



**A Guide for Field Experience I
(Educational Field Experience. Level 1 Lab)
at**

**Southern Arkansas University
Magnolia, Arkansas**

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Conceptual Framework Competencies

Candidates are encouraged to select one or two artifacts that demonstrate their comprehension of each Domain. Candidates are especially encouraged to consider the bulleted items when addressing the conceptual framework.

InTASC Standards (Interstate Teacher Assessment & Support Consortium):

The Learner and Learning

Teaching begins with the learner. To ensure that each student learns new knowledge and skills, teachers must understand that learning and developmental patterns vary among individuals, that learners bring unique individual differences to the learning process, and that learners need supportive and safe learning environments to thrive. Effective teachers have high expectations for each and every learner and implement developmentally appropriate, challenging learning experiences within a variety of learning environments that help all learners meet high standards and reach their full potential. Teachers do this by combining a base of professional knowledge, including an understanding of how cognitive, linguistic, social, emotional, and physical development occurs, with the recognition that learners are individuals who bring differing personal and family backgrounds, skills, abilities, perspectives, talents and interests. Teachers collaborate with learners, colleagues, school leaders, families, members of the learners' communities, and community organizations to better understand their students and maximize their learning. Teachers promote learners' acceptance of responsibility for their own learning and collaborate with them to ensure the effective design and implementation of both self-directed and collaborative learning.

Standard #1: Learner Development. 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. 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. 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.

Content

Teachers must have a deep and flexible understanding of their content areas and be able to draw upon content knowledge as they work with learners to access information, apply knowledge in real world settings, and address meaningful issues to assure learner mastery of the content. Today's teachers make content knowledge accessible to learners by using multiple means of communication, including digital media and information technology. They integrate cross-disciplinary skills (e.g., critical thinking, problem solving, creativity, communication) to help learners use content to propose solutions, forge new understandings, solve problems, and imagine possibilities. Finally, teachers make content knowledge relevant to learners by connecting it to local, state, national, and global issues.

Standard #4: Content Knowledge. 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: Application of Content. 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.

Instructional Practice

Effective instructional practice requires that teachers understand and integrate assessment, planning, and instructional strategies in coordinated and engaging ways. Beginning with their end or goal, teachers first identify student learning objectives and content standards and align assessments to those objectives. Teachers understand how to design, implement and interpret results from a range of formative and summative assessments. This knowledge is integrated into instructional practice so that teachers have access to information that can be used to provide immediate feedback to reinforce student learning and to modify instruction. Planning focuses on using a variety of appropriate and targeted instructional strategies to address diverse ways of learning, to incorporate new technologies to maximize and individualize learning, and to allow learners to take charge of their own learning and do it in creative ways.

Standard #6: Assessment. 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. 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. 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.

Professional Responsibility

Creating and supporting safe, productive learning environments that result in learners achieving at the highest levels is a teacher's primary responsibility. To do this well, teachers must engage in meaningful and intensive professional learning and self-renewal by regularly examining practice through ongoing study, self-reflection, and collaboration. A cycle of continuous self-improvement is enhanced by leadership, collegial support, and collaboration. Active engagement in professional learning and collaboration results in the discovery and implementation of better practice for the purpose of improved teaching and learning. Teachers also contribute to improving instructional practices that meet learners' needs and accomplish their school's mission and goals. Teachers benefit from and participate in collaboration with learners, families, colleagues, other school professionals, and community members. Teachers demonstrate leadership by modeling ethical behavior, contributing to positive changes in practice, and advancing their profession.

Standard #9: Professional Learning and Ethical Practice. 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: Leadership and Collaboration. 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.

COURSE DESCRIPTION

EDUC 2000. Educational Field Experience. Level I Lab.

Corequisite: EDUC 2003. A supervised field experience to include 10 to 15 hours of observation. Students are scheduled to observe different grade levels and subjects found in the public school setting. The course is hybrid in nature and requires an electronic journal. The observation journal entries will focus on InTasc (New Teacher Assessment and Support Consortium) Standards. The journal entries are a significant part of the student's grade for EDUC 2003 Introduction to Education. Completion of the Praxis I exam is recommended. A passing grade (C – credit) is required for the student in this course for admission to the Professional Education Program. Fall, spring semester.

