



FAYETTEVILLE
STATE UNIVERSITY®



Field Experience Manual

College of Education

Revised Fall 2021

The College 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.

TABLE OF CONTENTS

1.	Introduction	3
2.	College of Education Vision & Mission Statements and Strategic Priorities .	4
3.	Conceptual Framework Model	5
4.	Description of the Conceptual Framework	6
5.	Teacher Education Programs	8
	a. Field Experience Placement	8
	b. Sequence of Field Experiences	9
6.	Description of Transition Points of Field-Based Experiences	10
	Transition Point 1: Observation and Reflections	10
	Transition Point 1: Course requirements for ALL Majors	10
	Transition Point 1: Observation Report Guidelines	13
	Transition Point II: Observation, Participation, and Reflections	14
	Birth – Kindergarten	15
	Elementary Education	19
	Middle Grades	23
	Secondary Education	23
	Special Subjects (K-12)	29
	Art Education	29
	Music Education	31
	Health & Physical Education	31
	Transition Point III: Directed Teaching, Seminar, and Reflections	35
	Birth through Kindergarten	35
	Elementary Education	36
	Middle Grades/Secondary Education/Special Subjects	36
7.	Appendix A	39
	Web address – Forms	
8.	Appendix B	40
	Conceptual Framework Themes and Indicators	
9.	Appendix C	44
	Professional Expectations	
10.	Appendix D	48
	Frequently Asked Questions	

INTRODUCTION

Fayetteville State University (FSU) is committed to delivering intentional curricular and co-curricular learning experiences that engage teacher education pre-candidates and candidates to develop content knowledge, pedagogical content knowledge and skills, pedagogical and professional knowledge and skills, and professional dispositions consistent with FSU's mission statement. As the unit responsible for the preparation of educators, the College of Education (COE) provides engaging curricular and co-curricular experiences designed to maximize professional education candidate learning. An integral component of understanding and improving the pre-candidate/candidate experience is an involvement in experiential learning.

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

The placement of pre-candidates/candidates, for all field experience requirements, is completed by the COE and its school partners as is reflected in signed Educational Partnership Agreements. Placements are intended to maximize the learning experience for pre-candidates/candidates so as to hone their pedagogical knowledge and skills while enhancing their professional disposition and preparing them to effectively serve the academic needs of P-12 students. The required graduated field experiences provide opportunities that allow the pre-candidates/candidates to reflect on the role of the COE's conceptual framework in their practical learning experience.

Specific evaluations/assessments are also completed and maintained in the pre-candidates/candidates' academic file in the Office of Teacher Education or in the Learning Achievement Tools (LAT) Platform of Taskstream data management tool. Through field experience requirements, pre-candidates and candidates are provided with the opportunity to reflect on observed practices and determine how the experiences facilitate their own beliefs on effective strategies that support student growth. Pre-candidates/candidates are provided with opportunities to work with students across exceptionalities and those from diverse ethnic/racial, linguistic, gender, and socioeconomic groups in classrooms and schools.

Note:

- **Pre-candidate refers to the university student with an interest in teacher education and who has not been admitted to teacher education program but is enrolled in early introductory teacher education courses.**
- **Candidate refers to the university student with an interest in teacher education and who has been admitted to teacher education program and enrolled in intermediate or advanced education courses.**
- **Candidate refers to the candidate who is enrolled in the Clinical Experience capstone course.**
- **Student generally refers to the P-12 learner.**

College of Education Vision Statement and Mission

Vision Statement:

The College of Education will build upon its proud legacy of strong undergraduate and graduate academic programs designed to prepare effective and high-quality teachers and other educational leaders and professionals to positively impact the lives of 21st Century children, local educational agencies, communities, and organizations for global competitiveness.

Mission Statement:

The College of Education prepares knowledgeable, reflective, and caring professionals in the fields of education, research, and service. Completers, prepared by highly qualified faculty and through participation in prescribed activities, cutting edge instructional practices offered through multiple modes of delivery, on-going assessments, and field-based internships, have the knowledge, skills, and dispositions to support student learning within a framework of family and community and are able to participate in a diverse, technological, and global society. The COE proudly prepares transformational educators and leaders through licensure only options and degrees at the bachelor's, master's, and doctoral levels for the southeastern region of the state, nation, and the global community.

2020-2025 Strategic Priorities:

“New Challenges, Bold Promises” is what this plan seeks to address.

The five strategic priorities for 2020-2025 are:

1. Academic Excellence

Innovative and impactful student-centered academic programs and services equip students with the necessary knowledge and skills to compete on a global level

2. Student Campus Engagement

Through a variety of engaging activities, students will develop a broad range of leadership and professional skills, beyond the classroom, that will prepare them for successful careers and to be visionary leaders.

3. Employee Vitality

Drawing upon the HBCU culture of giving back, the university will further develop a vibrant work environment that promotes, supports, and rewards excellence among faculty and staff.

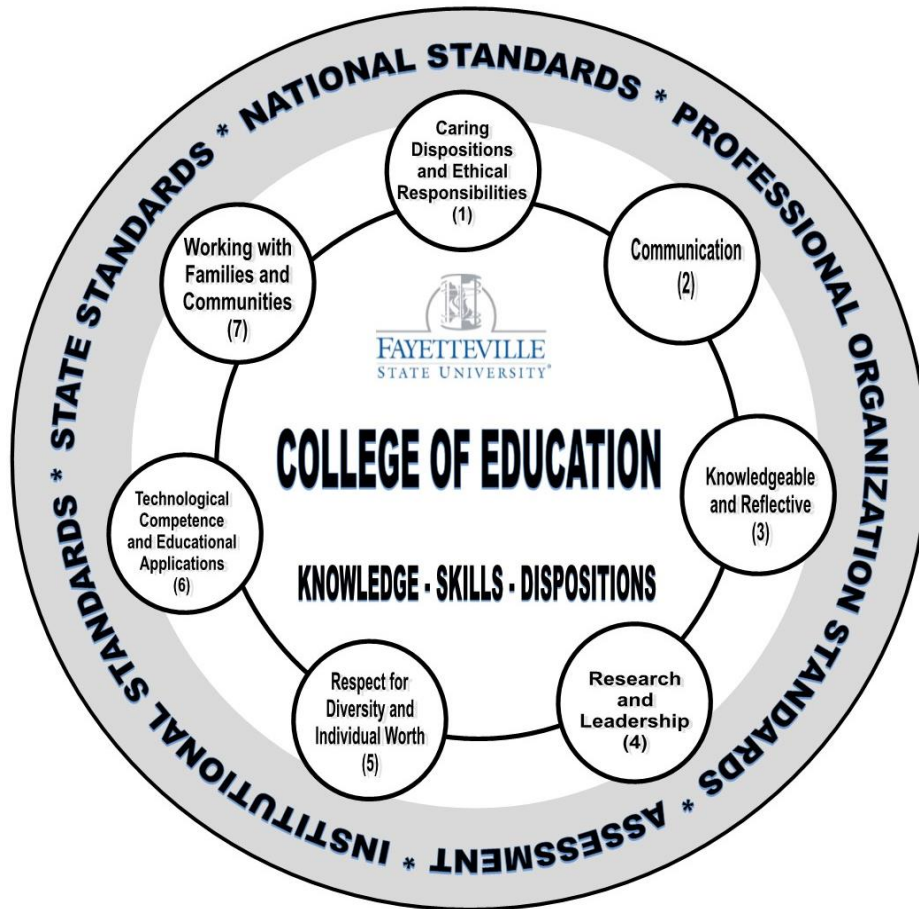
4. Impactful Community Outreach & Research

FSU's involvement in and transformational impact on our region, state, and global community, in collaboration with faculty, staff, students, alumni, and partners, is an important part of University's mission.

5. University Sustainability

Fostering a culture of sustainability is essential to the success of this university. This is accomplished by maximizing funding and aligning fundraising initiatives with university priorities.

Fayetteville State University
College of Education
Conceptual Framework Model



“The College 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. These indicators are constructed to prepare candidates for their roles in learning environments

Description of the Conceptual Framework

The vision of the College 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. Candidates leave programs of study knowledgeable about subject matter, experienced in the teaching process, and prepared to use 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 applications for students' learning; 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 the system of beliefs, our values, and practices that determine how faculty in the COE instruct and interact with candidates, P-12 educators, students, and families. The Conceptual Framework builds on the COE's **vision and mission statements**.

Through its philosophy, the Conceptual Framework provides direction for curriculum and programs within the COE. The Conceptual Framework identifies the knowledge base that undergirds 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 knowledgeable, reflective, and caring professionals. The Conceptual Framework reiterates a commitment to diversity, research, leadership, and technology and delineates the dispositions, attitudes, and values candidates should demonstrate.

The unit's philosophy helps shape the Conceptual Framework themes and the knowledge base on which the candidates' proficiencies, assessments, and evaluations are based. The Conceptual Framework is linked to beliefs, values, and philosophy that guides teaching and learning within the COE. All facets of the Conceptual Framework are interrelated, interdependent, and interactive. The themes are caring dispositions and ethical responsibility; communication; knowledgeable and reflective professionals; research and leadership; respect for diversity and individual worth; technological competence and applications for student learning; 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 candidates understand the contemporary family and use that knowledge to help students learn, achieve, and succeed in life. The program helps 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 programs produce teachers who become leaders in schools, communities, and professional organizations. The unit graduate 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 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.

