



FIELD & CLINICAL EXPERIENCE HANDBOOK



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INTRODUCTION

VSU College of Education's purpose is to prepare knowledgeable, reflective practitioners, who educate and engage in diverse learning communities through the appropriate use of technology, pedagogical strategies, research, scholarship, leadership, and service. The overall goal of the College of Education at Virginia State University is to facilitate the development of reflective practitioners who are committed to serving the needs of all students. Candidates must complete a combined program of studies and also receive experiences in the practical application of teaching by engaging in field-based experiences.

The Field & Clinical Experience Handbook is designed to serve as a resource for candidates in our teacher education department, professional education faculty, as well as administrators and school-based practitioners in collaborating school districts. Other departments working with the College of Education that require field-experiences will use this Handbook as a supplemental document. The collaborative working relationships established with surrounding school districts assist in the design, implementation, evaluation, and delivery of the program. It is, therefore, crucial that communication regarding goals, objectives, and procedures be clearly delineated for all participants.

Field-Based Experiences include off-campus (or virtual) classroom observations, student tutoring, teacher assistance, **teaching lessons**, and clinical student teaching internships. Candidates are expected to participate according to the specific requirements listed in the course syllabi. The required experiences provide opportunities in realistic settings for meaningful learning experiences for all teacher candidates. Candidates are required to participate at the field site (or through virtually accepted means) for a minimum of 15-hours per professional education course/per semester and 300-hours for clinical student teaching experiences (150-hours per placement). Candidates observe the social environment in classrooms to develop relationships with students and school personnel as well as gain an ethic of caring and cultural responsiveness in a professional manner. Candidates observe various venues (urban, suburban, and rural settings) in order to gain competence by identifying how to prepare lessons, instructionally implement lessons, use assessments for student understanding and mastery, use curriculum guides in relation to the diverse populations in classrooms, and review school operations, in general.

Although there are many advantages associated with field-experiences, the primary value of these experiences is the opportunity for students to interface their theoretical knowledge with the realities of an actual school or community setting whether virtually or in person. Implicit in the field-experience curricula are the immeasurable values of reflection and reinforcement. In order for students to derive the maximum benefits from their experiences, they must be scheduled systematically at intervals that correspond to their knowledge base development. These experiences assist students in determining if they want to pursue the teaching profession and at what level (i.e., elementary, middle, secondary).

The time pre-candidates or candidates spend in field-experiences and the documented feedback provided to the university play a significant role in the development of quality educators. Since early field-experiences and student teaching internships require different levels of involvement by all parties concerned, separate handbooks are used as guides for participants (Field & Clinical Experience Handbook and Clinical Internship Handbook).

Candidates are to maintain this handbook for use until they enter the student teaching semester or other capstone field/internship experiences. In addition, they should keep copies of all reflections from the field/schools, other required forms, and activities for use in their portfolio of experiential preparation.

CONCEPTUAL FRAMEWORK



Vision

Produce Reflective Practitioners that create Educational Justice for All.

Mission

The mission of the College of Education at Virginia State University is to promote quality programs, using current research and technology-based learning to prepare effective **reflective practitioners** that are **competent**, **caring** and **culturally-responsive**.

Reflective Practitioners insightfully examine all aspects of teaching and learning using essential dispositions to create positive, unbiased learning environments and educational justice for all.

College of Education Graduates leave VSU with the following **Candidate Proficiencies**:

Competent – understanding the central concepts, tools of inquiry, and structures of their content area(s) to create engaging and meaningful learning experiences for all.

Caring – displaying kindness, concern, and respect to all learners, while empowering learners to set achievable goals.

Culturally-Responsive – using research-based, student-centered methodology with culturally relevant performance assessments to promote student learning and high achievement.

PHILOSOPHY OF THE COLLEGE OF EDUCATION

The College of Education at Virginia State University is aligned with the Long Range Visionary Plan of Virginia State University. It is contiguous with the university mission as a land grant institution to prepare reflective practitioners to assume productive roles in a challenging and ever-changing diverse global society. Our programs are designed to provide candidates with the opportunity to develop a broad repertoire of competencies, skills, strategies, and dispositions essential for creating positive learning environments. The philosophy is research-based and grounded in the following basic tenets.

1. Competence in subject specific knowledge, content knowledge in the core curriculum, written and oral expression, and use of Standard English...
2. Incorporating evidence based, best practices, and performance based standards aligned with the pedagogical instructional competencies and dispositions...
3. Being life long learners with a commitment to scholarship and service...
4. Assessing and monitoring candidates learning through the application of research-based, data driven instruction, and continuous reflection of instructional methodology...
5. Providing positive learning communities through the delivery of differentiated instruction for diverse candidates through data-driven instruction and shared decision-making...
6. Effective management of resources...
7. Effective communication with all stakeholders in the school community, inclusive of parents, students, and business communities...
8. Reading and literacy are fundamental building blocks of learning and communicating effectively.

Purpose and Goal

The College of Education's purpose is to prepare knowledgeable, reflective practitioners, who educate and engage in diverse learning communities through the appropriate use of technology, pedagogical strategies, research, scholarship, leadership, and service. The overall goal of the College of Education at Virginia State University given its underlying vision, mission, and philosophy is to facilitate the development of reflective practitioners who are committed to serving the needs of all students.