LIVETEXT

LiveText (software). College LiveText Edu Solutions, LiveText, Inc, LaGrange, Illinois. (<http://college.livetext.com/college/index.html>). This software is required for assessments throughout the program to include a final portfolio. You will also need to purchase the additional \$15 field experience module.

DEFINITION OF TERMS

ARTIFACT: Each individual assignment that you choose to feature within your professional **portfolio** is technically an artifact. Such artifacts represent your achievements throughout the course of your learning experiences. These entries may be in the form of any medium (e.g. text, graphics, audio, or video) and must represent the highest quality of your work. Below is a list of various types of potential artifacts:

- A paper written in one of your courses
- TESS-based lesson plans
- Video of you teaching a lesson
- Photos of you teaching a lesson
- Photos of a bulletin board, learning center, etc. that you created
- Scanned copy of your observation evaluations from your university supervisor or collaborating teacher
- Audio of you discussing your philosophy of education
- WebQuest you created

CANDIDATE: student who is in a teacher education program at the university level.

CLINICAL FIELD EXPERIENCE: refers to a candidates participation in leveled, specified, supervised, and evaluated activities that focus on applying knowledge, skills and dispositions, learned in the college classroom, in approved education settings.

COLLABORATING TEACHER: a classroom teacher who demonstrates exceptional teaching qualities and supervises and guides the initial teaching efforts of the student teacher.

DESIGNATED SCHOOL ADMINISTRATOR: an individual designated within each school district responsible for accepting placement of field experience I candidates. Initial placement requests are negotiated between this administrator and the SAU **Director of Field Experiences.**

DIRECTOR OF FIELD EXPERIENCES: university faculty member responsible for placement, direction, and coordination of the field I experience. (AFEL Director at SAU)

EDUCATOR PREPARATION PROGRAM (EPP): EPP encompasses all programs, both initial and advanced, at the university that prepares classroom teachers and other school professionals for PK-12 school

DISPOSITIONS: an assessment of attendance, punctuality, initiative, response to feedback, collaboration, belief that all students can learn, emotional maturity, appearance, reliability, fairness to all, interaction with others, speaking skills, writing skills, and presentation skills. Assessments will be completed not only by faculty but also by personal assessments.

FORMAL EVALUATION: evaluation of teaching performance **during** the developmental stages which involves periodic, on-going assessment of growth in the effectiveness of teaching.

LIVETEXT: This software is required for assessments throughout the program to include a final portfolio.

PORTFOLIO: The professional portfolio is an original assessment tool which contains assignments or artifacts that reflect your growth relative to the Professional Education Unit's Conceptual Framework. The PEU's Conceptual Framework is based upon the Arkansas TESS Domains. The professional portfolio is a means to collect and organize documentation of your work samples that demonstrate achievement in the following areas:

1. Conceptual Framework Competencies (TESS Domains)

2. Dispositions
3. Impact on Student Learning

STUDENTS: the classroom students under the care and supervision of the collaborating teacher.

SUMMATIVE EVALUATION: evaluation of teaching performance as an outcome; an observation at the conclusion of a defined period of time.

UNIVERSITY SUPERVISOR: the university faculty member assigned to serve as liaison between the student teacher, the collaborating teacher, and SAU's Teacher Education Program. This faculty member observes the teaching performance of the candidate and provides evaluative feedback.

INTRODUCTION

Field Experience I is the first field-based experience for candidates enrolled in the Teacher Education Program at Southern Arkansas University. As such, it provides the opportunity for candidates to experience in natural classroom settings some of the duties, challenges, and characteristic of a professional teacher's everyday life through observation. Inherent in this initial observation experience is for the candidate to explore different grade levels, subject areas, and decide if teaching is the right chosen career path. Candidates will observe in as many grade levels as possible (K – 12) and as many different subject areas as possible to get a varied look at the profession. This course **MUST** be taken with EDUC 2003 Intro to Education.

The Conceptual Framework of the Educator Preparation Program (EPP) is based on the College of Education mission, **“To prepare teacher education candidates, other school personnel, and students preparing for professions in Counseling; Health, Kinesiology, and Recreation as professional members of collaborative teams.”** Program and course requirements and experiences are designed to aid pre-service teachers to develop the competencies and knowledge that will assist them in their professional growth in fulfillment of this vision of the 21st century teacher.