The COE expects that all candidates will be knowledgeable, reflective, and caring school executives and teachers who demonstrate leadership in schools and classrooms, are able to apply research to practice, can communicate effectively with all students and parents, and will work diligently to prepare students to function in a diverse, global, and technologically advanced society. All programs are designed to provide experiences and assessments to meet these expectations.

Conceptual Framework Themes	College of Education Expectations
Caring Dispositions and Ethical Responsibility (1)	Candidates 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 know the importance of world languages and communicate effectively and proficiently with all students, parents, peers, and administrators.
Knowledgeable and Reflective (3)	Candidates are 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 combine theory and practice in preparation to assume the roles of teacher leaders and school, district, and higher education executives. Candidates work to improve the profession and contribute to the establishment of positive working conditions. Candidates are taught to use research to expand their knowledge base and make evidence-based decisions.
Respect for Diversity and Individual Worth (5)	Candidates develop sensitivity to all types of diversity and practice responsive pedagogy.
Technological Competence and Applications for Student Learning (6)	Candidates know that technology is a tool that supports learning. Candidates incorporate technologies appropriately to enhance instruction, learning, research, and data management.
Working with Families and Communities (7)	Candidates are able to identify the characteristics of diverse families and communities. Candidates use that knowledge to help students learn, achieve, and succeed in life.

Each theme of the Conceptual Framework is supported by indicators that guide candidates in each program in measurable steps to achieving the expectations of each theme. The indicators are reflected in evaluations rubrics that assess key assessments in each program.

TEACHER EDUCATION PROGRAMS

Undergraduate and graduate teacher education programs at Fayetteville State University are approved by the North Carolina State Department of Public Instruction (NCDPI). Additionally, the University is accredited by the Southern Association of Colleges and Schools (SACS) and the College of Education is accredited by the National Council for the Accreditation of Teacher Education (NCATE). All programs are designed to prepare education professionals as Facilitators of Learning. Teacher preparation programs are housed in the College of Education and the College of Arts and Sciences.

Teacher education programs are offered in elementary education (K- 6); middle grades (6-9); secondary education (9-12); and special subjects (K-12). Secondary education programs include English, mathematics, and biology. Special subjects (K-12) are physical education, music, and art. The middle grades program requires a concentration in two of six areas: language arts, social studies, science, mathematics, special education, and reading. In addition to the teacher education requirements, each secondary subject area has specialty program requirements in the College of Arts and Sciences. Licensure levels for teachers are K-6, 6-9, 9-12, and K-12.

The College of Education also offers the Master of Arts in Teaching degree in Middle Grades (6-9), Special Education: General Curriculum K-12, and Secondary Education (9-12) for individuals seeking licensure after earning a baccalaureate degree. The master's degree in education (M.Ed.) is designed for educators holding an "A" level license. The M. Ed. program consists of a core of education courses with a concentration in one of eight areas. The concentrations are: biology education, 9-12; elementary education, K-6; mathematics education, 9-12; middle grades language arts, 6-9; middle grades science, 6-9; reading, K-12; sociology education, 9-12; special education, K-12 with emphasis in behaviorally emotionally disabled, learning disabled, or mentally disabled. The Master of School Administration (MSA) program prepares candidates for the role of building level supervisor (principals) while the Doctor of Education (Ed.D) in Educational Leadership prepares candidates for superintendent's license or for roles in institutions of higher education.

All teacher preparation programs adhere to the policies and procedures outlined by the institution and monitored by the Teacher Education Committee. This committee, which consists of College of Education administrators and faculty as well as representatives from the College of Arts and Sciences, University College, student body, LEAs, among other on campus support offices, approves program and curricular policies and general administrative decisions involving the preparation of teachers. The Director of Teacher Education and the University School Partnership (USTEP)/Professional Development Schools (PDS) Coordinator manage the field experiences placements for all teacher preparation programs with respect to, admission to teacher education and clinical experience assignments.

Field Experience Placement

The Baccalaureate teacher preparation programs at Fayetteville State University (FSU) provide a sequence of field-based experiences. Most 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).

School Assignments for the completion of all field experiences and clinical experience are determined jointly by Local Educational Agencies (LEAs) partners and the Office of Teacher Education (OTE) in collaboration with the Coordinator of the FSU University School Teacher

Education Partnership (USTEP)/Professional Development Schools (PDS) network. Placements are made in accordance with the Educational Partnership Agreement signed by superintendents and associate superintendents of Human Resources of service area schools and FSU administrators, including the Chancellor, Provost, and College of Education (COE) Dean. The overarching goal of the Educational Partnership Agreement is to promote and maintain a collaborative agreement between Local Education Agencies (LEAs) and Fayetteville State University for the benefit of continuous improvement of the highly qualified educators serving the needs of the stakeholders in education. Notice of assignments is issued from the Director of Teacher Education and the Coordinator of USTEP/PDS. Changes to school and teacher assignments must come from the Director of Teacher Education.

Sequence of Field Experiences

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 requirement, 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 of record for each course to meet the particular requirements and content of that course within the transition point. Each transition point has an assessment rubric that is used to document pre-candidate/candidate performances during the field experience. There is also a dispositional rating and time sheet that must be completed by the Clinical Educator (P-12) with whom the pre-candidate is assigned to complete requirement at transition Point I. Candidates completing the field experience requirements for Transition Points II and III will receive detailed observational assessment from the Clinical Educator (P-12) as well as the Clinical Educator (EPP). Teacher education pre-candidates and candidate must complete all forms and assessments required at each transition point in order to secure a grade for the course. These measures are outlined in each course syllabus, with **faculty assuming responsibility for using feedback and evaluations to determine overall grade earned for each course.**

The following points are applicable to the expected field experiences:

- Pre-candidates/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, must be completed and submitted to the instructor and are available on-line at <http://www.uncfsu.edu/ote/forms.htm>
- Pre-candidates/candidates enrolled in teacher education courses at FSU are required to complete graduated field experiences, beginning with EDUC 211 – Field Experiences in Area Schools or SPED 480 – Seminar II: The Exceptional Child and concluding with Clinical Experience. **Effective fall 2012, all students who enroll in courses with early field experience component will be required to complete a Voluntary Disclosure Form**

prior to beginning the field experience. The form is also available at the link above. The completed form should be returned **directly to your professor**, who will submit to the Office of Teacher Education (OTE).

- Each pre-candidate/candidate must submit an evaluation rubric to the Clinical Educator (P-12) for completion, as assessment, at the end of each experience. The evaluation rubric may be downloaded from the above website and must be submitted by the faculty to the OTE upon completion of the course. The data from the evaluation form will be filed in the pre-candidate's/candidate's folder and used to guide his/her academic progress throughout the program.

Description of Transition Points of Field-Based Experiences

Transition Point I: Observation and Reflection

Each teacher education pre-candidate will complete early field experience assignments as required in the introductory transition point education courses. The required clock hours must be completed over at least a period of four weeks. Early and ongoing assessments of observation and reflection competencies are conducted, and feedback provided to students. 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 each course syllabus. The completed evaluation form and disposition rating scale must accompany the field experience report.

Transition Point I: Course Requirements for ALL Majors

All pre-candidates enrolled in the introductory or professional core courses in education are required to complete field experiences. The placement for these field experiences is prepared by the University School Teacher Education Partnership (USTEP)/Professional Development Schools (PDS) in collaboration with the Office of Teacher Education (OTE). **A time sheet and field experience inventory form are verified/completed by the Clinical Educator (P-12). These forms are returned to the instructor at the end of the semester for signing/grading. The pre-candidates or candidates are responsible for the safekeeping of a copy of these forms. The candidates are expected to keep these forms for future reference. Once admitted to Teacher Education, the forms should be stored in Taskstream. The pre-candidates/candidates should also bring the forms to their teacher education and clinical experience interviews.**

**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	15	Observation of teacher/student interactions to develop an appreciation for 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 330 Educational Psychology and Human Development	10	<p>This field experience will allow Pre-candidates the opportunity to actively engage, observe, discuss, and reflect with their Clinical Educator (P-12) the following instructional practices to develop professional and ethical dispositions:</p> <ul style="list-style-type: none"> • Identify learning theories and instructional strategies while analyzing their classroom impact; • Identify and understand the characteristics of an effective teacher; • Observe assessment opportunities Analyze and assess students' learning needs; • Observe and identify best practices for successful classroom management; • Review and identify lesson plan design/implementation best practices; • Discuss and identify instructional strategies for varied learners within the classroom; • Identify effective uses of technology-enhanced learning activities; • Identify strategies for building positive relationships with students; • Observe, identify and explain the role of diversity in the classroom; • Identify and reflect on strategies for increasing family/community involvement. <p>There is a special section of EDUC 330-01 offered. It is a 60-hour early field experience opportunity for preservice teachers seeking to tutor developing readers at an area elementary school. This field experience is intentionally structured for preservice teachers to grow as they are immersed in an authentic setting. The field experience requirements afford preservice teachers the opportunity to develop as a teacher as they.</p> <ol style="list-style-type: none"> 1. Complete 60 hours as a tutor at a nearby elementary school 2. As a tutor, administer literacy assessments to developing readers

