



SCHOOL OF EDUCATION
FAYETTEVILLE STATE UNIVERSITY



Undergraduate Field Experience Manual

2011

The School of Education prepares knowledgeable, reflective, and caring school executives and teachers who demonstrate leadership in their schools and classrooms, use research to inform practice, communicate effectively with all students and parents, and work diligently to prepare students to live and work in a diverse, global, and technologically advanced society.

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INTRODUCTION

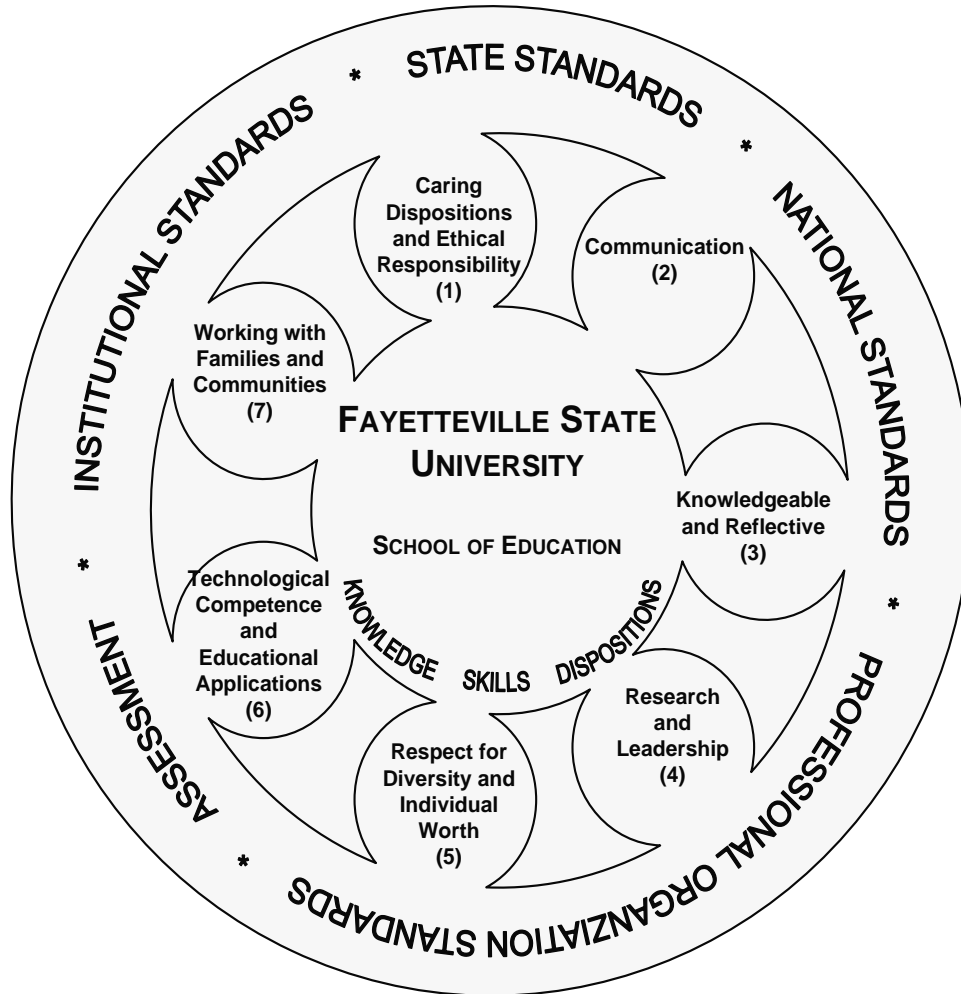
Fayetteville State University (FSU) is committed to delivering intentional curricular and co-curricular learning experiences that engage candidates so as to develop knowledge, skills, attitudes and behaviors consistent with FSU’s mission statement. As the unit responsible for the preparation of educators, the School of Education provides engaging curricular and co-curricular experiences designed to maximize professional education candidate learning. An integral component of understanding and improving the candidate experience is the involvement of all candidates in experiential learning.

Field experiences are planned in the introductory, intermediate, and advanced education courses. The experience culminates in student teaching, which occurs during the last semester of the candidate’s program. Field experiences are designed to provide candidates with a variety of experiences, including a focus on the school environment and observation techniques. In addition, candidates are given opportunities to reflect upon and implement the pedagogical practices that they have learned from enrollment in courses at the university and from participating in the experiential learning at the public schools in an effort to facilitate student learning.

Note: “Candidate” refers to university student with an interest in teacher education and who has been admitted to teacher education program. “Student” generally refers to the P-12 learner.

Fayetteville State University
School of Education
Conceptual Framework

Model



“The School of Education prepares knowledgeable, reflective, and caring school executives and teachers who demonstrate leadership in their schools and classrooms, use research to inform practice, communicate effectively with all students and parents, and work diligently to prepare students to live and work in a diverse, global, and technologically advanced society.”

Disclaimer: The Conceptual Framework Themes are aligned alphabetically and not by priority or importance.

