



**NORTHWEST FLORIDA
STATE COLLEGE**

**TEACHER EDUCATION DEPARTMENT
EARLY FIELD PLACEMENT
HANDBOOK**

Spring 2010

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EARLY FIELD EXPERIENCES

Mission, Goals, and Objectives of the Teacher Education Department

The bachelor degree programs offered in the Teacher Education Department are a natural continuation of the college's longstanding success with lower division teacher education and its commitment to meeting the educational needs of the service district. These programs respond to specific portions of the Northwest Florida State College (formerly known as Okaloosa-Walton College) mission: "... to provide quality educational programs and services which enable candidates to achieve their goals..." and "...[t]o provide courses leading to approved associate and baccalaureate degrees." The mission of the Northwest Florida State College (NWF State College) Teacher Education Department not only offers a targeted application of the college's broader vision, but also reflects the desires and expertise of a large contingent of local education practitioners who have served as expert consultants throughout the development of this program.

The mission of the Teacher Education Programs of Northwest Florida State College is to provide pre-service teacher education, which employs best practices, practical field experiences, and research-based strategies to develop quality teachers who possess the skills, knowledge, and professionalism necessary to promote student success in today's community of diverse learners.

The Teacher Education Department faculty and staff have further refined this mission statement into a set of overarching philosophical tenets that they intend all NWF State College teacher education candidates to embrace:¹

- The process of learning and the process of teaching cannot be separated.
- Good teaching is both a science and an art, calling not only for organization, structure, and accountability, but also for creativity, spontaneity, delight, and inspiration.

¹ The college acknowledges the School of Education at Jacksonville University and its work on refining and defining the characteristics of the reflective teacher and the constructivist classroom. In addition to the Jacksonville University materials, the following works were used to develop these tenets. Dean, Ceri, Lauer, Patricia, and Urquhart, Vicki, "Outstanding Teacher Education Programs: What Do They Have That Others Don't?", *Phi Delta Kappan*, December 2005, pages 286-288; "Linda Darling-Hammond on Teacher Preparation", Edutopia Online (www.gleef.org), the George Lucas Educational Foundation, 2005. (Transcript of interview.); Huling, L. "Early Field Experiences in Teacher Education", 1998, available at www.ed.gov/databases/ERIC; and Huling, L. "Teacher Mentoring as Professional Development", 2001, available at www.ed.gov/databases/ERIC; Rogers, C. "Defining Reflection: Another Look at John Dewey and Reflective Thinking", *Teachers College Records*, 104:4, pages 842-866, 2002.

- Teaching is a profession which values and demands collaboration, planning, teamwork, and a commitment to the continuous improvement of schools.
- Attaining successful student outcomes requires dedication to curricular goals and the application of high standards and the flexibility to adjust strategies and methods to the needs of the students.
- The classroom is an interactive, dynamic backdrop for culturally relevant and inclusive learning activities.
- Teachers are leaders who apply best practices, research, ethics, law, and reflection to their decisions.
- Varied and ongoing assessment is necessary to assist all students in reaching their potential.
- A commitment to the job and value of reading is essential to the successful learning environment.
- A love for and mastery of the subject area(s) is a crucial characteristic of the high-performing teacher.
- Professional development in both subject matter knowledge and professional practice is a continuous, career-long process.

The Teacher Education Department faculty and staff have further distilled these tenets to the following candidate learning outcomes. Upon completion of this program, NWF State College teacher education candidates will:

- Demonstrate current knowledge of subject matter, learning theories, and cognitive development;
- Demonstrate effective oral and written communication skills across the full spectrum of professional duties;
- Employ critical thinking throughout all aspects of the teaching and learning process;
- Collect, analyze, and apply data for the continuous improvement of teaching and learning;
- Evidence mastery of the ongoing cycle of feedback, reflection, planning, and practice as part of a dynamic, effective learning environment;
- Apply a variety of techniques, methods, and strategies to improve the learning environment and promote student success;

- Use technology appropriately to enhance the learning environment;
- Recognize, value, and accommodate the diverse abilities, backgrounds, and needs of all students;
- Analyze and resolve routine and problematic situations with students, parents, colleagues, and the public through a framework of ethical conduct, law, and professional practices; and
- Adopt a commitment to continuous professional development.

Definition of Terms

Candidate – The candidate is a college student who has met admission criteria for the college and the Teacher Education Department. A candidate remains a candidate until completion of the degree requirements and graduation from the college.

Cooperating Teacher - The cooperating teacher is a fully certified, clinically trained educator who is responsible for assisting in the professional growth of the candidate through demonstration of and instruction in teaching skills and attitudes. The cooperating teacher works cooperatively with the college instructor and Teacher Education Department in continuing evaluation of the candidate.

Course Instructor – The college instructor is a faculty member who is hired by the college to teach a course within the Teacher Education Department.

Early Field Experience – Early field experiences provide necessary and valuable experiences in classrooms to enhance the learning that takes place as part of the coursework in the teacher education program.

Student – The student referred to throughout this handbook is the student within the public PK-12 school system.

Teacher Education Coordinator - The Teacher Education Coordinator is the college administrator responsible for the management and coordination of all phases of the early field experiences at NWF State College.

Internship – The internship is the semester-long field experience during which students assume full time responsibility for planning, teaching, and assessing students in a public school classroom. Students must successfully complete the internship to graduate from the Bachelor of Science in Education (BSE) program.

