

**BROWARD COLLEGE  
EARLY FIELD EXPERIENCE  
COOPERATING TEACHER GUIDE**

Broward College appreciates your willingness to serve as a cooperating teacher for an early field experience student enrolled in EDF1005, Introduction to the Teaching Profession, or EDF2085, Introduction to Diversity and Exceptionalities for Educators.

**This student is a freshmen or sophomore who has not taken methods courses.**

The objective of the required 15 hours of early field experience is primarily observation and possible class assisting (not teaching). This experience will help the student take the first steps of his/her journey to become a teacher. Please develop a schedule with the student on the contract that is provided. The student must complete a minimum of two hours, but no more than four hours per day per course in their early field experience. Please sign the contract and keep a copy.

Your cooperation in providing the following opportunities will ensure a meaningful early field experience for the Broward College student:

1. Share your expectations of them in your classroom setting and review the dates/times of the early field experience. Discuss the procedures of checking in and out of the school's front office and provide the office phone number.
2. Provide the student with an opportunity to review the school's handbook.
3. Share lesson plans and explain your course objectives, learning outcomes, and evaluation procedures for the classes in which his/her field experience occurs.
4. At your discretion, when the student has had a sufficient number of observation hours please provide the Broward College student with an opportunity to mentor, tutor, or assist with classroom activities/instruction. **(Early field experience students must not be left alone with students in the class).**
5. Help ensure that the student meets the expected early field experience outcomes for his/her specific education class by explaining your teaching strategies, classroom management techniques and record keeping.
6. Meet with the student on the first day of early field experience and develop a mutually acceptable schedule which will be written on the student's field experience contract. Retain a copy of the contract for your records.
7. Sign the Broward College early field experience log report in **blue ink** after each early field experience and if time allows, answer questions the student may have.
8. Please allow the student to make up one missed early field experience if he/she has a valid excuse and notifies you in advance. **(The student has been instructed that he/she**

**must complete 15 hours, attendance is mandatory at all scheduled sessions, and only one make up will be allowed).** Students are required to call the school's front office prior to the beginning of the school day to notify you if they have a valid reason for missing. You may give consideration, for additional make ups; to students who have extenuating circumstances which may cause them to miss more than one early field experience or refer the student to his/her Broward College course instructor.

9. For EDF 2085 Introduction to Diversity and Exceptionalities for Educators students only, share insights and plans to accommodate student diversity in your teaching and how teaching materials are culturally sensitive and appropriate for diverse populations.
10. Upon completion of the early field experience hours, the Broward College student will provide you with a Cooperating Teacher Reaction Form to evaluate the early field experience of your student. When the student completes the required 15 hours, please obtain a copy of his/her log, fill out the Cooperating Teacher Reaction Form and send it in the return envelope that is provided or to the Broward College student to submit to the Education Placement Office (if comfortable submitting to the student in person) **THE STUDENT WILL NOT BE GIVEN A GRADE IN HIS/HER EDUCATION CLASS UNLESS THE REACTION FORM, LISTING 15 HOURS COMPLETED, IS RECEIVED.**

**EARLY FIELD EXPERIENCE OUTCOMES  
EXPECTED OF BROWARD COLLEGE STUDENTS**

**EDF1005 Introduction to the Teaching Profession**

**Lesson Plans**

1. Understand how the teacher plans and uses a lesson plan to meet learning objectives effectively.
2. Recognize the need for modifications in a lesson plan based upon classroom circumstances and the follow-up that may be needed to successfully implement the modifications.
3. Describe lesson activities that require students to gather information and solve problems.

**Classroom Interaction**

1. Describe effective communication skills that are used to enhance learning (Language appropriate for students to understand)
2. Identify teaching strategies, materials and technologies used to expand student's thinking abilities.
3. Recognize how the teacher varies his/her role in the instructional process (instructor, coach, mentor, facilitator, audience, critic, etc.) in relation to the purposes of the instruction and the students' needs.
4. Identify techniques used for classroom management (including establishing an effective learning environment and guiding classroom behavior)

**Administration**

1. Understand record keeping used to monitor students' development.
2. Explain how the diversity of students is addressed in the school and/or school system with regards to procedures, policies, objectives and philosophy, and how this guides the teachers within the school.

**EDF2085 Introduction to Diversity and Exceptionalities for Educators**

**Lesson Plans**

1. Recognize how the teacher develops his/her lesson plans to accommodate the diversity of the students.
2. Identify how the teacher modifies and adapts lessons based upon diversity.

**Classroom Interaction**

1. Discuss a variety of teaching techniques and strategies used to effectively instruct diverse students.

2. Identify how the teacher employs techniques to develop a climate of openness, mutual respect, support and inquiry relative to diversity.
3. Discuss how the teacher uses appropriate and culturally sensitive materials, technology and resources to enhance the learning process.
4. Identify how the teacher accommodates students with special needs to facilitate learning.

### **Administration**

1. Explain how the diversity of students is addressed in the school and/or school system with regards to procedures, policies, objectives and philosophy, and how this guides the teachers within the school.

**Broward College appreciates your willingness to help in the training of future educators. We hope you will continue to work with our early field experience students in the future.**

If you have any questions, please feel free to contact:

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