Candidate Proficiencies: Initial Licensure Programs

Competent

KNOWLEDGE

- K.1. Candidates will exhibit adequate knowledge of subject specific content in the core curriculum.
- K.2. Candidates will demonstrate an understanding of the impact of gender, ethnicity race, socio-economics, exceptionalities and diverse learning styles.
- K.3. Candidates will demonstrate an understanding that application of content reflects individual cultures.
- K.4. Candidates will exhibit pedagogical instructional competencies.
- K.5. Candidates will exhibit knowledge of essential strategies for planning, instruction, and assessment.
- K.6. Candidates will exhibit knowledge of performance-based best practices for planning, instruction, and assessment.
- K.7. Candidates will exhibit knowledge of appropriate instructional technology and how it may be used to enhance teaching and learning.
- K.8. Candidates will demonstrate knowledge of relevant research supported by theoretically sound pedagogy.
- K.9. Candidates will exhibit knowledge of essential concepts of classroom management.
- K.10. Candidates will exhibit knowledge of current legal trends and ethical issues in education.

- K.11. Candidates will demonstrate knowledge of the reflective practitioner's model of a positive learning community.

Caring

DISPOSITIONS

- D.1. Candidates will demonstrate a belief that all students can learn.
- D.2. Candidates will demonstrate a respect for diversity, including gender, ethnicity, race, socio-economics, and exceptionalities in education, schools, and the community.
- D.3. Candidates will demonstrate a respect for the accepted legal and ethical norms in education, schools, and the community.
- D.4. Candidates will demonstrate a commitment to professionalism in dress and conduct.
- D.5. Candidates will value positive interpersonal skills and teambuilding.
- D.6. Candidates will demonstrate a value for lifelong learning.
- D.7. Candidates will demonstrate a commitment to continuous reflection, personal improvement, inquiry and application of research-based best practices in education.
- D.8. Candidates will demonstrate a commitment to scholarship.
- D.9. Candidates will demonstrate a commitment to service for students, parents, and community.

Culturally Responsive

SKILLS

- S.1. Candidates will be able to interpret content accurately.
- S.2. Candidates will demonstrate competence in written and oral communication.
- S.3. Candidates will be able to adapt knowledge to learners' levels of understanding and ways of thinking.
- S.4. Candidates will be able to connect research methods with effective theoretical teaching models.
- S.5. Candidates will be able to effectively select materials and instructional strategies that reflect an understanding of students' gender, ethnicity, race, socioeconomic status, and exceptionalities.
- S.6. Candidates will be able to use educational and informational technology to enhance student learning and use technology-based assessments for data driven decision making.
- S.7. Candidates will be able to differentiate instruction for diverse learners.
- S.8. Candidates will be able to accommodate learning styles and facilitate mastery of content and processes through individualized study.
- S.9. Candidates will be able to create a caring learning environment through goal setting, time management, and self-direction.
- S.10. Candidates will be able to utilize teaching and classroom management strategies to create a positive learning community.
- S.11. Candidates will use instructional methods and curriculum materials, based on the reflective practitioner's model of positive learning communities.
- S.12. Candidates will use professional literature and other credible sources to enhance their knowledge about the teaching and learning process.
- S.13. Candidates will demonstrate a level of metacognition to reflect upon instructional strategies.
- S.14. Candidates will be able to utilize collaborative decision-making.
- S.15. Candidates will be able to efficiently manage resources.

PROGRAM OVERVIEW

Candidates must complete a combined program of studies, which includes general education courses, requisite courses in the major program, and professional education courses. Candidates also receive experiences in the practical application of teaching by engaging in field-based experiences. A computer laboratory is available to assist candidates in refining the development of basic skills and to enhance the acquisition of technology competencies.

Candidates desiring to teach in the elementary grades (preK-6) or special education (K-12) have been required in the past to major in Interdisciplinary Studies and minor in:

- Elementary Education PreK-6
- Special Education General Curriculum K-12

Beginning with the fall 2019 freshman, students desiring to teach can major in:

- Elementary Education PreK-6
- Special Education K-12 General Curriculum
- Middle Education 6-8 (in specific content area; either mathematics, science, English, or social studies)
- Innovative Career and Technical Education 6-12

Candidates desiring a license to teach in middle or high school must declare an academic major in that discipline and minor in Secondary Education.

The following academic majors for secondary endorsement are available:

- Agriculture 6-12
- Biology 6-12
- Chemistry 6-12
- English 6-12
- Family and Consumer Science 6-12
- History and Social Science 6-12
- Mathematics 6-12
- Health and Physical Education PreK-12
- Music (Choral/Keyboard, Instrumental, Vocal/Choral) obtain K-12 endorsements

STRUCTURED OVERVIEW: *Clinical and Field-Based Instruction*

In response to the Virginia Department of Education Regulations Governing Approved Programs for Virginia Institutions of Higher Education, NCATE (National Council for the Accreditation of Teacher Education) and CAEP (The Council for Accreditation of Educator Programs), the College of Education at Virginia State University developed a Holistic Developmental Model for Clinical and Field-Based Experiences. This model, seen on the following page, presents a sequential, developmental approach to preparing the pre-service teacher candidate.