Purpose of Early Field Experiences

NWF State College Teacher Education Department employs varied and innovative teacher preparation techniques to produce highly qualified graduates with the competencies and skills necessary to achieve the following state education goals:

- help the state’s diverse student population, including students who have substandard reading and computational skills and students with limited English proficiency, meet high standards for academic achievement;
- maintain safe, secure classroom learning environments; and
- sustain the state system of school improvement and education accountability established pursuant to ss. 1000.03(5) and 1008.345 (see Florida Statutes 1004.04).

An essential part of teacher preparation at NWF State College is the early field experience. Field experiences are exciting opportunities for candidates to explore assumptions about being a teacher. Early field experiences are provided throughout each degree program to prepare candidates to teach students from diverse cultures and of varying exceptionalities and performance levels in a variety of settings, which include high-needs schools. Specifically the purpose of these early field experiences is that the candidate:

- learns if teaching is the right career for him or her;
- sees teaching in actual classrooms;
- observes diverse aspects of children's lives: academic, social, physical, and emotional;
- experiences teaching small and large groups before internship;
- integrates theory and practice;
- learns from experienced teachers;
- observes and reflects on different teaching and management strategies;
- observes and experiences non-teaching duties of a teacher.

Early Field Experience Components

There are three components to the early field experience: Non-Instructional Field Experiences, Classroom Observations, and Early Teaching Experiences, all of which occur throughout the candidate’s program of study. All upper division courses with the letter “C” as a suffix (e.g., EDG 3410C) contain both direct and indirect instruction hours. During direct instruction, the candidate is in a traditional learning setting with the college faculty member;

during indirect instruction hours, the candidate is applying concepts or engaging in field experiences.

As the candidate progresses through the Teacher Education program, he or she will spend a minimum of 180 hours in non-teaching field experiences, classroom observations, and early teaching experiences. Candidates will complete the 180 hours of non-teaching field experience prior to the student teaching internship addressed in the final semester. The following table summarizes the three components of the early field experience.

Early Field Experience Components

Nature of Field Experience	Minimum Hours in Category
<p>Component I: Non-Instructional Field Experiences</p> <p>A. District Administrative Operations</p> <ul style="list-style-type: none"> • <i>Attend District Staff Meeting(s)</i> • <i>Attend District School Board Meeting(s)</i> • <i>Attend District School Board Workshop(s)</i> • <i>Shadow District Administrator on the Job</i> • <i>Other Activity Pre-approved by the Appropriate College Faculty Member</i> <p>B. School-based Non-Instructional Operations</p> <ul style="list-style-type: none"> • <i>Attend Budget Development Meeting(s)</i> • <i>Attend School Staff Meeting(s)</i> • <i>Attend School Planning Day Meeting(s)</i> • <i>Attend/Participate in Non-Instructional Faculty Duty (e.g., lunchroom supervision, bus leading supervision, etc.)</i> • <i>Assist School Faculty Member in Out-of-Class Task(s) (e.g., progress reports, classroom decoration, textbook/materials inventory, etc.)</i> • <i>Observe in the School’s Main Office</i> • <i>Shadow a principal, assistant principal, curriculum specialist, or department head on the job</i> • <i>Other Activity Pre-approved by the Appropriate College Faculty Member</i> 	<p>80</p>

Nature of Field Experience	Minimum Hours in Category
<p>C. Professional Development</p> <ul style="list-style-type: none"> • <i>Participate in a School-based/sponsored Professional Development Workshop</i> • <i>Observe/attend a School-based/sponsored Professional Development Workshop</i> • <i>Attend a State Educator Conference or Workshop</i> • <i>Other Activity Pre-approved by the Appropriate College Faculty Member</i> <p>D. Parent/Public Interaction</p> <ul style="list-style-type: none"> • <i>Attend a School Advisory Committee Meeting</i> • <i>Attend a School Open House</i> • <i>Observe a Parent-Teacher Conference</i> • <i>Other Activity Pre-approved by the Appropriate College Faculty Member</i> 	
<p style="text-align: center;">Component II: Classroom Observation</p> <ul style="list-style-type: none"> • <i>Observe/assist in an active classroom in an appropriate variety of urban/suburban, high needs, and diverse population school settings</i> 	90-95
<p style="text-align: center;">Component III: Early Teaching Experience</p> <ul style="list-style-type: none"> • <i>Present a lesson(s) in an active classroom setting</i> 	5-10

Field Experience Placement Process

Florida Statute 1004.04(6)(d) and Florida State Board of Education Program Approval Standard 1, Indicator 2 require all candidates to experience diverse settings, including schools in urban and rural settings and those with high needs and diverse populations. Accordingly, candidates will be sent to varying locations including schools with culturally and socio-economically diverse student populations. Candidates will be placed with different age groups as well as varying ability levels. In general, candidates will not be placed in the secondary school they attended.

In order to meet these state requirements, candidates will have to travel throughout Okaloosa and Walton counties. Although the college will attempt to accommodate candidate

preference, placements are ultimately determined in light of program integrity, school district factors, and candidate equity. The Teacher Education Department is responsible for arranging the placement with the approval and support of the school district. Candidates ***must not*** make their own arrangements.

Before the candidate begins the field experience, the instructor may require the candidate to initiate written communication with K-12 personnel hosting the candidate prior to making telephone contact. ***The candidate is responsible for arranging his or her own transportation to and from the designated school.*** It is highly recommended that candidates car pool when feasible to reduce crowding in school parking lots. ***Failure to successfully complete a field experience will prevent a candidate from passing the course.***

Fingerprinting Procedures

The school districts of Okaloosa and Walton counties have instituted new fingerprinting and background screening procedures to comply with the Jessica Lunsford Act. This new policy ensures the security and safety of students, faculty, and staff within the school systems. All candidates must comply with this new procedure prior to field experience placement. (See Appendix Eight.)