		<p>3. Plan and implement literacy instruction to developing readers weekly (Tuesday and Thursday)</p> <p>4. Tutors reflect on their development as a literacy tutor/teacher</p>
<p>EDUC 331 Instructional Design and Assessment of Learning</p>	<p>10</p>	<p>Ten (10) hours of pre-clinical early field experiences will be conducted in area pre-k, elementary, middle, and secondary schools. Within the early field experience, pre-candidates observe a highly qualified teacher and complete specific tasks, such as an assessment performance analysis. Candidates will demonstrate and participate in classroom activities that will increase their knowledge of planning instruction (pedagogy) and designing assessments and differentiation support. Candidates must collaborate with the Clinical Educator (P-12 and EPP) to access actual student assessments.</p> <p>The activities required include the following:</p> <ul style="list-style-type: none"> • Complete 10-hours of pre-clinical early field experiences • Meet and discuss assessment with the Clinical Educator regarding best instructional and assessment practices. • Analyze and summarize student learning comparing the formative assessment products of two students using a Venn diagram to complete the analysis, and draw conclusions in a written summary • Analyze student learning of learning objectives and academic language based on student performance on an assessment, and plan and describe possible instructional supports that would help this student achieve the learning objective(s). • Complete Time Sheet and then have signed by P-12 Clinical Educator • Have Field Experience Inventory form completed and signed by P-12 Clinical Educator • Describe the classroom environment as it relates to assessment practices implemented by the P-12 Clinical Educator and the impact on student learning within the final Field Experience Report.
<p>ELEM 451 Classroom Management</p>	<p>10</p>	<p>Pre-candidates will have an opportunity to learn a set of techniques and skills that will allow a teacher to control students effectively in order to create a positive learning environment for all students. Also, it will focus on the learning environment of the school and the classroom. Students will have an opportunity to interact with the P-12 clinical educator in addressing the following activities:</p> <ul style="list-style-type: none"> • Assist with the systemic strategies and techniques for effective learning • Properly manage the various aspects of the classroom • Help in establishing teacher-student relationship • Develop time management skills • Implement strategies on how to control the physical environment so the students will stay on task

		<ul style="list-style-type: none"> • Maintain an interest in learning • Help K-6 professionals understand the characteristics of the classroom as well as the role the teachers play in the lives of their students • Help the teacher candidate develop systematic strategies and techniques for effectively leading the students to cooperate with the teacher and with each other • Teach the practiced three characteristics – Preparation, Presentation, and Preservation • Develop the furniture arrangement of the classroom • Learn the keys to effective arrangement of whole group, small group, computer workstation, and centers • Develop strategies to successful classroom management procedures • Create strategies of establishing control of the classroom • Design lessons for student mastery • Develop Discipline plan and Communication plan • Organize the classroom from year to year • Develop expectations of the students • Know the types of behavior required and desired in the classroom • Observe and develop classroom management practice, teacher behavior, and student reaction • Create elements of procedures and practice • Know how to solve problem behaviors and successful intervention plan
--	--	---

Pre-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 applied in the classroom, organization of physical environment, adaptations for special needs students, and assessment techniques used. Information from the reflective journal is to be used in the development of the required field experience report. 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 the required report of field experience at Transition Point 1.

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 through Digital Learning, and any other pedagogical strategies and interactional processes 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. Introduce self, detailing reasons for career choice and identify effective traits that drive that choice
2. Identify any education courses and observations previously completed.
3. Describe the following:

- a. The data on the school where you completed your observation. School data are available at the <http://www.ncreportcards.org/src/>
 - b. The grade level/s you have observed
 - c. The physical organization of the classroom (create a floor plan)
 - d. Your anecdotal observations and the strategies you observed including:
 - How the teacher manages the classroom
 - Routines and procedures used to monitor students
 - Structure of lessons to include the pacing of lessons and how the teacher begins and ends 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.
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? How will you use assessment results to drive instruction?
 - c. What types of diversity were you able to identify? How were these diversities used to enhance classroom interactions?
 - d. How were parents or the community involved in this learning environment?
 - e. How do you think this observation will help you in your future teaching?
 - f. Does this experience reinforce your decision to become a teacher? Explain.

(Adapted from: (1) Pelletier, C. M. (2004). *Strategies for successful clinical experience: 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)

Please take notes that you can use to guide the writing of your observation report. In your notes differentiate your analysis (what you believe is happening) from your observations (what you see occurring). 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. Be sure to **summarize your experiences as they relate to selected conceptual framework themes and NCDPI professional teaching standards** that you believe the field experience opportunity 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 requirement that are included in each of the specialty areas prior to clinical experience/. 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 occurs after admission to teacher

education and requires candidates to expand Phase I activities through more direct engagement with students and assistance from the Clinical Educator (P-12). 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. Clinical Educators (P-12) and college faculty will guide teacher education candidates as they integrate theory with practice, to develop the themes of the College of Education’s Conceptual Framework, and to apply the NCDPI Professional Teaching Standards. Each program has specific course requirements, detailed below.

Birth – Kindergarten

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

Course Number & Name	Number of Hours Required	Activities to be completed
EDUC 303-Teaching the Young Child with Special Needs	30 hours	<p>Candidates will complete 30 observation hours (15 hours for each child) in early learning programs (Birth-two years) and (child between 3-6 years). This course addresses “depth of knowledge”. In this case, pre-candidates will learn child development theories as content knowledge in regard to atypical children who are developing at their own rate versus the typical developing child. Candidates will learn how to discuss child development theory frames when discussing child progress in each developmental domain (cognitive, language, physical, social emotional). The content project includes two content studies -- one for a child between ages 0-2 years and the other for a child between 3-6 years. Each child should be one who may be at risk, or who has an IFSP or IEP. Formal observations assessment forms (utilized during EDUC 308) must be used for each child selected for the content project. Interpretations of all observation assessment forms are also required. The candidate will include areas of strengths and skills being developed, any screening that has been completed, and services used to develop and implement a creative activity that assists each child's learning. The candidate will also develop future goals for the child and include 21st century skills, content study conclusions for each child, and reflection based on challenges and new learning from this experience. Candidates are required to include a self-reflection with respect to each experience. The reflection should encompass what was learned, challenges that existed, future goals as professional while referencing the COE conceptual framework. The Content Project is required evidence that must be submitted to Taskstream.</p> <p>The candidates will complete the following tasks but are not limited to the activities listed below:</p> <ul style="list-style-type: none"> • Complete a teacher interview for each learning environment or classroom • Complete a parent interview for each child (8 interview questions required) • Complete observations of selected students within the natural learning environment (15-minute intervals)

		<p>Forms are handwritten on-site and typed for the final submission</p> <ul style="list-style-type: none"> • Actively engage with students during center time • Support small group activities as directed by the teacher • Assist in setting up center activities as directed by the teacher • Design and implement creative activity within the natural learning environment • Complete informal assessments within the natural environment • Gather student work samples (digital pictures)
<p>EDUC 308-Observation and Assessment of the Young Child</p>	<p>15 hours</p>	<p>Candidates observe and complete 15 observation hours in an early learning program or early learning center with an after-school program for children K-3. This course focuses on learning basic formal observations for young children, screening instruments used to assess young children, and learning how to develop a case study. pre-candidate will use formal observations (will learn formal observations in the course) to collect data and interpret data on one child to develop a case study.</p> <p>The case study is required to include a research-based supports aligned with the child’s skill level, include family history and the child's progress in developmental domains (cognitive, physical, socio- emotional and language). This process allows the pre-candidate to understand the child as a whole and to set goals for the child. The candidate will learn about service plans for children, who have special needs IEP (Individual Education Plan) and IFSP (Individual Family Service Plans), various screening and evaluative practices used when assessing the young child (Birth-3 years). Candidates will learn that culturally sensitive practices enhance all children’s progress. In the case study, pre-candidates are required to include a self-reflection based on new knowledge gained from the experience. Candidates are responsible to complete a field book that includes observations of site, children and teacher interactions, floor plans, assess and interpret observation assessment data etc. The case study is required evidence that must be submitted to Taskstream.</p> <p>The candidates will complete the following tasks but are not limited to the activities listed below:</p> <ul style="list-style-type: none"> • Complete a teacher interview (Bk Case Study) • Complete a parent interview (BK Case Study) • Complete observations of selected students within the natural learning environment (15-minute intervals) (Both BK Case Study and Online Field book) • Forms are handwritten on-site and typed for the final submission (Both BK Case Study and Online Field book) • Actively engage with students during center time

		<ul style="list-style-type: none"> • Support small group activities as directed by the teacher • Assist in setting up center activities as directed by the teacher • Complete informal assessments within the natural environment • Gather student work samples (digital pictures) • Complete a sketch of floor plan (Online Field book)
<p>EDUC 309 – Infant and Toddler Curriculum Development and Field Experiences</p>	<p>60 hours</p>	<p>Sixty (60) hours of pre-clinical early field experience is required in the Early Childhood Education Birth-Kindergarten (BK) program. The candidate may select an early learning site that meets the requirement and receive approval from Early Field Experience Office. The facility must have a 4-5 Star rating to qualify and be located within the local community. Pre-candidates will observe a licensed early education classroom teacher to complete the 30 hours of infants and 30 hours of toddler observations in accordance with NAEYC-7, 7a standards. The observation must provide the opportunity to observe and practice in at least two of the three early childhood age groups of birth – age 3. Candidates will observe learners and develop an understanding of children’s early developmental needs to include the physical, cognitive, language, social, emotional, cultural, and special needs. Candidates will participate in classroom activities that will extend their growing knowledge of planning, instructional pedagogy, assessment, and differentiation support. Candidates must collaborate with the classroom teacher to develop a 6-lesson infant and toddler Inquiry Based Integrated Unit plan, Infant and Toddler Field Book to include 9 specific daily logs and complete a diversity checklist.</p> <p>The Infant and Toddler Inquiry Based Integrated Unit Plan-candidates demonstrates knowledge and understanding of an inquiry based integrated curriculum focusing on content knowledge. Candidates will demonstrate their understanding of the importance of the developmental domains for appropriate learning skills, and academic disciplines for infants and toddlers. (NAEYC 4, 5)</p> <p>Activities will include the following:</p> <ol style="list-style-type: none"> 1. Completion of 60 hours of pre-clinical early field experience (30 hours- Infants, 30 hours Toddlers) 2. Develop an inquiry-based integrated unit plan, in collaboration with the classroom teacher that is framed within child development theories (Piaget, Vygotsky etc.) and aligned with theory frame (NAEYC 4a). Design a 6-lesson unit plan for infants and toddlers, 3 each to include a chart of student exceptionalities. 3. Develop a curriculum web of ideas, based on a chosen topic. Integrate subject areas within the web. E.g. (math/language, science/social studies). 4. Develop a parent handbook with activities based on the unit plan theme that allows families to engage in with their children. 5. Write an in-depth practical reflection to discuss one lesson completed with a small group of children.