The roles of the collaborating teacher and the university supervisor are important. The collaborating teacher provides a classroom to allow the candidates to observe duties, challenges, and characteristics of a professional teacher's classroom. University supervisors provide candidates with opportunities to share their experiences and reflect on the teaching profession. Working together, a professional team is formed that parallels typical team memberships that candidates will experience in full-time teaching employment. The Field Experience I team will form a common goal—the successful development of a teaching professional. All members of the team should address potential problems and/or concerns immediately, constructively, and professionally.

The purpose of this guidebook is to provide needed information concerning the policies and procedures of Field Experience I for all major participants in this important, culminating professional experience. It is likely that specific situations and problems may occur which are not addressed in this manual. Please consult the Director of Field Experiences for assistance.

TO THE FIELD EXPERIENCE I CANDIDATE

CONGRATULATIONS! You have made it to the first stage of your professional education program at Southern Arkansas University. As a pre-service teacher candidate, you are beginning to explore a career as a teacher candidate. Field Experience I provides you with an opportunity to build on your basic knowledge and practices by observing teaching strategies and techniques in a supportive environment. You will serve as an observer of a professional team in your assigned school(s). This experience is for you to explore the teaching career and make sure that teaching is the career of choice for you. You will observe in as many as possible grade levels and subjects close to your field of choice.

It is imperative that you set goals for your personal and professional growth. You will be asked to reflect on your experiences throughout the semester. Keep the lines of communications open among you, your university supervisor, and your classmates concerning your reflections of this experience. Continuously reflect and think about the impact on students you will have as a classroom teacher and if the teaching field is right for you.

In addition to observing the teacher, you should make every effort to be a warm, accepting, encouraging person to make the assigned pupils feel comfortable with your presence. Make sure that you are a professional the entire time you are in the classroom by dressing professionally and acting as a professional. You are a role model to students in the classroom and a representative of Southern Arkansas University.

WE ARE PROUD TO HAVE YOU THINKING ABOUT A CAREER IN EDUCATION! Take courage and be confident. Enjoy the observations. They are only the beginning of a career of dedicated service and personal fulfillment. One day you will look back and recognize the richness your pupils have added to your life.

Minimal Responsibilities of the Field Experience I Candidate

1. Attend **all** required observations.
2. Report to the designated place at each visit and sign in and out of the school.
3. Adhere to the assigned school's rules and regulations.
4. Respect students', teachers' and parents' right to privacy.
5. Speak to parents, students and teachers in a respectful manner.
6. Maintain a mature, professional attitude and appearance which includes wearing a name badge and proper attire.
7. Demonstrate the ability to reflect, and articulate what went well in a lesson and what went wrong and how the lesson will be modified to help all students learn through an observation journal.
8. Demonstrate the ability to receive constructive criticism/feedback in a positive manner.
9. Increase knowledge of the Conceptual Framework Competencies based on teaching practices in a classroom setting.
10. Increase understanding of the methods of inquiry specific to teaching and your discipline.
11. Strengthen knowledge of and develop skills in planning instruction for diverse learners.
12. Increase understanding of planning for student learning.
13. Reflect on all field experience observations.
14. Increase understanding of classroom management strategies that are appropriate and acceptable.
15. Avoid negative criticism of your collaborating teacher, the school, the pupils, and the community. You are bound by the ethics of the profession and the rights of confidentiality to maintain a positive attitude and silence about personal information related to pupils and the overall school community.
16. Call your university supervisor and the school office as soon as possible and no later than 7:30 a.m. in the event of an illness or other emergency.
18. Submit all expected work in LiveText by appropriate deadlines to include Observation Journals.
19. The Field Experience I candidate is expected to complete tasks other than those on the list above as required by University Supervisor as requested and that are in the course syllabus.

TO THE COLLABORATING TEACHER

Southern Arkansas University and the faculty and staff of the Teacher Education Program appreciate your willingness to work with our Field Experience I candidates. Your knowledge, experiences, and skills are crucial to the learning and development of your observer(s). Candidates are to observe your teaching and the students. It is at your discretion if you would like for the candidates to be more involved in the lesson by assisting you with small tasks. Please remember these are novice teacher candidates who have never been in a classroom setting as a teacher therefore, their experiences are limited. Constructive criticism is both welcomed and appropriate; so are praise, encouragement, and positive reinforcement.

Please feel free to contact your Field Experience I candidate's university supervisor or the director of field experiences as needed. In the meantime, enjoy your Field Experience I candidates. Thank you for sharing your time, students, and expertise in such an important and worthwhile way.