Each step of the model coincides directly with the professional education courses in the curriculum of the Teacher Education Program. As candidates sequentially move through the professional education courses and participate in reflective inquiry their role of practice teaching and teacher responsibilities increases. As reflective practitioners, they become increasingly focused on the practice of reflective inquiry. Student teaching, the capstone experience for the Teacher Education Program, provides the opportunity for teacher candidates to transition from practice to practical application in a supervised setting.

Campus Experiences

The College of Education provides the opportunity for pre-candidates and candidates to engage in skill development and enhancement in teaching, in special grant projects, and special activities sponsored by professional organizations.

Field-Based Experiences

Clinical and Field Experiences include off-campus (and virtual) classroom observations, tutoring, assisting teachers and school personnel, and student teaching internships. They provide opportunities in realistic settings for meaningful learning experiences for all teacher candidates. Candidates are required to participate at the field site (or through virtually accepted means) for a minimum of one-hour for each hour of field-based academic credit per semester. Pre-candidates or candidates are expected to participate according to the specific requirements listed in course syllabi, usually one- to two- hours per week during the semester.

Pre-candidates or candidates are instructed to make anecdotal and structured observations based on the specific requirements of the courses in which they are enrolled. They observe classrooms in comprehensive school settings on a rotating basis that allows for exposure to diverse and exceptional populations. They observe the social environment in classrooms to develop an ethic of caring in a professional manner. The candidates observe various venues in order to identify student assessments used in the classroom, to examine various curriculum guides in

relation to the diverse population in classrooms, and to review school operations, in general. They continue to develop these skills and engage in micro-teaching in their professional education courses. Other field-based courses provide subject specific experiences for concentrated practice.

A GUIDE TO OBSERVATION AND PARTICIPATION IN THE CLASSROOM (TEACHING TOOL)

A Guide to Observation and Participation in the Classroom, Use of this text begins with the first formal education course. Readings and assignments from the text are completed as candidates observe and participate in a variety of educational settings through the remainder of their studies.

This Field & Clinical Experience Handbook presents an overview of the program and includes copies of selected forms used at the university and in the field. Additional support, for candidates and classroom teachers, is provided as the university instructors affiliated with the Department of Teacher & Learning work closely with candidates and school personnel to provide a meaningful learning experience for the candidate.

Suggested Forms to use for each level.

The following forms from the textbook, *A Guide to Observation and Participation in the Classroom*, written by Reed and Bergemann, is the textbook candidates use for the clinical and field experience components of all the professional studies coursework. The following forms should be completed as a part of the field experience. They should be submitted by the deadlines set by each individual instructor.

Level 1 ROLE: ORIENTATION, CONCEPTUALIZATION, & REFLECTION

Observation, Aid and Assist; Work with Children & Teachers; One-to-One/ Two-to-One Tutoring; and Small Group Instruction

- Form 1 Anecdotal Record Form for Observing
- Form 2 Anecdotal Teacher- Student Interaction Form
- Form 3 Anecdotal Record for Observing Teachers or Instructional Events
- Form 4 Anecdotal Record for Grouping Patterns
- Form 6 Coding System- Type and Tally of Student- Teacher Interaction
- Form 7 Observation Form for Examining Questions
- Form 12 A Rating Scale for Observation of Education Technology Standards for teachers
- Form 13 Reflective Observation of Teachers
- Form 15 Classroom Map
- Form 16 Coding Scale of Classroom Organization
- Form 22 Types and Uses of Media Technology in the Classroom
- Form 24 Checklist for School Personnel Interviews
- Form 26 Anecdotal record for observing Students
- Form 27 Shadowing a Student
- Form 32 Tally Chart of Student-Group Selections
- Form 33 Socio-gram Based on charted Student Preferences
- Form 38 Checklist of Routines for Helping the Teacher
- Form 39.1 Checklist of Routines Involving Students
- Form 39.2 Checklist for Kid-watching
- Form 43 Checklist of Tutoring Activities
- Form 45 Reflections on Tutoring Activity
- Form 46 Preplanning Small-Group Checklist
- Form 47 Small-Group Teaching Checklist
- Form 48 Reflections Small-Group Teaching
- Form 49 Checklist of Tutoring Activities Large Groups
- Form 50 Reflections Large-Group Teaching

Level 2 ROLE: LEARNING, COMMITMENT, & REFLECTION

Practice and Apply; Small and Whole Group Instruction; Planning and Implementation; and Micro-teaching

- Form 3 Anecdotal Record for Observing Teachers or Instructional Events
- Form 6 Coding System- Type and Tally of Student- Teacher Interaction
- Form 7 Observation Form for Examining Questions
- Form 8.1 Checklist for Determining Teaching Style