Description

The vision of the School of Education at Fayetteville State University is predicated upon the belief that we prepare knowledgeable, reflective, and caring professionals for teaching and leadership roles in a global society. Our candidates leave their programs of study knowledgeable about their subject matter, experienced in the teaching process, and prepared to use their knowledge, skills, and abilities to help students succeed academically, as well as to improve family support of education in a technological and global society. The knowledge base represents and is organized around the philosophical and theoretical underpinnings of the seven key tenets of the conceptual framework (caring dispositions and ethical responsibility; communication; knowledgeable and reflective professionals; research and leadership; respect for diversity and individual worth; technological competence and educational applications; and working with families and communities).

The conceptual framework, explicated by a philosophy that is grounded in knowledge, has been a guiding force for program development, review, and assessment for over a decade. The conceptual framework embodies the standards by which programs unit-wide are developed, evaluated, and revised. It represents our system of beliefs, our values, and practices that determine how we instruct and interact with candidates, P-12 educators, students, and families. The conceptual framework builds on the unit’s vision and mission statements.

Through our philosophy, the conceptual framework provides direction for our curriculum and programs. It clearly identifies the knowledge base that under grids our curriculum and programs, what the unit will teach (based on state and national standards); explains how the unit will teach (based on our knowledge base and sound research practices); why it teaches as it does and why these strategies will yield the required results for your knowledgeable, reflective, and caring professionals. It reiterates its commitments to diversity, research, leadership, and technology and delineates the dispositions, attitudes, and values we believe that our candidates should demonstrate.

The unit’s philosophy helps shape our conceptual framework themes and the knowledge base on which the candidates’ proficiencies, assessments, and evaluations measures are based. The conceptual framework is linked to our beliefs, values, and philosophy about teaching and learning. All facets of the conceptual framework are interrelated, interdependent, and interactive. Our themes are caring dispositions and ethical responsibility; communication; knowledgeable and reflective professionals; research and leadership; respect for diversity and individual worth; technological competence and educational applications; and working with families and communities. The candidate proficiencies, which are an outgrowth of the conceptual framework themes, are accomplished through teaching, research, and service.

The conceptual framework themes help to strengthen the unit’s and institution’s mission and vision of a caring candidate who has in-depth knowledge of teaching, students, and their families and who will be prepared for a diverse, technological, and global society today and in the future. The conceptual framework underscores the importance of assuring that our candidates understand the contemporary family and use that knowledge to help students learn, achieve, and succeed in life. The program helps our education professionals to develop sensitivity to all types of diversity and to practice responsive pedagogy. Candidates understand that technology is a tool to learn with and know how to utilize technology to enhance instruction, learning, research, and data management.

The program produces teachers who become leaders in their schools, communities, and professional organizations. The unit graduates teachers and school executives who collect and analyze data and use research effectively to improve teaching and learning for all students. Caring teachers are committed to working with all learners, culturally diverse families, and in promoting the success of all students. In short, our conceptual framework was collaboratively developed, has been shared with all stakeholders, and is coherent, knowledge based, and consistently evaluated and updated.

Conceptual Framework Themes	School of Education Expectations
Caring Dispositions and Ethical Responsibility (1)	Candidates completing these programs are caring and ethically responsible teachers and school executives who are committed to working with all learners, diverse families, and promoting the success of all students.
Communication (2)	Candidates communicate effectively and proficiently with all students, parents, peers, and administrators.
Knowledgeable and Reflective (3)	Candidates should be knowledgeable about their subject matter and the teaching process, and they should use this knowledge to help students succeed academically, and to improve family support of education in a technological and global society.
Research and Leadership (4)	Candidates completing these programs combine theory and practice in preparation to assume the roles of teacher leaders and school executives. Candidates work to improve the profession and contribute to the establishment of positive working conditions. Candidates are taught to use research to inform practice and to participate in research to expand their knowledge bases.
Respect for Diversity and Individual Worth (5)	Candidates completing our programs develop sensitivity to all types of diversity and practice responsive pedagogy.
Technological Competence and Educational Applications (6)	Candidates understand that technology is a tool that supports learning and know how to utilize technology to enhance instruction, learning, research, and data management.
Working with Families and Communities (7)	Candidates understand the contemporary family and communities and use that knowledge to help students learn, achieve, and succeed in life.

TEACHER EDUCATION PROGRAMS

Sequence of Field Experiences

The Baccalaureate teacher preparation programs at Fayetteville State University provide a sequence of field-based experiences. All education courses require field experience assignments, which are completed in the appropriate education setting according to major and age-group. The field experiences are to be completed in, preferably, a Professional Development School (PDS). The undergraduate field experience and field experience courses are categorized according to transition points relevant to complexity as described below. There are three transition points of field-based experiences - (Transition Point I, II, and III). Each transition point is accompanied by a suggested guideline of requirements. The early field experience, Transition Point I, may be completed in a PDS or any approved school setting. Transition Points II and III should be completed at a PDS site. Please note that the guidelines provided are samples, and will be extended and adapted by the faculty member to meet the particular requirements and content of each course within that transition point. Each transition point has an assessment rubric that is used to document candidate performances during the field experience.