Professional Expectations for Early Field Experiences

Before the initial reporting date. Each candidate is **required** to contact the cooperating teacher to confirm that the candidate will be at the school on the initial reporting date at the time specified by the course instructor. It is the candidate's responsibility to establish communication. If the cooperating teacher uses e-mail, this is generally the best method of communication for initial contact. If the candidate does not receive a response to an e-mail within a couple of days or the teacher prefers telephone contact, the candidate should call the school receptionist, ask when the teacher has planning period(s), and call at the appropriate time. The candidate should leave a message, if appropriate, for the cooperating teacher as teachers are usually unable to take telephone calls unless it is a planning period. After making contact with the cooperating teacher, the candidate should ask what type and method of communication is preferred. During this initial contact the candidate should arrange a specific date, time, and location for an initial meeting. In

the initial meeting, the candidate should briefly discuss topics applicable to the course such as grading, philosophy, teaching diverse learners, and/or classroom management techniques.

Be prepared. Candidates are **required** to obtain a copy of the assigned school's most recent Parent and Student Handbook. Candidates are **required** to read, understand, and abide by the content in each handbook. Candidates should pay careful attention to the safety procedures and guidelines for each assigned school.

In addition, candidates should locate each school in advance of the first day to familiarize themselves with the area. It is important to ascertain the location of appropriate parking areas (usually visitor parking unless notified otherwise) and the front office.

Complete all necessary paperwork. Candidates will be **required** to have the following paperwork in order prior to beginning any field placement:

- Completion of required fingerprinting and security clearances through NWF State College;
- Field Placement Agreement Part I completed and turned in to the Teacher Education Coordinator (See Appendix One);
- Early Field Placement Candidate Handbook and Professionalism Agreement completed and turned in to Teacher Education Coordinator (See Appendix Two);
- Field Placement Agreement Part II completed and turned in to Teacher Education Coordinator (See Appendix Three);
- Request for Early Field Experience turned in to Teacher Educator Coordinator (See Appendix Four);
- Field Experience Participation Time Sheet (See Appendix Five); and
- Early Field Experience Candidate Evaluation with Candidate Name and Candidate ID completed. Form should be given to cooperating teacher with a stamped enveloped addressed directly to NWF State College (See Appendix Six).

Getting to the placement site. Candidates should always leave extra-early to allow time to locate a parking place, sign in at the front office, introduce themselves to the principal (or assistant principal), and get to the classroom. Candidates should locate the school in advance of the first day to familiarize themselves with the area. Visitors are required to sign in at the school office **each** time they arrive. Candidates must wear their NWF State College student identification card at **ALL** times.

Be punctual. To maintain professionalism, candidates should always plan to arrive at least 10 minutes before expected. Teachers must arrive in advance of the morning bell (usually at least 30 minutes early) and cannot be absent without planning for a substitute, so teachers are understandably intolerant of tardiness on the part of candidates. Candidates should always be on time, but if a delay is unavoidable they should call the school office and leave a message for the cooperating teacher.

Always show up as expected. Candidates are to begin field experiences on the initial report date and ***attend every day as scheduled.*** The teacher and the students at the school notice absences, even if the candidate's assignment is primarily observational. Teachers must sometimes work when they do not feel their best; they expect the same dedication of candidates. If a candidate is seriously ill or has a major emergency, contact the cooperating teacher and NWF State College Teacher Education Coordinator ***in advance of the absence.*** The candidate must make plans with the cooperating teacher and the Teacher Education Coordinator to make up the absence(s). The instructor and/or Teacher Education Coordinator will remove the candidate from the placement if attendance and timeliness becomes a problem. ***Failure to successfully complete a field experience will prevent a candidate from passing the course.***

Be aware of the school's calendar and closings. It is the candidate's responsibility to discuss the school calendar with the cooperating teacher and plan for days when the school will be closed. Area schools do not follow the same calendar as NWF State College, and holidays may vary between the two school districts. If the school is closed during a day designated for a field experience, the candidate must plan to make up all missed days. School calendars are usually posted on the school's or district's websites.

Schools may close for weather conditions, power outages, flooding, etc. Candidates should find out which radio/television stations broadcast school closings and listen to that station before going to school when adverse conditions are present.

Arrival in the classroom. Candidates are reminded to log the time of arrival on the designated time sheet each day (see Appendix Five – Field Experience Participation Time Sheet). The cooperating teacher might ask the candidate to annotate this time sheet regarding the day's activities. This annotation may assist in making an accurate final assessment of the candidate's performance (see Appendix Six – Early Field Experience Candidate Evaluation). The candidate must record the departure time on the time sheet before leaving the classroom.

The candidate's arrival and departure from the classroom should not interrupt the routines and activities of the classroom; the candidate must come in and leave quietly. ***The candidate should never cross in front of the cooperating teacher when he/she is giving instructions and directions to the class.*** The candidate should display a ***professional attitude*** during field experiences by being positive, enthusiastic, outgoing, and supportive of the cooperating teacher.