- Form 8.2 Checklist for Examining Teaching practices Which Accommodate Diversity of Learning Styles
- Form 9 Observation for Structured Observation of a Lesson
- Form 10 Checklist of Interview
- Form 11 Rating Scale for Observation of Standards for Teaching
- Form 12 A Rating Scale for Observation of Education Technology Standards for teachers
- Form 13 Reflective Observation of Teachers
- Form 14 Anecdotal Record of Classroom Organization
- Form 15 Classroom Map
- Form 16 Coding Scale of Classroom Organization
- Form 17 Checklist to Determine Student Assessments in the Classroom
- Form 18 Examination of Curricular Strategies That Challenge Students' Multiple Intelligences
- Form 20 Examination a Curriculum Guide
- Form 25 Reflective Observation of Classrooms, Schools, and Curriculum
- Form 30 Coding System to Observe Student Participation
- Form 35 Information-Processing Categories of Instructional Modifications
- Form 36 Reflective Observation of Students
- Form 40.1 Lesson Plans
- Form 45 Reflections on Tutoring Activity
- Form 46 Preplanning Small-Group Checklist
- Form 47 Small-Group Teaching Checklist
- Form 48 Reflections Small-Group Teaching
- Form 49 Checklist of Tutoring Activities Large Groups
- Form 50 Reflections Large-Group Teaching

Level 3 ROLE APPLICATION & REFLECTION

Reflection and Micro-Teaching

- Form 2 Anecdotal Teacher- Student Interaction Form
- Form 6 Coding System- Type and Tally of Student- Teacher Interaction
- Form 6 Coding System- Type and Tally of Student- Teacher Interaction
- Form 7 Observation Form for Examining Questions
- Form 8.1 Checklist for Determining Teaching Style
- Form 8.2 Checklist for Examining Teaching practices Which Accommodate Diversity of Learning Styles
- Form 9 Observation for Structured Observation of a Lesson
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- Form 14 Anecdotal Record of Classroom Organization
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- Form 16 Coding Scale of Classroom Organization
- Form 17 Checklist to Determine Student Assessments in the Classroom
- Form 19 Examination of Curricular Strategies That Challenge Students' Multiple Intelligences
- Form 20 Examination a Curriculum Guide
- Form 25 Reflective Observation of Classrooms, Schools, and Curriculum
- Form 30 Coding System to Observe Student Participation
- Form 38 Checklist of Routines for Helping the Teacher
- Form 39.1 Checklist of Routines Involving Students
- Form 40.1 Lesson Plans
- Form 43 Checklist of Tutoring Activities
- Form 45 Reflections on Turing Activity