The following points are applicable to the expected field experiences:

- Candidates must satisfy the minimum number of clock hours required for each course at each transition point of field experience.
- The application to field experience forms may be found on-line at <http://www.uncfsu.edu/ote/forms.htm>
- Each candidate must submit an evaluation rubric and disposition checklist to the cooperating teacher for completion, as assessment, at the end of each experience. The evaluation rubric and disposition checklist may be downloaded from the above website. The evaluation form and disposition checklist must be submitted to the Office of Teacher Education upon completion of the course. The data from the evaluation form and disposition checklist will be filed in the candidate's academic folder and used to guide his/her academic progress throughout the program.
- Candidates registered for more than one course at any transition point must complete all the required hours for each course.

Description of Transition Points of Field-Based Experiences

Transition Point I: Observation and Reflection

Each teacher education candidate will complete field experience assignments as required in the introductory transition point education courses, with observation and reflection as the major activities. The required hours must be completed over at least a period of eight weeks. Early and ongoing assessments of observation and reflection competencies are conducted and feedback provided to candidates. The field experience report that accompanies each course at this transition point of observation must be adjusted to meet the requirements of each course as evident in respective syllabus. The completed evaluation form and disposition checklist must accompany the field experience report.

Transition Point I: Course Requirements for ALL Majors

All candidates enrolled in the introductory or professional core courses in education are required to complete observation and reflection. The placement for these field experiences are prepared by the Office of Teacher Education in collaboration with the Coordinator of Professional Development Schools. An evaluation form and disposition checklist are completed by the cooperating teacher for each experience and returned to the Office of Teacher Education at the end of the semester.

FIELD EXPERIENCES IN UNDERGRADUATE EDUCATION COURSES

PROFESSIONAL EDUCATION CORE

Course Number and Name	Number of Hours Required	Activities to be completed
EDUC 211 Laboratory Experiences in Area Schools	20	Observation of teacher/student interactions to develop an appreciation and an understanding of the teaching/learning processes in a school setting; Assisting with routine tasks, working with individual students and students in small groups
EDUC 310 Foundations of Education	10	Participation in activities that expand the basic concepts of education from teachers and administrators; Tutor individual students, conduct skill drills, supervise seatwork, set up learning centers
EDUC 330 Educational Psychology and Measurements	10	Participation in activities that build on theories of measurements and evaluation of student achievement; Administer tests, grade papers, prepare charts or visual; provide special instruction periods, computer labs, take role and record attendance

EDUC 340 Human Growth and Development	10	Observation and participation in activities that reinforce developmental theories
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Candidates enrolled in the above listed courses are expected to keep a reflective journal of observations of each classroom to include management styles of teachers, instructional strategies used, organization of physical environment, adaptations for special needs students, teaching styles, and assessment techniques used. Instructors will suggest additional requirements to meet course specifications according to course content and as outlined in each course syllabus.

Please refer to the following guidelines for suggestions to complete Transition Point 1 of the field experience report.

Transition Point I: Observation Report Guidelines

As you observe in the classroom, you must be cognizant of the different learning theories, developmental processes (including social, language, and cognitive development), classroom management techniques, learning and cultural differences, basic teaching and learning strategies, use of technology to advance instruction, and any other pedagogical strategies that may apply to the specific course requirements. At the end of each observation a written report is required and should include the following specific points:

1. Identify the courses you have taken and the observations you have completed.
2. Describe the following:
 - a. The data on the school where you completed your observation.
 - b. The grade level you observed.
 - c. The physical organization of the classroom (create a floor plan)
 - d. Your anecdotal observations and the strategies you used to document your observations, including:
 - How the teacher manages the classroom
 - Routines and procedures such as monitoring of students
 - Structure of lessons to include the pacing of lessons and how teachers begin and end lessons.
 - Which instructional strategies are used?
 - 1) Lecture? Cooperative? Combination?
 - 2) Teaching materials and audio visuals
 - 3) technology use incorporated into lesson
 - 4) Describe the assessment strategies used to evaluate the lessons.
3. How have your prior experience(s) with observation (if any) of teachers influenced this experience? How will your observations of different teaching styles affect your future teaching?
4. Describe the teacher-student interactions you observed, including
 - Reward Systems

- Engagement of children, including special needs learners
- Handling of disruptions

5. Reflect/Transform:

- a. What did you learn about teaching through your observations?
- b. What did you learn about types of assessment?
- c. How do you think this observation will help you in your future teaching?
- d. Does this experience reinforce your decision to become a teacher? Explain.

(Adapted from: (1) Pelletier, C. M. (2004). *Strategies for successful student teaching: A comprehensive guide*. (2nd Ed.). Boston, MA: Allyn & Bacon and (2) Reed, A. J. S. 7 Bergemann, V. E. (2001). *A guide to observation, participation, and reflection in the classroom*. (4th Ed.). Boston, MA: McGraw Hill)

Take notes during the school day to be used to guide your writing of the observation report. In your notes differentiate your analysis from your observations. (This process will be described in more detail in EDUC 330 - Educational Psychology and Measurement.) As you develop your report, make connections between what you observed and the theories and strategies that you have studied (e.g. Piaget’s theory of cognitive and language development, Vygotsky’s Interactionist Theory, Erikson’s psychosocial development, differentiated instruction, and classroom management strategies, etc.). Use appropriate professional language to explain, describe, and assess your observational experience.

