

North Carolina A&T State University

School of Education



Field Experience Handbook

Revised Spring 2014

Early Field Experience Program

Early 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.

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.

Goals

The purpose of the early field experience program is to provide candidates with significant role-taking opportunities through a series of experiences in the schools that lead to clinical practice. Field experiences are connected to the professional core curriculum and included in each of the four Professional Learning Communities (PLCs). These field

experiences seek 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:

- Provide an opportunity for candidates to know the content they will teach.
- Enable the candidates to interact in various settings with diverse population of students.
- Provide an opportunity for the candidates to observe instruction and the instructional setting.
- 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.
- Enable candidates to affirm their professional and personal interests in the field of education.
- Enable candidates to observe and engage in the collaboration with families.
- Provide an opportunity for candidates to observe learning and experiences supported by technology.

Objectives

Professional education field experiences enable candidates to:

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

- Identify the impact of positive collaborative relationships with families.

Application Process

The application process for early field experiences begins during course registration period (prior semester) and end the first week of class. Applications for early field experiences are submitted in TaskStream. As candidates matriculate through their teacher education professional core curriculum a field experience is imbedded in each of the four professional learning communities.

Field experiences are major component of the Teacher Education Program. These experiences are concentrated in professional education and specialty area courses. The candidate begins their field experiences early in their program of study and continues until clinical practice experience. 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.

Early Field Experiences are divided into the following four (4) Professional Learning Communities (PLCs):

PLC 1 Interns – Introduction the Profession (Emergent Phase)

The primary purpose of the PLCI 1 field experience is observation with the focus on the moral purpose of education to build responsible citizenship and envision teachers as good stewards with an obligation that extends beyond the classroom. Candidates are assigned a minimum of twenty (20) hours of observation and participation to complete. Candidates may observe/assist the teachers within and

outside the classroom, tutor, and engage in service learning experiences. The following courses are in this PLC:

- CUIIN 110: Ethics of Teaching
- SPED 355: Introduction to Mild Disabilities
- SPED 455: Teaching Adolescents with Learning and Behavior Disorders
- SPED 539: Teaching Students with Persistent Reading Disorders
- SPED 639: Literacy Development Strategies Instruction for Struggling Readers

PLC 2 Interns – Impact of Diversity on Teaching and Learning (Developing Phase)

The primary purpose of PLC 2 field experiences is engagement. Candidates complete a minimum of thirty (30) hours. Each candidate is assigned in a school (P-12) setting. Intern involvement activities may include assisting the teacher in classroom, tutoring individual students, conducting small group sessions, designing, presenting, and assessing learning that is culturally relevant. The following courses are in this PLC:

- CUIIN 210: Culturally Relevant Pedagogy
- CUIIN 302: Field Experience

PLC 3 Interns – Pedagogical Planning (Developing/Proficient Phase)

The primary purpose of PLC 4 field experience is the beginning of the yearlong internship experience during the senior year. In the first semester of the yearlong internship the candidate is enrolled in their methods course and in the second semester they are enrolled in clinical practice. PLC 4 field experiences are increased engagement and participation allowing the candidate to demonstrate planning, delivering, assessing, diagnosing instruction in the specialty area. Candidates completes for a minimum of sixty (60) hours. The following courses are in this PLC:

- CUIIN 525: Methods of Teaching Art
- CUIIN 526: Methods of Teaching English
- CUIIN 528: Methods of Teaching Home Economics
- CUIIN 529: Methods of Teaching Mathematics

- CUIIN 531: Vocal Methods and Materials
- CUIIN 535: Methods of Teaching Science
- CUIIN 640: Methods of Teaching 21st Century Class
- AGED 501: Materials and Methods of Teaching Agriculture Education
- ELED 515: Methods of Teaching
- FCS 537: Applied Principles in Preschool-Kindergarten Curriculum
- SPED 564: Methods and Materials for Teaching Students with Special Needs
- SPED 764: Methods and Curriculum Program for Students with Exceptional Learning Needs
- BUED 675: Instructional Methods of Business Education
- TECH 666: Technology Education Teaching Methods

PLC 4 Interns – Professional Year (Developing/Accomplished Phase)

The primary purpose of PLC 4 field experience is the beginning of the yearlong internship experience during the senior year. In the first semester of the yearlong internship the candidate is enrolled in their methods course and in the second semester they are enrolled in clinical practice. PLC 4 field experiences are increased engagement and participation allowing the candidate to demonstrate planning, delivering, assessing, diagnosing instruction in the specialty area. Candidates complete a minimum of sixty (60) hours. The following courses are in this PLC:

- CUIIN 525: Methods of Teaching Art
- CUIIN 526: Methods of Teaching English
- CUIIN 528: Methods of Teaching Home Economics
- CUIIN 529: Methods of Teaching Mathematics
- CUIIN 531: Vocal Methods and Materials
- CUIIN 535: Methods of Teaching Science
- CUIIN 640: Methods of Teaching 21st Century Class
- AGED 501: Materials and Methods of Teaching Agriculture Education
- ELED 515: Methods of Teaching
- FCS 537: Applied Principles in Preschool-Kindergarten Curriculum
- SPED 564: Methods and Materials for Teaching Students with Special Needs
- SPED 764: Methods and Curriculum Program for Students with Exceptional Learning Needs
- BUED 675: Instructional Methods of Business Education
- TECH 666: Technology Education Teaching Methods