		<p>6. Complete 9 daily logs of children environment and actions to include the following:</p> <ul style="list-style-type: none"> · Label graphic floor design of inside and outside infant and toddler rooms. · Complete a setting the stage form for each site. · Complete an interview with a neonatal clinician to learn about newborn development and the role of the teacher. <p>7. Interview a parent and develop a comparison chart of child rearing practices from the family interviewed and your own to describe ethnicity, culture, and lifestyle.</p> <p>8. Complete Time Sheet and Professional Characteristics and Dispositions forms</p> <p>9. Complete Field Experience Inventory, sign, and submit to the instructor.</p>
EDUC 314 – Preschool/Kindergarten Curriculum Development and Field Experiences	60 hours	<p>Observation and participation for preschool (30 hours) (Headstart or NC Pre-K classrooms) and kindergarten (30 hours) (Title 1, low performing schools). Candidates will complete 17 specific log entry forms during observation times, class diversity checklist, and one anecdotal with interpretation. They will also complete room arrangements, early disposition forms, and observation time sheets. The candidates will teach one lesson to practice the process for edTPA task 2 of video recording of the whole group and the second video should feature the implementation of small group activity. The candidates will complete the following tasks but are not limited to the activities listed below:</p> <ul style="list-style-type: none"> • Complete a teacher preconference focusing on expectations, policy and procedures for classroom • Complete preconference forms prior to developing activities • Develop and implement small group activities approved by the teacher • Complete log sheets with assigned tasks • Implement at least one lesson plan to include all 6 parts • Video whole group lesson plan and small group activity • Developed leveled activities aligned with identified standards • Complete daily reflection logs while in the field
SPED 320 - Educating Exceptional Children	20 hours	<p>Active participation 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.</p> <p>Students will actively engage in all classroom activities such as teaching small groups, working one on one with students, helping to manage difficult behaviors, assisting with daily classroom routines, attending IEP meetings, administering formative and summative assessments, creating individualized lesson plans and assessments.</p>

The Birth through Kindergarten candidate will complete the major assessments during the methods courses. These assessments include: Content Project, Unit Plan, Case Study, and Professional Leadership Product. The Birth through Kindergarten candidates will bring forward these assessments to the professional seminar electronic portfolio, completed during clinical experience.

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 hours	<p>Active participation 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.</p> <p>Students will actively engage in all classroom activities such as teaching small groups, working one on one with students, helping to manage difficult behaviors, assisting with daily classroom routines, attending IEP meetings, administering formative and summative assessments, creating individualized lesson plans and assessments.</p>
ELEM 320 – Teaching Healthful Living K-6	10 hours	<p>Active engagement with students to develop explicit connections to healthy choices that lead to the improvement of student learning, interpersonal and intrapersonal relationships, and overall quality of life. All active engagement must occur in health and physical education classes within a public-school setting. Candidates will reflect upon and summarize each observation, with emphasis on the following:</p> <ul style="list-style-type: none"> • edTPA diversity checklist • Context for learning checklist • Active engagement /observation feedback • active engagement with small group instruction. <p>Upon completion of the observation and active engagement hours the candidate will establish and discuss specific, individual goal(s) that they will employ to create and strengthen the delivery of health/physical education information to students within a classroom setting based on their observations and active engagement.</p>

Methods Block

A minimum of 15 consecutive days (full working days) of field experience is required when taking your Methods courses. This is required whether you take one, two, or three of your Methods courses. Ongoing assessments of teaching, classroom management, professionalism, communications skills, disposition, and

reflection competencies are conducted, evaluated, and feedback provided during this period. (Each of the courses listed below is a 6-credit hour course.) Both the assigned professor and the Clinical Educator (P-12) will evaluate the candidate.

Course Number and Name	Number of Hours	Activities to be completed
ELEM 400 – Teaching Communication Skills in K-6	5 full working days	<p>Over the course of 5 consecutive days, candidates will learn more about the application and implementation of curriculum, teaching strategies, instructional planning, and classroom management. The activities required include the following:</p> <ul style="list-style-type: none"> • Complete 5 consecutive school days of observation • Create and deliver, and video record a literacy lesson based on the NC Standard Course of Study. The lesson should be based on assessment data and follows the 6-point lesson plan. Lastly, reflect on the strengths and areas of improvement for future lessons. • Review the goals and objectives outlined in the School Improvement Plan. Describe how the school plans on improving overall student achievement. In additional, how is safety addressed? • Attend and participate in a grade level and PLC’s meetings • Provide individual or small group instruction/tutoring (reading, math, science, or social studies) • Meet and plan with the Clinical Educator regarding best instructional practices for diverse learners including English Language Learners (ELL) and developing readers. • Observe the implementation of reading strategies delivered (before, during and after) by the P- 12 Clinical Educator before, during, and after reading strategies. • Administer spelling assessment, then tutoring based on assessment results, and a reflection of learning. (ELEM 400 students only) • Observe and assist in shared reading, read aloud, comprehensive reading, and writing experiences • Complete a read aloud (multicultural and military) and follow up activity • Observe and discuss comprehensive reading or small group instruction. • Observe and discuss classroom environment as it relates procedures, routines, and rules implemented by the P-12 Clinical Educator and the impact on student learning. • Complete Time Sheet and then have signed by P-12 Clinical Educator • Have Field Experience Inventory form completed and signed by P-12 Clinical Educator
ELEM 401- Teaching Math and Science K-6	5 full working days	Over five consecutive days, candidates will learn more about the application and implementation of curriculum, teaching strategies, instructional

		<p>planning, and classroom management. The activities required include the following:</p> <ol style="list-style-type: none"> 1) Complete the Context of Learning Form from Task 1 edTPA to identify the diverse climate of your school and classroom 2) Attend and participate in a grade level and PLC's meeting for math and science and write a brief description of the components of this interaction. What knowledge is obtained in these areas? 3) Review the goals and objectives outlined in the School Improvement Plan. Describe how the school plans on improving overall student achievement. Also, how is safety addressed? 4) Create, deliver, and video record a literacy lesson based on the NC Standard Course of Study. The lesson should be based on assessment data and follows the 6-point lesson plan. Lastly, reflect on the strengths and areas of improvement for future lessons 5) Facilitate a math center, small group instruction, or a math station during guided math that requires students to complete a formative assessment then provide appropriate feedback. Provide a reflection that incorporates research or theory to address changes that you would make in the deliverance and/or instruction for the next lesson 6) Provide individual or small group instruction in math that requires you to use appropriate math tools and or manipulatives, evaluate how students responded to the various strategies and tools used. 7) Meet and plan with the Clinical Educator regarding best instructional practices for diverse learners, including English Language Learners (ELL) and developing readers. Describe how you could use these practices in your clinical experience. 8) Engage in the implementation of math strategies delivered (before, during, and after) by the P-12 Clinical Educator. Compare the steps exposed in the deliverance of the math skills and critic the importance of this process. 9) Describe math activities and materials used in a specific lesson. Identify the lesson objectives, teacher input, independent practice, and closure of the lesson. Reflect on how these areas connect throughout the lesson 10) Survey the classroom environment as it relates to procedures, routines, and rules implemented by the P-12 Clinical Educator and the impact on student learning, write a brief description. 11) Complete Time Sheet and then have signed by P-12 Clinical Educator 12) Have Field Experience Inventory form completed and signed by P-12 Clinical Educator
<p>ELEM 402 – Teaching Social Sciences, Humanities, and the</p>	<p>5 full working days</p>	<p>Over five consecutive days, candidates will learn more about the application and implementation of curriculum, teaching strategies, instructional</p>

<p>Visual Arts in K-6</p>	<p>planning, and classroom management. The activities required include the following:</p> <ol style="list-style-type: none"> 1) Complete five consecutive school days of observation 2) Complete the Context of Learning Form from Task 1 edTPA to identify the diverse climate of your school and classroom 3) Attend and participate in a grade level and PLC's meeting for social studies and/or reading and write a brief description of the components of this interaction. What did you learn? 4) Review the goals and objectives outlined in the School Improvement Plan. Describe how the school plans on improving overall student achievement. Also, how is safety addressed? 5) Create, deliver, and video record a literacy lesson based on the NC Standard Course of Study. The lesson should be based on assessment data and follows the 6-point lesson plan. Lastly, reflect on the strengths and areas of improvement for future lessons 6) Facilitate a reading lesson or station that infuses social studies or the arts that requires students to complete a formative assessment then provide appropriate feedback. Provide a reflection that incorporates research or theory in order to address changes that you would make in the deliverance and/or instruction for the next lesson 7) Provide individual or small group instruction for a social studies or reading lesson that requires you to use a graphic organizer 8) Meet and plan with the Clinical Educator regarding best instructional practices for diverse learners including English Language Learners (ELL) and developing readers 9) Engage in the implementation of reading strategies delivered (before, during and after) by the P-12 Clinical Educator 10) Describe social studies activities and materials used in a specific lesson. Identify the lesson objective, teacher input, independent practice, and closure of the lesson. Reflect on how these areas connect throughout the lesson 11) Describe the classroom environment as it relates to procedures, routines, and rules implemented by the P-12 Clinical Educator and the impact on student learning 12) Complete Time Sheet and then have signed by P-12 Clinical Educator 13) Complete Field Experience Inventory form completed and signed by P-12 Clinical Educator
---------------------------	---

Middle Grades

The following courses require field experience for middle grades 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 hours	<p>Active participation 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.</p> <p>Students will actively engage in all classroom activities such as teaching small groups, working one on one with students, helping to manage difficult behaviors, assisting with daily classroom routines, attending IEP meetings, administering formative and summative assessments, creating individualized lesson plans and assessments.</p>

The middle grades program also 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).

