

HANDBOOK FOR EARLY FIELD EXPERIENCE



**EDUCATOR PREPARATION UNIT
OFFICE OF ACADEMIC SERVICES AND
INTERN SUPPORT**

**FLORIDA STATE UNIVERSITY
TALLAHASSEE, FLORIDA**

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INTRODUCTION

Early Field Experience is an integral part of Florida State University's Educator Preparation Unit.

Because of the special significance of the Early Field Experience (pre-internship) in the professional preparation of our teacher candidates, The Florida State University Educator Preparation Unit is particularly indebted to the district schools and to the Cooperating Teachers and their administrators who make this experience possible.

While this handbook is intended to be an Early Field Experience resource guide, it is focused primarily on detailing the responsibilities of the:

- Teacher Candidate
- Cooperating Teacher
- University Supervisor

The handbook is designed to provide each member of this professional team with the procedures and materials necessary to assure maximum professional growth of the teacher candidate during Early Field Experiences.

This handbook is organized into two parts: the General Guide, and the Appendices. The General Guide provides general information, which applies to **all** teacher candidates at Florida State University. The Appendices include general information applicable to **all** teacher candidates at Florida State University and general forms, including teacher candidate self-evaluation form and instructions. This handbook serves as a comprehensive reference for all professionals participating in Early Field Experiences.



OFFICE OF ACADEMIC SERVICES AND INTERN SUPPORT (OASIS)
Faculty and Staff *

EARLY FIELD EXPERIENCE DIRECTOR

2301M Stone Building
The Florida State University
Tallahassee, FL 32306-4460

MS. TALAIMOANA HAGAN

Phone: (850) 644-3583

FAX (850) 644-6868

email: thagan@fsu.edu

* For the most current information, contact the Office of Academic Services and Intern Support (850) 644-3760.

EDUCATOR PREPARATION UNIT MISSION THE FLORIDA STATE UNIVERSITY

Professional Education at FSU is the work of a broad-based cross section of educators spread throughout the FSU campus. We are joined by a sense of common purpose in one Educator Preparation Unit.

Mission of the Educator Preparation Unit

The Florida State University Educator Preparation Unit is based on a conceptual framework that engages faculty, teacher candidates, and community constituents in instruction that moves, leadership that inspires, and scholarship that makes a difference in the 21st century.

The Educator Preparation Unit prepares educational leaders who uphold high professional and academic standards, engage in scientific inquiry, and implement best practices that yield positive results as a basis for the continual improvement of student learning. They assess the needs and abilities of students from diverse backgrounds through the use of appropriate instructional strategies and technologies, demonstrating care and commitment to the belief that all students can learn. Candidates develop these qualities while they study and work within a community of professional partners.

DEFINITION OF TERMS

Cooperating Teacher - The Cooperating Teacher is a certified teacher who has completed clinical educator training and is responsible for working daily to assist in developing the professional growth of the teacher candidate through demonstration of and instruction in teaching skills and attitudes. The Cooperating Teacher works with the University Supervisor to support and evaluate the teacher candidate.

Early Field Experience - That period of the Professional Education Program, organized and directed by the university, during which the student is placed in an accredited public or private school under the supervision of a qualified Classroom Teacher (Cooperating Teacher) and a University Supervisor.

Early Field Experience Coordinator - The university faculty or staff member responsible for the administration and coordination of all phases of Early Field Experiences at FSU. Responsibilities include verifying teacher candidates have cleared required background checks with the school system and obtained medical insurance (professional liability insurance is strongly recommended). The Early Field Experience Coordinator also provides information to the School District at the beginning of each semester which includes student names, contact information, and school and classroom assignment requests before teacher candidates are sent to schools for field placement activities.

Teacher Candidates - The teacher candidate is a FSU student in one of several programs within the Educator preparation unit at Florida State University. These students participate in a variety of Early Field Experiences in a classroom setting and under the guidance of a qualified certified teacher, as part of the coursework required for their degree program. These experiences occur prior to the student teaching semester and may include active observation, tutoring, assisting (with or without instruction), small group instruction and whole class instruction.

University Supervisor - The University Supervisor represents the student's academic program or department and is the person directly responsible for supervision and evaluation of the student engaged in Early Field Experience. Services provided by the University Supervisor include direct assistance to students and Cooperating Teachers.

