

North Carolina A&T State University
School of Education



Field Experience Handbook

“Professional Educator: Catalyst For Learning”
Raising the Bar

Office of Student Teaching, Internships, Partnerships, and
School Services

Revised July 2006

TABLE OF CONTENTS

| | |
|--|----|
| Preface..... | 3 |
| Introduction..... | 4 |
| Mission of the University..... | 5 |
| Characteristics of the Unit..... | 5 |
| Vision..... | 5 |
| Mission..... | 6 |
| Theme..... | 6 |
| Aim..... | 7 |
| Conceptual Framework Model..... | 9 |
| Field Experience..... | 10 |
| Purpose..... | 10 |
| Goals..... | 10 |
| Objectives..... | 11 |
| Organizational Structure for Field Experience..... | 12 |
| Roles and Responsibilities..... | 13 |
| The Field Experience Intern..... | 13 |
| Removal from Field Experience..... | 14 |
| The Classroom Teacher..... | 14 |
| The University Instructor..... | 15 |
| The Director of Student Teaching, Internships, Partnerships, and School Services..... | 16 |
| The Clinical Faculty..... | 17 |
| Appendices..... | 18 |
| A. Field Experience Sequences..... | 19 |
| B. Courses Requiring A Field Experience..... | 23 |
| C. Intern Request for Field Experience Placement..... | 24 |
| D. Assessment of Performance for Field Experience (Level One)..... | 25 |
| E. Assessment of Intern Performance..... | 26 |
| F. Intern Attendance Sheet | 27 |

PREFACE

The purpose of this Field Experience Handbook is to serve as a guide for instructors who teach courses requiring field experiences and for participating public school teachers and administrators. The handbook describes the nature and purpose of the field experience at North Carolina Agricultural and Technical State University. In addition, the handbook includes the objectives, policies, procedures, and organizational structure of the Field Experience Program. The responsibilities of all participants are also outlined.

This handbook is supplementary to the University Bulletin, Teacher Education Handbook serves as an instrument to assist with the coordination of successful field experience placements.

INTRODUCTION

Field experiences are an integral part of the Teacher Education Program at North Carolina Agricultural and Technical State University. These experiences contribute significantly to each candidate's developmental growth from pre-service teacher to in-service teacher. Candidates participate in a variety of field experiences which allow them to apply and reflect on their content, professional and pedagogical knowledge, skills, and dispositions. These experiences are designed to facilitate the candidates' development as a Professional Educator Catalyst for Learning.

The Teacher Education Program embraces the ideals of its national and state accrediting bodies, the National Council for the Accreditation of Teacher Education (NCATE), the North Carolina Department of Public Instruction (NCDPI). In addition, it also addresses the goals and objectives of the Teacher Education Program at North Carolina Agricultural and Technical State University and supports the components of the A&T Professional Development School (PDS) Partnership.

Research findings relative to theory and practice indicate that the use of school-based experiences promotes the development of effective teachers. School and university collaboration provides opportunities for reciprocal interaction by satisfying mutual educational objectives that emanate from clients and institutions involved in the preparation of professional educators.

All teacher education candidates at North Carolina A&T State University complete a minimum of three (3) field experiences prior to student teaching. The field experiences are sequentially planned, supervised, and formal evaluations are completed. Through these sequentially planned field experiences, candidates are given opportunities to (1) observe,

(2) monitor, (3) tutor, (4) guide, (5) diagnose, (6) attend meetings, (7) take part in professional conversations with other educators, and (8) implement critical teaching behaviors that enhance the intensity and/or quality of classroom instruction. Therefore, the overall goal is to provide sequentially planned field experiences that will develop professional educators who are catalysts for learning, who reflect on their teaching, and who have the knowledge, skills, and dispositions to become masters in their field.

Mission of the University

The mission of the University is to provide an intellectual setting where students in higher education may find a sense of identification, belonging, responsibility, and achievement that will prepare them for roles of leadership and service in the communities where they will live and work. This mission statement serves as a basis for the development of the vision and mission statement for the Unit.

Characteristics of the Unit

VISION

The vision of the School of Education at North Carolina A&T State University is to evolve as the leader in the development of professionals who are catalysts for learning in local, state, national, and international communities and who understand the importance of using technology, assessment, and reflections to address challenges of the diverse needs of students in the teaching and learning process.

