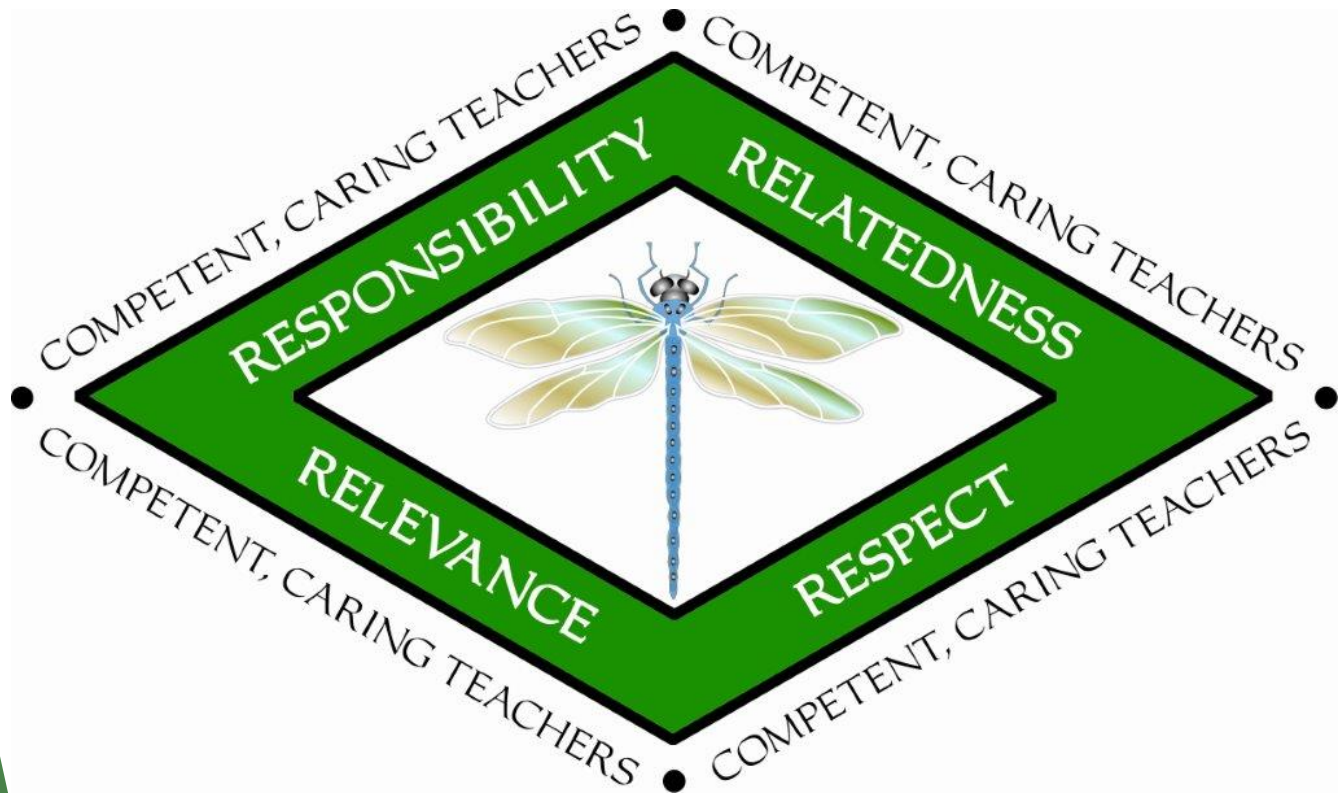


UNITED TRIBES TECHNICAL COLLEGE

Teacher Education



FIELD EXPERIENCE HANDBOOK

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*Preparing Competent,
Caring Teachers*

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LEVEL ONE FIELD EXPERIENCE

POLICIES & PROCEDURES GUIDELINES

Teacher candidates play an important role in achieving a meaningful field experience. Placement in partner schools brings with it great responsibility to the P-12 students and schools at which teacher candidates are placed. All teacher candidates should consider the impact of their behavior on their own success as well as future placement potential and on-going relationships with cooperating teachers, administrators, school sites, and districts. The Policies & Procedures Guidelines provide critical information about:

- Expectations for Teacher Candidates
- Planning and Preparation for Field Experience
- Professional Relations with Staff and Students
- Professional Dress
- Field Experience Evaluation
- Other Considerations

Policies and Procedures for Teacher Candidates Seeking Placement in Schools

Participation in a field experience brings with it a great responsibility to the Grades 1-6 students and schools at which you are placed. Due to the number of Teacher Education students from a number of institutions requesting field experience at area public, tribal and private school sites each semester, it is essential that all UTTC Teacher Education candidates are aware of and comply with certain policies, procedures, and expectations. The following is an overview of these policies, procedures and expectations. Your instructor may provide additional information that is pertinent to your course requirements.