Level 4 ROLE: ASSUMPTION & REFLECTION

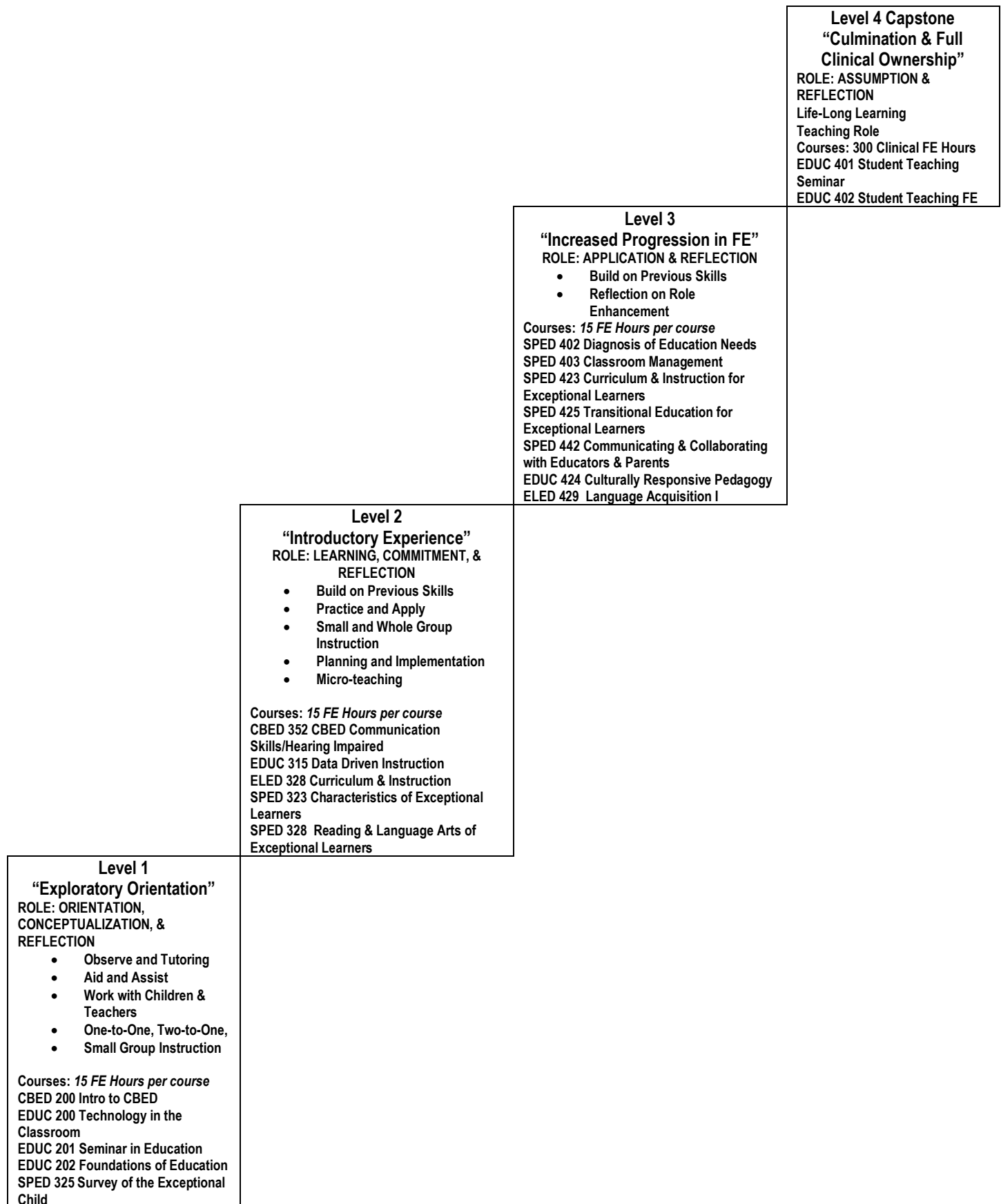
Life-Long Learning; Teaching Role

***Designated forms are utilized in daily reflection during student teaching.**

Holistic Developmental Model for Clinical and Field-Based Experiences

At each level, candidates are developing skills sequentially with increasing responsibility based on course competencies. All course competencies are aligned with the Conceptual Framework and the accompanying components: caring, effective, and competent. A brief list of activities is listed with each level; other activities are assigned in the courses.

CONCEPTUAL LADDER



CHECKLIST FOR COMPLETING FIELD-BASED EXPERIENCES

Teacher candidates who register for field-experience courses must complete the following steps before they will be placed in a school:

1. Register for the required professional education course/field experience.
2. Your professor will provide the instruction you need for completing the field-based activities. Read the **Field-experience Student Agreement** (*Appendix Form: P-3*)
3. Candidates will give one of their professors the completed **Field-experience Application** (*Appendix Form: P-1*). ***There is no need to complete multiple forms.***
4. Your professor(s) will submit the forms to the department chair. The Department Chair will submit the applications to the Coordinator of Field & Clinical Placements.
5. After your scheduled placement is given to you, you have 3-days to appeal your placement and request another placement. You must complete a **Field-Experience Appeal Form** (*Appendix Form: P-2*) and submit it to Dr. Bazemore (Harris Hall #101-E).

APPEALS PROCESS: *You will appeal the placement in writing to Mrs. Taylor and she will review the appeal and determine if the placement will be changed within 2-business days. The process should not take more than 5-days to resolve. The appeal letter should include:*

1. Your full name, V#, and email address;
 2. The courses and placements that have been given to you;
 3. The date of the appeal submission;
 4. Reason why you are appealing the placement; and
 5. What you feel like the resolution should be and why.
6. **You are responsible** for arranging for your transportation to and from your field experience. If you do not have your own transportation, it is advised that you work it out with another student who does have transportation to go to your field experience.
 7. **Complete assignments** during your field-experience (from ***A Guide to Observation and Participation in the Classroom*** textbook, by Reed and Bergemann), as assigned by your University Professor. Submit assignments to the appropriate University Professor during class time for grading.
 8. Complete the **Field-experience Attendance Record** (*Appendix Form: P-3*), on the days you attend your field experience and have the cooperating teacher initial beside it. At the end of the Field Experience, you will have your cooperating teacher sign at the bottom of the Attendance Record. After your field experience is over, return the Attendance Record and completed class assignments to your professor.
 9. The field experience coordinator will send the **Field-experience Evaluation** (*Appendix Form: P-5*) to your cooperating teacher (electronically via an email link to Qualtrics) and they will submit it once completed.
 10. Maintain a **typed observation journal** along with **assigned forms given by your professor(s)** to put into your **ePortfolio** for each field-experience visit to your assigned school. ***Keep hard copies of all documents in a personal folder before turning documents into your professor, for future use in your Online Student Teaching ePortfolio.**

REFLECTION GUIDELINES FOR OBSERVATIONS

Always observe with a purpose in mind. It might be helpful to look for some or all of the following over the course of your observations:

Environment

- Seating arrangement (Are any students separated from the group? Why?)
- Heat/light/cleanliness
- Bulletin boards
- Age of students
- Number of students (Boys? Girls?)
- Appearance/attire of students
- Attitude toward subject
- Attitude toward teacher
- Attitude toward peers
- Supplemental materials (Computers? Books? TV? Centers?)
- Is the room inviting? Friendly? What is the tone?

Motivation

- Are students involved in the learning process?
- Are they interested?
- What does the teacher do to make the subject more real-to-life?

Discipline

- What does the teacher do to prevent problems from occurring in class?
- How does the teacher handle problems that do occur?
- How do students respond?
- Are rules posted in class?
- Are consequences posted?
- How is group behavior monitored?

Learning Styles

- What does the teacher do for students who finish first?
- What about students who finish last?
- How does the teacher accommodate any physical disabilities?
- Are students grouped according to ability levels?
- Does the teacher use several methods of instruction (examples: lecture, group work, activity, video, etc.)

