion some students have a class immediately before or after the Level 3 class. If this schedule conflict appears likely to cause a problem please talk to your instructor.

All of your instructors expect your assignments to be completed and turned in on the assigned date. Generally, assignments should be typed and double spaced but each instructor may have individual expectations. Check the instructor’s syllabus for further guidance.

Typically, Level 3 Mathematics and Science Methods will meet in room 317 and Art and Music and Language Arts Methods in room 330 in the Education building.

**Dispositions**

The Teacher Education faculty has identified a number of teacher characteristics, or dispositions, that we believe are important for future teachers. These dispositions are listed below. You should familiarize yourself with them and focus on incorporating them into your behavior.
1. **Positive attitude** (enthusiastic, motivated, dedicated, committed, shows initiative, appropriate sense of humor)

2. **Caring/Responsive** (concerned, thoughtful, receptive to the feelings of others)

3. **Ethical/Responsible** (acts in accordance with the rules or standards for right conduct, adheres to schedules, accountable and principled decision maker, student advocate)

4. **Inclusive** (appreciates and values student diversity; communicates cultural sensitivity; fair, impartial, open-minded; unprejudiced, unbigoted)

5. **Flexible** (able to make adjustments based on changing circumstances)

6. **Collegial** (collaborative, cooperative; sharing responsibility in a group endeavor, works effectively with others, friendly and mutually respectful)

7. **Reflective/Resourceful** (thoughtful, insightful; a deliberative decision maker and problem solver; deals skillfully with new situations, difficulties, etc.)

8. **Poised** (controlled, confident, self-assured, tactful; shows restraint over own impulses and emotions)

9. **Teachable** (apt and willing to learn, receptive to new ideas and feedback)

Many of the points in this handbook fall under one or more of these dispositions. This reflects how important your professors believe they are to your success as a professional.

**Field Experience**

**Introduction**

Each class in Level 3 will spend four days in a public school for a field experience. We want this to be a positive experience for you, for the cooperating teachers, for other school personnel, and for ourselves as instructors themselves.

The teachers in the schools are dedicated professionals who are sincerely interested in helping children. They have accepted you into the classroom because they are also dedicated to helping develop future teachers. With the many demands on teaching time
from competing forces such as the No Child Left Behind Act this is not an inconsequential commitment. Your teacher will be there to help you and to help the children. Please respect this dedication.

**Arrival at school for field experience.**

Each class should meet with the WSU instructor prior to going to the field experience classroom. This allows for the instructor to take attendance, collect and return papers, make announcements and other miscellaneous tasks that need to be completed.

Upon arrival at the field experience school your instructor will have a designated meeting location. After checking in at the office you should report there at the time designated by your instructor.

Some of you may have arranged to work with your cooperating teacher earlier in the day. In that case work with your teacher and report to the class meeting at the designated time.

**Cooperating teachers**

The cooperating teachers are dedicated professionals. They want to help you develop into an outstanding teacher. Advice they may give is intended solely to help you become better. Welcome their ideas and feedback. These teachers take real pride in your development as a future professional teacher.

**Dress**

Dress professionally when going to the schools. This is your time to make a first impression with school personnel. Work to make a good impression. Dressing as a professional is a beginning.

**Behaviors**

Again, the watchword is professional. You should always conduct yourself as a professional teacher. Your instructors will have a required number of lessons for you to teach. You should be completely prepared on the day you are to teach with detailed lesson plans and lesson materials ready to go at the beginning of the lesson. You should make a point of arriving at school on time or
early. Hopefully your actions will say to others that you are looking forward to working with children.

When you are not teaching your cooperating teacher may have other work for you. This work is part of teaching and goes with the job as much as working with children. Do your best work on these assignments; often they help you learn about the children in the class. Always be ready to perform various tasks the cooperating teacher requests. Some of these may seem menial but they are typical of the jobs teachers face daily in their teaching lives. These tasks may include:

- Running off papers,
- Working with small groups,
- Creating bulletin boards and,
- Any other assistance requested by the classroom teacher.

Your relationship with others is an important part of becoming a professional. If you have personal problems with other students from the class leave them at the University. In the schools you are expected to be professional educators. In the same vein, if you have problems with the way your cooperating teacher works keep it to yourself. He/she wants to help you become better. Teachers always develop their own way of doing things and we all differ at some point with the methodology of others. Focus on taking care of the business of improving your teaching. This is enough of a challenge without worrying about the way others teach.

It is easy to be misquoted or misunderstood by others. We suggest that you avoid the teacher’s lounge and especially conversations in the lounge. An old cliché to remember is to:

Hear no evil.
See no evil.
and most of all
Speak no evil.

You are expected to remain at the school during the time designated for the class. Of course you may arrive early and stay late doing more than is required by the course instructor. The teachers and children in their classes have a great deal to offer in your development as a professional educator.
Teaching Your Field Experience Lessons

Lesson plans for your lesson should be available for your cooperating teacher at least two days in advance.

Be prepared to teach. You should not be running around rounding up teaching materials just before your lesson.

You are not finished with your lesson until all materials are put away and the classroom is neat, ready for future learning or any mess made during the lesson are cleaned up. Professional teachers make sure the classroom is an organized learning environment.

Be excited about the lesson you are teaching, after all it is your lesson. Remember you are teaching children not science, math, art, etc.

Attendance at Field Experience

We expect you to attend all days at the field experience school but we also know that situations arise when you may have to miss the field experience. In this event, you need to call and advise the following that you will be absent:

- Your cooperating teacher
- Your university instructor
- The school office

Be sure to check with your teacher to arrange a make up time for your absence.

Problems

If unforeseen problems arise you should feel free to consult with one of your university instructors.