Placement Procedures

Your course instructor has requested placement for your field experience. He/she has provided the information which will be used to determine the location of your placement, including but not limited to the following: type of field experience, hours requested, duration, request for specific site placement, content area/grade level preference. If you have special considerations, please advise your instructor to include them on the placement request form at the beginning of the term. Once placements have been made, we will honor the needs and availability of the staff of the school at which you are placed, and we will not make adjustments unless absolutely necessary. Teacher candidates are strictly prohibited from making their own field experience placement arrangements.

Please be patient during the placement process. Placements are arranged in a timely fashion, but consideration for school schedules is necessary. While the field experience is your top priority, it is not necessarily a priority for cooperating sites.

Once placement arrangements have been confirmed, candidates will be provided with cooperating teacher contact information. At that time, candidates should make contact with the cooperating teacher as soon as possible. This can be done by phone, email, or in person. Don't postpone making contact, as limitations in cooperating teacher schedules may prohibit fulfillment of required hours.

It is the responsibility of the candidate to make arrangements for travel to and from the placement site. Car pooling is encouraged, when possible. Instructors do not arrange transportation; however, they will help you look at different options if this is a challenge.

Expectations for Field Experience

You will be provided the contact information for your cooperating teacher. Your time in the classroom can be flexible if that fits best with your cooperating teacher's schedule. You must arrange to complete the number of required hours of in-class time. Be punctual at all times. Arrive at the school well before the class begins and stay at the school site until the cooperating teacher indicates your departure is appropriate.

Do not expect your cooperating teacher to organize or facilitate your experience. You should be explicitly aware of the requirements and responsibilities for your course and communicate them effectively to your cooperating teacher. If an absence or deviation from the field placement schedule is necessary, it is your responsibility to advise the cooperating teacher and your course instructor of any absence. You will need to make arrangements to make up the time you miss, so that all required clinical hours are fulfilled. "No-shows" are unacceptable and will be cause for receiving a failing grade or no credit.

Liability Insurance: There are some inherent professional liability risks to being placed within a field experience. All teacher candidates participating in a field experience in a P-12 setting must be covered by professional liability insurance.

The simplest way to be covered for professional liability is via your student membership in Student - North Dakota Education Association. For each year you are a student member, your professional membership once you are a teacher will be discounted. A copy of your membership verification must be in your file in the Teacher Education department.

Background Checks: Background checks are required for any P-12 field experience. For field experiences prior to admittance into professional education, this form will be distributed by the faculty assigning the field experience. It must be completed and submitted to your faculty who will forward it to the appropriate reporting agency.

Planning and Preparation for Teaching Experience

Some, but not all, of the field experiences for your courses include an expectation that you will teach an actual lesson. Early in your field experience, you should establish specific times for teaching and develop a plan for review of your lessons with the cooperating teacher. The cooperating teacher must approve of your lesson plans prior to any instruction by you. You are expected to listen to, reflect upon, and incorporate suggestions made by the cooperating teacher. It is not acceptable to take a defensive stance or debate about pedagogical methods. Do not disrespect the cooperating teacher or disregard his/her input. Remember this is the cooperating teacher's classroom.

Adequate preparation is essential. You must be thoroughly familiar with the assignments you are to carry out in the classroom and how you plan to do that. The development of your lesson plans and gathering of materials/resources takes place outside of the field experience hours in the classroom. Your cooperating teacher may provide assistance and support in this process, but should not be expected to utilize his/her entire preparation period for your readiness. You should accommodate the schedule of the cooperating teacher, not the other way around.

You are the liaison between the cooperating teacher and the faculty member of the course for which the field experience is a requirement. It is your responsibility to communicate with the faculty as to the best times for him/her to observe your teaching.

Professional Relations with Staff and Students

You leave the UTTC campus as a student and enter the public school as a teacher. Your relationships with staff and students at your placement site must be at a professional level at all times. While at your school site, remember you are a role model for the students with which you will work, and a representative of the UTTC Teacher Education program. In regard to your relationship with your students, remember you are their teacher, not their friend. If a situation arises that you do not know how to handle, seek the advice of your cooperating teacher. Use positive and professional "teacher" language at all times, including out-of-class sites such as the hallway, teacher's lounge, and parking lot. Model excellent formal speech patterns to assist student learning. Never use vulgar or inappropriate language toward or about students.