GENERAL POLICIES AND PROCEDURES FOR EARLY FIELD EXPERIENCE

- A. **First Day in School** - The teacher candidate should report to school at least ten (10) minutes earlier than the time expected. The teacher candidate should report to the school office and then to the Cooperating Teacher.
- B. **Absences During Early Field Experience** – If illness or an emergency should require the teacher candidate to be absent from school for any period of time, it is the responsibility of the teacher candidate to notify as soon as possible the Cooperating Teacher, University Supervisor, and, if required, school administrator. In cases of prolonged or repeated absence, the University Supervisor shall, after consulting with the Cooperating Teacher and School Principal, determine whether the teacher candidate's experience will be terminated or extended.
- C. **Attire and Grooming** - The attire and grooming of the teacher candidate should meet or exceed accepted local professional practices. The teacher candidate should seek the guidance of the Cooperating Teacher in these matters.
- D. **Restrictions on Placement** - Teacher candidates will not be placed in a high school from which they have graduated or in a school in which an immediate relative is a student or staff member.
- E. **Students with Disabilities** - In keeping with Section 504 of the 1973 Vocational Rehabilitation Act and with The Americans with Disabilities Act, students with disabilities, who have successfully completed all necessary prerequisites, will be allowed to participate in Early Field Experiences. Given the circumstances in identifying and securing an appropriate placement and arranging any necessary accommodations, such candidates should consult with the FSU Early Field Experience Coordinator and their program advisor early in the placement process.
- F. **Temporary Physical Conditions** - It is **strongly advised and encouraged** that students inform their Academic Program Leader and/or FSU Early Field Experience Coordinator of special health conditions (pregnancy, temporary medication, etc.) prior to the negotiation of placements for Early Field Experience. This notification will afford the school site personnel and the Field Experience Director an opportunity to secure appropriate assignments.
- G. **Transportation** - It is the sole responsibility of the teacher candidate to arrange his or her own transportation throughout the Early Field Experience.
- H. **Cancellation of an Assignment** - When cancellation of an Early Field Experience assignment becomes necessary, the appropriate academic program or departmental head should initiate such cancellation through the office of the FSU Early Field Experience Coordinator. Teacher candidates **must not** leave their assignments without the permission of their University Supervisor.

- I. Reassignment During Early Field Experience** - When advisable, an Early Field Experience assignment may be changed only with the approval of the academic program, school, and district personnel. Steps to initiate such a change should originate with the Academic Program Supervisor and in cooperation with the FSU Early Field Experience Coordinator and the appropriate school and district personnel.
- J. Students Attempting to Arrange Their Own Early Field Experience Assignments.** Students *shall not*, in any way, attempt to independently arrange their own Early Field Experience assignments, or contact an agency or school district to discuss any aspect of the placement unless so directed by an appropriate FSU Official. This policy applies also to parents, friends, or relatives of the student.
- K. Student Exposure to Diversity** - In order to adequately prepare future teachers for a variety of classroom settings and students, the Educator Preparation Unit at FSU is committed to providing students with a diverse set of placements during their Early Field Experience courses.
- L. FSU Academic Honor Policy** – It is important that the FSU Academic Honor Policy applies to both coursework and Student Teaching. It is recommended that you become familiar with the Academic Honor Policy at <https://fda.fsu.edu/academic-resources/academic-integrity-and-grievances/academic-honor-policy>.

Forging field experience logs, collaborating on assignments that are not group work, reusing assignments in classes without instructor permission, and fabricating data are all violations of the FSU Academic Honor Policy. Please be aware that using social media to collaborate on and share course exams or assignments with other students that are not identified by the course instructor as group work is a violation of the FSU Academic Honor Policy. If you have any questions, contact your instructor to ask for clarification.

- M. Social Media, Confidentiality, and Appropriate Online Interaction –**
- Present yourself professionally and cordially at all times.
 - Post **nothing** about your school or school students on *any* social media.
 - Information about schools, school students, and school personnel must not be discussed or shared with persons other than those who have official permission to receive such information.
 - Exercise great discretion in posting anything personal on social media.
 - Exhibit the highest professional standards during online interactions.
- N. Grade Appeal Procedure** - A teacher candidate who receives an unsatisfactory grade may appeal that grade through the regular university grade appeals system.

BASIC CONCEPTS OF THE EARLY FIELD EXPERIENCE PROGRAM

Early Field Experience represents an integral part of the University's educator preparation program, integrating the various elements of basic studies and professional education for application to the “real world” of a teacher. Teacher candidates synthesize and apply theoretical knowledge from previous courses in realistic, planned, professional settings.

Diversity of Field Experiences

Teacher candidates should be placed in diverse settings to help them gain practical teaching experience. Diversity in placements would include higher and lower performing schools, and school populations that represent different social economic levels and ethnicities. Such diverse practical teaching experiences help prepare students for successful, full-time teaching in a Florida public school.

Educator Preparation Program Leaders should work with the Early Field Experience Coordinator to secure an appropriate array of diverse placements for program students.