Dress for success. Candidates should be aware of the public school systems' dress codes for all professional employees and keep in mind that the cooperating teacher is mindful of the candidate's professional appearances. While dressing conservatively may not be the candidate's preferred style, it is *essential* that the candidate take time to consider his or her professional appearance. The importance of first impressions is not just a cliché; in representing NWF State College and the Teacher Education Department, the candidate must dress professionally in the field. The following guidelines from various local schools may be helpful:

- Wear clothing that is neat and clean;
- Clothing must not be tight, revealing, short, torn, tattered, dirty, or excessively faded;
- Clothing must not have visual, written, or implied messages that are likely to disrupt the school environment;
- Sweat suits, jogging/wind suits, overalls, or denim pants/jeans of any color may not be worn;
- Noisy, distracting jewelry/accessories that could cause a safety hazard may not be worn. In keeping with professional decorum, only female teachers may wear earrings, and ears are the only exposed areas of the body on which pierced jewelry may be worn. Tattoos should be covered;
- Footwear must be worn at all times. Shoes traditionally worn only around the house (i.e., house shoes) or to the beach (i.e., flip-flop design) are not permitted;
- Women should wear dress or casual slacks of appropriate material. Women's skirts/dresses should be no shorter than slightly above the knee, and slits, flaps, or openings in skirts/dresses may not be shorter than fingertip length;
- Seasonal/decorated shirts and blouses may be worn. Tank tops, backless apparel, midriffs, tops with straps less than 2 inches, sleeveless tops that are revealing (deep or low cut), or see-through blouses are not acceptable;
- Men should wear dress or casual slacks and shirts with collars, polo shirts, or turtlenecks. Socks must be worn with shoes. Shorts may not be worn;
- Hair should be well groomed. Men are permitted facial hair if it is neatly trimmed and moderate in style.

Principals and teachers are instructed to promptly notify the Teacher Education Department when candidates do not strictly adhere to these guidelines. Dressing inappropriately may sabotage a candidate's overall professional image and can result in dismissal from a field experience. **Failure to successfully complete a field experience will prevent a candidate from passing the course.**

Confidentiality. The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. Candidates should be mindful of this federal law in all conversations and actions in the school, in the community, on the internet (MySpace, blogs, etc. are PUBLIC spaces), and in class at the college. Candidates should take care not to use the names of teachers, schools, or pupils when discussing field experiences. School site personnel may not accept field experience candidates who have made inappropriate comments, breached confidentiality, or made evaluative comments regarding candidates and/or staff.

The cooperating teacher is in charge. It is important that candidates remember the cooperating teacher is responsible for all activities in the classroom. Candidates must ask for permission from the cooperating teacher before assisting in any activity.

Be responsible. If a candidate borrows any materials from the cooperating teacher, he or she must return the materials promptly and in good order. Candidates should clarify whether or not copies of papers are to borrow or to keep ... never assume!

Be an active participant in the classroom. Candidates are guests in the classroom and are there to observe and support the lessons planned by the cooperating teacher. Teachers are held accountable for the learning of their students and cannot afford to waste any time. Candidates will have to earn the cooperating teacher's trust before the teacher will allow the candidate to assist in the class (or small group). To earn this trust, candidates should volunteer to help in small ways to demonstrate eagerness and ability to follow the teacher's lead. Candidates will need a positive and respectful attitude as well as patience and gentle persistence to be a successful participant in the classroom. Most cooperating teachers appreciate candidates who engage in meaningful ways with students.

Stay focused. If more than one candidate is assigned to a classroom, candidates should remember not to disturb the classroom. Candidates may not converse with one another during field experiences.

No cell phones. Candidates should turn off their cell phone before entering the building or leave the cell phone in the car. A candidate may be reached at the school office during a field experience; however, this contact should be for emergency use only.

In the case of an emergency, the candidate should instruct callers to leave a message for him/her with the office staff. The school office staff will notify the candidate of the situation at the appropriate time to avoid disrupting the learning of the students.

Only the essentials. Classrooms are crowded; therefore, candidates are instructed to bring only essential items. A notebook, pen/pencil, and lesson materials, if appropriate, are all candidates will need most of the time. Candidates should not bring textbooks, course notes, or valuables into the classroom. Candidates should be mindful that all actions need to support the work of the classroom. Behaviors including but not limited to personal grooming (i.e., applying nail polish), eating a snack, or chewing gum are disruptive, prohibited, and completely inappropriate. Unless the cooperating teacher invites the candidate to partake of refreshment, the candidate should not eat or drink in the classroom (this includes water).

Universal precautions. Early field experience candidates should be aware of the risks of and precautions for handling bodily fluids and the school's relevant policies. Serious risks include exposure to HIV (AIDS), hepatitis, and other blood-borne pathogens. Candidates are encouraged to ask the cooperating teacher how incidents involving bodily fluids are handled in the classroom. Candidates should know where plastic gloves and first aid kits are located in the classroom. The nine steps in the universal precautions for handling exposed blood and body fluids are as follows:

- Step 1 – Put on disposable gloves (latex or vinyl).
- Step 2 – Use paper towels to absorb spill.
- Step 3 – Place used towels in leak-proof plastic bag.
- Step 4 – Flood area with bleach solution (1 part bleach to 9 parts water).
- Step 5 – Clean area with paper towels, vacuum, or broom and dustpan.
- Step 6 – Place used towels, vacuum cleaner bag, or waste in a leak-proof plastic bag.
- Step 7 – Remove gloves – pull inside out.
- Step 8 – Place gloves in bag and tie.
- Step 9 – Wash hands with soap and water for at least 10 seconds.

As a guest in the classroom, the candidate may utilize the following procedure if a sick or injured student approaches:

- Remain calm and in control of the situation.
- Without touching, try to calm the student needing assistance.
- Hand clean tissues or paper towels to the student and ask the student to cover the wound or wipe his/her mouth or hands if vomiting.
- Notify the teacher immediately and let the teacher handle the student and the clean up.
- Make sure other students are supervised at all times and do not come in contact with the spilled blood and/or body fluids.