Professional Dress

Young adult fashion diverges widely from acceptable professional attire in the public school classroom. UTTC Teacher Education teacher candidates fulfilling field experience requirements in public schools must adhere to the following guidelines, as determined by school dress codes and expectations for all public school staff. Public school staff members, i.e. cooperating teachers or school administrators, reserve the right to deny your teaching experience if you are dressed inappropriately.

Females

The neckline of all shirts and blouses should extend to the neck or just below the neck. No cleavage should be visible. All shirts must extend to the waist or below the waist (shirts and slacks should overlap) with no skin showing, even when bending over. Low riding slacks may pose challenges and expose skin inappropriately. Remember the classroom is an active place and you are often engaged in other activities where you need roomy, comfortable clothes. Dresses or skirts should reach the knee or extend below the knee. Spandex and form fitting clothes should be avoided. Undergarments should not be visible, including straps of any kind. Wear sensible shoes, and avoid the extreme pointed toes or high heels. Flip flops are unacceptable.

Males

Slacks and shirts must be worn, and should be pressed. Khakis and cotton twills are acceptable; shirts may be collared pullovers or button up, and should be tucked in. Tee shirts should not be worn. Baggy pants are not acceptable. Hats should not be worn in the building. Shoes should be neat, and tennis shoes should be avoided, unless used in gym class or recess settings. Flip flops are unacceptable.

For the Gym: Females and Males

Sweat suits are acceptable, but they should not be the baggy, wide legged type, nor should they be the spandex form fitting type. Long shorts may be acceptable if that is what your cooperating teacher is wearing. No short shorts. All shirts in the gym must have sleeves and must extend to the neckline. No tank tops or other brief shirts.

Other Considerations

Cell phones should be turned off and should not be used during class time. It is suggested that you leave the cell phone in your vehicle or somewhere else, other than the classroom. Use of classroom computers should be used for professional purposes only, and permission to use them must first be obtained by the school staff.

Field Experience Evaluation

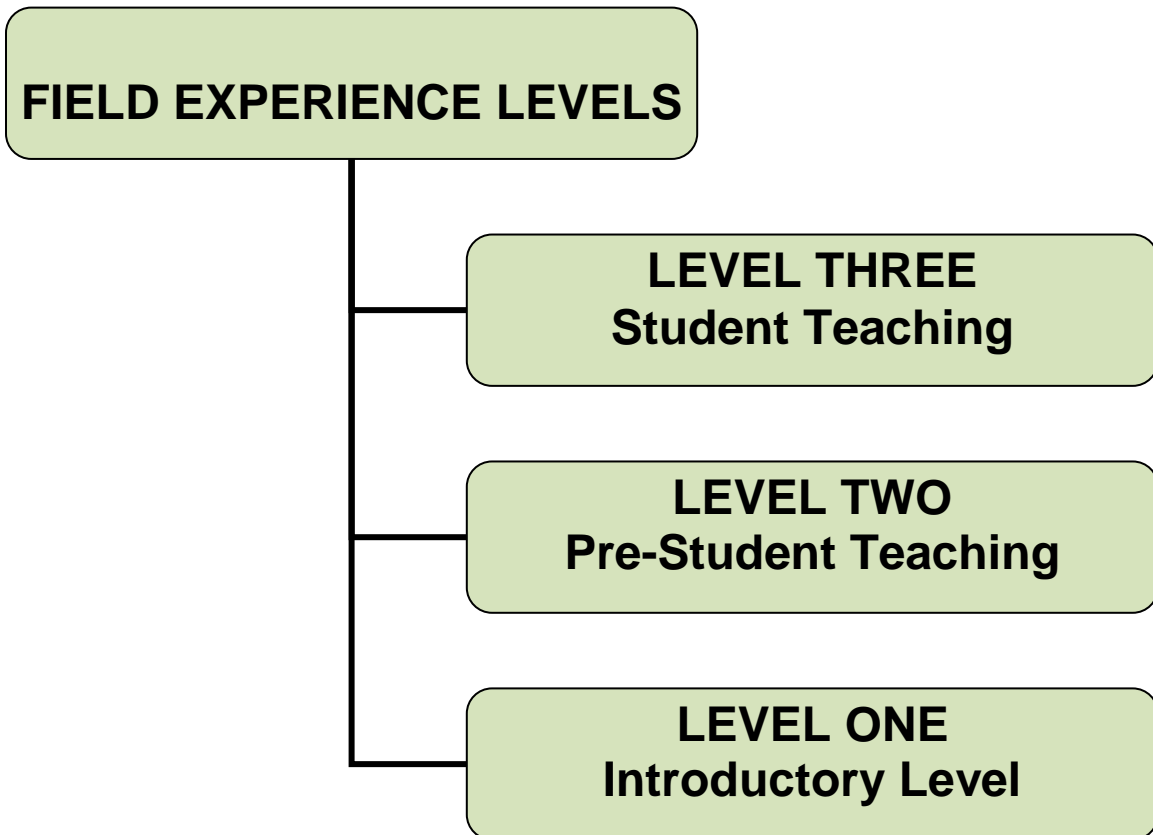
You will be evaluated on your experience, including the degree of success in the classroom as well as adherence to these policies and procedures. The course instructor will identify specific evaluation criteria and your cooperating teacher will be asked to provide input as well. If the cooperating teacher notifies the university supervisor that guidelines have been violated, you may be removed from the school and be asked to repeat the field experience at another location. Assistance plans will be facilitated for teacher candidates who are at risk for not completing the clinical at a satisfactory standard.