Minimal Responsibilities of the Collaborating Teacher

1. A willing participant in the Field I experience.
2. Becomes familiar with the minimum and course specific requirements of the Intro to Education field experience.
3. Contacts the AFEL Director/course instructor with questions about the field experience and related requirements.
4. Please keep a record of the candidate's attendance by completing the Field Experience sign-in form during each visit.

MINIMUM RESPONSIBILITIES OF THE UNIVERSITY SUPERVISOR

The university supervisor plays a key role in fostering a public school and university partnership. It is the supervisor's responsibility to encourage opportunities for maintaining relationships of collaboration and collegiality between the two institutions.

1. Help candidates reflect on their experiences during the observation to better understand the roles, duties, and responsibilities of a teacher.
2. Provide candidates with observation schedule and appropriate rotations so that candidates are able to observe several grade levels and necessary content.
3. Help candidates use and understand the submission process in LiveText
4. Oversee and give feedback to candidates about their dispositions during the Field Experience I observations.
5. Assign candidates grades at the end of the completion of the Field Experience I course.

RESPONSIBILITIES OF THE COLLABORATING PRINCIPALS

Collaborating school principals are responsible for overseeing the implementation of the Field Experience I experience in their individual schools. The principal has the following responsibilities relative to the student teaching experience.

1. With the AFEL director collaborates with the school district administration to select appropriate classrooms for candidates to complete field experience.
2. Distributes an electronic copy of the Field Experience I Handbook to selected teachers.
3. Provides AFEL Director with an assessment of the Intro to Education Field Experience from a programming standpoint.
4. Contacts the AFEL office at (870) 235-5219 with all questions and concerns about the field experience, conduct of candidates or related issues.

GENERAL POLICIES

The policies, guidelines, and requirements stated within this guidebook are to be followed carefully and completely. They are the cumulative product of state standards for beginning teacher licensure, national accreditation regulations and mandates, guideline requirements identified by the individual learned societies of content fields of study, state laws and regulations for Field I experiences, and the professional concerns and beliefs of the faculty of the SAU Teacher Education Program and collaborating teachers and principals. **Any deviation from the policies contained within this guidebook requires special consideration and documentation.** (Please see the director of field experiences)

ATTENDANCE: Dates assigned for the Field I experience are pre-set and are to be honored in full. Under specially approved circumstances candidates may have to miss a scheduled observation. At that time the candidate is responsible for contacting the school and their university supervisor immediately.

ANY CANDIDATE WHO IS NOT DEPENDABLE AND PROMPT WILL BE REQUIRED TO MEET WITH THE DIRECTOR OF FIELD EXPERIENCES AND/OR THE DEAN OF THE COLLEGE OF EDUCATION FOR POSSIBLE WITHDRAWAL FROM THE COURSE OR A GRADE OF NC.

PLACEMENTS: The Field Experience I assignment will be at various grade levels in various schools within a common school district. These placements are pre determined and there is no option for changing placements. Candidates must observe in the assigned district, at the assigned school, at the assigned time for all scheduled observations.

Field Experience I candidates should **not** approach in-service teachers with requests for placement. **Student initiated placements will not be honored.** School administrators and the director of field experience have specific reasons for placing or not placing candidates in certain situations.

PLACEMENT SITES: Various factors are considered before a placement is determined, such as -- driving distance for candidates, availability of qualified collaborating teachers, balance among specialty areas and grade levels, and the availability of approved sites.

SELECTION OF COLLABORATING TEACHERS: Selection of a collaborating teacher is the mutual responsibility of the designated school administrator and the director of field experience. Only the finest role models of teaching excellence are chosen for this assignment. See the section "Responsibilities of the Collaborating Principal" section of this Handbook for more details.

VISITATIONS BY UNIVERSITY SUPERVISORS: The university supervisor can visit the candidate throughout the observation period of the assignment. Supervisors normally inform the candidate of an impending visit in advance but notification of intent is not required. Candidates are required to complete any additional assignments, such as a reflective journal, if requested by their University Supervisor.

All student teacher candidates are to maintain communication with the University supervisor regarding their observation experience.

CHAIN OF COMMAND: If the collaborating teacher perceives that a situation requires the attention of the university supervisor, the collaborating teacher should immediately contact the supervisor by telephone and/or email and request a site visit. If the problem is serious, it is the responsibility of the university supervisor to immediately notify the Director of Field Experience.