SECONDARY EDUCATION

Course Number and Name	Number of Hours Required	Description of Experiences
READ 320- Teaching Reading in the Content Area	10 hours	<p>Examination of methods, materials, classroom procedures, and evaluation techniques for facilitating reading in the content areas in middle and secondary schools. Candidates will use the Field Experience Time Sheet to keep a log of visits, noting and recording observed skills, comments, or questions. Create a lesson plan to teach a lesson plan to teach specialized content vocabulary and comprehension skills. In addition, two of the following activities must be addressed in the written reflection, which will be completed and submitted at the end of the field experience.</p> <ul style="list-style-type: none"> • With the assistance of your text and your Clinical Educator (K-12), compare formal and informal assessments used in the classroom. Then, with a small group of students, use 1-2 of the assessments in a small group. • Implement the QAR (question answer relationship) with a student or small group. • Engage a small group of students in Think-Pair-Share and/or Jigsaw. • Choose a short story, poetry selection, book passage, etc.

		<p>and complete a read-aloud session with a small group or the entire class.</p> <ul style="list-style-type: none"> • Engage a small group of students in a close reading. • Use a vocabulary journal with an individual student, small group, or whole class. • Create and use at least two graphic organizers pertaining to the content being studied in the classroom. The graphic organizers may be used with an individual student, small group, or whole class. • Instruct the students (individual, small group, or class) using the RAFT writing perspective.
<p>SPED 320 - Educating Exceptional Children</p> <p><i>*Required for all except for HPE and English (Licensure Only)</i> <i>See PEDU 431 Adapted Physical Education (HPE)</i></p>	20 hours	<p>Active participation 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.</p> <p>Students will actively engage in all classroom activities such as teaching small groups, working one on one with students, helping to manage difficult behaviors, assisting with daily classroom routines, attending IEP meetings, administering formative and summative assessments, creating individualized lesson plans and assessments.</p>
<p>EDUC 467 Methods & Materials in Middle Grades and Secondary School Subjects</p>	40 hours	<p>This course examines current practices, methodologies, and strategies in the middle grades and secondary curriculum for each discipline. Forty (40) hours of pre-clinical early field experiences will be conducted in area middle and secondary schools. Within the early field experience, pre-candidates observe a highly qualified teacher and complete specific tasks, such as the Context for Learning and a learning segment (3-5 lessons). Candidates will demonstrate effective planning, implementation of instruction, and development and analysis of student assessment within a Mini-edTPA assignment. Within this course, candidates have multiple opportunities to think critically about planning, instruction, and assessment as and apply tenets of research and theory to real classroom experiences. Candidates will observe, develop an understanding of students' academic, cultural, language, and developmental needs and participate in classroom activities that will extend their growing knowledge of planning, pedagogy, assessment, and differentiation support. Candidates must collaborate with the classroom teacher to teach lessons from the created learning segment. The learning segment will be created in collaboration with the Clinical Educator (P-12 and EPP) and will be taught and video-recorded, to complete and submit reflective detailed commentaries on planning, instruction, and assessment. The activities required include the following:</p> <ul style="list-style-type: none"> • Complete 40-hours of pre-clinical early field experiences • Complete the Context of Learning form with a chart of

		<p>student exceptionalities</p> <ul style="list-style-type: none"> • Complete three Commentaries, Planning, Instruction, and Assessment • Create three content-specific lessons, deliver at least one lesson that incorporates academic language instruction aligned with the NC Standard Course of Study, modify lessons according to student needs, use data from assessments to drive subsequent instruction, and follow the FSU COE lesson plan format. Lastly, candidates will reflect on the lesson's strengths as well as areas for improvement in future lessons. • Facilitate a content specific lesson utilizing formative assessment and provide appropriate feedback. • Provide evidence of individual or small group instruction. • Meet and plan with the Clinical Educator regarding best instructional practices for diverse learners including English Language Learners (ELL). • Describe the classroom environment as it relates procedures, routines, and rules implemented by the P-12 Clinical Educator and the impact on student learning. • Complete Time Sheet and have signed by P-12 Clinical Educator • Have Field Experience CPAST form completed and signed by P-12 Clinical Educator
--	--	---

The Director of Teacher Education and the Coordinator of USTEP/PDS will coordinate the placement for candidates. Both the university professor and the Clinical Educator (P-12) teacher 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, Comprehensive Science, English, Spanish, Music, and Art) 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	10 hours	<p>Examination of methods, materials, classroom procedures, and evaluation techniques for facilitating reading in the content areas in middle and secondary schools. Candidates will use the Field Experience Time Sheet to keep a log of visits, noting and recording observed skills, comments, or questions. Create a lesson plan to teach specialized content vocabulary and comprehension skills.</p> <p>In addition, two of the following activities must be addressed in the written reflection, which will be</p>

		<p>completed and submitted at the end of the field experience.</p> <ul style="list-style-type: none"> • With the assistance of your text and your Clinical Educator (K-12), compare formal and informal assessments used in the classroom. Then, with a small group of students, use 1-2 of the assessments in a small group. • Implement the QAR (question answer relationship) with a student or small group. • Engage a small group of students in Think-Pair-Share and/or Jigsaw. • Choose a short story, poetry selection, book passage, etc. and complete a read-aloud session with a small group or the entire class. • Engage a small group of students in a close reading. • Use a vocabulary journal with an individual student, small group, or whole class. • Create and use at least two graphic organizers pertaining to the content being studied in the classroom. The graphic organizers may be used with an individual student, small group, or whole class. • Instruct the students (individual, small group, or class) using the RAFT writing perspective.
EDUC 467 - Methods of Teaching Secondary Subjects- English	40 hours	Study the objectives, materials, and teaching procedures designed to facilitate candidates' learning of secondary English.
EDUC 467 - Methods of Teaching Secondary Subjects- Music	40 hours	Study the objectives, materials, and teaching procedures designed to facilitate candidates' learning of secondary music.
EDUC 467 - Methods of Teaching Secondary Subjects- Mathematics	40 hours	Study the objectives, materials, and teaching procedures designed to facilitate candidates' learning of secondary mathematics. Forty (40) hours of pre-clinical early field experiences will be conducted in area secondary schools. Within the early field experience, pre-candidates observe a highly qualified teacher and complete specific tasks, such as the Context for Learning and a learning segment (2-3 lessons). Candidates will demonstrate effective planning, implementation of instruction, and development and analysis of student assessment within a Mini-edTPA assignment. Candidates will observe, develop an understanding of students' academic, cultural, language, and developmental needs and participate in classroom activities that will

		<p>extend their growing knowledge of planning, instruction (pedagogy), assessment and differentiation support. Candidates must collaborate with the classroom teacher to teach lessons from the created learning segment. The learning segment will be created in collaboration with the Clinical Educator (P-12 and EPP) and will be taught and video-recorded, to complete and submit reflective detailed commentaries on planning, instruction, and assessment.</p> <p>The activities required include the following:</p> <ul style="list-style-type: none"> • Complete 40-hours of pre-clinical early field experiences • Complete the Context of Learning Form from Task 1 edTPA to include a chart of student exceptionalities • Create and deliver a content specific lesson that incorporates literacy, based on the NC Standard Course of Study. The lesson should be based on assessment data and follows the FSU COE lesson plan format. Lastly, reflect on the strengths and areas of improvement for future lessons. • Facilitate a content specific lesson utilizing formative assessment and provide appropriate feedback. • Provide evidence of individual or small group instruction. • Meet and plan with the Clinical Educator regarding best instructional practices for diverse learners including English Language Learners (ELL). • Describe classroom environment as it relates procedures, routines, and rules implemented by the P-12 Clinical Educator and the impact on student learning. • Complete Time Sheet and then have signed by P-12 Clinical Educator • Have Field Experience Inventory form completed and signed by P-12 Clinical Educator
<p>EDUC 467 – Methods and Materials in Secondary School Subjects – Spanish</p>	<p>40 hours</p>	<p>During the 40-hour field experience, candidates will complete the following activities:</p> <ul style="list-style-type: none"> • Complete the Context of Learning Form from Task 1 edTPA • Conduct observations in order to submit a report on: <ol style="list-style-type: none"> 1. Alignment of planning to standards 2. Planning of assessment 3. Presentation of learning goals 4. Implementation of standards in instruction 5. Individualized instruction 6. Check for understanding with adjustment of instruction