Competencies

Teacher candidates are expected to demonstrate competency in the Florida Educator Accomplished Practices (<http://www.fldoe.org/teaching/professional-dev/the-fl-educator-accomplished-practices.shtml>; see also Appendix F) and Educator Preparation Unit Dispositions (see Appendix E).

FSU Rubrics for FEAPs and Dispositions are located at:

<http://education.fsu.edu/student-resources/student-academic-services-oasis/educator-preparation>.

RESPONSIBILITIES OF TEACHER CANDIDATES

A. Clearance

District schools have taken precautionary measures to ensure the security and safety of students. To gain entry into district schools and to comply with the Jessica Lunsford Act **all students involved in field experiences** (observation, one-on-one instruction, classroom assistant with or without instruction, small group instruction, whole class instruction) and **student teaching** must:

- Complete a Level II background screening (fingerprinting). Application forms must be obtained from OASIS in 2301 Stone Building and the screening is completed at Leon County Schools Administrative Offices (2757 W. Pensacola St., Tallahassee, FL).
- Secure and provide proof of medical insurance (as current FSU policy states).
- It is *strongly recommended* that students purchase professional liability insurance for at least \$2,000,000 (policies must be renewed annually).

It is the responsibility of the student to submit verification of health insurance coverage to the Early Field Placement Office, 2301 Stone Building (i.e., copy of health insurance card; name of insured and dates of coverage).

The Early Field Experience Office will notify the appropriate FSU instructor when students have been cleared to begin their Early Field Experience placement. “Cleared” means: all required clearance documents are on file and the school district has approved the placement.

The Early Field Experience Office will maintain records for all FSU students regarding their various diverse field placements.

B. After Students have been Cleared to Visit Leon County Schools Classrooms for Early Field Experience

Items Early Field Students take to the school:

- Leon County ID badge
- FSU ID card
- FSU course-related materials

ROLES AND RESPONSIBILITIES OF UNIVERSITY SUPERVISORS

A. Introduction

The University Supervisor is responsible for coordinating the Early Field Experiences of those teacher candidates under his or her supervision. The University Supervisor serves both the Teacher Candidate and Cooperating Teacher and must be a readily accessible confidant, trouble shooter, resource person, and teacher. This section of the handbook describes the major responsibilities of the University Supervisor.

B. Expectations of Teacher candidate and Cooperating Teachers

Your Teacher Candidates and their Cooperating Teachers have the following expectations of you:

Teacher candidates Expect:

- An orientation to the Early Field Experiences and requirements;
- Timely and periodic observation, feedback, and specific suggestions for improvement;
- Identification of specific weaknesses early enough to allow for improvement during Early Field Experience. This is especially critical in relation to the Teacher Candidate's development of knowledge and skills necessary to demonstrate the 6 Accomplished Practices for Florida Educators and Unit Disposition;
- Fair and continuing assessment of performance;
- Support during times of personal and professional concern.

Cooperating Teachers Expect:

- Clear information about the Early Field Experience requirements, in person or by mail;
- Timely response to professional problems, including inadequate performance and inappropriate behavior by Teacher Candidates;
- Professional courtesy in working together.

C. Prior to the Early Field Experience

- Expectations of Teacher Candidates: Prior to the Early Field Experience semester, University Supervisors are responsible for providing placement expectations for Teacher Candidates. Normally, this is provided during respective class periods. The nature of this information may differ from program to program; however, Teacher Candidates should be informed of their responsibilities prior to their first visit to the school.

D. During the Early Field Experience

To ensure that the necessary elements of due process are provided to each Teacher candidate, the University Supervisor is expected to monitor the Early Field Experience in the following ways:

- The Teacher Candidate's progress must be documented by the University Supervisor. If a Teacher Candidate is experiencing difficulty, increased monitoring is expected.
- University Supervisors should counsel Teacher Candidates early enough in the semester to guide them in maximizing their Early Field Experience.

**HANDBOOK
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**APPENDICES
(A-D)**

**FLORIDA STATE UNIVERSITY
EDUCATOR PREPARATION UNIT**



Appendix A: Code of Ethics and the Principles of Professional Conduct for the Education Profession in Florida

Teacher Candidates are expected to adhere to the Code of Ethics and Principles of Professional Conduct for the Education Profession in Florida. These principles are published at the following website:

<http://www.fldoe.org/teaching/professional-practices/code-of-ethics-principles-of-professio.shtml>

Appendix B: Clearance Information for Students Involved in Early Field Experience

To comply with the Jessica Lunsford Act and ensure the security and safety of students, faculty, and staff, **ALL FSU STUDENTS involved in Early Field Experiences** (observation, one-on-one instruction, classroom assistant with or without instruction, small group instruction, and whole class instruction) should plan now to:

- Complete a Level II background screening (fingerprinting). Application forms must be obtained from OASIS in 2301 Stone Building and the screening is done at Leon County Schools Administrative Offices (2757 W. Pensacola St., Tallahassee, FL).
- Secure your own medical insurance (as current FSU policy states).

