

## Professional Education Field Experience Policies and Procedures

### **Introduction**

Professional field experience is an ongoing part of the teacher education program. It begins in a candidate's first semester at Marywood University and culminates with the student teaching experience.

### **Field Experience Hours**

Field experience hours are an important and required component of the educational experience. This segment of the program is designed to provide the teacher candidate with first-hand experience in the "real world of classroom teaching" and is to be the foundation for the experiences as a teacher candidate.

The teacher candidate must register every semester for a field experience placement. A three-hour block of time each week has been allocated to enable the teacher candidate to complete this placement. These hours must be completed in an educational facility.

The basic requirement for hours in freshman, sophomore, and junior year is 25 hours in a classroom setting each semester.

Field experience is scheduled for a three-hour block of time Monday through Friday mornings (8:30 – 11:30 am) or Monday through Thursday afternoons (12:00 – 3:00 pm). Times may need to be adjusted depending on school schedules but schedules should be consistent and should meet with teacher approval.

As students advance in the program they are involved in a practicum experience with field directly tied to coursework. This experience will be supervised.

Senior year involves one semester of full-time student teaching (two placements/15 weeks).

Hours (no more than 20) obtained through activities such as tutoring, or employment as a TSS worker, may be counted at the discretion of the Director of Professional Education. Field hours from another institution may transfer into the program if there is documentation and if they are in the area of certification being sought. If the hours are from a different area, 20 may transfer; field requirements for course work in the new area must be met while at Marywood. If a course requires field, a placement must be completed regardless of previously earned hours.

No more than ten hours from service learning or extracurricular activities (e.g. music) may be applied toward field; that is in addition to the required 25 hrs. from a field placement.

The purpose of Field Experience is for a candidate to gain first-hand experience working with a mentoring teacher; therefore, a candidate may not gain field hours through employment in a school district as a coach or substitute teacher.

## Field Sites

The field experience program has been designed to provide the teacher candidate with the opportunity to observe the contrasts and similarities of a variety of school districts. The size of the school district has a considerable effect on both the educational environment and the educational opportunities.

The State Department of Education classifies school districts according to the population per square mile; therefore, the categories have been divided into urban, suburban and rural. The teacher candidate is required to register for a minimum of one placement in each type of district category prior to student teaching. Once the requirement has been met, the teacher candidate may repeat any of the categories.

Placements vary and take place in different geographical areas; therefore, candidates will need transportation during part of the program. Policy requires that candidates experience a number of grade levels in different districts. Placements in local schools within walking distance are limited and are not possible for the entire experience.

## Pre-Registration Procedures

In order to obtain a field experience placement candidates must:

- a) Attend the pre-registration meeting scheduled each semester to receive the request form from the Director of Professional Education Field Experience. Dates of meetings are on the Field Experience Calendar included in the packet received with semester assignments, posted on the bulletin board outside the Field Experience Office (room 2011 – McGowan Center), and posted on Moodle.
- b) Hand in the request form at the Field Experience Office during the week following the meeting.
- c) Register with the registrar's office, putting field on the semester schedule.
- d) Have all current clearances on file in the Field Office: 1) Child Abuse; 2) Criminal record; 3) FBI fingerprint results; 4) TB test results; 5) Signed Act 24.

**No teacher candidate is to contact any school to request a placement. The Director of Professional Education Field Experience makes all field experience placements through the school principal or designated district contact person. If a student, or parent, contacts a district teacher, principal or superintendent directly, placement in that district will be denied by the Field Office**

Assignment packets will be available outside the Field Office (McGowan, Room 2011) the week prior to the start of the placement as placements are approved and clearances are checked.

## **Time Sheets**

Time sheets are designed to record the number of hours spent in an educational facility. Two (2) time sheets – white copy, signed by the co-operating teacher - must be submitted each semester (1 at mid-quarter and 1 at the semester's end) in order to obtain a Satisfactory (S) grade. The due dates are on the Field Experience Calendar in the candidate packet as described below. If a time sheet is not submitted, the teacher candidate will receive an Unsatisfactory (U) grade for the semester. **Every week must be documented.** Candidates are expected to be at the assigned school regularly throughout the semester.

For each week on the time sheet, the date, number of hours observed, grade or level must be recorded by the teacher candidate and signed by school personnel. If a candidate does not attend on a specified day, this must be noted on the time sheet (i.e. ill, snow day, holiday, etc.). Insufficient hours, with no explanation for weeks missed, will result in an unsatisfactory grade.