		<p>7. Relevant and engaging use of technology 8. Creation of a safe and respectful environment 9. Use of data to guide instruction 10. Feedback to learners 11. Types of assessment 12. Connections with research and theory (instructional methods and materials) 13. Punctuality and timely performance</p> <ul style="list-style-type: none"> • Create and deliver two lessons based on the NC Standard Course of Study following the COE 6-point lesson plan. Each lesson should cover a whole class period. The first lesson must be scheduled after the first 20-25 hours of observation. The second lesson must be scheduled as the last hours of the field experience. The lessons must be scheduled in agreement with the Clinical Educator (EPP) to ensure availability to observe the candidate. Video recording the lesson might be an alternative. • Meet and plan with the Clinical Educators regarding best instructional practices for diverse learners • Complete Time Sheet and then have signed by P-12 Clinical Educator • Have Field Experience Inventory form completed and signed by P-12 Clinical Educator
<p>EDUC 480 – Heath/Physical Education</p>	<p>40 hours</p>	<p>Study the objectives, materials, and teaching procedures designed to facilitate candidates’ learning of secondary mathematics. Forty (40) hours of pre-clinical early field experiences will be conducted in area secondary schools. Within the early field experience, pre-candidates observe a highly qualified teacher and complete specific tasks, such as the Context for Learning and a learning segment (2-3 lessons). Candidates will demonstrate effective planning, implementation of instruction, and development and analysis of student assessment within a Mini-edTPA assignment. Candidates will observe, develop an understanding of students’ academic, cultural, language, and developmental needs and participate in classroom activities that will extend their growing knowledge of planning, instruction (pedagogy), assessment and differentiation support. Candidates must collaborate with the classroom teacher to teach lessons from the created learning segment. The learning segment will be created in collaboration with the Clinical Educator (P-12 and EPP) and will be taught and video-recorded, to complete and submit reflective detailed commentaries on planning, instruction, and assessment.</p>

		<p>The activities required include the following:</p> <ul style="list-style-type: none"> • Complete 40-hours of pre-clinical early field experiences • Complete the Context of Learning Form from Task 1 edTPA to include a chart of student exceptionalities • Create and deliver a content specific lesson that incorporates literacy, based on the NC Standard Course of Study. The lesson should be based on assessment data and follows the FSU COE lesson plan format. Lastly, reflect on the strengths and areas of improvement for future lessons. • Facilitate a content specific lesson utilizing formative assessment and provide appropriate feedback. • Provide evidence of individual or small group instruction. • Meet and plan with the Clinical Educator regarding best instructional practices for diverse learners including English Language Learners (ELL). • Describe classroom environment as it relates procedures, routines, and rules implemented by the P-12 Clinical Educator and the impact on student learning. • Complete Time Sheet and then have signed by P-12 Clinical Educator • Have Field Experience Inventory form completed and signed by P-12 Clinical Educator
--	--	--

Candidates will complete 40 clock hours of field experience in each course, except for READ 320. Placement for each candidate is coordinated through the Office of Teacher Education and the Office of USTEP/PDS. Both the university professor and the Clinical Educator (P-12) 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 383- Art Education Methods and Materials, K-5	20 hours	<p>Analysis of learning themes as related to growth and development in the visual arts: organization of tools, media and materials appropriate for the secondary level; curriculum design in planning art units and lessons, evaluation, and motivation techniques. A practicum of a minimum of twenty hours in an elementary setting is required, where the student assists the teacher, and on at least two occasions experiences teaching.</p> <ol style="list-style-type: none"> 1. Construct and analyze instructional strategies 2. Design instructional plans consistent with: <ol style="list-style-type: none"> a. Common Core b. Essential Standards c. School of Education Conceptual Framework 3. Reflect and recommend changes to improve the likelihood of success
ART 384- Art Education Methods and Materials, 6-12	20 hours	<p>Analysis of learning themes as related to growth and development in the visual arts: organization of tools, media and materials appropriate for the secondary level; curriculum design in planning art units and lessons, evaluation, and motivation techniques. A practicum of a minimum of twenty hours in a secondary setting is required, where the student assists the teacher, and on at least two occasions experiences teaching.</p> <ol style="list-style-type: none"> 1. Construct and analyze instructional strategies 2. Design instructional plans consistent with: <ol style="list-style-type: none"> a. Common Core b. Essential Standards c. School of Education Conceptual Framework 3. Reflect and recommend changes to improve the likelihood of success
ART 416- Instructional Design and Assessment of Learning	20 hours	<p>An exploration of instructional design and assessment principles and their application to the problems of teaching and learning, including the design of instruction; task analysis; curriculum development; instructional match; assessment of learning; types of assessment; and the alignment of curriculum, teaching, and assessment. The course will also explore the graphic abilities of the learner, the philosophy of sequential learning, various production techniques, classroom management, and processes appropriate for K-12 art instruction. Students will be introduced to Teacher Performance Assessment (Ed TPA). A twenty-hour practicum is required where the student assists the teacher, tutors students, and teaches a minimum of three art lessons. (<i>This course is required prior to student Teaching</i>). Course is cross- listed with EDUC 331.</p>

Placement for each candidate is coordinated through the Office of Teacher Education and the Office of USTEP/PDS. Both the university professor and the Clinical Educator (P-12) will evaluate the candidate.

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 221 Foundations of Teaching for Music	10	This course introduces the foundations of teaching for music through various topics and experiences. Topics include: music teaching as a profession, North Carolina Music Standards, and music content and pedagogical knowledge. Advanced topics include: lesson plan design and an introduction to edTPA
MUSI 331 Instructional & Classroom Design in Music	20	This course focuses on key elements of instructional and classroom design in music. Topics include: classroom management, teaching techniques, special learners, and lesson plan design. Advanced topics include: edTPA and technology in the music classroom. This course also requires 20 hours of field experience.
MUSI 441 Methods & Materials (Elementary)	20	A study of curriculum, materials, and procedures for music instruction in elementary and intermediate grades.

Placement for each candidate is coordinated through the Office of Teacher Education and the Office of USTEP/PDS. Both the university professor and the Clinical Educator (P-12) will evaluate the candidate.

Health and Physical Education

The Health-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 Health/Physical Education curriculum.

Course Number and Name	Number of Hours Required	Description of Experiences
READ 320 – Teaching Reading in the Content Area	10	Examination of methods, materials, classroom procedures, and evaluation techniques for facilitating reading in the content areas in middle and secondary schools. Candidates will use the Field Experience Time Sheet to keep a log of visits, noting and recording observed skills, comments, or questions. Create a lesson plan to teach a lesson plan to teach specialized content vocabulary and

		<p>comprehension skills. In addition, two of the following activities must be addressed in the written reflection, which will be completed and submitted at the end of the field experience.</p> <ul style="list-style-type: none"> • With the assistance of your text and your Clinical Educator (K-12), compare formal and informal assessments used in the classroom. Then, with a small group of students, use 1-2 of the assessments in a small group. • Implement the QAR (question answer relationship) with a student or small group. • Engage a small group of students in Think-Pair-Share and/or Jigsaw. • Choose a short story, poetry selection, book passage, etc. and complete a read-aloud session with a small group or the entire class. • Engage a small group of students in a close reading. • Use a vocabulary journal with an individual student, small group, or whole class. • Create and use at least two graphic organizers pertaining to the content being studied in the classroom. The graphic organizers may be used with an individual student, small group, or whole class. • Instruct the students (individual, small group, or class) using the RAFT writing perspective.
<p>PEDU 431 -Adapted Physical Education</p>	<p>20 hours</p>	<p>A study of principles and methods for adapting health and physical education programs to handicapping conditions. These principles and methods will be demonstrated by evaluations of physical, perceptual motor and postural fitness levels, and the design, implementation, and evaluation of an active diversified adapted program.</p> <ol style="list-style-type: none"> 1. Trace the historical impact of major court cases, which led to the enactment of legislation pertinent to meeting the needs of students with disabilities. 2. Identify current concepts and trends in adapted physical education 3. Demonstrate the ability to write an I.E.P. to meet IDEA legislation. 4. Apply disciplinary and pedagogical knowledge in developing and implementing safe learning environments and experiences for students with disabilities. 5. Utilize appropriate strategies, services and resources to meet diverse learning needs. 6. Describe the physical, social, and cognitive

		<p>characteristics of various disability populations.</p> <ol style="list-style-type: none"> 7. Plan for, conduct and evaluate physical education experiences for students with disabilities in a practicum setting. 8. Demonstrate the ability to modify physical education activities to meet student needs and abilities. 9. Identify sport and physical activity opportunities available to students with disabilities. 10. Explain how selected diseases, conditions, or disabilities influence the learning and performance of students in a physical education environment. 11. Demonstrate a mature and positive attitude when teaching students with disabilities. 12. Advocate for the need of all students to have physical education and be involved in additional physical activity and sport settings. 13. Describe the role of the physical education teacher in providing quality physical education and dance experiences to meet the diverse needs of all students. 14. Identify ways to provide an emotionally safe and inclusive learning environment for all students (e.g., an environment free of bullying, verbal, and physical abuse, an environment supportive of differences). 15. Reflect on personal values, beliefs, and attitudes and how they will influence your role as an educator.
<p>EDUC 464 - Methods and Materials in Health and Physical Education</p>	<p>40 hours</p>	<p>Course is designed to create opportunities to: further develop instructional and assessment skills in the planning and teaching of psychomotor, cognitive, and affective learning in small and large group settings. The emphasis will be on intermediate and advanced learners in team and individual/dual sport and fitness activities. As a result of this course students will gain experience with the following instructional aspects of teaching “Quality” Physical Education:</p> <ol style="list-style-type: none"> 1. Writing objectives for psychomotor, cognitive, and affective learning that are linked with both the State and National Physical Education Standards 2. Design experiences for learners for the development of: <ol style="list-style-type: none"> a. health related fitness b. specialized sport skills c. sport strategies, techniques, and rules. d. affective learning. 3. Develop content in a lesson through a process of informing, refining, extending, and applying skills. 4. Design experiences appropriate for varying levels of ability, rate of learning, and style of learning. 5. Present the lesson with:

		<ol style="list-style-type: none"> a. clarity b. appropriate modes of communication c. appropriate teaching style d. logical progression through parts of a lesson e. efficiency in transitions from one learning task to another f. maximal practice opportunities for all learners <ol style="list-style-type: none"> 6. Design and use an observation strategy appropriate for content and size of group. 7. Provide accurate and appropriate feedback to learners. 8. Identify individual and group learning problems, and appropriately modify learning activities. 9. Evaluate psychomotor, cognitive, and affective learning of individuals and groups according to objectives using formal measures of evaluation (assessment activities). 10. Plan subsequent learning experiences based upon learners' responses. 11. Evaluate the performance of the teacher based upon learners' responses and instructional skill criteria (i.e., time analyses, content analyses, path analyses, etc.). <p>Requirements for PEDU 464 are 40 hours in a K-12 Physical Education class in which the student will:</p> <ul style="list-style-type: none"> ▪ Develop lesson plans that are designed to meet the needs of the students in which they are working with ▪ Use a scaffolding approach to teaching-observations (1-2 lessons), assisting PE teacher with lessons (2-3 lessons), leading lessons with the assistance of the PE teacher (2 lessons), and finally solo teaching (minimum of 2 lessons). ▪ Videotape lessons for the purpose of reflection practices guided using prompts ▪ Using systematic observation tools to acquire data for self-analysis (e.g. feedback, time on task, content development, etc.) ▪ Use informal and formal assessments to gauge student learning and develop plans for improvement.
--	--	--

Placement for each candidate is coordinated through the Office of Teacher Education and the Office of USTEP/PDS. Both the university professor and the Clinical Educator (P-12) will evaluate the candidate.

Candidates are required to complete two major assessments, as well as other course requirements during

the methods course experience at Transition Point II. **The requirements and evaluation criteria for the major assignments, Unit Plan and the Content Project, will be addressed in the designated methods courses.**

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

Each candidate will complete an extensive clinical experience. Candidates will generally complete the clinical experience requirements at the same placement where the methods courses were completed. Candidates will work with on-site Clinical Educators (P-12) and with Clinical Educator (EPP)s to continue to develop skills to integrate theory with practice and to reflect on that practice for continued professional growth. A minimum of 500 clock hours per semester of onsite experience is required at this transition point of field experience. Program expectations during the clinical experience are outlined in the *Clinical Experience Handbook*.

Birth – Kindergarten

Birth–Kindergarten has sixteen (16) weeks of clinical experience. At the beginning of the clinical experience, candidates are involved in reviewing learning strategies for teaching, developing lessons plans based on the six points, visiting stores that have materials for teachers, and visiting the library and other resources for young children. At this time Birth–Kindergarten is enrolled in the following courses.

ELEM 471 Elementary Teacher	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 Clinical Educator (P-12) who, along with the principal and the Clinical Educator (EPP), evaluates the candidate. During clinical experience, candidates are involved in activities that will gradually give them full responsibility of the classroom. Clinical Educator (EPP)s will maintain contact with the Clinical Educator (P-12) through electronic links, email, interactive video conferencing, and at least five pre-service teacher visits during the semester or more as needed. The suggested sequence is listed below.

SUGGESTED CLINICAL 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 teaching is reached	5- 6
4. Full Teaching: Assuming full responsibility of the total classroom with supervising teacher serving as Assistant	7-13
5. Partnership Learning and Teaching: Decrease teaching time, reflective and evaluative, less participation in the decision-making process	14-15
6. Observation/Visitation: Observing, participating, and reflecting in other elementary classrooms: observing and participating in parent groups; observing, where possible, the school administrators	16

Elementary Education

Elementary education enrolled in ELEM 471 will complete a 15-week clinical experience with a Clinical Educator (P-12) 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. Clinical Educator (EPP)s will maintain contact with the Clinical Educator (P-12) through electronic links, email, interactive video conferencing, and at least five pre-service teacher visits during the semester or more as needed.

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

During clinical experience, candidates are involved in activities that will gradually give them full responsibility of the classroom. The suggested sequence is listed below.

SUGGESTED CLINICAL 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 – 13
5. Partnership Learning and Teaching: Decrease teaching time, reflective and evaluative, less participation in the decision-making process	14 – 15
6. Observation/Visitation: Observing, participating, and reflecting in other elementary classrooms: observing and participating in parent groups; observing, where possible, the school administrators	16

Middle Grades/Secondary Education/Special Subjects

Middle and secondary special subjects education enrolled in EDMG 470 and EDUC 480 will complete their clinical experience with a Clinical Educator (P-12) 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 Clinical Educator (P-12). Clinical Educator (EPP)s will maintain contact with the Clinical Educator (P-12) through electronic links, email, interactive video conferencing, and at least five pre-service teacher visits during the semester or more as needed.

EDMG 470 Clinical experience in the **Middle Grades** 11 credit hours
 EDUC 480 Clinical experience in the **Secondary School/Spec. Subj.** 11 credit hours

SUGGESTED CLINICAL 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	7-13
5. Partnership Learning and Teaching: Decrease teaching time, reflective and evaluative, less participation in the decision-making process	14-15
6. Observation/Visitation: Observing, participating, and reflecting in other elementary classrooms: observing and participating in parent groups; observing, where possible, the school administrators	16

The final product in each professional seminar course is an edTPA portfolio. The edTPA portfolio includes Task 1 (Context of Learning and Planning), Task 2 (Instruction), and Task 3 (Assessment).

Culminating assessments include Professional Leadership Project, *Teaching Capacity Form*, Praxis II Profile Sheet (for secondary, middle grades, and special subjects licensure candidates), or the new North Carolina Specialty tests (for elementary education and special education licensure candidates). The candidate must earn at least a “met” rating on the *Teaching Capacity Form* and the *Exit Criteria*.

The *Clinical Experience Handbook* provides specific details on the expectations of this final product along with the rubric for its evaluation. All major assessments, including the portfolio, must be submitted to the learning Achievement Tool (LAT) platform in Taskstream. The edTPA portfolio and the Professional Leadership Project will be uploaded to Taskstream for evaluation during the 2017-2018 academic year.

After successfully completing the clinical experience and all required coursework for a degree or licensure only program, including submitting the edTPA Portfolio and earning at least a “proficient” (rating of 3) on all indicators on the Leadership Project Rubric, candidates may apply for a North Carolina teaching license.

APPENDIX A

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)

ALL FORMS ARE AVAILABLE AT

<https://www.uncfsu.edu/academics/colleges-schools-and-departments/college-of-education/support-units/office-of-teacher-education/forms>

APPENDIX B

CONCEPTUAL FRAMEWORK THEMES AND INDICATORS

Themes and Indicators

Caring Disposition & Ethical Responsibility (1)	Communication (2)	Knowledgeable & Reflective (3)	Research and Leadership (4)	Respect for Diversity & Individual Worth (5)	Technological Competence & Applications for Student Learning (6)	Working with Families & Communities (7)
Establish a safe and supportive learning environment	Improve communication and collaboration skills	Possess in-depth knowledge of the content they plan to teach	Strategically review the school's vision, mission, and goals in the 21 st century.	Demonstrate a belief that all students can learn, and that student learning is the primary responsibility of the teacher and school stakeholders	Acquire personal technological excellence/proficiency to support professional development and competency	Recognize and understand the diversity of families and the importance of interacting positively with students and their families
Facilitate a caring and nurturing climate for all	Model effective oral, written, and non-verbal communication	Demonstrate how to teach the content so that all students can learn	Practice effective leadership skills to improve the profession and contribute to the establishment of positive working conditions	Display respect for the world views of diverse people, wide-ranging family structures, different ability levels, varied economic groups, and different perspectives	Apply and demonstrate competence in the use of innovative technologies for instruction, management, and assessment	Use varied research methods, observation, and inquiry to understand the family and its role in education
Demonstrate dedication to high levels of ethical and responsible behavior	Design effective linguistic strategies to deliver instruction to diverse students	Use a variety of assessments methods, considering the students' diverse backgrounds and abilities	Advocate for positive change in policy and practice in schools	Implement long and short term plans to accommodate cultural and ability differences when teaching, assessing, and evaluating learners	Effectively use technology for reporting purposes, and communicating with parents/guardians of students	Work with parents, guardians, and/or caregivers, colleagues, local schools, agencies, and communities to support learning and achievement
Model professional ethical standards at all times using digital technology and social media	Assist students in articulating thoughts and ideas clearly and effectively	Use data assessment outcomes from teaching and learning to align with students' instructional needs	Assist in determining school budget and professional development	Establish and maintain a positive climate in the learning environment	Apply information literacy skills for evidence-based decision-making, content knowledge, critical thinking, problem solving, and the evaluation of the accuracy and credibility of technological sources	Engage parents, guardians, and/or caregivers from diverse backgrounds in their child's education and in the school culture
Demonstrate equity and fairness and promote respect and appreciation of diversity		Apply teaching methodologies and strategies to ensure student progress and learning	Become familiar with systems in the profession that result in the recruitment, induction, support, evaluation, development, and retention	Maintain high expectations for learners and practice responsive pedagogy		