For the teacher candidate who, for identified reasons, does not complete the field experience, one of two decisions will be made:

1. One to two additional weeks may be added to the field experience, to allow the candidate, to resolve identified concerns.
2. A grade of NC will be given to the student who then can retake the field experience course the following term to receive credit.

The Instructor along with the collaborating teacher will decide the direction that is best for the candidate depending on the areas and intensity of the concerns. Concerns must be well documented and explainable so that the candidate has clear instruction about how to address the concerns.

Candidates experiencing difficulties should pursue the following chain of command for help and resolution:

- a. University Supervisor
- b. Director of Field Experience
- c. Dean, College of Education
- d. SAU student grievance policies and practices

DRESS: Candidates are to dress professionally at all times during their school day. Appropriate attire will be discussed in the EDUC 2003 course. You are expected to both act and look professional, as both insure a positive experience in Field Experience I.

FELONY CONVICTIONS

Arkansas Code 6-17-410, as amended by Act 1313 of 1997, includes the following statement:

“No person shall be eligible to receive or hold a license issued by the State Board of Education if that person has pleaded guilty or nolo contendere to, or been found guilty of, any of the following offenses by any court in the state of Arkansas or of any similar offense by a court in another state or of any similar offense by a federal court.”

[The list of offenses includes, but is not limited to, manslaughter, murder, assault, battery, terroristic threatening, kidnapping, carnal or sexual abuse, rape, drug convictions, and sex crimes (especially those involving children.)]

SEXUAL HARRASSMENT POLICY

Southern Arkansas University’s policy states that sexual harassment violates the dignity and worth of all members of the institutional community. Sexual harassment is unacceptable conduct and will not be tolerated.

Sexual harassment of employees and students at Southern Arkansas University is defined as any unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of sexual nature, when:

- Submission to such conduct is made either explicitly or implicitly a term or condition of an individual’s employment.
- Submission to or rejection of such conduct is used as the basis for employment decisions affecting that individual.
- Such conduct has the purpose or effect of unreasonably interfering with an individual’s work performance or educational experience; or creates an intimidating, hostile, or offensive work or educational environment.

If you believe you are a victim of sexual harassment, please refer to the section titled “Chain of Command” in this policy manual and report the offense to the appropriate person.

**Summary of Requirements of the Field Experience I Candidate
And Timeframe for Due Dates**

Assignments

The requirements expected of **EACH** Field Experience I candidate are listed below. Failure to meet ALL requirements will prevent the student from successfully completing the EDUC 2000 Educational Field Experience I. Upon enrolling in the course, the candidate also accepts responsibility for successfully completing all course requirements. The university supervisor may require additional work.

1. **Criminal Background Check:** All candidates must complete and submit documentation of completion of their Criminal Background Check (in LiveText – Field Experience Documentation Assignment) to the University Supervisor prior to beginning the observations. If the background check is not completed and cleared and documentation is not submitted then the candidate will not be allowed to complete EDUC 2000. This is a requirement established by the state of Arkansas. See Appendix A in this Handbook for more information.

(Conceptual Framework Competencies: Domain D; Dispositions: Attendance, Punctuality, Commitment to Teaching, Reliability, Commitment to the Profession)

2. **Observation:** Candidate will be required to observe 10 to 15 hours at different grade levels and subjects found in the public school setting. All observations must be attended without prior notification or an extreme circumstance. See Attendance under general policies for more information. See Appendix B in this Handbook for more information about observations.

(Conceptual Framework Competencies: Domain A, B, C and D; Dispositions: Attendance, Punctuality, Response to Feedback, Commitment to Teaching, Belief that all students can learn, Emotional Maturity, Appearance, Reliability, Commitment to the Profession, Fairness to All, Interaction with Others, Leadership, Speaking Skills)

4. **Observation Journal:** You will be required to keep a journal and reflect on your observations. These observation journal entries must be submitted in LiveText. Your university supervisor will provide you with feedback and comments based on your reflections. See Appendix B in this handbook for more information.

(Conceptual Framework Competencies: Domain A, B, C and D; Dispositions: Response to Feedback, Commitment to Teaching, Belief that all students can learn, Emotional Maturity, Punctuality, Writing Skills)

5. **Disposition Review and Reflection:** You will be evaluated based on the Conceptual Framework Dispositions by your University Supervisor. In addition, complete a self-reflection and an improvement plan. For more information see Appendix C of this Handbook.