Technology

- Is the teacher using technology? How?
- Are the students using technology? How?

Assessment

- How do teachers feel about standardized testing?
- How do students feel about standardized testing?
- What kinds of tests does the teacher give the students?

Professionalism

- How does the teacher demonstrate a professional attitude in class? Outside of class? With other teachers?
- How much time does the teacher spend outside of class on planning, grading, and preparation of materials?

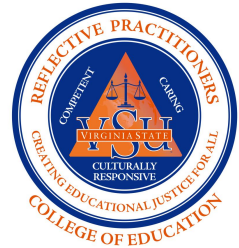
Appendices



Undergraduate Field-Experience Application

Mrs. Adrian Taylor
VSU College of Education
 Assistant Professor, Coordinator of Field & Clinical Placements
ataylor@vsu.edu
 (804) 524-5358 (office) (804) 524-6739 cell

Dr. C. Adrainne Thomas
VSU College of Education
 Chair/Associate Professor-Department of Teaching and Learning
cathomas@vsu.edu
 (804) 524-6917 (office)



***Link given to students by professors for student completion.**

Instructions:

1. The Field Experience Application must be word-processed or written neatly.
2. Students must be officially registered for the course **prior to submission of the application**.
3. **Please submit only one (1) application for all the Education Courses you are enrolled in this semester.**

Semester Requesting Field Experience: Fall 20 Spring 20

_____CBED200 _____CBED250 _____CBED402 _____CBED447 _____CBED352 _____EDUC201

EDUC202 EDUC315 EDUC424 EDUC427 ELED328 ELED429 ELED430

SPED323 SPED325 SPED328 SPED 402 SPED403 SPED423 SPED425 SPED442

Student Classification: (please check one) ☐ Freshman ☐ Sophomore ☐ Junior ☐ Senior

[illegible]

Student ID Number V00 and Cell Phone #: (required) () -

Email Address (required) _____

Endorsement/Area of Focus: _____

Do you have transportation to your site? _____ Yes _____ No

***Signing this application signifies that you have agreed to follow the rules and guidelines that have been outlined in the Field Experience Handbook.**

Signature

Date

***Please review your application to make sure that you have provided ALL information requested.
Incomplete applications cannot be processed.**



Field-Experience Appeal Form

Mrs. Adrian Taylor
VSU College of Education
 Assistant Professor, Coordinator of Field & Clinical Placements
 VSU, 101E Harris Hall, P. O. Box 9088, Petersburg, VA 23806
ataylor@vsu.edu
 804-524-6739 office



You have 3-days after your scheduled placement to **appeal** your placement and request another placement. You must complete an **Appeal Form** (*Appendix Form: P-3*) and submit it to Dr. Bazemore.

APPEALS PROCESS: *You will appeal the placement in writing to Dr. Bazemore and she will review the appeal and determine if the placement will be changed within 2 business days. The process should not take more than 5 days to resolve.*

Date of Appeal Submission to Dr. Bazemore: _____

Student's Name: _____

V#: _____

University Instructor's Name: _____

Course Registered For: _____

Email Address: _____

School Placement (being appealed): _____

Reason you are appealing the school placement:

What do you feel the resolution should be? Why?

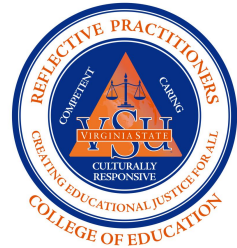
Other Courses/Placements that you were given for this semester:



Field-Experience Student Agreement

CANDIDATE ROLES AND RESPONSIBILITIES – NON-NEGOTIABLES

Mrs. Adrian Taylor
VSU College of Education
Assistant Professor, Coordinator of Field & Clinical Placements
VSU, 101E Harris Hall, P. O. Box 9088, Petersburg, VA 23806
ataylor@vsu.edu
804-524-6739 office



1. **TECHNOLOGY - STUDENT TEACHER NETWORK ACCESS TERMS, ACCEPTABLE USE, & TECHNOLOGY AGREEMENT**

UNDERSTANDING OF LIABILITY: This Agreement sets forth the terms and conditions under which the Virginia State University and School Divisions will grant remote network access to field-experience students if needed. Virginia School Divisions' network resources include **all computer equipment, data, databases, files, and software (collectively referred to as the "System")**. VSU and the Virginia school divisions providing VSU students field-experiences require appropriate, efficient, ethical, and legal utilization of the System. Any violation of the provisions stated below may result in revocation of access privileges and/or legal action. This Agreement shall be governed by the laws of the Commonwealth of Virginia and the parties designated for the purposes of all litigation and venue.