Caring Disposition & Ethical Responsibility (1)	Communication (2)	Knowledgeable & Reflective (3)	Research and Leadership (4)	Respect for Diversity & Individual Worth (5)	Technological Competence & Applications for Student Learning (6)	Working with Families & Communities (7)
Develop positive relationships with parents, guardians, and/or caregivers		Possess in-depth knowledge of the North Carolina Standard Course Of Study (NCSCOS) and professional standards	Conduct action and other types of research and use results to inform practice	Collaborate with a range of support specialists to meet the diverse needs of all students		
Promote and participate in collegial interactions within the educational environment		Use continuous reflection of teaching and assessment to analyze how knowledge gained from past experiences can be used in future teaching, learning, and professional growth				Support and value the traditions, artifacts, symbols, and positive values and norms of the school and community
		Demonstrate enthusiasm about the field of education by practicing lifelong learning through professional development				
		Promote global awareness and the interconnectedness of content area/discipline				

Caring Disposition & Ethical Responsibility (1)	Communication (2)	Knowledgeable & Reflective (3)	Research and Leadership (4)	Respect for Diversity & Individual Worth (5)	Technological Competence & Applications for Student Learning (6)	Working with Families & Communities (7)
		Demonstrate knowledge of the relationship between core content and 21 st Century content that includes global awareness; financial, economic, business and entrepreneurial literacy; civic literacy; and health and wellness awareness				
		Collaborate 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 C

PROFESSIONAL EXPECTATIONS

Clinical experience is considered a full-time commitment; therefore, it is strongly recommended that candidates should have no other major obligations during this period. Personal obligations that unduly influence the candidate's classroom performance may result in the candidate being asked to withdraw from the program until the situation has been dealt with properly.

Dress

Attire of the candidates should reflect the professional nature of the teaching profession. Visible body accessorizing **is not allowed**. Candidates (except Health and Physical Education majors at the appropriate time) are not allowed to wear jeans, capris, sweats, t-shirts, athletic shoes, or flip-flops during field /clinical experience.

Dispositions

Professional dispositions are behaviors and attitudes that are based on a set of values that our professional education community believes and accepts.

It is the responsibility of the candidate to respect the rights of students, teachers, administrators, and members of the community as demonstrated through behavior that is decent, humane, and just.

Specifically, the candidate is expected to exhibit the following dispositions:

Professional Behaviors: The candidate demonstrates a commitment to the profession.

1. Utilizes time efficiently and manages workload
2. Portrays a professional image in appearance and behavior
3. Meets deadlines for assigned activities and products
4. Demonstrates academic integrity and confidentiality
5. Is enthusiastic to teach and learn

Working with Families and Communities: The candidate understands the contemporary family and communities.

1. Learns from and works collaboratively with diverse individuals
2. Seeks to overcome cultural and economic barriers that impede civic involvement
3. Builds relationships with individuals and groups
4. Is patient and flexible during the learning process
5. Supports and values traditions, artifacts, symbols of the community

Technological Competence/Educational Applications: The candidate exhibits that technology is a tool.

1. Uses technology in the course of attaining and utilizing 21st century skills
2. Evaluates information critically and competently
3. Acts on creative ideas to make a tangible and useful contribution to the field

4. Exhibits practical and critical thinking skills in information media/technology
5. Uses digital technologies appropriately and refrain from social media not directly related to instruction as approved in the curriculum

Caring Disposition and Ethical Responsibility: The candidate is caring and ethically responsible.

1. Demonstrates integrity and ethical behavior
2. Holds in confidence information except in compliance with legal regulations
3. Adheres to federal and state school law, district, and building policies
4. Demonstrates that he/she values equity and fairness
5. Demonstrates compassion toward those experiencing difficulty
6. Refrains from fraternization

Communication: The candidate communicates effectively with all students, parents, peers, and administrators.

1. Articulates thoughts and ideas clearly and effectively
2. Manages & creates effective oral, written, and multimedia communication
3. Collaboratively develops and enforces clear communication
4. Communicates sound judgment; makes complex choices; solves problems
5. Communicates in ways that do not intentionally cause humiliation or ridicule

Knowledgeable and Reflective: The candidate is knowledgeable about their subject matter & the teaching/learning process.

1. Monitors one's own understanding and learning needs
2. Actively seeks resources to expand content and pedagogical knowledge
3. Uses constructive feedback to make modifications for improvement
4. Takes time to think and reflect before responding
5. Seeks help as needed; demonstrates reflective practice in written/verbal form

Research and Leadership: The candidate combines theory and practice; works to improve the profession.

1. Collaborates with colleagues and peers
2. Acts fairly, consistently, and prudently in the exercise of authority
3. Pursues growth and development in the practice of the profession
4. Articulates a vision and implementation strategies for improvements
5. Takes initiative to perform needed tasks and accomplish identified objective

Respect for Diversity and Individual Worth: The candidate develops sensitivity to all types of diversity.

1. Is open and responsive to diverse perspectives, including cultural viewpoints
2. Maintains high expectations for self and others
3. Pledges to develop a quality education for students with exceptionalities
4. Takes responsibility for student achievement
5. Demonstrates effective collaboration skills

CODE OF PROFESSIONAL ETHICS

Developed by the North Carolina Professional Practice Commission in consultation with North Carolina educators the purpose of the Code of Professional Ethics is to define standards of professional conduct of educators and was adopted by the State Board of Education, June 5, 1997.

<http://www.ncptsc.org>

APPENDIX D

FREQUENTLY ASKED QUESTIONS

1. Does the College of Education require me to become a member of a professional employee organization such as the National Education Association (NEA) student chapter while enrolled in early field experience courses?

During early field experience courses, you are required to become a member of a professional student/employee organization such as NEA's student chapter. However, each county may have different requirements for allowing students to complete their hours in their schools. The COE does require you to join a professional employee organization during Methods and maintain enrollment during clinical experience. During this time, you must have a \$1,000,000 (yes, one million dollars) liability coverage.

2. I am a Teacher or Teaching Assistant in a public school. May I waive my field experience hours?

No. Field experience hours will not be waived.

3. I am a Teaching Assistant in a public school. Am I allowed to complete my EARLY FIELD EXPERIENCE HOURS at my place of employment?

Yes. You are allowed to complete your early field experience hours at your site of employment, with the approval of the site's principal and/or Human Resources representatives. However, you are not allowed to complete your required field experience hours in your assigned classroom. You must complete your hours under the leadership of another teacher who meets the requirements outlined for clinical educators (P-12).

4. I am a Teaching Assistant in a public school. Am I allowed to complete my METHODS DAYS at my place of employment?

No. Placements for methods courses will not be made at your site of employment. It is the desire of the COE that the placement secured for methods courses will remain the same for the 16 weeks of clinical experience.

5. I am a Teaching Assistant in a public school. Am I allowed to complete my CLINICAL EXPERIENCE at my place of employment?

No. See FAQ #4.

6. I am retaking a course. Am I allowed to use the field experience hours I completed for the course during my first enrollment?

No. If you are retaking a course, you must complete the required field experience hours for that course during the semester of enrollment. Past documented field experience hours will not be accepted.

7. I am enrolled in multiple field experience courses. Can the hours completed for one course fulfill the requirements of the additional course? (For example, EDUC 211 requires 15 hours. EDUC 330 requires 10 hours. Can 15 hours suffice both courses?)

No. You must complete the required number of hours for each course. Regarding the given example, the candidate must complete a total of 25 hours for the courses.

8. I am enrolled in multiple field experience courses. Am I allowed to complete all of the required hours in the same classroom?

No. You must complete required hours for the early field experience courses in different schools/classrooms. Please note that the COE encourages you to experience diverse settings.

9. I am a Residency teacher. Will I be removed from my classroom for clinical experience?

No. You will conduct your clinical experience in your classroom with your students. You will be assigned a mentor teacher at your school. Your university supervisor will also evaluate your performance.

Common Questions EESLPD or EES Unit

1. I am a NC PreK teacher in an early learning center. May I waive my field experience hours?

No. Field experience hours will not be waived.

2. I am a NC PreK teacher in an early learning center. Am I allowed to complete my EARLY FIELD EXPERIENCE HOURS at my place of employment?

Yes. You are allowed to complete your early field experience hours at your site of employment, with the approval of the site's principal and/or Human Resources representatives. However, you are not allowed to complete your required field experience hours in your assigned classroom. You must complete your hours under the leadership of another teacher who meets the requirements outlined for clinical educators (P-12)

3. I am a NC PreK teacher in an early learning center. Am I allowed to complete my METHODS DAYS at my place of employment?

Yes. You are allowed to complete your early field experience hours at your site of employment, with the approval of the site's principal and/or Human Resources representatives. However, you are not allowed to complete your required field experience hours in your assigned classroom. No. Placements for kindergarten placements will not be made at your site of employment. It is the desire of the COE that the placement secured for the kindergarten portion of methods will be assigned by HR is a public-school setting.

4. I am a NC PreK teacher in an early learning center. Can my internship be waived?

Yes. You must submit your final summative evaluation and observations requirements completed by your assigned EES mentor to waive ELEM 471 & ELEM 491.