According to Bart (1990) in "Improving Schools From Within", a vision and a sense of purpose can help one respond to the complexities of school life. "Without a vision I think our behavior becomes reflexive, inconsistent, and shortsighted as we seek

the action that most quickly puts out the fire so we can get on with putting out the next one. Without a clear sense of purpose, we get lost.”

MISSION

The specific mission of the School of Education (SOE) is to prepare students for careers in elementary and secondary schools, and for professional careers in industry, government, and other agencies. Included in this mission is the idea of providing high quality programs through effective teaching, field experiences and internships, on-going assessment, professional development, and other opportunities to ensure that all graduates meet high professional standards. The vision of the School of Education at North Carolina A&T State University can be captured in the following theme.

THEME: The Professional Educator: Catalyst for Learning

The catalyst for learning evolved through the uniqueness of the unit standards: diversity, assessment, reflection, and technology (DART).

Diversity

Teachers who are catalysts for learning value the diverse, cultural, social, economic, and cognitive differences that students bring to the classroom. Teachers use this diversity as a creative force that drives the curriculum and develops an atmosphere within the classroom that builds on this organic diversity to facilitate learning.

Assessment

Assessment is provided through multiple pathways that inform curricula decisions including both traditional and authentic assessment. The purpose of such assessment is to meet candidates' needs so that they can build on prior understandings to create new knowledge. Assessment ensures that diversities are addressed rather than subsumed.

Reflection

The reflective practitioner motivates self-improvement through the practice of self-assessment. Thus, improvement of student learning will occur through the constructive use of reflective practice. This metacognitive process involves thinking critically and creatively in solving problems.

Technology

The teacher who is a catalyst for learning understands technology and uses technology to bridge the social, cultural, and economic gaps among students. Such a catalyst uses technology as an equalizer to build on social, cultural, and economic realities to ensure equal access to educational opportunities.

AIM

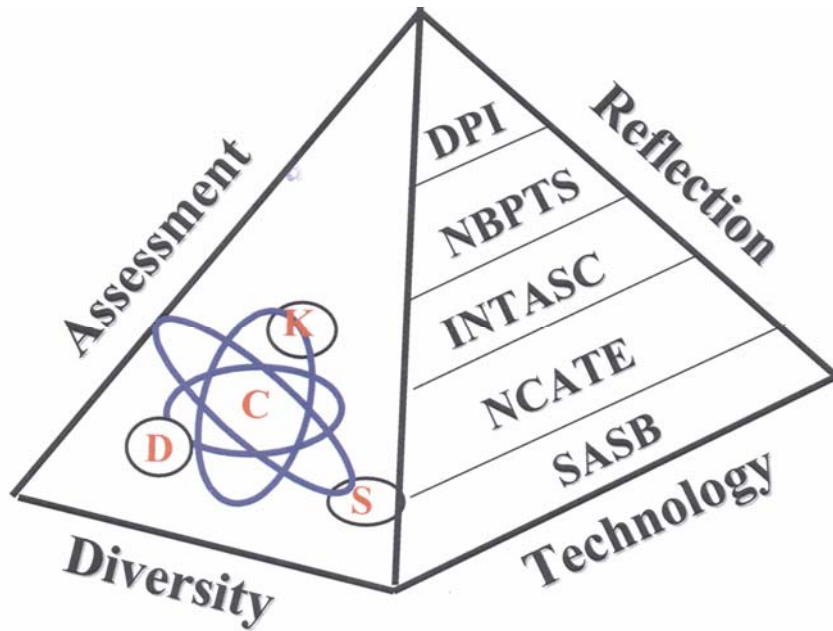
The overall aim of education at North Carolina A&T State University given its underlying vision, mission, and philosophy is to create candidates who are proficient at addressing diverse needs of students, who use assessment and reflection to inform the teaching and learning process and the technology to equalize educational opportunities.

The purposes, processes, and outcomes of the unit emphasize content, pedagogy, professional knowledge, diversity, assessment, reflection, and technology (DART). The

rationale for the model and the knowledge bases are directly related to the aims of the Teacher Education Program, which seeks to improve the quality of education available to the youth of North Carolina through improved preparation of teachers and other school personnel, including administrators, guidance counselors, and instructional supervisors. Thus, the aims of the unit include the following:

- The encouragement of research, service, teaching, and other creative endeavors by the faculty and students.
- The preparation of students with the knowledge, skills, and dispositions based on professional standards, to think critically, express themselves creatively, make independent judgments, communicate effectively, and reflect on practice.
- The maintenance of an environment that fosters quality instruction and encourages the further professional development of faculty and staff, and which supports the ideals of academic freedom and shared governance.