What to do when the class is testing. If standardized tests or other special activities make the candidate's presence in the classroom awkward, he/she should take the opportunity to visit the school library or ask the cooperating teacher to introduce him/her to another teacher to observe or help. Candidates should never assume they can visit another classroom without the advance permission of both teachers.

Do not conduct research. Candidates are not permitted to test or survey pupils in the schools except with materials relating directly to the pupils' work that are approved by the cooperating teacher.

Suspected child abuse and/or child in crisis. Candidates must report concerns to the cooperating teacher, course instructor, and the Teacher Education Coordinator. These individuals will then assist candidates in the next appropriate step.

Final visit. On the final visit, candidates should ask the cooperating teacher to return their Early Field Experience Candidate Evaluation in the provided addressed and stamped envelope. Candidates should make sure the Field Experience Participation Time Sheet has been completed and signed by all parties involved. Candidates are expected to state their appreciation to the cooperating teacher who welcomed them into the classroom as a professional courtesy. It is highly encouraged that candidates take the time to write a personal thank you note to the cooperating teacher as a gesture of professional appreciation.

Problem Solving

If a problem arises, candidates are expected to resolve the problem with the cooperating teacher and the course instructor. If there is a logistical concern, the candidate should contact the Teacher Education Coordinator and make an appointment to discuss the issue.

Withdrawals

Candidates who must withdraw from a field experience must notify the Teacher Education Coordinator, college instructor, and cooperating teacher (if the placement has been received).

Candidates must successfully complete field experiences before the established deadline each semester. Field experiences cannot be made up at a later time. **Failure to successfully complete a field experience will prevent a candidate from passing the course.**

Concluding Thoughts

The NWF State College Teacher Education Department faculty and staff hope all candidates are eager to begin their experiences in the field. Candidates will find their time in the schools exciting, fascinating, and, at times, frustrating. Above all, candidates will find these experiences challenging on multiple levels ... as a person, a professional, and as an educator. We are confident that all candidates will see their field experiences as an opportunity to learn more about themselves and the profession. The Teacher Education Department will assist candidates along the way.

APPENDIX ONE
FIELD PLACEMENT AGREEMENT PART I



NORTHWEST FLORIDA STATE COLLEGE

Teacher Education Program

Field Placement Agreement Part I

Early and frequent classroom experiences are an essential element of the Northwest Florida State College (NWF State College) Teacher Education program. In order to meet this requirement and to be placed in area K-12 schools for observation and limited practice, including the first semester’s field experience, candidates must complete both parts of the Field Service Agreement. Part II will be distributed in the appropriate class; if you have not already completed this form, Part I, as part of the advising process, you must complete it, make your own copy of the document, and immediately return the original to:

Lori Anderson, Staff Assistant, Teacher Education
Northwest Florida State College
100 College Boulevard
Niceville, FL 32578

Lori Anderson may be reached at andersol@nwfsc.edu@nwfstatecollege.edu or 729-6440.

Directions: Please initial beside each statement, sign and date the form, and legibly print your name.

I understand and consent to the following:

- _____ Most field experiences must be completed during normal daytime K-12 school hours, regardless of a candidate’s other obligations.
- _____ Florida Statute 1004.04(6)(d) and State Board of Education Program Approval Standard 1, Indicator 2 require that students experience diverse settings, including schools in urban and rural settings and those with high needs and diverse populations. In order to meet these state requirements, candidates will have to travel throughout Okaloosa and Walton counties. Although the college will attempt to accommodate candidate preference, placements are ultimately determined in light of program integrity, school district factors, and student equity.
- _____ Placements are made only through Northwest Florida State College and the school districts; candidates may not contact individual teachers, school personnel, or the districts directly to arrange placements.
- _____ Schools and teachers may choose not to host students for varying reasons, including individual teacher load and preference, school staffing, and scheduling. If districts are not able to accommodate a NWF State College candidate, the candidate’s progress throughout the Teacher Education program may be impeded, and his/her ability to finish the program may be affected.
- _____ Failure to pass a course’s field experience component will result in a candidate’s failing the course.
- _____ Failure to disclose any arrest, withheld adjudication or pleas of nolo contendere may result in the student’s dismissal from the Teacher Education program.

Candidate’s Signature

Printed Name

Date

Revised 1-28-09 SL

APPENDIX TWO
EARLY FIELD PLACEMENT
HANDBOOK AND PROFESSIONALISM AGREEMENT



TEACHER EDUCATION DEPARTMENT

EARLY FIELD PLACEMENT CANDIDATE HANDBOOK AND PROFESSIONALISM AGREEMENT

I understand that during my field experiences I am a guest in the classroom, as well as a representative of Northwest Florida State College. It is my responsibility to use this opportunity to learn more about teaching with the objective of becoming a more effective education professional.

I agree to maintain professional, legal, and ethical conduct at all times. I agree to protect the confidentiality of the classroom, of the children, and of the teachers. As a guest in an established classroom environment, I understand that my pedagogies and strategies must be used as a supplement to the teaching style of my cooperating teacher.

I have read and agree to the procedures and expectations as outlined in the Early Field Placement Handbook.

I understand that failure to comply with this agreement may result in the termination of a field placement and failure of the associated course.