Additionally, summarize your experiences as they relate to selected conceptual framework themes and NCDPI standards that you believe the field experience enabled you to meet as you strive to become facilitators of learning.

Transition Point II: Observation, Participation, and Reflection

This section describes the field experiences that are included in each of the specialty areas prior to student teaching/internship. Each teacher education candidate will complete field experience assignments as required in the second transition point of education courses, with observation, active participation, and reflection as the major requirements. Phase II generally occurs after admission to teacher education and requires candidates to expand Phase I activities through more direct engagement with students and assistance from the cooperating teacher. More specifically, candidates are required to observe the integration of theory and practice and to apply practices as they instruct small and/or whole groups in the classroom. Supervising teachers and college faculty will guide teacher education candidates as they integrate theory with practice, to develop the themes of the School of Education’s conceptual framework and apply the NCDPI professional standards.

Birth – Kindergarten

Birth – Kindergarten (Teaching) majors have two additional field experiences at this level.

Course Number and Name	Number of Hours Required	Activities to be completed
EDUC 309 -Field Experiences for Infants and Toddlers	45	Observation and participation in activities for infants and toddlers to enhance social, intellectual, physical, and cognitive skills; Includes observation of at-risk infants; Keep a journal of reflections to include classroom environment, teaching strategies, time management, and assessment.
EDUC 314 - Field Experiences for Preschoolers	65	Observation and participation in activities for three to five-year-olds to enhance social, intellectual, physical, and cognitive skills. Includes observation of at-risk infants. Keep a journal of reflections to include classroom environment, teaching strategies, time management, and assessment.

Elementary Education

The following courses require field experience for elementary education majors after they have completed the introductory courses and prior to the methods block.

Course Number and Name	Number of Hours Required	Activities to be completed
SPED 320 - Educating Exceptional Children	20	Observation in general or special education classes within a public school or community organization; Candidates keep a log of their activities, reflect on the experiences, and discuss their activities in class.
EDUC 320 – Teaching Healthful Living K-6	10	Observation of methods, materials, and activities in health and physical education in K-6 classrooms.
ELEM 335- Mathematics for K-6 Teachers	10	Observation of methods, materials, and activities in mathematics in K-6 classrooms

A minimum of 12 visits and 60 clock hours of field experience are required for the block of method courses at this level of the sequence of field-based experiences, providing all six courses are taken during one semester. If a candidate decides to split the methods classes and takes two semesters to complete, then the candidate is required to spend 12 days and 60 clock hours each

semester. Ongoing assessments of teaching, classroom management, professionalism, communications skills, and reflection competencies are conducted, evaluated, and feedback provided. (Each of the courses listed below is a 6 credit hour course.) Both the university professor and the site supervisor will evaluate the candidate.

Course Number and Name	Number of Hours Required	Activities to be completed
ELEM 400 – Teaching Communication Skills in K6	60	Candidate will assist the cooperating teacher with routine tasks, tutor or coach student, and engage in planning and creating activities and learning experiences in language arts (reading, writing, listening and speaking) K - 6. The extent of participation or classroom involvement is to be determined by the cooperating teacher or designee.
ELEM 401- Teaching Math and Science K-6	60	Candidate will assist the cooperating teacher with routine tasks, tutor or coach a student, and engage in planning and creating activities and learning experiences in science and mathematics K – 6 and implementing classroom management strategies. The extent of participation or classroom involvement is to be determined by the cooperating teacher or designee.
ELEM 402 – Teaching Social Sciences, Humanities and the Visual Arts in K-6	60	Candidate will assist the cooperating teacher with routine tasks, tutor or coach a student, and engage in planning and creating activities and learning experiences in social studies, the visual arts K – 6 and implementing classroom management strategies. The extent of participation or classroom involvement is to be determined by the cooperating teacher or designee.

Middle Grades

The following courses require field experience for middle grade majors after they have completed the introductory courses and prior to the methods block.

Course Number and Name	Number of Hours Required	Activities to be completed
SPED 320 - Educating Exceptional Children	20	Observation in general or special education classes within a public school or community organization; Candidates keep a log of their activities, reflect on the experiences, and discuss their activities in class.

The middle grades program has field experiences associated with the methods courses. Candidates will choose two areas of concentration from the following six (6) areas of specialization (language arts, social studies, mathematics, science, special education, and reading).