**NOTE:** Dismissal from a field experience placement, for whatever reason, by a teacher/principal/superintendent will result in an automatic Unsatisfactory (U) grade and no hours will be accepted. The Office of Professional Education Field Experience will not reassign a teacher candidate to a new placement for the semester if the candidate has been dismissed by school personnel.

**NOTE:** Two Unsatisfactory (U) grades for field placements will result in the education student being ineligible to student teach.

## **Field Experience Packets**

At the beginning of each semester, the teacher candidate will be provided with a Field Experience packet which will include an assignment sheet, a Field Experience calendar, a time sheet and a Suggested List of Activities. The assignment sheet is a form that lists the educational facility to which the candidate has been assigned, the name of the cooperating teacher (if known), the area of the candidate's certification, level, and assignment dates. Approvals will also be posted on the Field Experience bulletin board as soon as they are received.

Packets will be located outside Room 2011 in the McGowan Center the week prior to the start of the placement for those with approved placements and with current clearances on file in time for the start date of the placement. IF clearances are not current, the placement will be canceled. Late starts are not permitted so school districts will not be inconvenienced.

## **Falsification of Records**

Any teacher candidate who has been found guilty of: withholding information; willingly deceiving the district or university; or falsifying any information on any form submitted to the Professional Education Field Experience Director must appear before the Chairperson of the certifying department and the Director of Professional Education Field Experience. At that time, the severity of the falsification will be determined and appropriate measures taken.

**If it has been determined that information on a time sheet has been falsified, the teacher candidate will receive an Unsatisfactory (U) grade for the semester and no hours will be recorded. Candidates can be dismissed from the program for falsification of records.**

## **Clearances**

- Clearances must be current throughout the entire placement/s.

The Pennsylvania Child Abuse History Clearance was amended as of July 1, 1996 and requires all school district employees to obtain an official Pennsylvania Child Abuse History Clearance. Because of this action, the school districts are requiring that teacher candidates have a current clearance on file **and** in hand when reporting to the school. This application can be mailed with an \$8 money order to the address on the form or you can use the website to complete the application online (<https://www.compass.state.pa.us.CWIS>).

The Criminal History Record Information – Police Check) amended the Child Protective Service law to require schools to obtain a criminal history report on all employees. School districts are requiring all teacher candidates assigned to educational facilities to maintain current clearances on file and with them while in the placement. This form can be completed on-line with a major credit card ([epatch.state.pa.us/home.jsp](http://epatch.state.pa.us/home.jsp)) or mailed with an \$8 money order to the address on the form.

It may take four to six weeks for any applications mailed to be received by you.

Upon receipt of the processed clearance forms, **photocopy each form for yourself and submit the original form to the Field Experience Office.** Clearance applications can be found outside the Field Experience office, McGowan Room 2011, or downloaded from the PDE website.

As of 04/01/07 Federal Fingerprint Clearance is required in addition to the Criminal Record Check and the Child Abuse Clearance. The fingerprint-based background check is a multiple-step process, which is outlined at the following website:

[www.pa.cogentid.com/aps.3m.com](http://www.pa.cogentid.com/aps.3m.com)

The fee is \$27.00 and the locations for fingerprinting closest to Marywood are:

The UPS Store	Northeast Ed Intermediate Unit #19	Family Laundromat
201 S. Blakely St.	1200 Line St.	101 River St.
Dunmore, PA 18512	Archbald, PA 18403	Scranton, PA
(570) 558-6300	(570) 876-9200	(570) 207-1950

Additional locations are listed on the cogent website.

Medical Clearance: A negative Mantoux-type TB test must be on file in the Field Experience Office **before** the candidate can begin the placement.

The Act 24 clearance must be printed from the PA Dept. of Education website, signed, and submitted to the Field Office.

**PLEASE NOTE**: **Candidates must present** a copy of current clearances to the school office on the first day of their field placement. Clearances **ARE NOT** sent to individual principals from the Field Experience Office, **CANDIDATES MUST PRESENT THEM.**

**ALL clearances must be renewed on a yearly basis. No teacher candidate will be assigned to an educational facility without current clearances on file. PA clearances are required since placements are in PA schools.**

**PLEASE BE AWARE: \*Clearances which show any type of criminal record will likely have an effect on placement approval; therefore, the Field Office cannot guarantee placements.**

### **Personal Etiquette**

Field Experience students should adhere to the dress code determined by the University and the school district to which the student is assigned. The University dress code reads as follows:

- a) Marywood University expects anyone entrusted with the education of children to assume the role of a professional educator. As a professional, prospective teacher, candidates are obligated to act, dress and speak accordingly. It is expected that personal preferences in grooming be set aside if they are found to be contrary to a sound educational environment by being a distraction to students.
- b) In general, jeans, shorts, sweatshirts, t-shirts, sneakers, flip-flops, observable piercings (other than ears) tattoos and hair dyes are to be avoided while in the assigned placement.