Conceptual Framework Model



Professional Educator: Catalyst for Learning

Field Experiences

Purpose

The purpose of the field experience is to provide candidates with significant role-taking opportunities through a series of experiences in the schools that lead into student teaching. Thus, the field experience seeks to provide exposure to the various types of teaching methods, strategies, and techniques employed in a variety of school settings.

Goals

The goals of the field experiences are designed to:

1. Provide an opportunity for candidates to know the content they will teach.
2. Enable the candidates to interact in various settings with diverse population of students.
3. Provide an opportunity for the candidates to observe instruction and the instructional setting.
4. Provide an opportunity for the candidates to participate actively in the mechanics of classroom organization, learning styles and strategies, classroom management and other school- related experiences.
5. Provide the candidates with reflection opportunities to re-evaluate and confirm their professional and personal interests in the field of education.
6. Enable candidates to observe collaboration with families and significant adults in lives of students.
7. Provide an opportunity for candidates to observe learning and experiences supported by technology.

Objectives

Professional education field experiences enable candidates to:

1. Apply learning theories to achieve stated goals and objectives in the teaching-learning process.
2. Demonstrate content knowledge in their teaching specialty.
3. Apply concepts of school law to educational practice.
4. Recognize cultural factors and their impact on teaching processes and practices.
5. Analyze basic philosophical and sociological principles of education.
6. Apply curriculum design and planning schemes to the world of practice.
7. Examine and apply instructional technology and its application to practice.
8. Identify the needs of the exceptional learner.
9. Demonstrate the application of formal and informal evaluation strategies.
10. Apply knowledge and skills related to test construction and data analysis.
11. Demonstrate the use of networking to enhance instruction.
12. Apply instructional techniques (i.e. differentiated instruction) to improve the learning outcomes of students from diverse backgrounds and performance level.
13. Respect the dignity of all students.
14. Demonstrate the high ethical standards of teaching.
15. Identify the impact of positive collaborative relationships with families.

ORGANIZATIONAL STRUCTURE FOR FIELD EXPERIENCES

The School of Education, via the Office of the Dean, has the administrative responsibility of preparing teachers. The Director of Student Teaching, Internships, Partnerships, and School Services is delegated the responsibility of managing the placement of candidates for field experiences.

Instructors direct requests for field placement to the Director of Student Teaching, Internships, Partnerships, and School Services. In accordance with the guidelines provided, these requests are processed within the Office of Student Teaching, Internships, Partnerships, and School Services. The Director is responsible for identifying placements for field experience interns but is not responsible for supervising them. The Director notifies the instructors of placement sites, and the instructor informs candidates of their placements. Using the conceptual framework of the unit, the department/instructor is responsible for supervising and formulating a well-designed plan of meaningful activities and objectives within the respective courses. Through the Professional Development School (PDS) Partnership, school partners assist with the design and focus of the three levels of field experiences. School partners review the field experience program annually at the Coordinating Council Meeting. This plan is given to the interns, the clinical faculty, and the school partners.

ROLES AND RESPONSIBILITIES

The following lists outline the major roles and responsibilities of each party involved in the Field Experience Program.

Field Experience Intern

Field experience interns should consider themselves an integral part of the school community to which they are assigned. Interns should seize every opportunity to observe and participate in activities taking place within the school environment in order to develop their skills and philosophies about teaching and successfully working with diverse students.

Specifically, they should be prepared to:

1. Accept the assignment as an obligation to fulfill a course requirement.
2. Complete the specified period of observation hours.
3. Secure transportation to the school.
4. Participate in the orientation appointment at the assigned school with the Director of Student Teaching, Internships, Partnerships, and School Services or other designated university representative.
5. Notify the school, classroom teacher, university instructor, **if** absence is required.
6. Follow all rules and regulations of the assigned school.
7. Maintain confidentiality about the school and students.
8. Assist in maintaining a pleasant and safe classroom environment conducive for learning.
9. Maintain a professional attitude through personal appearance, attire, conversation, and actions.