The College of Education *strongly recommends* that students engaged in Early Field Experience obtain professional liability insurance. The College of Education does not specifically endorse or recommend any particular insurance carrier or insurance policy; however, information is provided for your convenience as options you may wish to consider:

<http://education.fsu.edu/student-resources/student-academic-services-oasis/classroom-field-experience/professional-liability-insurance>

Please direct all questions to Office of Academic Services and Intern Support, 2301 Stone Building, (850) 644-3583 (phone), thagan@fsu.edu (850) 644-6868 (fax).

Appendix C: Dispositions (Attitudes, Values, Beliefs) in FSU Educator Preparation Unit

Disposition indicators are intended to evaluate the professional attitudes of Teacher Candidates. Disposition Evaluation Rubrics may be accessed at the following website address:

<http://education.fsu.edu/student-resources/student-academic-services-oasis/educator-preparation>.

Appendix D: Florida Educator Accomplished Practices

The Florida Accomplished Educator Practices (FEAPs), established by State Board of Education Rule 6A-5.065 in 1998, have been used to evaluate Candidate Teachers

(<http://www.fldoe.org/teaching/professional-dev/the-fl-educator-accomplished-practices.shtml>).

The FEAPs were last updated in 2010. Each of the FEAPs includes indicators of effective instructional practice for Florida's Teacher Preparation Programs. **FSU Rubrics** for evaluating FEAPs may be accessed via: <http://education.fsu.edu/student-resources/student-academic-services-oasis/educator-preparation>).

Teacher Candidates are also expected to demonstrate appropriate Educator Preparation Unit Dispositions (see Appendix D) and the ability to have a positive impact on student learning.

FLORIDA EDUCATOR ACCOMPLISHED PRACTICES (Rule 6A-5.065)

Quality of Instruction.

1. **Instructional Design and Lesson Planning.** Applying concepts from human development and learning theories, the effective educator consistently:
 - a. Aligns instruction with state-adopted standards at the appropriate level of rigor;
 - b. Sequences lessons and concepts to ensure coherence and required prior knowledge;
 - c. Designs instruction for students to achieve mastery;
 - d. Selects appropriate formative assessments to monitor learning;
 - e. Uses diagnostic student data to plan lessons; and
 - f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.
2. **The Learning Environment.** To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently:
 - a. Organizes, allocates, and manages the resources of time, space, and attention;
 - b. Manages individual and class behaviors through a well-planned management system;
 - c. Conveys high expectations to all students;
 - d. Respects students' cultural linguistic and family background;
 - e. Models clear, acceptable oral and written communication skills;
 - f. Maintains a climate of openness, inquiry, fairness and support;
 - g. Integrates current information and communication technologies;
 - h. Adapts the learning environment to accommodate the differing needs and diversity of students; and
 - i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.
3. **Instructional Delivery and Facilitation.** The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:
 - a. Deliver engaging and challenging lessons;
 - b. Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter;
 - c. Identify gaps in students' subject matter knowledge;
 - d. Modify instruction to respond to preconceptions or misconceptions;

- e. Relate and integrate the subject matter with other disciplines and life experiences;
 - f. Employ higher-order questioning techniques;
 - g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding;
 - h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students;
 - i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement; and
 - j. Utilize student feedback to monitor instructional needs and to adjust instruction.
4. **Assessment.** The effective educator consistently:
- a. Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process;
 - b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery;
 - c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains;
 - d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;
 - e. Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s); and
 - f. Applies technology to organize and integrate assessment information.

Continuous Improvement, Responsibility and Ethics.

- 1. **Continuous Professional Improvement.** The effective educator consistently:
 - a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs;
 - b. Examines and uses data-informed research to improve instruction and student achievement;
 - c. Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons;
 - d. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement;
 - e. Engages in targeted professional growth opportunities and reflective practices; and
 - f. Implements knowledge and skills learned in professional development in the teaching and learning process.
- 2. **Professional Responsibility and Ethical Conduct.** Understanding that educators are held to a high moral standard in a community, the effective educator adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida, pursuant to Rules 6A-10.080 and 6A-10.081, F.A.C., and fulfills the expected obligations to students, the public and the education profession.