(PRINTED) _____
Last Name First Name Middle/Maiden Name

Candidate ID _____

(PRINTED) _____
Course Instructor's Name Course Number/Title

Candidate's Signature Date

Sign and Return to Teacher Education Coordinator (Niceville Campus, Building A, Suite 207)

APPENDIX THREE
FIELD PLACEMENT AGREEMENT PART II



NORTHWEST FLORIDA STATE COLLEGE

Teacher Education Program

Field Placement Agreement Part II

All candidates enrolled in Teacher Education Department courses will comply with the following rules and regulations to participate in field experiences. If this agreement is violated at any time during the candidate's field experience, the candidate may be withdrawn from the field placement. Failure to successfully complete a field experience will prevent a candidate from passing the course.

Directions: Complete this form, make your own copy of the document, and immediately return the original to your course instructor.

Please initial beside each statement, sign and date the form, and legibly print your name.

I understand and consent to the following:

- _____ As soon as I am informed of my practicum assignment, I will make contact with my supervising teacher to establish an initial meeting time and to work out a schedule that is acceptable to both the teacher and me.
- _____ I will adhere to the schedule that is agreed upon and will contact the cooperating teacher and the Teacher Education Coordinator if I am unable to do so because of an emergency.
- _____ I will remember that I am a role model for students and therefore:
 - (a) I will arrive at my practicum on time.
 - (b) I will present a clean, neat, and professional appearance, both in my person and in my dress.
 - (c) I will treat all aspects of my practicum experience professionally, as if I were a credentialed teacher.
- _____ I will document the field experience as required by the Teacher Education Coordinator and the course instructor.
- _____ I will be responsible for appropriate and timely communication with the cooperating teacher, the Teacher Education Coordinator, and the course instructor.
- _____ I will abide by all rules and regulations of the school in which I fulfill my field experience requirements.
- _____ I will work closely with my cooperating teacher to plan and implement classroom activities. I understand all classroom interactions must be approved by the classroom teacher.
- _____ I understand that failure to disclose any arrest, withheld adjudication or plea of nolo contendere may result in my dismissal from the Teacher Education program.

Candidate's Signature

Printed Name

Date: _____

APPENDIX FOUR
FIELD EXPERIENCE PARTICIPATION TIME SHEET

APPENDIX FIVE

EARLY FIELD EXPERIENCE CANDIDATE EVALUATION



NORTHWEST FLORIDA STATE COLLEGE

Early Field Experiences Candidate Evaluation

Teacher Education Department
Building A, Suite 207
100 College Boulevard
Niceville, FL 32578

Phone: (850) 729-6400 Fax: (850) 729-5278

NWF State College Candidate's Name: _____

NWF State College Course Number: _____ Candidate ID Number: _____

Field Experience Participating School: _____

Cooperating Teacher's Name: _____ Grade Level: _____

NWF State College Instructor's Name: _____ Semester/Year: _____

Directions for the cooperating teacher: Please complete this form and return it in the envelope provided by the college candidate. For each item please use the following scale to indicate the skill level or disposition observed by placing a checkmark in the appropriate evaluation box.

**0= Unsatisfactory; Remediation suggested (please provide explanation and attach to this form)
1= Needs Improvement 2 = Satisfactory 3 = Outstanding N=Not Observed**

<i>PROFESSIONAL RESPONSIBILITY</i>	0	1	2	3	N
1. Displays a professional appearance					
2. Arrives on time or early					
3. Attends all field experience activities					
4. Communicates with clarity, fluency, and appropriate grammar					
5. Expresses appropriate affect					
6. Displays good judgment					
7. Exhibits poise and self-confidence					
8. Interacts appropriately with all school staff members					

<i>GROWTH AND REFLECTION</i>	0	1	2	3	N
9. Reflects on constructive criticism and modifies behavior appropriately					
10. Accepts professional responsibility and follows through					
11. Demonstrates commitment to teaching					
12. Shows initiative					

<i>PERSONALIZED LEARNING</i>	0	1	2	3	N
13. Respects diverse feelings, opinions, knowledge and abilities of others					
14. Displays respect for and rapport with students					
15. Fosters higher level thinking skills					
16. Varies teaching strategies and materials to address learner needs					
17. Promotes student engagement					

<i>KNOWLEDGE</i>	0	1	2	3	N
18. Demonstrates knowledge of student learning and development					
19. Exhibits knowledge of content					
20. Gives clear directions and communicates learning expectations					

<i>LEARNING ENVIRONMENT</i>	0	1	2	3	N
21. Shares clear expectations of classroom behavior					
22. Uses instructional time efficiently					
23. Manages group dynamics effectively					
24. Responds to misbehavior appropriately					

Please make comments in this area or attach additional pages:

Date
 Revised 12/12/09

Cooperating Teacher's Signature

Total Hours

APPENDIX SIX
NORTHWEST FLORIDA STATE COLLEGE TEACHER EDUCATION RESOURCES

Northwest Florida State College-Teacher Education Resources

Teacher Education Department Team

Dr. Anne Southard, Dean, Teacher Education, Research and Learning Support
Dr. Samantha Dawson, Department Chair
Dr. Diane Hodgins, Coordinator, Teacher Education Advising and Assessment
Dr. Lynn Ketter, Assistant Professor
Ms. Penny Cox, Coordinator, Educational Services
Ms. Lori Anderson, Staff Assistant, Teacher Education

Who to contact if you have questions:

Admissions Questions:

Ms. April Leake, Evaluation Specialist
Phone: 729-4901
e-mail: leakea@nwfstatecollege.edu

Advising Questions:

Lower Division classes

Contact a NWFSC Academic Advisor at 729-6922

Upper Division classes:

Contact Dr. Diane Hodgins, Coordinator, Teacher Education Advising and Assessment
Phone: 729-6485
e-mail: hodginsd@nwfstatecollege.edu

Certification Questions:

Ms. Penny Cox, Coordinator, Educational Services
Phone: 729-5322
Fax: 729-5278
e-mail: coxp@nwfstatecollege.edu

Field Placement, Fingerprinting, and Background Check Questions:

Ms. Lori Anderson, Staff Assistant or Ms. Penny Cox, Coordinator, Educational Services
Phone: 729-6440
Fax: 729-5378
e-mail: andersol@nwfstatecollege.edu

APPENDIX SEVEN
FINGERPRINTING PROCEDURES
FOR OKALOOSA AND WALTON COUNTIES

If you have any questions please contact Mrs. Lori Anderson
at 729-6440 or e-mail andersol@nwfsc.edu.