10. Keep a daily journal of all time spent observing, participating and teaching.
11. Complete all field experience assignments designated by the university instructor.
12. Report any problems to the university instructor.

Prior to their field experience assignment, interns are provided a copy of these responsibilities. Additionally, each university instructor reviews and discusses with interns all expectations including their roles and responsibilities within the assigned school.

Removal From Field Experience

Interns may be removed from their field experience for the following reasons:

1. Failure to conduct themselves in a professional manner in keeping with the policies of the school and university
2. Failure to maintain adequate attendance during the internship experience
3. Failure to meet requirements of the internship experience
4. Any reason which impedes the progress of the internship experience

Classroom Teacher

The classroom teacher plays a primary role in the development of the field experience intern's competence. He/she is a powerful model to the field experience intern and will be broadly emulated. Specifically, the classroom teacher should be prepared to:

1. Develop a supportive relationship with the field experience intern.
2. Assist with orientation for the field experience.
3. Provide the field experience intern with the names of students in the classroom.

4. Model appropriate teaching and management strategies and include the intern in the classroom activities during his/her field experience.
5. Provide minimal assistance to the field experience intern in the completion of assignments designated by the university instructor.
6. Assist the field experience intern in locating various school curriculum resources.
7. Work cooperatively with the university instructor and the clinical faculty to ensure an understanding of the required activities during the field experience.
8. Complete and return the university evaluation form on the field experience intern's performance (Addressed stamped envelope provided).

Each classroom teacher should receive on the orientation day from their intern, a package which includes: (1) a description of the field experience, (2) an evaluation form, (3) an attendance sheet, (4) a letter of introduction, and (5) an addressed stamped envelope.

University Instructor

The North Carolina A&T State University instructor supervises the intern and utilizes the resources available through the university and the public schools for successful completion of the field experience. Specifically, the university instructor should be prepared to:

1. Initiate the request for placement of intern to the Director of Student Teaching, Internships, Partnerships, and School Services.
2. Inform interns of their placement(s).

3. Prepare a field experience description based on the field level and the format provided for the classroom teacher's packet.
4. Develop and identify meaningful activities to be completed during the field observation experience.
5. Work with the classroom teacher to ensure an understanding of the designated requirements.
6. Assign a grade based upon completion of all required reports and evaluations.

The Director of Student Teaching, Internships, Partnerships, and School Services

The Director has the primary responsibility for the coordination and placement of interns. Specifically the director should be prepared to:

1. Contact schools to obtain school assignments.
2. Explain the University Field Experience Program to the schools.
3. Assign intern placements in the schools.
4. Coordinate field intern orientations at the school sites.
5. Provide all necessary forms and materials to the schools.
6. Maintain an official record of school assignments and placements.
7. Serve as the School of Education spokesperson to the schools.
8. Conduct both formative and summative evaluations of the program.

The Clinical Faculty

The Clinical Faculty member(s) are additional supervisors of field experiences. Serving as a liaison between the university, the intern, and the public school, the clinical

faculty members assist in developing and maintaining professional rapport. While the clinical faculty members are in close contact with classroom teachers and interns during frequent public school visits, they can assist with early detection of obstacles which can then be addressed and resolved expeditiously. Specifically the clinical faculty should be prepared to:

