

Field Experiences

Northeast Georgia RESA has a commitment to provide teacher candidates experiences to work with and in diverse educational settings. The field experience part of our program involves giving the Candidates the opportunity to teach to, assess, and/or honor, diverse cultures, linguistics, learning styles, and interests in their fellow Candidates, the educators and students they serve. Our belief is that Candidates should have field experiences directly related to developing the characteristics, skills, and knowledge, which are necessary for a teacher who teaches gifted and talented students, to obtain through the opportunities to work in a variety of settings in which the demographics and exceptionalities are different from the Candidate's assigned school.

The authentic field experience (50 hours) requires the teacher candidate to participate in a supervised and coordinated series of real applications of pedagogical knowledge and skills occurring in actual classroom settings that allow candidates to further develop and demonstrate the knowledge and skills acquired in the coursework.

All Clinical Practicum/Field Experiences are described in the Personal Development Plan. This plan also includes a form to record these experiences. There are two categories of field experiences, embedded and optional. All courses have embedded field experiences as described in the chart below:

Embedded Field Experiences				
Instruction				
Experiences	Characteristics of the Gifted	Methods and Materials	Curriculum and Program Development	Priorities of Assessment
Work one-one one with a small group of gifted students using the materials you have created for one of the four endorsement courses. Briefly describe these experiences and their relevance to course concepts.	X	X		
Construct an alternative		X	X	

performance-based assessment for a student who requires differentiation.				
Research under achiever student for the gifted. Select a student who would benefit from this process and develop a plan of action based on RTI recommendations.		X		
Enrichment Board Strategy	X			
Curriculum Compacting		X		
Lesson Plan Portfolio		X		
Differentiation Reflection		X		
Observation Chart on Social Skills Checklist				X
Collaboration				
Interview a gifted student using the questions provided in Field Experience Module.	X			
Professional Development Plan				

Eligibility Committee Simulation				X

Additionally, there are opportunities for additional Clinical Practicum/Field Experiences to meet the 50 hour requirement. Those options are also included in the Personal Development Plan as described in the chart below:

Optional Clinical Practicum/Field Experiences		
Area	Teacher observed, his/her signature & date of observation	Reflection – Discuss similarities and differences between this class and heterogeneously grouped classes and other gifted service delivery models. Discuss the benefits of this model and the drawbacks in both academic/intellectual and social/emotional needs of gifted learners.
Instruction		
Service Delivery Models – You must observe at least two different models for at least one hour each.		
• Resource Model		
• Advanced Content Model		
• Cluster Model		
• Collaboration		
• Collaborative Model		
Attend or Coach gifted students in an academic competition		

<p>Travel to another school to observe a different model of provision of services or instruction JJ Harris School (CCSD), Da Vinci Academy (Jefferson), Ron Clark Academy (Atlanta) DeKalb School of the Arts are examples of programs to visit.</p>		
<p>Observe a certified gifted teacher regularly instructing gifted students. Record your reflections and any relevant learning and diversity issues in your journal.</p>		
<p>1. Observe a general educator whose class contains students who receive gifted services. Record your observations and discussions of any diversity and communication issues you had with the classroom teacher.</p>		
<p>Collaboration</p>		
<p>Meet with a gifted teacher/coordinator to review a formal assessment with which you are not familiar (e.g. Torrance Test of Creativity-TTC).</p>		
<p>Professional Development</p>		
<p>Attend a GAGC or NAGC Conference</p>		
<p>Attend local professional development session on gifted</p>		

and talented instruction.		
Meet with a colleague to attend a “webinar” on NAGC or other source.		
View Youtube Presentations on Creativity by Ken Robinson		
Book Club: Read a professional book and 3 articles (book and articles must be different authors) and participate in an online book club discussion regarding gifted education analyzing how they are related. Books and article links can be found in Field Experience Module.		