SPECIALTY COURSES

Course Number and Name	Number of Hours Required	Description of Experiences
READ 320- Teaching Reading in the Content Area	20	Examination of methods, materials, classroom procedures, and evaluation techniques for facilitating reading in the content areas in middle and secondary schools.
EDMG 400 – The Middle School	20	Examination of current policies and procedures and daily operations of a middle school and the middle school classroom.
EDMG 433 - Methods & Materials of Teaching Mathematics in the Middle Grades	20	Examination of current practices, methodologies, and strategies in the middle grades mathematics curriculum.
EDMG 461 - Methods and Materials of Teaching Language Arts in the Middle Grades	20	Examination of current practices, methodologies, and strategies in the middle grades language arts curriculum.
EDMG 462 - Methods and Materials of Teaching Social Studies in the Middle Grades	20	Examination of current practices, methodologies, and strategies in the middle grades social studies curriculum
EDMG 463 - Methods and Materials of Teaching Science in the Middle Grades	20	Examination of current practices, methodologies, and strategies in the middle grades science curriculum with simulated teaching experiences

The university professor is responsible for coordinating placement through the Office of Teacher Education and the Coordinator of PDS. Both the university professor and the site supervisor will evaluate the candidate. Ongoing assessments of teaching, classroom management, professionalism, communications skills, and reflection competencies are conducted, evaluated, and feedback provided.

Secondary Education

Secondary Education majors (Mathematics, Biology, English, Music, Art, and Spanish) are required to take two additional courses with a field experience component.

Specialty Area Courses

Number and Name of Course	Number of Hours Required	Description of Experiences
READ 320 – Teaching Reading in the Content Area	20	Examination of methods, materials, classroom procedures, and evaluation techniques for facilitating reading in the content areas in middle and secondary schools.
EDUC 460 - Methods of Teaching Secondary Subjects-English	20	Study the objectives, materials, and teaching procedures designed to facilitate candidates’ learning of secondary English.
EDUC 460 - Methods of Teaching Secondary Subjects-Music	20	Study the objectives, materials, and teaching procedures designed to facilitate candidates’ learning of secondary music.
EDUC 460 - Methods of Teaching Secondary Subjects-Spanish	20	Study the objectives, materials, and teaching procedures designed to facilitate candidates’ learning of secondary Spanish.
EDUC 460 - Methods of Teaching Secondary Subjects-Mathematics	20	Study the objectives, materials, and teaching procedures designed to facilitate candidates’ learning of secondary mathematics.

Candidates will complete 20 clock hours of field experience in each course. The university professor is responsible for coordinating placement through the Office of Teacher Education and the Coordinator of PDS. Both the university professor and the site supervisor will evaluate the candidate.

SPECIAL SUBJECTS (K-12)

Art Education

The Art Education program is designed to provide candidates with knowledge and experience in the planning and execution of research-based practices in effective art instruction. Candidates will investigate the graphic abilities of the learner, the philosophy of sequential learning, and the implementation of various production techniques appropriate to the learner’s age and developmental level. The field experience requirement is met in the following course:

Course Number and Name	Number of Hours	Activities to be completed
ART 380 - Methods and Materials in Art (K-12)	20	Investigate the graphic abilities of the learner, the philosophy of sequential learning, and the implementation of various production techniques appropriate to the learner’s age and developmental level

The university professor coordinates placement through the Office of Teacher Education and Coordinator of PDS. Both the university professor and site supervisor evaluates the candidates.

Music Education

The Music Education program offers candidates an overview of curriculum planning, appropriate materials, and pedagogical practice in music instruction. Candidates will complete their field experience requirement in the following courses:

Course Number and Name	Number of Hours Required	Activities to be completed
MUSI 241 – Class Strings	1	Strings Setting observation and proper techniques for playing/teaching string instruments
MUSI 242 – Class Woodwinds	1	Woodwind Setting observation and proper techniques for playing/teaching woodwind instruments
MUSI 251 – Class Voice	1	Voice/Choir Setting and proper techniques for playing/teaching voice
MUSI 341 – Class Brass	1	Brass Setting observation and proper techniques for playing/teaching brass instruments; mini lessons
MUSI 342 – Class Percussion	1	Percussion Setting observation and proper techniques for playing/teaching percussion instruments
MUSI 394 – Choral Conducting	1	Choir/Voice Setting observation and proper techniques for conducting/teaching vocal ensembles
MUSI 396 – Instrumental Conducting	1	Band/String Setting observation and proper techniques for conducting/teaching instrumental music ensembles
Music 441 - Methods and Materials – Elementary Music	1	Elementary/Middle School Setting Observation; bit-teaching teaching activity lesson, write lesson plans, mini lessons.

The university professor coordinates placement through the Office of Teacher Education and the Coordinator of PDS. Both the university professor and site supervisor evaluates the candidate.

Health and Physical Education

The Physical Education program is designed to provide candidates with knowledge and experience in the planning, organization, and implementation of the curriculum. Candidates will engage in pedagogical practice, designing and delivering instruction, and the development of assessment. There are three courses requiring field experience in the Physical Education curriculum.

Course Number and Name	Number of Hours Required	Description of Experiences
READ 320 – Teaching Reading in the Content Area	20	Examination of methods, materials, classroom procedures, and evaluation

		techniques for facilitating reading in the content areas in middle and secondary schools.
PEDU 411 - Organization and Administration of Health and Physical Education	25	Parks and recreation: observation, administrative duties, mini lessons, assistant coaching
PEDU 431 -Adapted Physical Education	25	Special needs population; observation, Special Olympics, mini lesson, one on one.
EDUC 464 - Methods and Materials in Health and Physical Education	5	Preschool Setting Observation; bit-teaching video/teaching activity lesson, write lesson plans, mini lessons.