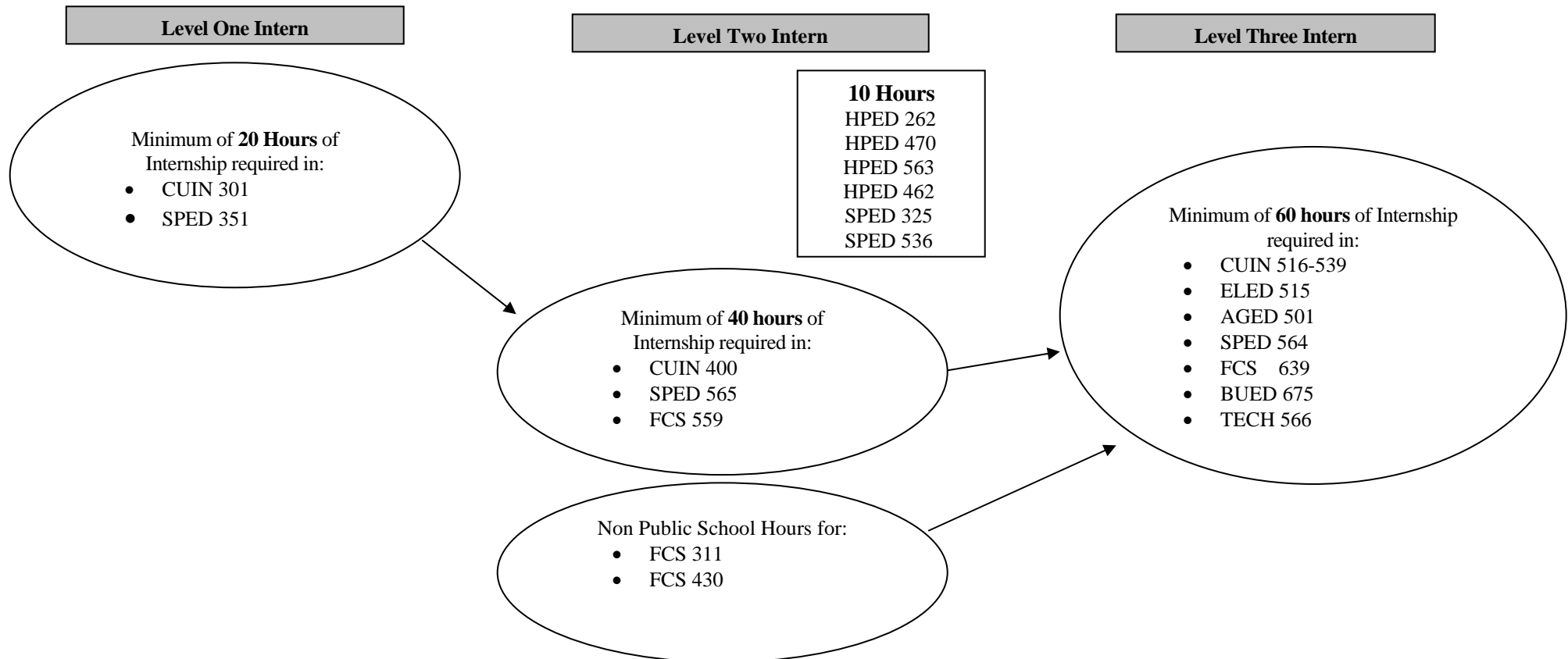
1. Attend orientations with interns (as orientation schedules allow).
2. Make contact with the public school teachers and the interns to assure a positive and productive field experience.
3. Monitor and observe intern duties and progress during field experience.
4. Assist the intern, the classroom teacher, and the university professor as needed.

Appendices

Appendix A

North Carolina Agricultural and Technical State University Teacher Education Program

Field Experience Sequence



The primary purpose of the field experience is to provide interns with significant role-taking opportunities through a series of experiences in school prior to student teaching. Through sequentially planned field experiences, candidates are given opportunities to (1) observe, (2) monitor, (3) tutor, (4) guide, (5) diagnose, (6) attend meetings, (7) take part in professional conversations with other educators, and (8) implement critical teaching behaviors that enhance the intensity and/or quality of classroom instruction.

Concentration and Suggested Intern Involvement Activities

Field experiences will be concentrated in professional education and some specialty education courses. The sequencing of courses from sophomore to senior year is as follows:

| <u>Intern Classification</u> | <u>Professional Education</u> | <u>Specialty Education</u> |
|----------------------------------|-----------------------------------|--|
| Level 1 | CUIN 301 | SPED 351 |
| Level 2 | CUIN 400 SPED 565 | HPED 262 HPED 462 HEFS 430 HPED 470 HEFS 600 HPED 563 SPED 325 SPED 536 |
| Level 3 | CUIN 519-539 (Methods) | AGED 501 SPED 564 HEFS 639 BUED 575 TECH 566 ELED 515 |

A standard format will be used by university instructors to transmit the description of each field experience. The description will include a purpose, suggested activities, required hours, and evaluation procedures.