Teacher Education

Fingerprinting Procedures for Okaloosa and Walton Counties

Before you begin, please make sure you have:

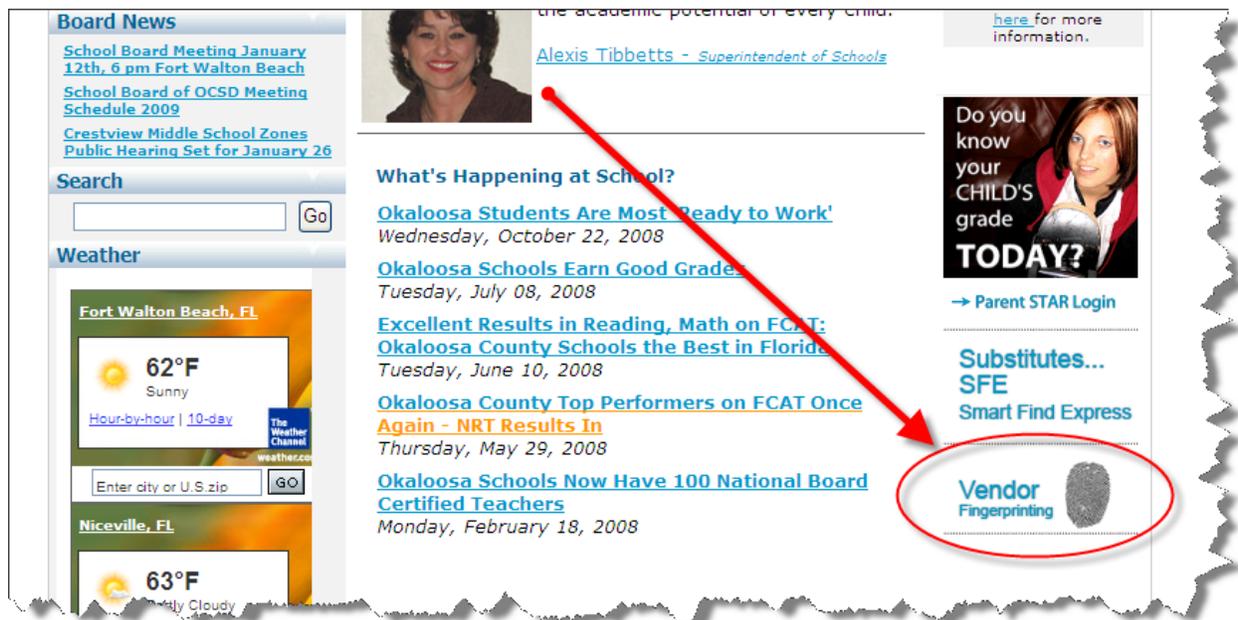
- Approximately 30 minutes to complete this process
- Access to a printer
- Your Social Security Number
- A government-issued ID (e.g., driver's license, passport, green card, etc.)
- Credit card or debit card to pay required fee

Online Registration Directions:

Step 1

- Go to the Okaloosa County School District website: www.okaloosaschools.com.
- In the bottom right hand corner, click on "**Vendor Fingerprinting**".

(See example below)



The screenshot shows the Okaloosa County Schools website. On the left, there are sections for 'Board News', 'Search', and 'Weather'. The main content area features a 'What's Happening at School?' section with several news items. A red arrow points from the 'Vendor Fingerprinting' link in the bottom right corner to the 'Vendor Fingerprinting' link in the bottom right corner. The link is circled in red.

Step 2

- Carefully read all information on this page regarding the Security Credentialing Process of the Safe System Outsourced Fingerprint Network
- At the bottom of the page, click on the box shown below to certify that you have read and understand the instructions
- **Print** this page and keep for your records
- Click

NOTE: The School District of Okaloosa County does not provide for an appeal regarding an applicant's criminal history if it includes any of the disqualifying offenses provided for in state statutes.

Individuals determined to have a criminal history involving a disqualifying offense resulting in their application being declined may request to review the record provided by the FBI and FDLE. **Background screening records are considered confidential information** and may only be viewed by the applicant (must provide a valid photo ID), by appointment, at the School District of Okaloosa County Human Resource office. An applicant who wishes to challenge the validity of information provided in the FBI or FDLE report will be required to provide certified court documents clearly stating an acceptable disposition to the charge(s) in question. A District Representative will provide additional information regarding instructions for this process.

NOTE: An applicant who has been denied the necessary security credential and is awaiting clearance after submission of the necessary court documents **shall not be permitted access to school grounds under any circumstances.**

By selecting the check box, I certify that I have read and understand the instructions.