(Dispositions: Attendance, Punctuality, Initiative, Response to Feedback, Collaboration, Commitment to Teaching, Belief that all students can learn, Emotional Maturity, Appearance, Reliability, Commitment to the Profession, Fairness to All, Interaction with Others, Leadership, Speaking Skills, Writing Skills, Presentation Skills, Overall Evaluation)

Grading:

Candidates who successfully complete Educational Field Experience, Level I Lab (Field I) earn the ability to begin the admission process into the Professional Education Unit. The grading system for Educational Field Experience, Level I Lab consists of credit(C) or no credit (NC). Determination of the final grade is based on successful completion of all of the above criteria. **The University Supervisor is responsible for posting the final grade.**

- C** A performance criterion is determined to be acceptable when the candidate performs the skill, demonstrates the attitude, or understands the concept based on the university supervisor's professional judgments of completion of the above assignments. Assignments one through five must be successfully completed and submitted on-time.
- NC** One or more assignment(s) are missing, not completed appropriately, or not approved by the University Supervisor.
- I** For an "I" see the undergraduate catalog.

All candidates are required to complete assignments one through seven listed above. **Failure to complete ANY of the Field I requirements will result in a "failure" for the entire experience.**

NOTE: Candidates receiving a grade "NC" will **not** be eligible to apply to the Professional Education Unit.

APPENDIX A: Criminal Background Check



CERTIFIEDPROFILE



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CertifiedBackground.com

STUDENT INSTRUCTIONS FOR SOUTHERN ARKANSAS UNIVERSITY - TEACHING

About CertifiedProfile.com

CertifiedProfile is a secure platform that allows you to order your background check online. Once you have placed your order, you may use your login to access additional features of CertifiedProfile, including document storage, portfolio builders and reference tools. CertifiedProfile also allows you to upload any additional documents required by your school. Background check results are posted to CertifiedProfile upon completion.

Order Summary

- Required Personal Information
 - In addition to entering your full name and date of birth, you will be asked for your Social Security Number, current address, phone number and e-mail address.
- Payment Information
 - At the end of the online order process, you will be prompted to enter your Visa or Mastercard information. Money orders are also accepted but will result in a \$10 fee and an additional turn-around-time.

Place Your Order

Go to: www.CertifiedBackground.com and click on "Students" then enter package code: **si89**

You will then be directed to set up your CertifiedProfile account.

View Your Results

Your results will be posted directly to your CertifiedProfile account. You will be notified if there is any missing information needed in order to process your order. Although 95% of background check results are completed within 3-5 business days, some results may take longer. Your order will show as "In Process" until it has been completed in its entirety. Your school's administrator can also securely view your results online with their unique username and password.

If you have any additional questions, please contact Student Support at (888) 666-7788 Ext. 1
or email: studentservices@certifiedprofile.com.

APPENDIX B: Suggestions for Observation Techniques, Observation Guide, and Reflective Summaries

Below are suggested ways for recording observations and the template for the observation journal. Use these during observations to help you record the observed strategies and ideas.

Observation Techniques

1. Record the teacher's name (or substitute's name), the grade level and subject matter of the class, number of students and the gender and ethnic mix in your notes.
2. Survey the facilities for seating arrangements and locations of the teacher's desk, equipment available, room decoration, bulletin boards, etc. Unusual or especially well arranged rooms might be illustrated by a diagram for future reference. Look for posted class rules, homework assignments and other classroom management items.
3. Record the resources used by the teacher and students, *i.e.*, textbooks, worksheets, computers, overhead projectors, videotapes, etc.
4. Write down specifically how something was actually accomplished, *i.e.*, "The teacher directed a student to come to the front of the room for 'show and tell' while she took roll and lunch count at the same time." Avoid statements that are essentially useless for future reference, *i.e.*, "The teacher was well organized."
5. During observation, focus your attention on the objectives listed in this manual and on the observation form. Do not limit your observations to these areas. Add your observations of other phenomena as they occur.
6. Keep up with the changing activities in the classroom by recording the time in the space provided on the observation form, *i.e.*