Hours and intern involvement activities for field experiences follow:

◆ Level 1 Intern

- Primary purpose is that observations focus on teachers' roles and responsibilities
- Twenty (20) hours of observations
- Assignment to any school level
- Intern Involvement Activities:
 - Attend PTA Meeting
 - Observe resource classrooms
 - Observe outside classroom supervision
 - Observe school transportation activities
 - Serve as tutors and assist the teacher
 - Assist in creating and designing classroom displays
 - Attend Parent-Teacher Conferences/Meetings
 - Attend Staff Meeting
 - Attend School Based Meetings
 - Observe support classrooms - music, art, etc
 - Review Staff Handbook/Policy Manual and class rules

- ◆ **Level 2 Intern**
 - Primary purpose of the field experiences is engagement.
 - Students will participate for a minimum of 40 hours for Professional Education courses and a minimum of 10 hours for Specialty Area courses.
 - Each candidate will be assigned in his/her major area.
 - Intern Involvement Activities:
 - Assist teacher in the classroom
 - Tutor individual students
 - Conduct small group sessions
 - Make instructional materials
 - Assist with classroom displays
 - Assist in lesson planning
 - Plan and implement one lesson
 - Evaluate teaching and management styles
 - Accompany class on field trips
 - Proctor tests
 - Become familiar with educational terminology
 - Conference with other school personnel, i.e. counselor, media specialist, curriculum facilitator

- ◆ **Level 3 Intern**
 - Primary purpose of field experience is increased engagement and participation in specialty area.
 - Students will participate for a minimum of 60 hours.
 - Each candidate will be assigned in his/her major area.
 - Intern Involvement Activities:
 - Continuation of Involvement Activities from Level 2
 - Plan and conduct tutorial activities
 - Make lesson plans
 - Teach a number of lessons
 - Observe different teaching styles
 - Integrate technology in lessons
 - Adapt lessons for needs of diverse students
 - Implement classroom management
 - Participate in in-service activities
 - Assess lesson plans
 - Assist with student assessment and evaluations
 - Participate and assist in clubs/student organizations
 - Conference with administrative staff, i.e. principal, and assistant principal

◆ **Specialty Courses**

- ◆ Primary purpose of the field experience is to provide more in-depth observation and/or engagement in the specialty area
- ◆ Suggested activities will be subject area specific and outlined on the Description of the Field Experience for each course

Appendix B

North Carolina Agricultural and Technical State University
School of Education
Field Experience Program
Courses Requiring A Field Experience

| <u>Code</u> | <u>Number</u> | <u>Description</u> |
|-------------|---------------|--|
| AGED | 501 | Materials and Methods of Teaching Agricultural Education & Extension |
| BUED | 575 | Methods of Teaching the Business Subjects |
| CUIN | 301 | Philosophical and Sociological Foundations of Education |
| CUIN | 400 | Psychological Foundations of Education Growth and Development |
| CUIN | 519 | Preschool Materials, Methods, and Practicum |
| CUIN | 525 | Methods of Teaching Art |
| CUIN | 526 | Methods of Teaching English |
| CUIN | 527 | Methods of Teaching Foreign Languages |
| CUIN | 528 | Methods of Teaching Home Economics |
| CUIN | 529 | Methods of Teaching Mathematics |
| CUIN | 530 | Public School Music Methods |
| CUIN | 531 | Vocal Methods and Materials |
| CUIN | 532 | Band Methods |
| CUIN | 533 | The Teaching of Physical Education |
| CUIN | 534 | The Teaching of Health Education |
| CUIN | 535 | Methods of Teaching Science |
| CUIN | 536 | Methods of Teaching Social Sciences |
| CUIN | 539 | Methods of Teaching Speech and Theatre |
| ELED | 515 | Methods of Teaching |
| FCS | 311 | Child Development: Prenatal Through Early/Middle Childhood |
| FCS | 430 | Assessment and Evaluation of Young Children |
| FCS | 559 | Fundamental of Emergent Literacy |
| FCS | 639 | Applied Principles for Active Learning |
| HPED | 462 | Teaching Physical Education in Grades K-5 |
| HPED | 470 | Theory and Practice of Sports |
| HPED | 563 | Teaching Methods in Adapted Physical Activity |
| SPED | 325 | Orientation to Cultural Diversity and Special Education Settings |
| SPED | 351 | Introduction to Learning Disabilities |
| SPED | 536 | Educational Assessment & Curriculum Development for Exceptional Infants and Young Children |
| SPED | 564 | Materials, Methods, & Problems in Teaching the Special Needs Child |
| SPED | 565 | Teaching Exceptional Strategies for Students in Inclusive Settings |
| TECH | 566 | Technology Education Teaching Methods |

The syllabus for each course produces a Field Experience Description that will guide the candidate's activities and serve as an information source for the classroom teacher.