- c) If a district administrator objects to a candidate's attire, he or she has the right to deny placement.
- **Marywood University teacher candidates are guests in the district and must abide by any rules and regulations set forth by the individual schools.**

**NOTE: Field experience placements will not be made for days/weeks outside of the assigned field experience dates.**

**(e.g. month of May and June; two weeks prior to Christmas)**

**Placements are generally scheduled as follows:**

**Fall.....mid September through the first week of December.**

**Spring.....mid January through the end of April.**

### **Levels of Field Experience (Undergraduates)**

#### **A. Initial Field Experience Seminar (for Transfer students only)**

The Field Experience seminar is for transfer candidates only. This seminar is held on the 1<sup>st</sup> Wednesday of each semester. The Field Experience program requirements are fully explained at this time. Register for **EDUC 004G**.

#### **B. Initial Field Experience Course (Freshmen)**

The initial Field Experience course (**EDUC 000**) is for incoming freshmen. The Director of Professional Education Field Experience will meet with candidates for five (5) consecutive weeks to provide an overview of field experience requirements from 1<sup>st</sup> semester through student teaching; to process forms necessary for entry to schools; and to prepare candidates for individual classroom observations through discussion, tapes, reflection, and actual observation techniques.

#### **C. First Level of Field Experience (Sophomores and 2<sup>nd</sup> Semester Freshmen)**

The first independent field experience placement typically happens during the teacher candidate's second semester at Marywood University. A three-hour block of time each week is required at an assigned school.

In the early field experience placements, the candidate performs tasks that are considered legally permissible for the teacher's aide. They also actively participate in tasks designed to develop skills in observation, classroom

interaction, group dynamics, social relationships, classroom management, questioning techniques, motivation, and discipline. A suggested list of activities is included in the candidate packet as well as in the packet sent to the cooperating teacher. **Candidates are encouraged to utilize these suggested activities to initiate enthusiastic involvement in the classroom.** (See list of suggested activities in back of this handbook.)

**D. Second Level of Field Experience  
(Juniors/Seniors)**

Teacher candidates in junior/senior year will be enrolled in a one credit practicum with supervised classroom experiences. Although initial field placements in freshman and sophomore year require a minimum number of hours each semester, the newly designed “block” program focuses on fulfilling competencies as opposed to counting hours.

Teacher candidates, generally by junior year, are more involved in classroom activities. Second level field experience students will be more engaged in developing learning centers and participating in team teaching. The activities completed in the practicum are related to the objectives of the upper level methods courses in which they are currently enrolled.

The “block” placement suggests a more involved level of classroom interaction as candidates are fast approaching the end of their program.

Students in ECE or ECE/Special Education placements will be in field full days on Monday, Wednesday, and Friday for 10 weeks during the two semesters immediately before student teaching.

Secondary students, K-12 majors, and 4-8 elementary majors will complete five full days for five weeks in the semester prior to student teaching. This is a fall only course.

All students in block will follow the Marywood calendar in regard to holidays. All other absences are to be kept to a minimum; students may be required to make up missed time.

Block placements require sustained, continuous supervised practice in P-12 environments with field work tied to course work. Teacher candidates must demonstrate multiple competencies in the following areas:

- Planning and Preparation
- Classroom Environment
- Instructional Delivery
- Professional Conduct
- Assessment

## Knowledge of Diverse Learners

Since this practicum experience is the student's pre-professional practice, expectations are higher. Students are expected to demonstrate professional dispositions. If it is concluded that a student has not met the requirements of block, the student may receive an unsatisfactory grade and have to repeat the block experience.

Time sheets are not kept during block since there are set days and times to report; absences will be documented on an attendance verification form, which has been signed by the co-op, and is submitted at the end of the placement to the Field Office and to the student's practicum supervisor.

Because we currently work with a select number of schools, students in "block" placements must have transportation or be willing to car pool. Requests for placement are not possible.

Throughout the field experience program, teacher candidates demonstrate their ability to create and maintain professionalism which includes: professional dress; effective communication with students and cooperating teachers; identification of techniques used for facilitating lessons; effective management of classrooms; identification of needs of exceptional students; and development of an awareness of the responsibilities of teaching as a profession and the problems of social change as they affect future classrooms.