8:15 - 8:20 roll checked/lunch count
8:20 - 8:40 review homework
7. Analyze the impact of teacher actions on the class, *i.e.*
 - A. Teacher position/movement as the class enters the room and throughout the class period
 - B. Questioning techniques
 - C. Individual attention (tutoring)
 - D. Use of class time, *i.e.*, time on task
 - E. Impartiality toward students (fairness)
8. After completing the study of educational philosophies in your EDUC 2003 Intro to Education class, try to link class activities with concepts we are learning in class concerning good teaching and learning practices.
9. It is better to write too much rather than not enough when taking notes. Reflective thinking for writing your summaries is enhanced if you have comprehensive notes to review. Your journal is also evaluated on the quality of your notes and summaries.
10. The opportunity to visit experienced teachers and see them in action is a golden opportunity to pick up some very effective teaching techniques.

Observation Guide

On a sheet of paper list the following about your observation:

1. Date observed
2. School name
3. Grade and subject
4. Teacher name
5. Number of students (list number by gender and ethnic group)

Look for the following points during your observation (list approximate time seen):

Facilities/equipment/room arrangement (drawings may be attached)

- I. Pupil Characteristics
 - A. Common age group traits
 - B. Individual differences (diversity)
- II. Teacher Techniques
 - A. Teacher "models" desired behavior
 - B. Teacher leadership techniques
 - C. Effective verbal and nonverbal communication techniques
 - D. Motivational techniques
 - E. Techniques for promoting positive social interaction skills
- III. Classroom Management
 - A. Identify non-teaching duties of teachers (roll call, lunch count, etc.)
 - B. Discipline system
- IV. List other observations that seem significant to you.

Observation Summary

Comment [ND1]: Are you using this or changing it to InTASC?

Summary # 1--Pupil Characteristics

In this summary, think about the common age group traits that you observed during the semester. What about the individual differences (diversity)? Look back over the notes you made for each observation visit. Synthesize the information into an essay that describes what you learned.

Summary # 2--Teacher Techniques

In this summary, think about the teaching techniques you observed during the semester. How did the teachers model desirable behavior? What about their leadership techniques? Did you notice effective verbal and nonverbal communication techniques? What about motivational techniques as well as opportunities for social interaction? Look back over the notes you made for each observation visit. Synthesize the information into an essay that describes what you learned.

Summary # 3--Classroom Management

In this summary, think about the classroom management you observed during the semester. Identify some of the non-teaching duties of teachers that you observed. What about the discipline systems you noticed? How did the teachers run a smooth classroom? What did they do about behavioral issues? Look back over the notes you made for each observation visit. Synthesize the information into an essay that describes what you learned.

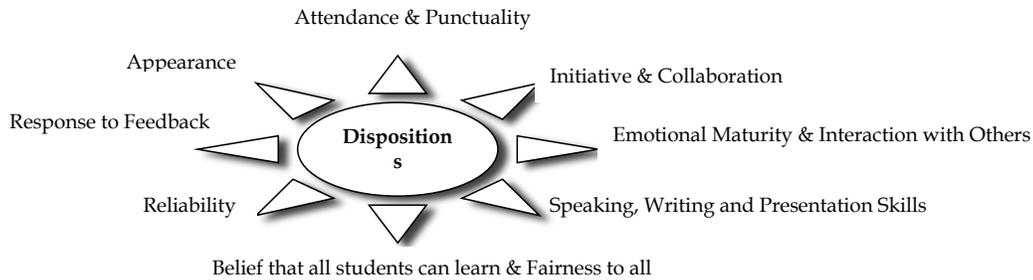
Summary # 4-- Self-Analysis of Skills and Abilities

In this summary, think about the skills and abilities you possess. Look back over the notes you made concerning your ideas of what you liked and disliked about what you observed. Can you draw any conclusions about what will be strong areas for you and what will be areas that you will really need to work on? Synthesize the information into an essay that describes what you learned.

APPENDIX C: Portfolio Disposition Evidence and Rubric

Comment [ND2]: I don't think this is the correct set of dispositions in the graphic.

The PEU faculty has adopted specified Dispositions to promote and support professionalism in the field of education. Dispositions are introduced at the beginning of the program of study and assessed at least twice throughout each program. The Dispositions assessed throughout your program of study are:



Your Dispositions are monitored and success in demonstrating these Dispositions is documented through evaluation forms, your personal reflection, and faculty and staff observations and reports. If you demonstrate a deficiency in any of the listed Dispositions, the policies and procedures as outlined in the *Dispositions Review Policy* will be followed. See the **Unit Policy Handbook** for details related to the *Dispositions Review Policy, Procedures, and Review Committee*.