The university professor coordinates placement through the Office of Teacher Education and Coordinator of PDS. Both the university professor and site supervisor evaluates the candidate.

Transition Point II: Observation, Participation, and Reflection **Report Guidelines**

As you observe the classroom management techniques, teaching and learning strategies, parent involvement strategies, approach to multicultural education, and any other pedagogical strategies that may apply, be prepared to participate in bit teaching, one-on-one instruction, small group interaction, and large group teaching. Be prepared to teach at least one lesson for each course in which there is a practicum. Your teaching must be observed and evaluated by the cooperating teacher and/or the university professor. At the end of each observation a written report is required and should include the following specific points:

1. Introduce:
 - a. Indicate the types of observations you completed.
 - b. Indicate the theories or development processes that you expect to observe in the classroom.

2. Describe:
 - a. The data on the school where you completed your observation.
 - b. The grade level you observed.
 - c. The physical organization of the classroom (create a floor plan).
 - d. Your anecdotal observations and the strategies you used to document your observations, including
 - How the teacher manages the classroom
 - Routines and procedures
 - Monitoring of students
 - Structure of lessons
 - The pacing of lessons

- Beginning and ending of lessons
 - Which instructional strategies are used:
 - Lecture? Cooperative? Combination?
 - Teaching materials and audio visuals
 - Technology use incorporated into lesson
 - Describe the assessment strategies used to evaluate the lessons.
3. Analyze:
- a. How did your prior experience with observation of teachers influence this experience?
 - b. How will your observations of different teaching styles affect your future teaching?
4. Assess/Evaluate:
- a. Describe the teacher-student interactions you observed, including
 - Reward Systems
 - Engagement of children, including special needs learners
 - Handling of disruptions
5. Reflect/Transform:
- a. What did you learn about teaching through your observation?
 - b. What did you learn about types of assessment?
 - c. How do you think this observation will help you in your future teaching?
 - d. Does this experience reinforce your decision to become a teacher? Explain.
6. Analyze your role in:
- a. Whole/Small Group Instruction: Work with learners; apply teaching and learning processes to maximize on learning and involve learners in the process; assess remediation and excellence; design appropriate intervention; document impact on student learning
 - b. Your own Personal and Professional Growth: Consider involvements that guide or foster your personal and professional development. Document and discuss.
 - c. Response to Authority: Assess your willingness to work cooperatively and collaboratively with your supervising teacher. Consider specific examples.
 - d. Approach to a Diverse Student Population: Assess how you were able to demonstrate cultural and ethnic sensitivity and other inter-individual differences.

(Adapted from: (1) Pelletier, C. M. (2004). *Strategies for successful student teaching: A comprehensive guide*. (2nd Ed.). Boston, MA: Allyn & Bacon and (2) Reed, A. J. S. 7 Bergemann, V. E. (2001). *A guide to observation, participation, and reflection in the classroom*. (4th Ed.). Boston, MA: McGraw Hill)

Take notes that you can use to guide the writing of your observation report. As you develop your report, please make connections between what you observed and the theories and strategies that you have studied (e.g. theories of cognitive and language development, social interactionist theories, socio-cultural perspective, the constructivist teaching and learning process, and

classroom management strategies, etc.). Include a floor plan and pictures of bulletin boards you may have designed. Additionally, use appropriate professional language to explain, describe, and assess your observation and participation experiences. Do not forget to assess your role in the classroom and document any impact you may have had on the learning of the children with whom you worked for the duration of the experience. Analyze your experiences as they relate to selected conceptual framework themes and NCDPI standards that you believe the field experience enabled you to meet as you strive to become facilitators of learning.

Transition Point III: Directed Teaching, Seminar, and Reflection (Student Teaching)

Each teacher education candidate will complete an extensive student teaching/internship experience. Candidates will complete the student teaching/internship requirements at the same placement where which the methods courses were completed. Candidates will work with on-site supervising teachers and with university supervisors to continue to develop skills to integrate theory with practice and to reflect on that practice for continued professional improvement. A minimum of 500 clock hours per semester of onsite experience is required at this transition point of field experience. Program expectations during the student teaching internship are outlined in the *Student Teaching Handbook*.

Birth – Kindergarten

Birth – Kindergarten majors have ten weeks of student teaching and five weeks of observation. For the first five weeks of the semester in which they do student teaching, they are involved in reviewing learning strategies for teaching, developing lessons plans based on the six points, visiting stores which have materials for teachers, and visiting the library and other resources for young children. At this time they are enrolled in the following courses.

ELEM 471 Teacher Internship	12 credit hours
ELEM 491 Professional Education Seminar	2 credit hours

During the last ten weeks these candidates are involved in classroom experiences with a cooperating teacher who evaluates the candidate along with the principal and the University supervisor. During the internship, candidates are involved in activities that will gradually give them full responsibility of the classroom. Sixty-percent of their time should be devoted to teaching during their student teaching experience. The suggested sequence is listed below.