- A. Access to the System must be for the express purpose of conducting or participating in the Virginia School Division's business. Personal use of Technology Resources is prohibited
- B. All communication or information stored on or transmitted via the System is the sole property of participating Virginia School Division. The participating Virginia School Division has the right, without creating any obligation to do so, to access, audit, and monitor any communication or information the field-experience student creates, stores, sends, or receives in connection with their use of the System. Information obtained in the course of such actions may be used or disclosed by the participating Virginia School Division, at its sole discretion or election, to third parties to comply with state, federal and local laws, regulations, court orders, subpoenas, governmental or administrative procedures or VSU Administration policies and regulations without notice to field experience student.
- C. Field Experience Students shall comply with all United States copyright, trademark, trade secret, and patent laws, as well as, all applicable local, state and federal laws.
- D. Field Experience Students shall scan or screen for viruses and other malicious codes, all data, files, graphics, and software that Non-Employee uploads to the System.
- E. Field Experience Students shall indemnify and save harmless the participating Virginia School Division and VSU from and against all liability, claims, lawsuits, damages, penalties, fines, and costs (including reasonable attorneys' fees) arising or alleged to arise from the unauthorized use or access to the participating Virginia School Division's technology and network resources and the violation of any applicable local, state, or federal law pertaining to the use of electronic information resources. **Any misuse of the System is expressly prohibited.**

2. **VOLUNTARY AGREEMENT**

Through the execution of this document, I do hereby acknowledge that my field experience placement with the participating Virginia School Division is **voluntary** and does not make me an employee of that school division. I also acknowledge that I will not, under any circumstances, be eligible for Workers' Compensation benefits in the event I am injured out of my teaching experience.

3. **CONFIDENTIALITY**

Field-experience students hereby acknowledge that the information that it may receive or access may be confidential student records protected from disclosure to unauthorized parties by the Family Educational Rights

and Privacy Act, 20 U.S.C. 1232g, 34 C.F.R. Part 99. As an agent of the School Board, the field-experience student hereby agrees that it will protect the confidentiality of these records and not disclose the information to any other party without the prior consent of the parent or eligible student. Failure to comply with this provision will result in the field-experience student losing the right to access personally identifiable information indefinitely. Field-experience students may not release information concerning the student (including names, address, telephone number, email address, or other identifying information) without the express written consent of the participating Virginia School Division and the parent of the eligible student. Field-experience students may not use any such information for any purpose other than the provision of services under this Agreement. Before taking pictures or recording anything, I understand that I must check the specific school district policies on whether video or audio recordings are allowed. I understand that CONFIDENTIALITY can be a legal/professional requirement in certain circumstances; I agree to observe all applicable rules.

4. HOLISTIC DEVELOPMENTAL MODEL OF FIELD-EXPERIENCE

As candidates move through the Holistic Developmental Model of Field-Experience phases, they gradually assume the role of the school-based practitioner. The higher education and field faculty involved in guiding that role assumption assume certain responsibilities along with the candidate. Quality field-experiences depend on candidates, as well as on school and university personnel who must meet specific expectations. Following are specific candidate roles and responsibilities that not only ensure quality field-experiences but also support candidates' professional development.

5. PROFESSIONALISM

Teacher candidates are expected to demonstrate the dispositions and actions of a professional educator. These include the following: conforming to the host school's rules and policies; extending basic rules of courtesy to teachers, pupils, school staff, and the broader school community; meeting the standards of dress, personal appearance, and professional behavior expected of the staff at the host school; and placing school responsibilities ahead of personal wishes.

6. PROFESSIONAL ATTIRE

In addition to the standards of dress set forth by the host school, the College of Education at Virginia State University requires all teacher candidates adhere to its mandatory dress standards. The time-honored adage, ***"First impressions are lasting impressions,"*** serves as the Teacher Education Program's imperative standard of professional attire for its teacher candidates. The College of Education believes that it is impossible for teacher candidates to be effective if their attire is unprofessional. Inappropriate apparel conveys negative messages to school personnel, parents and the public. It can also be the source of student disciplinary problems. The concept of professional apparel is a tasteful combination of casual and dressy apparel, which varies between genders.

Tattoos should be covered with clothing. Jewelry should NOT be worn in one's nose, eyelids, or tongue. Sports attire is unacceptable, (i.e., sneakers, sandals, shorts, t-shirts, jeans) unless the entire school is planning to have a jean day or you are serving as a physical education teacher. You will dress professionally as a teacher and adhere to all other professional standards at all times.

The College of Education recognizes and considers as professional attire the garments required in the area of physical education. However, teacher candidates in this area are still required to adhere to the College of Education's mandatory dress standards when they are not engaged in physical education instruction.

7. TRANSPORTATION

Transportation is sometimes a challenge for students. Usually, freshmen at VSU are discouraged from bringing vehicles on campus; therefore, the assignments will primarily be special activities and special projects with professional organizations. Other students with transportation issues will have to make arrangements. If there are special circumstances, please make an appointment to see the Coordinator of Field & Clinical Placements.

8. ATTENDANCE

Punctuality and scheduled attendance are imperative. It is vitally important that students report to school by the official reporting time agreed upon by the candidate and the teacher. Candidates are expected to attend each agreed time; excuses other than extreme illness or death in the immediate family are not acceptable. If you must be absent, please **contact the teacher and your university supervisor, Dr. Bazemore, (804) 524-6739** as soon as you know you will be absent. In order to meet state licensure requirements, candidates must participate in at least 15 clock hours of classroom related activities for each field-experience.