Summary

It is our intent and desire to maintain positive relationships with our public, private and tribal school partners, while providing you with a meaningful experience. You play an important role in that success. There is great competition with other higher education institutions for field experience opportunities at public school sites. All teacher candidates should consider the impact of their behavior on their own success as well as future placement potential and on-going relationships with cooperating teachers, administrators, school sites, and districts.

The Field Experience Coordinator, will provide you with the assistance and support that will help you be successful in your experience. Do not hesitate to call before, during, or after your field experience.

Field Experience Levels & Assessment



- Faculty/departments will determine the level of field experience for each course which has a field experience component. For each level of field experience, parameters of teacher candidate activities have been defined with an accompanying field experience assessment.
- Each level of field experience builds upon the previous level.
- Programs may choose not to include a particular level within their program.
- Level Three - Student Teaching - requires teacher candidates to meet all components outlined in the Student Teaching Handbook. The Level Three assessment form is included in the Student Teaching Handbook.
- Each course that requires a field experience will include assessment methods for levels one through three, depending on which level(s) is required for the course.

Suggested Candidate/Faculty Responsibilities

Level One Field
Experience
(EDU 298/348)

Pre-Student
Teaching Field
Experience
(EDU 398)

Student Teaching
Experience
(EDU 499)

<p>Candidates:</p> <ul style="list-style-type: none"> ✓ Observe student behavior, teaching methods and classroom interaction ✓ Discuss teaching methods with teacher ✓ Assist in non-teaching/and or teaching activities ✓ Assist in executing parts of lessons ✓ Join a professional organization 	<p>Candidates:</p> <ul style="list-style-type: none"> ✓ Plan/teach a lesson or co-teach ✓ Develop a management plan for use in the classroom ✓ Write a unit plan or modify a cooperating teacher's unit plan ✓ Gather materials ✓ Create an activity for students ✓ Integrate technology 	<p>Candidates:</p> <ul style="list-style-type: none"> • Orientation to the class • Observing/Participation in the classroom • Full teaching responsibility of the classroom • Phase out/observations • Integrate technology into lessons
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College Faculty/
Course Instructor

College Faculty/
Course Instructor

College Faculty/
Course Instructor

<ul style="list-style-type: none"> ✓ Monitor attendance ✓ Offer feedback on candidate knowledge, skills and dispositions 	<ul style="list-style-type: none"> ✓ Monitor attendance ✓ Assess knowledge, skills and disposition ✓ Serve as a mentor and guide ✓ Provide opportunities for practice 	<ul style="list-style-type: none"> ✓ Assist with observation and participation ✓ Mentor through full teaching responsibility ✓ Assess candidate suitability for profession
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FIELD EXPERIENCE CONTRACT

Candidate: _____ School/Site Assigned: _____
 Student ID: _____ Cooperating Teacher: _____
 For Semester: _____

For Office Use: Level One Level Two Level Three

Candidates are to contact their cooperating teacher within the first week after receiving their field experience assignments to arrange hours. Each visit must be a minimum of two hours. After each visit, the date, amount of time, activity, and the cooperating teacher’s initials should be entered on the form below. **When the assignment has been completed, the cooperating teacher is asked to write a comment and sign the contract on the second page of this form.**

Course instructors will record your progress by signing and dating the back of the contract at mid-point and upon completion. (Candidates must complete several hours of field experience before mid-term to avoid an unsatisfactory mid-term progress grade.) **To receive a final grade, please return the completed contract to your course instructor by the last class date.**

Visit No.	Date	Amount of Time	Activity	Cooperating Teacher Initials
1.	_____	_____	_____	_____
2.	_____	_____	_____	_____
3.	_____	_____	_____	_____
4.	_____	_____	_____	_____
5.	_____	_____	_____	_____
6.	_____	_____	_____	_____
7.	_____	_____	_____	_____
8.	_____	_____	_____	_____
9.	_____	_____	_____	_____
10.	_____	_____	_____	_____
11.	_____	_____	_____	_____
12.	_____	_____	_____	_____
13.	_____	_____	_____	_____
14.	_____	_____	_____	_____
15.	_____	_____	_____	_____

Total Hours: _____

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Cooperating Teacher’s Comments:

By signing below, I confirm the student who was assigned to my classroom during this semester fulfilled his or her commitment.