Appendix C

NORTH CAROLINA AGRICULTURAL AND TECHNICAL STATE UNIVERSITY
SCHOOL OF EDUCATION

Field Experience Program

INTERN REQUEST FOR FIELD EXPERIENCE PLACEMENT

Fall Spring Summer

Course: _____ Section: _____ Instructor: _____

Class Time: _____ Day(s): M T W R F (Circle) Level of Internship: 1 2 3

Please provide the information requested below which will assist with your placement for field experiences.

Name: _____ Candidate ID Number: _____

Local Address: _____ City: _____ State: _____ Zip: _____

E-Mail: _____ Local Phone Number: _____

Major: _____ Second Major: _____

Indicate which of the following courses you have taken and where the field experience was completed.

| | | |
|----------------|----------------|----------------|
| CUIN 301 _____ | ELED 515 _____ | SPED 325 _____ |
| CUIN 400 _____ | AGED 501 _____ | SPED 351 _____ |
| CUIN _____ | BUED 675 _____ | SPED 536 _____ |
| CUIN _____ | HPED 262 _____ | SPED 564 _____ |
| CUIN _____ | HPED 462 _____ | SPED 565 _____ |
| CUIN _____ | HPED 563 _____ | TECH 566 _____ |
| _____ | _____ | _____ |

TRANSPORTATION

(TRANSPORTATION IS THE CANDIDATE'S RESPONSIBILITY)

Complete the items as they apply to you.

I am willing to share my private transportation with a fellow candidate. (Circle) Yes No

The name(s) of the candidate(s) with whom I would share my transportation is(are):

Name _____ Course _____

Name _____ Course _____

Miscellaneous Circumstances

Check here if you have Special Circumstances. (Communicate these first to your instructor)

Explain Special Circumstances:

Appendix E
North Carolina Agricultural & Technical State University
School of Education
Field Experience Program
Assessment of Intern Performance

TERM: **Fall** _____ **Spring** _____ **Summer** _____

Intern's Name: _____ School Assignment: _____

Internship Level: (circle one) 1 2 3

Academic Courses: CUI_____ BUED_____ TECH_____ HPER_____ AGED_____ SPED_____ HEFS_____

Grades(s) or Subject Area (s): _____ Hours Completed: _____

Please check the appropriate box using the scale below

1=Unsatisfactory 2=Below Standard 3=At Standard 4=Above Standard 5=Well Above Standard

| KNOWLEDGE | 1 | 2 | 3 | 4 | 5 |
|---|----------|----------|----------|----------|----------|
| Content Matter: Familiarity with and knowledge of specific subject matter. | | | | | |
| Student Interactions: Communicated freely with students at a level of appropriateness, sensitivity, and understanding. | | | | | |
| Interaction with School Personnel: Communicated appropriately on world, educational, and social issues. | | | | | |

Comments: _____

| SKILLS | 1 | 2 | 3 | 4 | 5 |
|---|----------|----------|----------|----------|----------|
| Communication Skills: Speech and grammar appropriate for each educational setting. | | | | | |
| Writing Skills: Appropriate use of writing skills and techniques. | | | | | |
| Management Skills: Was able to properly manage time, assignments, and students. | | | | | |

Comments: _____

| DISPOSITIONS | 1 | 2 | 3 | 4 | 5 |
|---|----------|----------|----------|----------|----------|
| Attendance: Present at the regular scheduled days and designated times. | | | | | |
| Personal Appearance: Extent of grooming, cleanliness, and presentation was appropriate. | | | | | |
| Attire: Dress was appropriate and distinguished intern from students. | | | | | |
| Initiative: Actively sought experience that would lead to growth and enhanced performance. | | | | | |
| Cooperation: Was a team player and worked toward the general good of the school. | | | | | |
| Responsibility: Was responsible for actions and non-actions. | | | | | |

Comments: _____

Additional Comments/Suggestions:

Supervising Teacher's: _____ Date: _____
 (Please print legibly)

Signature: _____

| | | | | | |
|--|--|--|--|--|--|
| | | | | | |
|--|--|--|--|--|--|