SUGGESTED STUDENT TEACHING EXPERIENCE SEQUENCE

Stage and Activities	Weeks
1. Initial Stage Activity: Non-instructional routines, reviewing learning strategies for teaching, developing lessons plans based on the six points, visiting stores which have materials for teachers, and visiting the library and other resources for young children	1- 2
2. Partnership Learning and Teaching: Increased teaching time, becoming more critical, reflective, and evaluative as well as participating more in the decision-making process	3- 4
3. Initial Teaching: Continued teaching, assuming a greater role until full time	5- 6

teaching is reached	
4. Full Teaching: Assuming full responsibility of the total classroom with supervising teacher serving as Assistant	7-12
5. Partnership Learning and Teaching: Decrease teaching time, reflective and evaluative, less participation in the decision-making process	13-14
6. Observation/Visitation: Observing, participating, and reflecting in other elementary classrooms: observing and participating in parent groups; observing, where possible, the school administrators	15

Elementary Education

Elementary education candidates enrolled in ELEM 471 will complete a 15 week student teaching/internship with a cooperating teacher in participating schools. Concurrently, they will be enrolled in ELEM 491 in which they will participate in a series of forums on selected teacher education topics. University supervisors will maintain contact with the cooperating teacher through electronic links, email, interactive video conferencing, and bi-weekly visits.

ELEM 471: Teacher Internship 12 credit hours
 ELEM 491: Professional Education Seminar 2 credit hours

During the internship, candidates are involved in activities that will gradually give them full responsibility of the classroom. Sixty-percent of their time should be devoted to teaching during their student teaching experience. The sequence is listed below.

SUGGESTED STUDENT TEACHING EXPERIENCE SEQUENCE

Stage and Activities	Weeks
1. Initial Stage Activity: Non-instructional routines, observations, establishing goals and responsibilities	1-2
2. Partnership Learning and Teaching: Increased teaching time, becoming more critical, reflective, and evaluative as well as participating more in the decision-making process	3-4
3. Initial Teaching: Continued teaching, assuming a greater role until full time teaching is reached	5 - 6
4. Full Teaching: Assuming full responsibility of the total classroom with supervising teacher serving as Assistant	7 - 12
5. Partnership Learning and Teaching: Decrease teaching time, reflective and evaluative, less participation in the decision-making process	13 - 14
6. Observation/Visitation: Observing, participating, and reflecting in other elementary classrooms: observing and participating in parent groups; observing, where possible, the school administrators	15

Middle Grades/Secondary Education/Special Subjects

Middle and secondary education candidates enrolled in EDMG 470 and EDUC 480 will complete their student teaching/internship with a cooperating teacher in participating schools. Each candidate must also enroll in the EDUC 490 Professional Education Seminar, designed to

provide forums to discuss current topics in teacher education. Candidates will engage in fifteen (15) weeks of classroom experience with a site teacher and will maintain contact with the university supervisors through email, conferencing, and frequent visits.

EDMG 470	Student Teaching in the Middle Grades	11 credit hours
EDUC 480	Student Teaching in the Secondary School	11 credit hours
EDUC 490	Professional Education Seminar	1 credit hour

SUGGESTED STUDENT TEACHING EXPERIENCE SEQUENCE

Stage and Activities	Weeks
1. Initial Stage Activity: Pedagogical practice in their method classes; Non-instructional routines, observations, establishing goals and responsibilities	1-2
2. Partnership Learning and Teaching: Increased teaching time, becoming more critical, reflective, and evaluative as well as participating more in the decision-making process	3-4
3. Initial Teaching: Continued teaching, assuming a greater role until full time teaching is reached	5-6
4. Full Teaching: Assuming full responsibility of the total classroom with supervising teacher serving as Assistant	7-12
5. Partnership Learning and Teaching: Decrease teaching time, reflective and evaluative, less participation in the decision-making process	13-14
6. Observation/Visitation: Observing, participating, and reflecting in other elementary classrooms: observing and participating in parent groups; observing, where possible, the school administrators	15

The final product in each professional seminar course is an electronic portfolio, which includes lesson plans, case studies, lesson plan reflections, a technology project, and other artifacts of candidates’ work. The *Student Teaching Manual* will provide specific details on the expectations of this final product along with the rubric for its evaluation.

APPENDIX A

1. CONCEPTUAL FRAMEWORK THEMES AND INDICATORS

NC DPI STANDARDS ARE AVAILABLE AT THE LINK BELOW:

[HTTP://WWW.NCPUBLICSCHOOLS.ORG/DOCS/PROFDEV/STANDARDS/TEACHINGSTANDARDS.PDF](http://www.ncpublicschools.org/docs/profdev/standards/teachingstandards.pdf)