Roles and Responsibilities:

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 knowledge, skills, and dispositions to effectively teach diverse students. Specifically, they should be prepared to:

- Submit an internship application in TaskStream by the deadline date.
- Accept the assignment as an obligation to fulfill a course requirement.
- Complete the specified period of observation hours.
- Secure transportation to the school.
- Participate in the orientation appointment at the assigned school.
- Articulate the purpose and goals of the field experience.
- Notify the school, cooperating teacher, university instructor, **if** absence is required.
- Follow all rules and regulations of the assigned school.
- Maintain confidentiality about the school and students.
- Maintain a professional attitude through personal appearance, attire, conversation, and actions.
- Complete all field experience assignments in TaskStream.
- Report any problems to the university instructor.

Cooperating Teacher

The cooperating 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 cooperating teacher should be prepared to:

- Develop a supportive relationship with the field experience intern.
- Assist with orientation for the field experience.
- Provide the field experience intern with the names of students in the classroom.
- Model appropriate teaching and management strategies and include the intern in the classroom activities during his/her field experience.

- Provide minimal assistance to the field experience intern in the completion of assignments designated by the university instructor.
- Assist the field experience intern in locating various school curriculum resources.
- Work cooperatively with the university instructor and the clinical faculty to ensure an understanding of the required activities during the field experience.
- Complete intern performance evaluation in TaskStream and approve intern time sheet.

University Instructor

The university instructor supervises the intern and prepares the intern for utilizing the resources available through the university and public schools for successful completion of the field experience. Specifically, the university instructor should be prepared to:

- Ensure that students enrolled in their course complete the internship application in TaskStream.
- Ensure that students enrolled in their courses are eligible for the internship experience.
- Collaborate with the Field Placement Coordinator to identify appropriate placements for the intern.
- Prepare a field experience description based on the field experience level and include it into the cooperating teacher's packet.
- Develop and identify meaningful activities to be completed during the field experience.
- Work with the cooperating teacher to ensure an understanding of the designated requirements.
- Monitor interns' progress and performance during the experience.
- Assign a grade based upon completion of all required reports and evaluations submitted in TaskStream.
- Ensure that all students that have successfully completed the course and successfully completed the internship experience.

Field Placement Coordinator and Director

The Field Placement Coordinator and Director have the primary responsibility for the coordination and placement of interns. Specifically the Field Placement Coordinator and Director will:

- Contact schools to obtain school assignments.
- Explain the University Early Field Experience Program to the schools.
- Assign intern placements in the schools.

- Coordinate field intern orientations at the school sites.
- Provide all necessary forms and materials to the schools.
- Maintain an official record of school assignments and placements.
- Serve as the School of Education liaison to the schools.
- Conduct both formative and summative evaluations of the program.

Evaluation

The evaluation of the intern is one component of the course requirements. Field experience interns are evaluated by the classroom teacher using the intern performance evaluation form in TaskStream. The classroom teacher also approves the intern's time sheet to document successful completion of required field experience hours. Both the evaluation and the time sheet should be completed on the assigned due dates.

Field Experience Interns' Requirements:

- Interns must successfully complete all field experience requirements to pass the course.
- Interns enrolled in multiple courses with field experiences will be required to complete the total number of hours for each field experience course.
- Interns are limited to enrollment in two courses with field experiences per semester.
- Interns enrolled in multiple courses with field experiences that require different types of placement may require two school placements.
- Interns enrolled in Professional Learning Communities (PLCs) 3 and 4 courses with field experience must be formally admitted to the teacher education program.
- Interns must have proof of liability insurance.
- Interns placed in Guilford County Schools (GCS) must complete GCS volunteer registration form.
- Interns should be prepared to share with the classroom teacher the days and times they will be in attendance for the field experience and be consistent throughout the semester. If an intern is absent for two consecutive sessions without contacting the teacher, the intern may be dropped from the school placement.

Reasons for Dismissal

Participation in field experiences, internships, and student teaching is a privilege and not a right. Placement sites are established through collaborative relationships between the university and the cooperating school. The school has the right to deny or remove interns or student teachers whenever they deem it necessary. When circumstances arise which prevent the intern from completing the field experience, the intern, cooperating teacher, university instructor, and director may initiate the procedures for withdrawal from the field experience. Prior to removal from the internship experience, a conference will be held with the intern, university instructor, and the director. At this conference a plan of action will be developed for the intern.

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

- Failure to conduct themselves in a manner consistent with dispositions of professional educators (in keeping with ethical and moral standards) will be dismissed from the field experience and the Teacher Education Program.
- Failure to attend class and complete required assignments, activities, evaluations, etc.
- Failure to maintain adequate attendance during the field experience.
- Failure to meet requirements of the field experience.
- Failure to maintain adequate progress during the field experience.
- Any reason which impedes the progress of the field experience.