At the conclusion of each semester cooperating teachers will evaluate teacher candidates using the Field Experience Candidate Review form in order to monitor candidate progress in placements. Candidates receiving poor scores and/or a weak evaluation may receive an "Unsatisfactory" grade for the semester and will be required to meet with the Director of Professional Education Field Experience and their academic advisor. Candidates who receive a weak rating on two or more Field Experience Candidate Review forms will be required to follow a Corrective Action Plan (CAP) set up by the department chair, the academic adviser, and the director of field. If improvement is not made (as judged by subsequent evaluations) the candidate may be dismissed from the teacher education program. Candidates may appeal a dismissal decision in accordance with the Student Academic Grievance Policy of the University.

### **E. Student Teaching**

Each teacher candidate seeking certification engages in a 9-credit full-time student teaching experience which occurs over a fifteen-week period along with a 3-credit course as required by the program in which he/she is enrolled. Teacher candidates complete two assignments (7-8 weeks in duration) in two (2) separate



districts in their area of certification, thus guaranteeing experience at different levels within the scope of the certification program. In order to qualify for student teaching, prospective educators must:

- a) Complete all the admission procedures specified by the Education Department (have passed sophomore screening);
- b) Complete all prerequisite courses;
- c) Complete the required field experience appropriately distributed over the scope of the certification sequence; (to include at least one urban, one suburban and one rural placement/190 hrs. minimum);
- d) Obtain a minimum QPA of 3.00 overall, as well as a 3.00 in the major, and in the minor;
- e) Obtain recommendation of the major department;
- f) Have all current clearances on file in the Field Office;

The teacher candidate must pre-register with the Field Experience Office in the semester prior to student teaching for two placements within a 50-mile radius of Marywood University. The placements must be in two different school districts at two different levels.

The teacher candidate suggests placements, but the final decision and approval rests with school personnel. Once placements have been requested, changes will only be made if the student's first choice has been denied.

Student teaching is the focal point of the total teacher education program. With guidance from the cooperating teacher and university supervisor, teacher candidates apply what they have learned in order to develop their teaching skills and demonstrate entry-level professional competency. Definite statements of the goals and responsibilities of the personnel involved are included in the Teacher Candidate Handbook.

The Teacher Candidate Handbook serves as a guide for the policies and procedures established for the student teaching experience. Competencies for the experience, policies and procedures governing workload, etiquette, absences, professional ethics, termination or change of assignment, contract disputes, and evaluation are highlighted within the handbook. The Field Experience Director fully reviews the handbook at a meeting scheduled on the first day of the student teaching semester.

## Student Teaching Policies

Teacher candidates **may not** student teach in a district where:

They are currently employed;

A relative is an employee of the district;

A child or sibling is in attendance.

**Teacher candidates are strongly discouraged from student teaching in the district from which they graduated.**

## Student Teaching Procedure for Seeking an Exception

In order to ensure appropriate supervision and ongoing support, Marywood University requires that candidates complete two student teaching experiences in placements within a fifty (50) mile radius of the University.

The University recognizes that a candidate may have an **extraordinary** circumstance for which an exception to policy may be required or the candidate may seek a placement that offers a diverse experience. Exception to policy will be considered for the **second** of the two placements. Candidates seeking an exception to policy must:

- a) Have a satisfactory field experience record;
- b) Present evidence of a 3.00 QPA in the major field of study, education courses, and overall performance at Marywood University to the Education Department Chair, and the Director of Professional Education Field Experience;
- c) Must complete the first placement satisfactorily at a school within the 50 mile radius;
- d) Present a ***typewritten letter*** to the Department Chairperson, Education Department Chair, and the Director of Professional Education Field Experience stating the reasons (extenuating circumstances) for seeking an exception to policy. The letter, including the proposed site for student teaching, must include the reason for the request and must be submitted by **October 15<sup>th</sup> for Spring placements and March 15<sup>th</sup> for Fall placements**;
- e) Candidates who are given an exception are responsible for expenses incurred by the University Supervisor. This may include, but is not limited to, reimbursement for mileage, hotel accommodations, meals;

- f) All exceptions are conditional based on the University's ability to obtain suitable supervision for the candidate. Exceptions may be denied if a qualified supervisor is not available.

In all cases, a successful first student teaching experience is prerequisite to final approval. Hence, if it becomes obvious to the faculty that the initial student teaching experience is not being successfully completed, the earlier approval can be rescinded. In any case, at the point of the mid-quarter evaluation in the first placement, the Director of Professional Education Field Experience will either endorse the affirmative decision made earlier or recommend against the experience. The department offers no guarantee that approval decisions can be made in time to qualify for a refund.