9. ABSENCE OF THE TEACHER

If the teacher is absent, candidates may be requested to substitute teach. However, for legal protection, the school administrator must hire and assign a certified substitute teacher for that class. A teacher candidate should not assume responsibility for the students and classroom without a substitute present when the teacher is officially absent from school. *In very rare circumstances, a prior agreement may be made between the school division, VSU College of Education, and VDOE to override this mandate.*

10. STUDENT DISCIPLINE

Teacher candidates may not participate in administering corporal punishment to any students. Under no circumstances may they use physical force, hit, or place their hands in anger on students to discipline them.

11. MAKE-UP DAYS AND ASSIGNMENTS

If candidates are absent for whatever reason, all missed time and assignments must be made up by the last day of current field-experience. Failure to do so will adversely impact the final grade.

12. INCLEMENT WEATHER

In case of inclement weather, candidates are responsible for monitoring local radio, television, or the school division website for school cancellations or modified schedules.

13. ADDITIONAL OBLIGATIONS & COMMITMENTS

- I will be responsible for contacting the cooperating teacher and the building principal at least one week prior to beginning my placement.
- I will notify my cooperating teacher/school as well as Dr. Bazemore (804) 524-6739, if I am ill or am otherwise unable to attend.
- Cannot accept payment for student teaching nor can I be used as a substitute unless under a special agreement.
- I have verification of a TB screening or TB skin test with negative results within the last 12 months. (*Exemption of those students who are in EDUC 201, EDUC 202, & SPED 325*)
- I have no criminal charges or proceedings pending against me and have not been convicted of any offense involving sexual molestation, physical or sexual abuse, or rape. I have not been convicted of a violation of law other than a minor traffic violation. A major traffic violation may include but is not limited to: reckless driving, DUI, DWI, etc.)
- A background check will be completed through APPLICATION RESEARCHERS LLC before my first school visit. (*Exemption of those students who are in EDUC 201, EDUC 202, & SPED 325*)
- I understand the appropriate manner in which to conduct myself and dress as a school professional during my field experience and will uphold the VSU Conceptual Framework during my field experience placement(s).
- I understand that failure to comply with the above conditions will result in CANCELLATION of the assignment.

14. FIELD-BASED EXPERIENCES IN A VIRTUAL ENVIRONMENT

- Communicate with your professor via your VSU student email rather than your personal email.
- Attend meetings and teach online from a professional space. (i.e. a table or desk). Make sure your background is professional looking.
- When in online classes and meetings, you need to be in a stable situation in a well-lit room in front of a computer. Please avoid using a cell phone for these purposes.
- Dress for success for class meetings, student teaching, and other visual communication means.
- Avoid noisy environments and other distractions during online during your field experience.

Mrs. Adrian Taylor
VSU College of Education
 Assistant Professor, Coordinator of Field & Clinical Placements
 VSU, 101E Harris Hall, P. O. Box 9088, Petersburg, VA 23806
ataylor@vsu.edu
 804-524-6739 office



Name of Course Registered For Field Experience Placement: _____

[illegible]

Dr. C. Adrainne Thomas cathomas@vsu.edu (804) 524-6917



Field-Experience Evaluation
 *Qualtrics Link sent to Cooperating Teachers via email.
Mrs. Adrian Taylor
VSU College of Education
 Assistant Professor, Coordinator of Field-Experiences, & Special Projects
 VSU, 101E Harris Hall, P. O. Box 9088, Petersburg, VA 23806
ataylor@vsu.edu
 804-524-6739 office



Student _____ Cooperating Teacher _____

School _____ School Division _____

Grade/Subject _____ VSU Professor _____

Please Check One: ☐ Fall ☐ Spring Year _____

Performance Level Criteria

1. The student demonstrates **unacceptable** behavior. The student shows limited effort and commitment to completing course and classroom requirements.
2. The student demonstrates **basic/acceptable** behavior for a practicum student. The student shows some effort and attempts to meet the basic course requirements.
3. The student demonstrates **proficient** behavior for a practicum student. The student meets all course and classroom requirements in an appropriate manner.
4. The student demonstrates **exemplary** behavior for a practicum student. The student goes beyond what is required in demonstrating a commitment to the students, the classroom, and to personal professional growth.
5. N/O – Not observed or applicable

A. Competent	Performance Level				
	1	2	3	4	N/O
A1. Shows initiative in scheduling and completing required assignments					
A2. Arrives promptly and stays the required length of time					
A3. Quality of work is neat and professional					
A4. Dresses as indicated by the University standards					
A5. Uses professional oral and written language					
A6. Follows procedures for notifying teacher/school of absences (if applicable)					

B. Effective

B1. Actively supports the teacher in carrying out classroom activities and routines					
B2. Accepts constructive criticism					
B3. Follows through on suggestions					
B4. Participates with enthusiasm and a positive attitude					

C. Caring

C1. Treats all students with respect					
C2. Demonstrates an appropriate understanding of students' developmental levels					
C3. Asks questions to learn from teacher's expertise and experience					
C4. Displays a positive, cooperative attitude					

Suggestions for Continuing Professional Development:

Areas of Strength:

Areas for Growth:

Additional Comments:

Teacher Signature: _____ **Date:** _____