_____ (Cooperating Teacher’s Signature)

_____ (Name of School)

It is the **candidate’s responsibility** to see that this form is completed after each visit and to obtain the cooperating teacher’s signature. It is also the **candidate’s responsibility** to obtain course instructor approval after the first visit, at mid-term (mid-point) and upon completion of the assignment.

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Course instructor: Please initial, date, and record candidate’s progress at mid-term and end.

Proof of acceptable initial contact with cooperating teacher \_\_\_\_\_

Acceptable progress recorded at mid-term in semester \_\_\_\_\_

Completed contract is received by the last class date of the semester \_\_\_\_\_

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Your completed contract should be returned to your course instructor by the date specified by your instructor but no later than the last day of class for the semester.

FIELD EXPERIENCE – STATEMENT OF UNDERSTANDING

Name: _____ ID: _____ Semester: _____

All field experience assignments are made by the instructor of the course for which the field experience is a component. The assignment is dependent upon the availability of suitable field sites. I understand that location requests will be considered and that I will not attempt to make any part of these arrangements on my own initiative.

Placement assignments:

- will be made in a school within a 30-mile radius
- will **not** be made in a school which I have attended
- will **not** be made in a school where I have relatives who are attending or are employed there
- will **not** be made in a school where I have children attending

I am responsible for:

- following all Teacher Education policies
- reading the Field Experience Handbook before beginning my field experience and for meeting all of the requirements delineated within the Handbook and by the course instructor
- keeping scheduled appointment times with my teacher and notifying him or her ahead of time if absent
- documenting my hours on the Field Experience Contract
- submitting my contract to my instructor by the required deadline
- following all cooperating school policies
- wearing my ID badge each time I visit the school
- maintaining confidentiality regarding student and school information and issues
- turning off all cell phones, iPods or any other electronic devices (these are not to be seen or heard on P-12 school grounds)
- refraining from using tobacco in any form on P-12 school grounds (possession or use of tobacco is not permitted in the school)
- removing my cap when entering P-12 schools and leave it off for the duration of each visit
- carrying liability insurance above the UTTC student insurance coverage--such as Student ND Education Association membership liability insurance (SNDEA).

Professional Dress Code:

Acceptable for males:

- dress pants, Dockers, khaki or cargo pants, sweaters, polo shirts, button/collar shirts, jackets, dress shoes

Acceptable for females:

- dresses, skirts, dress slacks and dress capri pants, blouses, sweaters, jackets, dress shoes

Not acceptable for any candidate:

- t-shirts, sweatshirts, jeans, tennis shoes, flip flop sandals, casual sandals, shorts, casual capri pants, anything with too low neckline, too short hemline (shirts & skirts), too low waist that shows bare skin (pants & skirts), anything soiled-wrinkled-overall careless, or other things that might be distracting to the learner--such as radical hair color or style, visible body art, or body piercing other than simple ear lobe pierces.

Disclosure:

To receive any accommodations or adaptations in the cooperating school, I must disclose my disability or health issue to the cooperating teacher or school administrator.

I have read and will abide by the statements above. I agree these are important indicators to becoming a competent, caring teacher. I understand that my progress in the Teacher Education program depends upon successful demonstration of these behaviors.

Teacher Candidate Signature: _____

Date: _____

INTASC PRINCIPLES

Interstate New Teachers Assessment and Support Consortium

The evaluation of student teaching is grounded in the ten INTASC principles that guide pre-service teacher development and assessment.

Standard #1: Learner Development

Formerly Standard #2

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences

Formerly Standard #3

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments

Formerly Standard #5

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #4: Content Knowledge

Formerly Standard #1

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Innovative Applications of Content

Formerly Standard #4

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment

Formerly Standard #8

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction

Formerly Standard #7

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies

Formerly Standard #6

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Reflection and Continuous Growth

Formerly Standard #9

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Collaboration

Formerly Standard #10

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.