The decision for granting an exception to policy will be made by the Education Department Faculty.

### **Student Teaching Semester**

Prior to the start of each student teaching placement, prospective educators attend a workshop conducted by the Director of Professional Education Field Experience. At this time clinical supervision techniques are reviewed, guest speakers may be enlisted to speak on topics of interest to novice teachers and the policies of student teaching are discussed.

Both the cooperating teacher and the University Supervisor play an important role in the student teaching experience. The cooperating teacher is carefully selected by the school district from teachers who meet the following criteria:

- a) Certification in the teaching area;
- b) Three years of successful teaching experience;
- c) One-year experience within the school district;
- d) Recommendation by school administrator;
- e) Ability to communicate skills of teaching to a teacher candidate, and
- f) Professional attitude.

The responsibilities of the cooperating teacher are listed in the Teacher Candidate Handbook and the Cooperating Teacher Handbook. The cooperating teacher is required to observe and evaluate a minimum of one lesson per week beginning the second week of the student teaching experience and continuing through the final week. The cooperating teacher will also complete the bi-weekly teacher candidate evaluation form (2<sup>nd</sup>, 4<sup>th</sup> and 6<sup>th</sup> week).

University Supervisors may be faculty members of the department of the subject area of certification or part-time supervisory employees. They are qualified, experienced teachers who hold certification in the area of their supervising responsibilities. In many cases they are also involved in the methods and/or curriculum courses.

The University Supervisors will make an initial orientation visit to the student teaching site. In addition, they are required to make a minimum of three observation visits during the placement period. During these visits, clinical supervision techniques are employed. Teacher candidates confer with their University Supervisors immediately following the visit whenever possible. The responsibilities of the University Supervisor can be found in the Teacher Candidate Handbook and the University Supervisor Handbook.

Midway through each student teaching experience a three-way conference is held with the cooperating teacher, the University Supervisor and the teacher candidate. At this time, strengths and weaknesses are discussed, as well as goals the teacher candidate may have for the remainder of the experience.

A final evaluation is completed by the cooperating teacher and the university supervisor at the end of the placement. In addition, the university supervisor, in a conference setting with the teacher candidate, completes the Pennsylvania Department of Education 430 Performance Evaluation Form. The PDE 430 form is completed at the end of each placement. Prospective educators receive a pass/fail (S/U) grade for the student teaching experience. The teacher candidate must have two successful student teaching placements, and submit a Teacher Work Sample after the first placement which meets the approval of the university supervisor, to receive a satisfactory grade for the semester.

**\*Please remember the agreement you signed acknowledging that you will be held accountable for meeting all program requirements.**

\*\* Information concerning the programs and requirements can be found in the graduate and undergraduate catalogs.

\*\*Refer to Moodle on the Marywood portal to access handbooks and important announcements.

\*\* Check bulletin boards for current information and notice of meetings.

\*\*Regularly check your Marywood e-mail.

\*\*Check the Marywood University website.

**SUGGESTED ACTIVITIES**  
**FOR THE FIELD EXPERIENCE STUDENT**

1. Become familiar with the physical, social, and academic structure, as well as the services offered to students, in the classroom and school.
2. Observe and discuss how the cooperating teacher handles: daily routines; record keeping; correcting papers; etc.
3. Observe and discuss classroom management techniques with the cooperating teacher.
4. Observe and discuss how the cooperating teacher plans and executes lessons.
5. Participate in classroom activities and work with students on an individual basis.
6. Gather and prepare materials for bulletin boards, learning centers, exhibits, displays, etc.
7. Operate and assist with classroom technology.
8. Help monitor testing situations.
9. Monitor and assist with pupil activities during free period or independent study, seat work, etc.
10. Be willing to step in and help as needed.

## **Suggested Activities For Practicum Students**

Read to students

Tutor

Individual instruction

Small group instruction

Whole Group instruction (for one or two classes; not the entire day)

Observe other classes (including specials; music, art, gym)

Read a test to a student(s)

Work with a student to make up missed work

Help student (s) with seat work (worksheets, stories)

Correct homework

Grade papers/file papers

Make copies of tests

Gather needed supplies

Distribute papers

Design a bulletin board/display student work

Become familiar with technology used in the classroom

Carry out morning exercises (attendance, collecting forms, collecting homework)

Help with classroom housekeeping duties

Escort students to lavatory, library, nurse, lunch, office

Be a field trip chaperone