Please print this page for your records

Step 3

- Click

 **SAFE SYSTEM**
OUTSOURCED FINGERPRINT NETWORK

1. INSTRUCTIONS 2. LOGIN 3. LOCATOR 4. DEMOGRAPHICS 5. CONFIRMATION 6. DISCLOSURE 7. PAY

- 1 Enter your Vendor ID # if you know it
- 2 If not known, Click the Locate VENDOR# button
- 3 Enter the confirmation code found in the graphic
- 4 Click Submit

Enter Vendor Number:

Find Vendor Number:

Step 4

- Click

1. INSTRUCTIONS 2. LOGIN 3. LOCATOR 4. DEMOGRAPHICS 5. CONFIRMATION 6. DISCLOSURE 7. PAYMENT 8. RECEIPT

VENDOR LOCATOR

Please enter your company name:

If you do not currently have a Vendor #, please click "No Vendor #"

If your company has never applied for a Vendor ID# with Okaloosa County School District please be sure to visit obtain the Vendor Application Form from the Okaloosa County School District's website (www.okaloosa.k12.fl.us/purchasing/forms/Forms.htm).

Step 5

- The webpage will display a unique "Confirmation Code" in the box shown below
- Retype this code in the field below the confirmation code display
- Type the following information in the appropriate fields:
Northwest Florida State College
100 College Boulevard
Niceville, FL 32578
850-729-6440
- Enter **your** e-mail address. This will ensure that you receive a copy of your clearance results
- Click

Enter Vendor Number:	<input type="text" value="JLA9999999"/>
Find Vendor Number:	<input type="button" value="LOCATE VENDOR #"/>
Confirmation Code:	<input type="text"/>
Enter Code: (Displayed Above)	<input type="text"/>
Employer Information Complete the information below. All fields are required.	
Company Name:	<input type="text"/>
Address:	<input type="text"/>
City:	<input type="text"/>
State:	<input type="text" value="--Click to Choose--"/> ▾
Zipcode:	<input type="text"/>
Telephone:	<input type="text"/>
Email:	<input type="text"/>
<input type="button" value="SUBMIT"/> <input type="button" value="CLEAR"/>	

Step 6

- Enter the college's ZIP code in the ZIP CODE LOCATOR field: **32578**
- Click

STATE LOCATOR	ZIP CODE LOCATOR
<input type="text" value="--Click to Choose--"/> ▾ (Select a state) <input type="button" value="SEARCH"/>	<input type="text"/> (Enter Zip Code) <input type="button" value="SEARCH >"/>

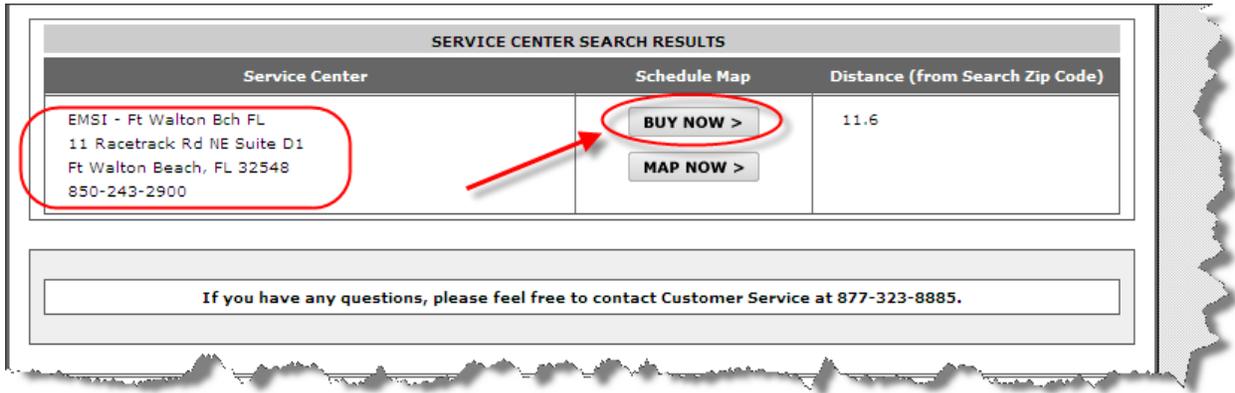
Step 7

- This page will provide the physical address for your fingerprinting location and a contact telephone number for Customer Service

- **Print** this page so you will know where to report for fingerprinting

For driving directions, click

- Click to continue



Step 8

- On the following page, complete all fields marked in **RED** with your personal information
- Be sure to enter **your** home address and e-mail address in the appropriate fields
- Height should be entered as follows:

One digit "FT" and two digits "IN"

HEIGHT	
FT: <input type="text" value="5"/>	IN: <input type="text" value="01"/>

- Click

Step 9

- Complete the payment transaction as indicated. Current cost is \$101.00, but charges are subject to change at any time
- Upon payment confirmation, you will receive a receipt stamped with a barcode
- Once you have completed your online registration, call the fingerprint service center (See **“Step 7”** for telephone number) to confirm the standard time available for walk-up fingerprinting
- Go to the fingerprint service center (See **“Step 7”** for address). Make sure you bring your government-issued identification card
- You will be notified by e-mail once a determination has been made regarding your fingerprint clearance
- Print a copy of your fingerprint clearance notification and keep this for your records
- For answers to Frequently Asked Questions regarding the Vendor Fingerprinting Process, please refer to https://www.priderockholdings.com/support/index.php?pid=support_faq

Important Note: Do NOT go to the school district offices (Okaloosa and/or Walton) for fingerprinting. See **“Step 7”** above to find your fingerprint location.

Fingerprint clearance through this vendor system is valid in both Okaloosa and Walton Counties. Clearances are kept on file for five (5) years for the purpose of pre-service teaching field experiences only.

Revised 9/14/09