Evidence related to your Dispositions is presented via:

1. Evaluations of your Dispositions as completed by PEU faculty and/or school district personnel
2. Self-Reflection about your Dispositions
3. Improvement plan

How to Create Disposition-Related Evidence

1. Evaluations of your Dispositions as completed by PEU faculty and/or school district personnel:

- a. Evaluation will be completed by EPP faculty and/or collaborating teachers.
- b. The PEU faculty member and/or collaborating teacher will present you with a hard copy of your evaluation.

2. Self-Reflect and Then Write About Your Dispositions:

- a. Review the evaluation presented to you by the PEU faculty member and/or school district personnel
- b. Reflect upon the feedback provided within the dispositional evaluation. Focus on any areas which were not rated as "Target." Use this process as the basis for the next step.
- c. Write a reflection based on the list of Dispositions. Discuss what you consider to be your strengths and areas for improvement. Be sure that all aspects are addressed.

3. Write an Improvement Plan

- a. Based upon your provided evaluations and your self-reflection, identify one or more Dispositions in which you could improve.
- b. Write a plan for how you intend to improve in these areas.

RUBRIC: Dispositions Initial Programs

	Distinguished (4 pts)	Proficient (3 pts)	Basic (2 pts)	Unsatisfactory (1 pt)	N/A (0 pts)
Attendance	No absences.	Attends regularly.	Irregular attendance with notification.	Irregular attendance without notification.	
Punctuality	Always on time.	Generally on time.	Occasional lateness.	Frequent lateness is a problem.	
Initiative	Demonstrates independence and initiative by finding resources beyond those provided <u>and shares with classmates and colleagues.</u>	Demonstrates independence and initiative by finding resources beyond those provided in class.	Operates independently with direction and uses only resources provided in class.	Needs step-by-step instruction and neglects available resources available.	
Response to Feedback	Receptive to constructive criticism <u>and uses the feedback to make immediate changes.</u>	Receptive to constructive criticism.	Occasionally accepts ideas and suggestions.	Rejects/ignores ideas and suggestions.	
Collaboration	Actively contributes to positive group functioning <u>by leading and seeking groups to collaborate with in a positive manner.</u>	Actively contributes to positive group functioning.	Works well in a group.	Does not work effectively with others.	
Commitment to Teaching	Curious and reflective about teaching <u>by researching and implementing new teaching strategies for best practices.</u>	Curious and reflective about teaching.	Engaged but reflection limited to specific course content.	Unengaged and/or minimal reflection.	
Belief that All Students Can Learn	Planning is child-focused, considerate of context <u>and implemented for every child.</u>	Planning is child-focused, considerate of context.	Planning is based on pedagogical principles.	Planning based on course requirements.	
Professional Maturity	Professional appropriateness in school, classroom, and community <u>and serves as a professional role model for colleagues and students.</u>	Professional appropriateness in school, classroom, and community.	Professional appropriateness is not always objectively maintained in school, classroom, and community.	Unable to maintain professional appropriateness in school, classroom, and/or community.	
Professional Presentation	Dresses appropriately and has clean hygiene at all times <u>and serves as a role model for colleagues and students.</u>	Dresses appropriately and has clean hygiene all of the time.	Dresses inappropriately and/or lacks clean hygiene at times.	Dresses inappropriately and/or lacks hygiene all of the time.	

Reliability	Turns in all assignments on time and is proactive about meeting deadlines.	Handles late assignments responsibly.	Handles late assignments with excuses.	Turns in assignments late without excuse.	
Commitment to the Profession	Demonstrates adherence to standards of professional ethics and is a role model for others.	Demonstrates adherence to standards of professional ethics.	Demonstrates limited concern for professional ethics.	Engages in unethical behavior.	
Fairness to All	Demonstrates respect toward diverse students and differentiates based on these diversities.	Demonstrates respect toward diverse students.	Occasionally demonstrates respect towards diverse students.	Demonstrates disrespect towards diverse students.	
Interaction with Others	Comfortable and respectful when interacting with others at all times and provides leadership to further school professionalism.	Comfortable and respectful when interacting with others at all times.	Occasionally comfortable and respectful when interacting with others.	Struggles to be comfortable and respectful when interacting with others.	