Themes and Indicators

Knowledgeable & Reflective	Respect for Diversity & Individual Worth	Technological Competence & Educational Applications	Caring Disposition & Ethical Responsibility	Working with Families & Communities	Communication	Research and Leadership
Possess in-depth knowledge of the content they plan to teach	Believe that all students can learn and that student learning is the primary responsibility of the teacher	Acquire personal technological competence	Demonstrate dedication to high levels of ethical and responsible behavior	Use research, observation, and inquiry to understand the family and its role in education	Effectively communicate with stockholders in sharing the vision	Strategically re-image the school's vision, mission, and goals in the 21 st century.
Participate in reflective practice to improve teaching, learning, and professional practice	Demonstrate and display respect for diverse people, wide-ranging family structures, different ability levels, and different ideas and viewpoints	Apply technology skills to a variety of teaching and learning environments, including instruction, management, and assessment	Demonstrate equity and fairness and promote respect and appreciation of diversity	Work with families/parents, colleagues, local schools, agencies, and communities to support learning and achievement for all students	Improve communication and collaboration skills	Practice effective managerial leadership
Know the content and demonstrate how to teach the content	Consider and use long and short term plans to accommodate cultural and ability differences when teaching, assessing, and evaluating learners	Know specific uses of technology in their disciplines and know how to apply new technologies to teaching, learning, and research	Demonstrate the use of accepted professional ethical standards, in the classroom, the school environment, and in education	Value diverse families and understand the importance of interacting positively with students and their families	Communicates clearly with students in a variety of ways	Advocate for positive change in policy and practice in schools.
Teach so that all students can learn (Choose methods and materials as they strive to eliminate the achievement gap to include a wide range of techniques using information and communication technology, learning styles, and differentiated instruction)	Establish and maintain a positive climate in the learning environment and in the community	Use technology tools for instruction, student assessment, data management, reporting purposes, and communicating with parents/guardians of students	Create a climate that is caring and nurturing of each individual	Work to re-engage parents and families from diverse backgrounds in their child's education and in the school culture	Assist students in articulating thoughts and ideas clearly and effectively	Assist in determining school budget and professional development

<p>Use a variety of assessments methods, taking into account the students’ diverse backgrounds and abilities</p>	<p>Develop and implement high expectations for learners, including strategies for success (Engage students in the learning process)</p>	<p>Ensure equitable and effective student access to available technology resources</p>	<p>Establish a safe and supportive learning environment</p>	<p>Design educational activities that connect learning with students’ diverse backgrounds</p>	<p>Help students exercise and communicate sound reasoning; understand connections; make complex choices; and frame, analyze, and solve problems</p>	<p>Ensure that processes and systems are in place that results in the recruitment, induction, support, evaluation, development and retention of a high performing staff.</p>
<p>Apply teaching methodology and strategies to ensure student progress and learning</p>	<p>Collaborate with a range of support specialists to help meet the special needs of all students</p>		<p>Develop positive relationships with all parents, especially parents in diverse communities</p>	<p>Create with staff, opportunities for parents, community, and business representatives to participate as “stockholders” in the school such that continued investments of resources and good will are not left to chance.</p>		
<p>Reflect on teaching and assessment to analyze how knowledge gained from past experiences can be used in future teaching, learning and professional growth</p>	<p>Monitor and modify plans to enhance student learning</p>	<p>Help students use technology to learn content, think critically, solve problems, discern reliability, use information, communicate, innovate, and collaborate</p>	<p>Promote cooperation and respect when interacting with P-12 students, parents, teachers, university faculty, staff, and other candidates</p>	<p>Support and value the traditions, artifacts, symbols, and positive values and norms of the school and community that result in a sense of identity and pride upon which to build a positive future.</p>		

<p>Demonstrate enthusiasm about learning and keep abreast of new ideas and understandings in the field</p>	<p>Organize learning teams in order to help students define roles, strengthen social ties, improve communication and collaborative skills, interact with people from different cultures and backgrounds, and develop leadership skills</p>					
<p>Provide a balanced curriculum North Carolina Standard Course Of Study (NCSCOS) that enhances literacy skills</p>	<p>Build systems and relationships that utilize the staff’s diversity, encourage constructive ideological conflict in order to leverage staff expertise, power and influence to realize the school’s vision for success.</p>					
<p>Promote global awareness and the interconnectedness of content area/discipline</p>						
<p>Relate content to leadership, ethics, accountability, adaptability, personal productivity, personal responsibility, people skills, self-direction, and social responsibility</p>						
<p>Demonstrate the relationship between core content and 21st Century content that includes global awareness; financial, economic, business and entrepreneurial literacy;</p>						

civic literacy; and health and wellness awareness						
Use knowledge to cause the creation of collaborative structures within the school for the design of highly engaging schoolwork for students, the on-going peer review of this work and sharing this work throughout the professional community.						

APPENDIX B

ALL FORMS ARE AVAILABLE AT

<http://www.uncfsu.edu/ote/forms.htm>

- 1. FIELD EXPERIENCE APPLICATION FORM**
- 2. FIELD EXPERIENCE EVALUATION FORM**
- 3. DISPOSITION CHECKLIST**
- 4. GUIDELINES FOR EVALUATION**
- 5. OBSERVATION OF CANDIDATE PERFORMANCE**
- 6. PERSONAL TEACHING SCHEDULE**
- 7. APPLICATION FOR NC LICENSE (FORM A)**
- 8. NC TEACHER CANDIDATE EVALUATION RUBRIC**
- 9. LEAVE REQUEST FORM**
- 10. CERTIFICATION OF CAPACITY**
- 11. EXIT CRITERIA**

